



# **INVERTIS**

## **UNIVERSITY BAREILLY**

**SCHEME OF INSTRUCTION AND  
SYLLABI  
OF  
B.A. (HONORS) ENGLISH**

**(Effective from the Academic Session 2026-27)**

**DEPARTMENT OF APPLIED SCIENCES & HUMANITIES**

**INVERTIS UNIVERSITY**

**Bareilly-Lucknow NH-24, Bareilly, U.P. (243123)**

# SEMESTER III

S. No.	Category	Paper	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
					L	T	P	CA	EE		
<b>III SEMESTER</b>											
1	DSC	15	BAEN 301	American Literature	4	0	0	30	70	100	4
2	DSC	16	BAEN 302	Popular Literature	4	0	0	30	70	100	4
3	DSC	17	BAEN 303	British Literature: 17th Century	4	0	0	30	70	100	4
4	AEEC-I	18	BAEN 314	Creative Writing	2	0	0	15	35	50	2
			BAEN315	Business Communication							
			BAEN316	English Ability and Logical Reasoning							
5	GE-III	19	BAEN317	Gender and Human Rights	4	0	0	30	70	100	4
			BAEN318	Language, Literature and Culture							
6	LAB-V	20	BAEN351	Personality Development	0	0	4	15	35	50	2
7	LAB-VI	21	BAEN352	Theatre & Performance Skills	0	0	4	15	35	50	2
<b>TOTAL</b>					<b>18</b>	<b>0</b>	<b>8</b>	<b>165</b>	<b>385</b>	<b>550</b>	<b>22</b>

### BAEN301: AMERICAN LITERATURE

<b>Teaching Scheme</b> Lectures: 4 hrs./ week Credit : 4	<b>Examination Scheme</b> Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
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**Course Objectives:**

1. To introduce students to major authors, genres, and movements in American Literature.
2. To develop an understanding of American cultural, social, and historical contexts reflected in literary texts.
3. To analyze the themes of individuality, democracy, death, identity, and the American Dream.
4. To examine poetic, narrative, and dramatic techniques employed by American writers.
5. To enhance critical appreciation of American literary traditions and their global influence.
6. To develop analytical and interpretative skills through close reading of literary texts.

Unit	Topics	No. of Lectures
I	Emily Dickinson: Hope is the Thing with Feathers, Because I Could Not Stop for Death	12
II	Edgar Allan Poe ‘The Purloined Letter’	12
III	Arthur Miller: Death of a Salesman	12
IV	Walt Whitman: ‘O Captain, My Captain’	12
V	Robert Frost: ‘The Road Not Taken’, ‘Stopping by Woods on a Snowy Evening’, ‘Mending Wall’	12

*Suggested Topics and Background Prose Readings for Class Presentations Topics*

The American Dream Social Realism and the American Novel Folklore and the American Novel Black Women’s Writings Questions of Form in American Poetry

**Readings**

1. . Hector St John Crevecoeur, ‘What is an American’, (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, ‘Battle of the Ants’ excerpt from ‘Brute Neighbours’, in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, ‘Self Reliance’, in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

**Course Outcomes**

CO1	Demonstrate knowledge of significant American literary writers and texts.
CO2	Analyze major themes and literary techniques in poetry, fiction, and drama.
CO3	Interpret literary texts in relation to American history and culture.
CO4	Evaluate representations of identity, society, and human experience in American literature.
CO5	Compare diverse literary forms and genres within the American literary tradition.
CO6	Apply critical approaches to the study and appreciation of American literary works.

## BAEN302: POPULAR LITERATURE

<b>Teaching Scheme</b> Lectures: 4 hrs./ week Credit : 4		<b>Examination Scheme</b> Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To familiarize students with the concept and scope of Popular Literature.</li> <li>2. To explore various genres such as detective fiction, graphic narratives, and contemporary fiction.</li> <li>3. To examine the relationship between literature and popular culture.</li> <li>4. To analyze issues of identity, caste, ethnicity, gender, and social justice in popular texts.</li> <li>5. To understand narrative strategies and reader engagement in popular literature.</li> <li>6. To develop critical and interpretative skills for studying contemporary literary forms.</li> </ol>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Agatha Christie The Murder of Roger Ackroyd	15
II	Shyam Selvadurai Funny Boy	15
III	Durgabai Vyam and Subhash Vyam <i>Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar</i> (For the Visually Challenged students)	15
IV	Oscar Wilde The Model Millionaire	15
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
Coming of Age The Canonical and the Popular Caste, Gender and Identity Ethics and Education in Children's Literature Sense and Nonsense The Graphic Novel		
<i>Readings</i>		
1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' ( <i>ARIEL</i> , Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor		
2. J. Ramraj, eds., <i>Post Independence Voices in South Asian Writings</i> (Delhi: Doaba Publications, 2001) pp. 51–65.		
3. Sumathi Ramaswamy, 'Introduction', in <i>Beyond Appearances?: Visual Practices and Ideologies in Modern India</i> (Sage: Delhi, 2003) pp. xiii–xxix.		
<b>Course Outcomes</b>		
CO1	Explain the characteristics and significance of Popular Literature.	
CO2	Analyze genre conventions and narrative techniques in prescribed texts.	
CO3	Critically examine social and cultural issues represented in popular literature.	
CO4	Evaluate the role of literature in challenging discrimination and marginalization.	
CO5	Compare diverse forms of popular literary expression.	
CO6	Apply critical perspectives to interpret contemporary literary and cultural texts.	

## BAEN303: BRITISH LITERATURE 17TH CENTURY

<b>Teaching Scheme</b> Lectures: 4hrs/ week Credit : 4	<b>Examination Scheme</b> Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
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**Course Objectives:**

1. To introduce students to the major literary trends, genres, and writers of seventeenth-century British literature.
2. To develop an understanding of the historical, religious, political, and cultural contexts of the period.
3. To examine the distinctive features of Metaphysical poetry, epic poetry, prose essays, and mock-epic literature.
4. To analyze themes such as truth, faith, love, mortality, reason, and human experience in the prescribed texts.
5. To enhance critical appreciation of the literary artistry and stylistic innovations of major seventeenth-century writers.
6. To cultivate analytical and interpretative skills through close reading of representative literary works.

Unit	Topics	No. of Lectures
I	John Milton: <i>Paradise Lost Book I Prologue</i>	12
II	Francis Bacon: Of Truth, Of Studies	12
III	John Donne: The Canonization, A Valediction Forbidding Mourning	12
IV	Andrew Marvell: To His Coy Mistress, The Definition of Love	12
V	Alexander Pope: <i>The Rape of the Lock</i>	12

*Suggested Topics and Background Prose Readings for Class Presentations Topics*

Religious and Secular Thought in the 17th Century The Stage, the State and the Market The Mock-epic and Satire Women in the 17th Century The Comedy of Manners

*Readings*

1. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22-4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, ‘A Discourse Concerning the Origin and Progress of Satire’, in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

**Course Outcomes**

CO1	Demonstrate knowledge of major authors, genres, and literary movements of seventeenth-century British literature.
CO2	Analyze the thematic concerns and stylistic features of the prescribed poems, essays, and epic works.
CO3	Interpret literary texts in relation to the social, religious, and intellectual contexts of the seventeenth century.
CO4	Evaluate the characteristics of Metaphysical poetry, epic poetry, and neoclassical satire.

CO5	Apply critical approaches to examine issues of love, truth, morality, faith, and human nature in literary texts.
C06	Develop effective literary analysis and appreciation skills through informed engagement with seventeenth-century British literature.

## BAEN314: CREATIVE WRITING

<b>Teaching Scheme</b> Lectures: 2 hrs./ week Credit : 2	<b>Examination Scheme</b> Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
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**Course Objectives:**

1. To introduce students to the nature, scope, and significance of Creative Writing.
2. To develop creativity and imagination in written expression.
3. To familiarize students with various modes and genres of creative writing.
4. To enhance practical writing skills for print and digital media.
5. To understand the process of editing, publishing, and dissemination of creative works.
6. To encourage originality, clarity, and stylistic competence in writing.

Unit	Topics	No. of Lectures
I	What is Creative Writing	6
II	The Art and Craft of Writing	6
III	Modes of creative Writing	6
IV	Writing for the Media Unit	6
V	Process of Publication	6

*Suggested Topics and Background Prose Readings for Class Presentations Topics*

Creative writing and imagination; elements of fiction, poetry, and drama; characterization, plot, and setting in creative writing; writing for different audiences and purposes; creativity, originality, and the writing process.

*Readings*

1. Creative writing: A Beginner's Manual by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.
2. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge University Press.
3. Earnshaw, Steven (ed.). *The Handbook of Creative Writing*. Edinburgh University Press.
4. King, Stephen. *On Writing: A Memoir of the Craft*. Scribner.

**Course Outcomes**

CO1	Demonstrate understanding of the principles and practices of Creative Writing.
CO2	Produce original creative works in different genres and formats.
CO3	Apply techniques of style, structure, and narration effectively.
CO4	Develop writing suitable for media and public communication.
CO5	Understand the stages involved in publication and content production.
CO6	Critically evaluate and revise creative compositions for improvement.

## BAEN315: BUSINESS COMMUNICATION

<b>Teaching Scheme</b> Lectures: 2 hrs./ week Credit : 2		<b>Examination Scheme</b> Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To develop effective written and oral communication skills for business environments.</li> <li>2. To familiarize students with professional documentation and reporting practices.</li> <li>3. To train students in research-based writing and citation techniques.</li> <li>4. To enhance competence in business correspondence and electronic communication.</li> <li>5. To develop presentation and interpersonal communication skills.</li> <li>6. To prepare students for professional communication challenges in organizations.</li> </ol>		
Unit	Topics	No. of Lectures
I	Introduction to the essentials of Business Communication: Theory and practice	5
II	Citing references, and using bibliographical and research tools	5
III	Writing a project report	5
IV	Writing reports on field work/visits to industries, business concerns etc..	5
V	Summarizing annual report of companies	5
VI	Writing minutes of meetings	4
VII	E-correspondence	4
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
Business communication and professional ethics; effective workplace communication through letters, reports, meetings, and presentations; interpersonal skills, teamwork, and digital communication in business organizations.		
<i>Readings</i>		
1. Scot, O.; Contemporary Business Communication. Biztantra, New Delhi.		
2. Lesikar, R.V. & Flatley, M.E.; Basic Business Communication Skills for Empowering the Internet Generation, Tata McGraw Hill Publishing Company Ltd. New Delhi.		
3. Ludlow, R. & Panton, F.; The Essence of Effective Communications, Prentice Hall		
<b>Course Outcomes</b>		
CO1	Apply principles of effective business communication in professional contexts.	
CO2	Prepare project reports, field reports, and business documents systematically.	
CO3	Use citation styles and research tools appropriately in professional writing.	
CO4	Draft minutes, summaries, and e-correspondence effectively.	
CO5	Deliver oral presentations with confidence and clarity.	
CO6	Demonstrate professional communication skills required in workplace settings.	

## BAEN316: ENGLISH ABILITY AND LOGICAL REASONING

<b>Teaching Scheme</b> Lectures: 2 hrs./ week Credit : 2		<b>Examination Scheme</b> Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50	
<b>Course Objectives:</b>			
<ol style="list-style-type: none"> <li>1. To strengthen students' command of English grammar and vocabulary.</li> <li>2. To improve reading comprehension and verbal reasoning skills.</li> <li>3. To develop logical and analytical thinking abilities.</li> <li>4. To enhance problem-solving skills through reasoning exercises.</li> <li>5. To familiarize students with data interpretation and analytical reasoning techniques.</li> <li>6. To prepare students for competitive examinations and aptitude assessments.</li> </ol>			
Unit	Topics		No. of Lectures
I	English Ability – Grammar & Vocabulary: Parts of Speech and Tenses, Subject-Verb Agreement, Articles, Prepositions, Error Detection & Sentence Correction, Synonyms & Antonyms, Idioms and Phrases, One-Word Substitution		8
II	Reading & Verbal Reasoning: Reading Comprehension (Short Passages), Para-jumbles, Sentence Rearrangement, Cloze Test, Analogies, Logical Completion of Sentences		8
III	Logical Reasoning: Coding–Decoding, Blood Relations, Direction Sense, Syllogism, Statements & Conclusions, Cause and Effect		7
IV	Analytical & Data Reasoning: Seating Arrangement: Simple Puzzles, Assertion & Reason, Data Interpretation (Tables, Bar Graphs, Pie Charts), Practice Sets & Time Management		7
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>			
Common Grammatical Errors in Competitive Examinations, Strategies for Solving Logical Reasoning Questions (Syllogism & Coding–Decoding), Time Management and Accuracy in Aptitude Tests			
<i>Readings</i>			
1. Objective General English – S.P. Bakshi			
2. Word Power Made Easy – Norman Lewis			
3. A Modern Approach to Verbal & Non-Verbal Reasoning – R.S. Aggarwal			
4. Analytical Reasoning – M.K. Pandey			
<b>Course Outcomes</b>			
CO1	Demonstrate proficiency in English grammar, vocabulary, and sentence structure.		
CO2	Comprehend and interpret written passages effectively.		
CO3	Solve verbal and logical reasoning problems accurately.		
CO4	Apply analytical thinking to data interpretation and decision-making tasks.		
CO5	Evaluate arguments, statements, and conclusions logically.		
CO6	Perform effectively in aptitude-based and competitive examinations.		

## BAEN317: GENDER AND HUMAN RIGHTS

<b>Teaching Scheme</b> Lectures: 4 hrs./ week Credit : 4	<b>Examination Scheme</b> Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
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**Course Objectives:**

1. To introduce students to the concepts and theories of Human Rights and Gender Studies.
2. To examine national and international frameworks for the protection of human rights.
3. To analyze the role of institutions and movements in promoting human rights.
4. To understand gender inequalities and struggles for gender justice.
5. To explore the intersections of gender, caste, class, ethnicity, religion, and economy.
6. To promote awareness of contemporary gender and human rights issues.

Unit	Topics	No. of Lectures
I	Meaning and Concept of Human Rights, Classification of Rights : Natural, Moral and Legal Rights, Universal Declaration of Human Rights: An Overview, Humanitarian Law	15
II	Human Rights Movement in India Role of National Human Rights Commission, State, Human Rights Commission, Judiciary, NGO, Media, Human Rights of Vulnerable Groups: Children, Women, Refugees, Internally Displaced population, Emerging Trends of Human Rights	15
III	Meaning and Concept of Gender Studies, Theoretical Approaches: Liberal, Marxist, and Radical, Struggles and Movements for Gender Rights, Gender and Law, Legal Rights of Women	15
IV	Gender and Society - Religion, Caste and Ethnicity, Gender and the Nation: Representation in the decision making process, Gender and Economy — Land rights and work place, Contemporary Issues- Women in conflict situation, Dowry problem, Female Feticide and infanticide, Domestic violence	15

*Suggested Topics and Background Prose Readings for Class Presentations Topics*

Gender equality and social justice; human rights and their significance in contemporary society; women's rights and empowerment; gender discrimination and violence; legal and constitutional provisions for the protection of human rights; gender, identity, and inclusion in a multicultural society.

*Readings*

1. Jaswal, P.S. and Nishtha Jaiswal. 2010. Human Rights and the Law. New Delhi: A.P.H. Publishing Corporation.
2. Lauterpacht. 1968. International Law and Human Rights. Continent: Show String Pr Inc. Agarwal, H.O, Human Rights : Central Law Publications, Allahabad
3. Chandra, u. , Human Rights: Allahabad Law Agency Publications
4. Yasin, AdiI-UI & Archana Upadhyay (ed)) Human Rights, Akansha Publishing House, New Delhi,2004

**Course Outcomes**

CO1	Explain key concepts and classifications of human rights and gender studies.
CO2	Analyze the functioning of human rights institutions and legal frameworks.

CO3	Evaluate the role of social movements in advancing rights and equality.
CO4	Critically examine gender discrimination and social inequalities.
CO5	Assess contemporary issues related to women, vulnerable groups, and human rights.
CO6	Demonstrate awareness of social justice, equality, and democratic values.

## BAEN318: LANGUAGE, LITERATURE AND CULTURE

<b>Teaching Scheme</b> Lectures: 4 hrs./ week Credit : 4		<b>Examination Scheme</b> Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To introduce students to the interrelationship between language, literature, and culture.</li> <li>2. To develop an understanding of India's linguistic and cultural diversity.</li> <li>3. To examine literary representations of social and cultural identities.</li> <li>4. To explore the role of language in shaping cultural experiences.</li> <li>5. To foster appreciation of multiculturalism and pluralistic traditions.</li> <li>6. To encourage critical engagement with cultural and literary discourses.</li> </ol>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	An anthology of writings on diversities in India	15
II	Editorial Board: Department of English, University of Delhi	15
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
Language as a reflection of culture and identity; the relationship between language, literature, and society; cultural representation in literary texts; multilingualism and cultural diversity; literature as a medium for preserving and transmitting cultural values; globalization and changing cultural identities.		
<i>Readings</i>		
1. Eagleton, Terry. <i>Literary Theory: An Introduction</i> . Blackwell Publishing.		
2. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. <i>The Empire Writes Back</i> . Routledge.		
3. Hall, Stuart. <i>Representation: Cultural Representations and Signifying Practices</i> . Sage Publications.		
4. Williams, Raymond. <i>Culture and Society</i> . Columbia University Press.		
<b>Course Outcomes</b>		
CO1	Explain the relationship between language, literature, and culture.	
CO2	Analyze literary texts in relation to cultural diversity and social contexts.	
CO3	Demonstrate awareness of India's multilingual and multicultural heritage.	
CO4	Evaluate the role of language in constructing identity and cultural expression.	
CO5	Interpret literary representations of diversity and social realities.	
CO6	Apply cultural and literary perspectives in the study of texts and society.	

## BAEN351: PERSONALITY DEVELOPMENT

<b>Teaching Scheme</b> Practical: 4 hrs./ week Credit : 2		<b>Examination Scheme</b> Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To develop self-awareness and understanding of personality traits and behaviour.</li> <li>2. To enhance emotional intelligence, confidence, and interpersonal effectiveness.</li> <li>3. To cultivate positive attitudes, ethical values, and professional integrity.</li> <li>4. To improve communication skills, body language, and social presence.</li> <li>5. To prepare students for career planning, leadership, and workplace success.</li> <li>6. To foster lifelong learning, adaptability, and responsible digital citizenship.</li> </ol>		
Unit	Topics	Practical Hours
I	Understanding Self and Personality: Meaning and Nature of Personality Development; Factors Influencing Personality: Heredity, Environment, Culture; Self-Concept, Self-Esteem, and Self-Motivation; Attitude Formation and Positive Thinking; Emotional Awareness and Empathy; Grooming, Appearance, and First Impressions	8
II	Behaviour, Values, and Emotional Intelligence: Behaviour in Personal, Academic, and Professional Life; Individual Behaviour and Team Behaviour; Emotional Intelligence: Concept and Components; Managing Emotions, Stress, and Conflict; Ethics, Values, and Professional Integrity; Gender Sensitivity and Inclusive Behaviour	8
III	Body Language, Social Presence, and Digital Identity : Body Language and Personality; Dimensions of Body Language; Social Presence and Interpersonal Etiquette; Cultural Sensitivity and Workplace Courtesy; Digital Identity, Online Behaviour, and Social Media Responsibility	8
IV	Career Readiness and Life Skills: Professional Identity and Career Planning; Resume and Profile Building for Humanities Students; Interview Confidence and Personality Projection; Time Management and Goal Setting; Leadership, Teamwork, and Adaptability; Work Ethics and Lifelong Learning	8
<b>Practical</b>		
Preparation and submission of a Personality Development Record File including communication, leadership, and interpersonal skill activities followed by Presentation and Viva Voce.		
<b>Readings</b>		
1. Covey, Stephen R. <i>The 7 Habits of Highly Effective People</i> . Simon & Schuster.		
2. Carnegie, Dale. <i>How to Win Friends and Influence People</i> . Pocket Books.		
3. Peale, Norman Vincent. <i>The Power of Positive Thinking</i> . Prentice Hall.		
4. Hurlock, Elizabeth B. <i>Personality Development</i> . McGraw-Hill Education.		
<b>Course Outcomes</b>		
CO1	Demonstrate improved self-awareness, self-confidence, and positive thinking.	
CO2	Apply emotional intelligence in personal and professional interactions.	

CO3	Exhibit ethical behaviour, teamwork, and leadership qualities.
CO4	Communicate effectively through appropriate verbal and non-verbal skills.
CO5	Develop professional profiles, resumes, and interview readiness.
CO6	Manage career goals, workplace challenges, and lifelong learning opportunities effectively.

## BAEN352: THEATRE AND PERFORMANCE SKILLS

<b>Teaching Scheme</b> Practical: 4 hrs./ week Credit : 2		<b>Examination Scheme</b> Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To introduce students to the fundamental concepts, elements, and practices of theatre and performance.</li> <li>2. To develop awareness of stage space, audience engagement, and performance dynamics.</li> <li>3. To enhance vocal clarity, body language, and expressive communication skills.</li> <li>4. To familiarize students with basic acting techniques, including dialogue delivery and character portrayal.</li> <li>5. To encourage creativity, improvisation, and collaborative performance practices.</li> <li>6. To provide practical experience in reading, interpreting, and staging dramatic texts.</li> </ol>		
Unit	Topics	Practical Hours
I	Basics of Theatre: Elements of theatre and performance, Voice and body movement Stage awareness	10
II	Acting Techniques: Dialogue delivery, Facial expression and gestures Character enactment	10
III	Performance Practice: Reading and performing dramatic texts, Improvisation activities Group performance exercises	10
<i>Practical</i>		
Performance Record File and Group Stage Presentation followed by Viva Voce		
<i>Readings</i>		
1. Schechner, Richard. <i>Performance Studies: An Introduction</i> . Routledge.		
2. Carlson, Marvin. <i>Performance: A Critical Introduction</i> . Routledge.		
3. Brockett, Oscar G. and Franklin J. Hildy. <i>History of the Theatre</i> . Pearson.		
4. Counsell, Colin and Laurie Wolf (eds.). <i>Performance Analysis: An Introductory Coursebook</i> . Routledge.		
<b>Course Outcomes</b>		
CO1	Demonstrate understanding of the basic elements and conventions of theatre and performance.	
CO2	Apply effective voice modulation, body movement, and stage awareness in performance situations.	
CO3	Perform dramatic roles using appropriate dialogue delivery, facial expressions, and gestures.	
CO4	Interpret and enact characters from dramatic texts with confidence and creativity.	
CO5	Participate effectively in improvisation activities and collaborative group performances.	
CO6	Exhibit practical theatre skills through stage presentations, performance records, and viva voce assessments.	

# SEMESTER IV

S. No.	Category	Paper	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
					L	T	P	CA	EE		
<b>IV SEMESTER</b>											
1	DSC	22	BAEN401	British Literature: 18th Century	4	0	0	30	70	100	4
2	DSC	23	BAEN402	British Literature: 19th Century	4	0	0	30	70	100	4
3	DSC	24	BAEN 403	Literary Theory	4	0	0	30	70	100	4
4	AEEC-II	25	BAEN 414	Soft Skills	2	0	0	15	35	50	2
			BAEN 415	Film Studies							
			BAEN416	Translation Studies							
5	GE-4	26	BAEN417	Technical Writing	4	0	0	30	70	100	4
			BAEN 418	Language and Linguistics							
6	PROJECT-I	27	BAEN451	Literary Magazine Writing	0	0	4	15	35	50	2
7	LAB-VII	28	BAEN452	Theatre Performance & Scriptwriting	0	0	4	15	35	50	2
<b>TOTAL</b>					<b>18</b>	<b>0</b>	<b>8</b>	<b>165</b>	<b>385</b>	<b>550</b>	<b>22</b>

## BAEN401: BRITISH LITERATURE: 18TH CENTURY

<b>Teaching Scheme</b> Lectures: 4 hrs./ week Credit : 4		<b>Examination Scheme</b> Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To introduce students to major writers, genres, and literary movements of eighteenth-century British literature.</li> <li>2. To develop an understanding of the social, political, and intellectual contexts of the Augustan and Pre-Romantic periods.</li> <li>3. To examine satire, comedy, travel narrative, elegy, and lyric poetry as significant literary forms.</li> <li>4. To analyze themes such as reason, morality, society, human nature, and imagination.</li> <li>5. To enhance appreciation of literary techniques employed by major eighteenth-century writers.</li> <li>6. To develop critical reading and analytical skills through the study of representative texts.</li> </ol>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	William Congreve <i>The Way of the World</i>	12
II	Jonathan Swift <i>Gulliver's Travels</i> (Books III and IV)	12
III	Samuel Johnson 'London'	12
IV	Thomas Gray 'Elegy Written in a Country Churchyard'	12
V	William Blake – <i>The Tyger</i> , Robert Burns – <i>A Red, Red Rose</i> , William Wordsworth – <i>The World Is Too Much with Us</i>	12
<b><i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i></b>		
The Enlightenment and Neoclassicism Restoration Comedy The Country and the City The Novel and the Periodical Press		
<b><i>Readings</i></b>		
1. Jeremy Collier, <i>A Short View of the Immorality and Profaneness of the English Stage</i> (London: Routledge, 1996).		
2. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in <i>Literature and Social Order in Eighteenth-Century England</i> , ed. Stephen Copley (London: Croom Helm, 1984).		
3. Samuel Johnson, 'Essay 156', in <i>The Rambler</i> , in <i>Selected Writings: Samuel Johnson</i> , ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; <i>Rasselas</i> Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from <i>The Life of Pope</i> , in <i>The Norton Anthology of English Literature</i> , vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.		
<b>Course Outcomes</b>		
CO1	Demonstrate knowledge of major authors and literary developments of eighteenth-century Britain.	
CO2	Analyze themes, forms, and stylistic features of prescribed texts.	
CO3	Interpret literary works within their historical and cultural contexts.	
CO4	Evaluate the use of satire, wit, irony, and poetic imagination in literary texts.	
CO5	Compare Augustan and Pre-Romantic literary sensibilities.	
CO6	Apply critical approaches to the study of eighteenth-century British literature.	

## BAEN402: BRITISH LITERATURE: 19TH CENTURY

<b>Teaching Scheme</b> Lectures: 4 hrs./ week Credit : 4	<b>Examination Scheme</b> Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
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**Course Objectives:**

1. To introduce students to major literary trends and authors of nineteenth-century British literature.
2. To examine Romantic and Victorian literary movements through representative texts.
3. To analyze themes of nature, imagination, industrialization, class, gender, and individualism.
4. To study the development of the English novel, lyric poetry, and dramatic monologue.
5. To enhance appreciation of literary techniques and aesthetic values of the period.
6. To develop critical and interpretative skills through close reading of literary texts.

Unit	Topics	No. of Lectures
I	Jane Austen <i>Pride and Prejudice</i>	12
II	Charlotte Bronte <i>Jane Eyre</i>	12
III	Charles Dickens <i>Hard Times</i>	12
IV	Alfred Tennyson ‘The Lady of Shalott’, Robert Browning ‘My Last Duchess’ ‘The Last Ride Together’	12
V	William Wordsworth – <i>Tintern Abbey</i> , S. T. Coleridge – <i>Kubla Khan</i> , John Keats – <i>Ode to a Nightingale</i>	12

*Suggested Topics and Background Prose Readings for Class Presentations Topics*

Utilitarianism, The 19th Century Novel, Marriage and Sexuality, The Writer and Society ,Faith and Doubt, The Dramatic Monologue

*Readings*

1. Karl Marx and Friedrich Engels, ‘Mode of Production: The Basis of Social Life’, ‘The Social Nature of Consciousness’, and ‘Classes and Ideology’, in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers,1963) pp. 186–8, 190–1, 199–201.
2. Charles Darwin, ‘Natural Selection and Sexual Selection’, in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Northon, 2006) pp. 1545–9.
3. John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9

**Course Outcomes**

CO1	Demonstrate understanding of major Romantic and Victorian writers and texts.
CO2	Analyze literary themes, forms, and stylistic features in novels and poetry.
CO3	Interpret literary works in relation to nineteenth-century social and cultural changes.
CO4	Evaluate representations of gender, class, morality, and industrial society.
CO5	Compare Romantic and Victorian literary concerns and aesthetic approaches.
CO6	Apply critical perspectives to the study of nineteenth-century British literature.

## BAEN403: LITERARY THEORY

<b>Teaching Scheme</b> Lectures: 4 hrs./ week Credit : 4		<b>Examination Scheme</b> Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To introduce students to major schools and concepts of contemporary literary theory.</li> <li>2. To familiarize students with influential theoretical thinkers and critical methodologies.</li> <li>3. To examine the relationship between language, literature, ideology, and culture.</li> <li>4. To develop understanding of structuralist, Marxist, feminist, poststructuralist, and postcolonial approaches.</li> <li>5. To cultivate analytical and theoretical skills for literary interpretation.</li> <li>6. To encourage critical engagement with literary and cultural texts using theoretical frameworks.</li> </ol>		
Unit	Topics	No. of Lectures
I	Structuralism: Ferdinand de Saussure: <i>Course in General Linguistics</i> (Selected Concepts: Sign, Signifier and Signified)	12
II	Marxism: Antonio Gramsci: <i>Prison Notebooks</i> (Hegemony)	12
III	Feminism: Virginia Woolf: <i>A Room of One's Own</i>	12
IV	Poststructuralism: Roland Barthes: <i>The Death of the Author</i> . Jacques Derrida: <i>Structure, Sign and Play in the Discourse of the Human Sciences</i>	12
V	Postcolonialism: Edward Said: <i>Orientalism</i> (Selected Excerpts)	12
<b>Suggested Topics and Background Prose Readings for Class Presentations Topics</b>		
Major schools of literary theory and criticism; structuralism, post-structuralism, and deconstruction; feminism, Marxism, and postcolonial theory; reader-response criticism and cultural studies; the relevance of literary theory in textual interpretation.		
<b>Readings</b>		
1. Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Manchester University Press.		
2. Eagleton, Terry. <i>Literary Theory: An Introduction</i> . Blackwell Publishing.		
3. Selden, Raman, Peter Widdowson, and Peter Brooker. <i>A Reader's Guide to Contemporary Literary Theory</i> . Pearson.		
4. Tyson, Lois. <i>Critical Theory Today: A User-Friendly Guide</i> . Routledge.		
<b>Course Outcomes</b>		
CO1	Explain key concepts and terminologies of major literary theories.	
CO2	Analyze literary and cultural texts using diverse theoretical approaches.	
CO3	Evaluate the role of language, ideology, gender, and power in textual production.	
CO4	Apply structuralist, Marxist, feminist, poststructuralist, and postcolonial perspectives effectively.	
CO5	Critically assess the contributions of major theorists to literary studies.	
CO6	Develop informed and theoretically grounded interpretations of texts.	

## BAEN414: SOFT SKILLS

<b>Teaching Scheme</b> Lectures: 2 hrs./ week Credit : 2		<b>Examination Scheme</b> Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To develop interpersonal and professional skills essential for personal and career growth.</li> <li>2. To enhance teamwork, collaboration, and communication abilities.</li> <li>3. To foster emotional intelligence and self-awareness in diverse situations.</li> <li>4. To cultivate adaptability and resilience in changing environments.</li> <li>5. To promote leadership qualities and effective decision-making skills.</li> <li>6. To strengthen problem-solving and critical-thinking abilities.</li> </ol>		
Unit	Topics	No. of Lectures
I	Teamwork	6
II	Emotional Intelligence	6
III	Adaptability	6
IV	Leadership	6
V	Problem Solving	6
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
Soft skills and professional success; communication and interpersonal skills; teamwork, leadership, and time management; problem-solving and decision-making skills; emotional intelligence and workplace ethics; adaptability and lifelong learning in a changing professional environment.		
<i>Readings</i>		
1. <i>English and Soft Skills</i> . S.P. Dhanavel. Orient BlackSwan 2013		
2. <i>English for Students of Commerce: Precis, Composition, Essays, Poems</i> eds. Kaushik, et al.		
<b>Course Outcomes</b>		
CO1	Demonstrate effective teamwork and collaborative skills.	
CO2	Apply emotional intelligence in personal and professional interactions.	
CO3	Adapt positively to changing academic and workplace situations.	
CO4	Exhibit leadership qualities and responsible decision-making.	
CO5	Analyze and solve problems using logical and creative approaches.	
CO6	Display professional behaviour, confidence, and interpersonal competence.	

## BAEN415: FILM STUDIES

<b>Teaching Scheme</b> Lectures: 2 hrs./ week Credit : 2		<b>Examination Scheme</b> Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To introduce students to the language, techniques, and aesthetics of cinema.</li> <li>2. To develop an understanding of film genres and cinematic conventions.</li> <li>3. To examine social, cultural, and political themes represented in Indian and global cinema.</li> <li>4. To familiarize students with film criticism, review writing, and scriptwriting practices.</li> <li>5. To enhance analytical skills for interpreting visual narratives and cinematic texts.</li> <li>6. To encourage creative engagement with filmmaking and screenwriting processes.</li> </ol>		
Unit	Topics	No. of Lectures
I	Language of Cinema - Mise en scene, Cinematography, Editing, Sound Reading: Andrew Dix, <i>Beginning Film Studies</i> (New Delhi: Viva, 2010) pp. 9-100.	8
II	Genre in Hollywood Cinema- Definitions of Genre, Taxonomies of Genre, Genre as Economic Strategy, Genre as Cognition, Rethinking Genre Reading: Jill Nelmes, ed. <i>An Introduction to Film Studies</i> (London and New York: Routledge, 2003) pp. 152-69.	8
III	Themes from Contemporary Indian Cinema (from the 70s to the present)- The city, Underworld, Communalism, Terrorism, Gender Issues -The Indian Art Cinema Readings: Ranjani Mazumdar, <i>Bombay Cinema: An Archive of the City</i> (Ranikhet: Permanent Black 2007) pp. 79-109. Ravi Vasudevan, <i>The Melodramatic Public</i> (Ranikhet: Permanent Black, 2010) pp. 303-33.	7
IV	Film Review- Criticism and Script writing Readings: Timothy Corrigan, <i>A Short Guide to Writing About Film</i> , 9th edn, (Pearson, 2014).	7
<b>Practical</b>		
<p>Students may turn in a portfolio of 4 film reviews/one academic paper/one short film/one film script (fiction or nonfiction) For reviews: criteria for choice of films must be explicitly stated in the form of a position paper. Films must be from a wide time-arc and must include old and just released films. Total word count of 4 reviews position paper must not exceed 3000 words. Academic paper can be on any aspect of film and follow all the usual considerations thereon. 3000 words including bibliography and notes. Film script including shots camera position sound/background notes and cuts. Script may be for a film of max 20 minutes length. Film Length: 5-7 minutes of moving image not stills. Films can be evaluated as creative output on the following counts and teachers may decide what gets weightage for the entries they receive: Creativity Originality Screenplay/ Storytelling Technical. Execution Narrative/ Performance/Props costumes sets locations (production design) Cinematography (camera angles movement lighting frames etc.) Use of background music/enhancement w credit - Use of visual enhancements like transitions titles credits subtitles or even special effects etc...if any.</p>		
<b>Suggested Films</b>		
1. Psycho (1960 dir. Alfred Hitchcock)		

2. JaaneBhi Do Yaaro (1983 Kundan Shah)	
3. Akam (2013 dir. Shalini Usha Nair)	
4. Nayakan (1987 dir. Mani Ratnam) - Tamil	
<b>Course Outcomes</b>	
CO1	Explain key concepts and techniques used in film production and analysis.
CO2	Analyze films using concepts such as mise-en-scène, cinematography, editing, and sound.
CO3	Evaluate genre conventions and thematic concerns in cinema.
CO4	Critically assess films through reviews and academic writing.
CO5	Demonstrate understanding of scriptwriting and cinematic storytelling techniques.
CO6	Produce creative and analytical projects related to film studies.

## BAEN416: TRANSLATION STUDIES

<b>Teaching Scheme</b> Lectures: 2 hrs./ week Credit : 2	<b>Examination Scheme</b> Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
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**Course Objectives:**

1. To introduce students to the history, significance, and scope of translation studies.
2. To develop understanding of translation as a linguistic and cultural practice.
3. To familiarize students with different modes and techniques of translation.
4. To examine key concepts and terminology used in translation studies.
5. To enhance practical translation skills through hands-on exercises.
6. To develop critical awareness of challenges and strategies in translation.

Unit	Topics	No. of Lectures
I	Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.	8
II	Exercises in different Types / modes of translation, such as: Semantic / Literal translation, Free / sense/ literary translation, Functional / communicative translation, Technical / Official, Transcreation, Audio-visual translation	8
III	Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.	7
IV	Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.	7

*Practice*

Using tools of technology for translation: machine / mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration

*Readings*

1. Baker, Mona, In Other Words: A Coursebook on Translation, Routledge, 2001. (Useful exercises for practical translation and training)
2. (Ed.) Routledge Encyclopedia of Translation Studies. London and New York: Routledge, 2001. (Readable entries on concepts and terms) Sherry Simon, Gender in translation: Cultural Identity and the Politics of Transmission. New York: Routledge, 1996.
3. Catford, I.C. A Linguistic Theory of Translation. London: OUP, 1965. Frishberg, Nancy J. Interpreting: An Introduction. Registry of Interpreters, 1990.
4. Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). Translation and Interpreting: Reader and Workbook. New Delhi: Orient Longman, 2007.

**Course Outcomes**

CO1	Explain the significance and functions of translation in multilingual societies.
CO2	Distinguish between different methods and types of translation.
CO3	Apply translation strategies to literary, technical, and audiovisual texts.

CO4	Analyze concepts such as equivalence, register, dialect, and style in translation.
CO5	Evaluate translated texts and subtitles using critical approaches.
C06	Demonstrate practical competence in translating texts across languages and contexts.

## BAEN417: TECHNICAL WRITING

<b>Teaching Scheme</b> Lectures: 4 hrs./ week Credit : 4		<b>Examination Scheme</b> Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To develop effective written communication skills for academic, scientific, and professional purposes.</li> <li>2. To familiarize students with principles of technical and formal writing.</li> <li>3. To strengthen organizational and analytical writing abilities.</li> <li>4. To enhance competence in preparing reports, letters, notices, and official documents.</li> <li>5. To improve coherence, cohesion, and accuracy in written communication.</li> <li>6. To prepare students for professional and workplace writing requirements.</li> </ol>		
Unit	Topics	No. of Lectures
I	Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.	20
II	Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.	20
III	Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.	20
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
Technical writing and professional communication; preparation of reports, manuals, proposals, and business documents; audience analysis and document design; technical editing and proofreading; digital tools and emerging trends in technical communication.		
<i>Readings</i>		
1. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: A comprehensive grammar of the English language, Longman, London. Daniel G. Riordan & Steven A. Panley: "Technical Report Writing Today" -Biztaantra		
2. M. Frank. Writing as thinking: A guided process approach, Englewood Cliffs, Prentice Hall Regents.		
3. L. Hamp-Lyons and B. Heasley: Study Writing; A course in written English. For academic and professional purposes, Cambridge Univ. Press.		
<b>Course Outcomes</b>		
CO1	Demonstrate understanding of communication processes and writing conventions.	
CO2	Produce well-structured descriptive, narrative, expository, and argumentative texts.	
CO3	Prepare technical and professional documents effectively.	
CO4	Apply principles of coherence, cohesion, and clarity in writing.	
CO5	Identify and avoid common errors in formal communication.	
CO6	Utilize technical writing skills in academic and professional settings.	

## BAEN418: LANGUAGE AND LINGUISTICS

<b>Teaching Scheme</b> Lectures: 4 hrs./ week Credit : 4		<b>Examination Scheme</b> Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To introduce students to the scientific study of language and linguistic analysis.</li> <li>2. To develop understanding of language structure, variation, and change.</li> <li>3. To familiarize students with major concepts of structural linguistics.</li> <li>4. To examine the components of language including phonology, morphology, syntax, and semantics.</li> <li>5. To explore the relationship between language and communication.</li> <li>6. To develop analytical skills for studying linguistic data and language use.</li> </ol>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Language: language and communication; language varieties: standard and non-standard language; language change.	10
II	Structuralism: De Saussure, Ferdinand. 1966. Course in general linguistics.	10
III	Phonology and Morphology: Akmajian, A., R. A. Demers and R, M. Harnish,	10
IV	Linguistics: An Introduction to Language and Communication	10
V	Syntax and semantics: categories and constituents phrase structure; maxims of conversation.	10
VI	Linguistics: An Introduction to Language and Communication.	10
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
Language and its functions in society; major branches of linguistics; language change and language variation; the relationship between language, culture, and identity; multilingualism and language diversity; contemporary trends in linguistic studies.		
<i>Readings</i>		
1. Mesthrie, Rajend and Rakesh M Bhatt. 2008. World English's: The study of new linguistic varieties. Cambridge: Cambridge University Press.		
2. Structuralism: De Saussure, Ferdinand. 1966.		
3. Course in general linguistics. New York: McGraw Hill Introduction: Chapter 33 Phonology and Morphology		
4. Akmajian, A., R. A. Demers and R, M. Harnish, Linguistics: An Introduction to Language and Communication, 2 nd ed. Fromkin, V., and R. Rodman, An Introduction to Language, 2nd ed.		
<b>Course Outcomes</b>		
CO1	Explain fundamental concepts and theories of language and linguistics.	
CO2	Analyze language varieties and processes of language change.	
CO3	Apply structuralist concepts to the study of language.	
CO4	Examine phonological, morphological, syntactic, and semantic structures.	
CO5	Evaluate language as a system of communication and meaning-making.	
CO6	Demonstrate linguistic analysis skills in academic and practical contexts.	

## BAEN451: LITERARY MAGAZINE WRITING

<b>Teaching Scheme</b> Practical: 4 hrs./ week Credit : 2		<b>Examination Scheme</b> Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To introduce students to the concept, purpose, and scope of literary magazine writing.</li> <li>2. To develop creative and editorial writing skills for literary publications.</li> <li>3. To familiarize students with submission, formatting, and publication practices.</li> <li>4. To cultivate ethical awareness and originality in literary production.</li> <li>5. To train students in content collection, organization, and editorial management.</li> <li>6. To encourage collaborative participation in literary publishing projects.</li> </ol>		
Unit	Topics	No. of Lectures
I	Introduction to Literary Magazine <ul style="list-style-type: none"> <li>• Concept, purpose, and scope of a literary magazine</li> <li>• Types of writing: poetry, short stories, articles, reviews</li> <li>• Understanding audience and themes</li> </ul>	10
II	Writing & Submission Basics <ul style="list-style-type: none"> <li>• Basics of creative and academic writing</li> <li>• Formatting and submission guidelines</li> <li>• Originality and ethics in writing</li> </ul>	10
III	Collection & Organization of Content <ul style="list-style-type: none"> <li>• Inviting submissions from students</li> <li>• Sorting and categorizing entries</li> <li>• Maintaining records and preparing content for compilation</li> </ul>	10
<b>Practical</b>		
<ol style="list-style-type: none"> <li>1. Students will collect and organize submissions for the magazine</li> <li>2. Prepare a structured content file/portfolio for next semester publication</li> </ol>		
<b>Readings</b>		
1. Fry, Stephen. <i>The Ode Less Travelled: Unlocking the Poet Within</i> . Hutchinson.		
2. Clark, Roy Peter. <i>Writing Tools: 55 Essential Strategies for Every Writer</i> . Little, Brown and Company.		
3. Strunk Jr., William and E. B. White. <i>The Elements of Style</i> . Pearson.		
4. Earnshaw, Steven (ed.). <i>The Handbook of Creative Writing</i> . Edinburgh University Press.		
<b>Course Outcomes</b>		
CO1	Explain the structure and functions of a literary magazine.	
CO2	Produce creative and critical content suitable for publication.	
CO3	Apply formatting, submission, and editorial guidelines effectively.	
CO4	Demonstrate ethical practices and originality in writing.	
CO5	Organize, classify, and manage literary content systematically.	
CO6	Contribute effectively to the planning, compilation, and publication of literary magazines.	

## BAEN452: THEATRE PERFORMANCE AND SCRIPTWRITING

<b>Teaching Scheme</b> Practical: 4 hrs./ week Credit : 2		<b>Examination Scheme</b> Internal Assessment: 15 End Semester Examination: 30 Total Marks: 50
<b>Course Objectives:</b>		
<ol style="list-style-type: none"> <li>1. To introduce students to the fundamentals of scriptwriting and theatrical performance.</li> <li>2. To develop skills in plot construction, dialogue writing, and character development.</li> <li>3. To familiarize students with adaptation techniques for stage performance.</li> <li>4. To enhance creative expression through monologues, scenes, and performance scripts.</li> <li>5. To improve vocal, expressive, and performance skills required for theatre.</li> <li>6. To provide practical experience in stage presentation and dramatic enactment.</li> </ol>		
Unit	Topics	No. of Lectures
I	Scriptwriting: Plot and scene development, Dialogue writing, Character construction	10
II	Adaptation and Performance Text: Adaptation of literary texts for stage, Monologue and short scene writing, Preparation of performance scripts	10
III	Performance Practice: Dialogue delivery, Voice modulation and expression, Role play and scene enactment	10
<i>Practical</i>		
Submission of a Scriptwriting and Performance File followed by Stage Presentation		
<i>Readings</i>		
1. Aston, Elaine and George Savona. <i>Theatre as Sign-System: A Semiotics of Text and Performance</i> . Routledge.		
2. Hodge, Alison (ed.). <i>Twentieth Century Actor Training</i> . Routledge.		
3. Edgar, David. <i>How Plays Work</i> . Nick Hern Books.		
4. Field, Syd. <i>Screenplay: The Foundations of Screenwriting</i> . Delta Books.		
<b>Course Outcomes</b>		
CO1	Demonstrate understanding of the principles of scriptwriting and dramatic structure.	
CO2	Create original plots, dialogues, and well-developed dramatic characters.	
CO3	Adapt literary texts into effective performance scripts.	
CO4	Write monologues and short dramatic scenes suitable for stage presentation.	
CO5	Apply voice modulation, expression, and dialogue delivery techniques in performance.	
C06	Perform dramatic roles confidently through role-play, scene enactment, and stage presentations.	