

John Wilson Education Society's

Wilson College (Autonomous)

Chowpatty, Mumbai-400007

RE-ACCREDITED 'A' grade by NAAC

Affiliated to the

UNIVERSITY OF MUMBAI



Syllabus for F.Y./S.Y.

Programme: Ability Enhancement Courses in English

Programme Code:

WAENGAE

Choice Based Credit System (CBCS) under NEP 2020 with effect from

Academic year 2023–2024

PROGRAMME OUTLINE 2023-2024

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS/ Lectures
FYBA	I	WAENGAE11 1 WCENGAE11 1	Communication Skills in English	2/30
	II	WAENGAE12 1 WCENGAE12 1	Advanced Communication Skills in English	2/30



PROGRAMME SPECIFIC OUTCOMES (PSOs)

1. Learners will be able to display an understanding of language and literature as an expression of human values, universal truths and socio-cultural influences through the underlying philosophy and values reflected in literature.
2. Learners will have developed a sensitivity towards nature and understand the relationship between human beings, environment and culture through language and literature
3. Learners will be acquainted with various genres and literary terms, will identify various themes and styles from different perspectives including race, gender, class and sexuality etc.
4. Learners will possess a higher level of proficiency in the English Language and be better communicators, equipped for the job market as well as higher education.
5. Learners will evince the higher order thinking skills of application, evaluation, inferencing and creativity.



PREAMBLE:

The progress of globalization in the past three decades has witnessed an increased demand for English proficiency. English as the lingua-franca is used in the fields of science, technology, media, the internet etc., and is also among the most sought-after soft skills. A higher proficiency in the English language opens doors of opportunity in the job market as well as in higher education. It facilitates travel across English-speaking countries world-wide, allows an understanding of films, music, art, literature as well as access to technical and scientific writing in research. An individual, highly proficient in the English, is a natural diplomat through communication and improved relations.

Since good communication skills are much in demand in the job market, Communication Skills in English is being introduced as a compulsory course for all undergraduates in order to equip them with this all-important soft skill in preparation to join the workforce, to enhance relationships and in readiness for higher education.

PROGRAMME: F.Y.B.A./B.M.S./B.Com		SEMESTER: I		
Course: Communication Skills in English		Course Code: WAENGAE111 and WCENGAE111		
Teaching Scheme				Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Credit	Continuous Internal Assessment (CIA)	End Semester Examination (Marks- 60)
2	NA	2	NA	60
<p>Learning Objectives:</p> <p style="text-align: center;">Wilson College</p> <ol style="list-style-type: none"> 1. To enhance language proficiency. 2. To orient the learners towards reading, writing and other functional aspects of language 3. To provide the building blocks for efficient communication. 4. To develop the skills of reading, writing, speaking and listening. 				
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. CO1. Learners will have acquired enhanced proficiency in language. 2. CO2. Learners will have an understanding of the functional aspects of language 3. CO3. Learners will possess the building blocks for efficient communication. 4. CO4. Learners will have developed the skills of reading, writing, speaking and listening. 				

DETAILED SYLLABUS

Course Code WAENGA E111 and WCENGA E111	Unit	Course/ Unit Title: Communication Skills in English	Credits 2 Lectures 30
	I	Introduction to Communication	15
	1.1	The Concept of Communication: Definition, Process, Feedback, The Impact of Technological Advancements on Communication, Communication as a Key Concept in Corporate and Global Communication	
	1.2	Barriers to Communication: Physical, Semantic, Language, Socio-cultural, Psychological Barriers Ways to Overcome Barriers to Communication	
	1.3	Methods and Modes of Communication: 1.3.1 Verbal and Non-Verbal Communication 1.3.2 Characteristics of Verbal Communication 1.3.3 Characteristics of Non-Verbal Communication (Body Language)	
	1.4	Channels and Objectives: 1.4.1 Formal, Informal 1.4.2 Vertical, Horizontal, Diagonal, Grapevine 1.4.3 Information, Advice, Orders, Instructions, Persuasion, Motivation, Educational, Warnings	
	II	Writing Competencies	15
	2.1	Letters (Emails) 2.1.1 Letters of Inquiry, Invitation and Thank you Letters, Letters of Complaint 2.1.2 Application for information under RTI	
	2.2	Essay and Paragraph Writing (Grammar/Editing) 2.2.1 Samples through reading comprehension 2.2.2 Developing an idea using appropriate devices of coherence and cohesion 2.2.3 Basic Language: Vocabulary and Grammar 2.2.4 Self-Editing: First draft, Revision, Proofreading (Using spell checker/Grammarly or similar software)	

Recommended Resources:

1. Bellare, Nirmala. *Reading Strategies*. Vols. 1 and 2. New Delhi. Oxford University Press, 1998.
2. Bhasker, W. W. S & Prabhu, N. S.: *English through Reading*, Vols. 1 and 2. Macmillan, 1975.
3. Freeman, Sarah: *Written Communication*. New Delhi: Orient Longman, 1977.
4. Grellet, F. *Developing Reading Skills*, Cambridge: Cambridge University Press, 1981.
5. Hamp-Lyons, Liz and Ben Heasley. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006
6. Jakeman, Vanessa and Clare McDowell. *Cambridge Practice Test for IELTS 1*. Cambridge: CUP, 1996.
7. Savage, Alice, et al. *Effective Academic Writing*. Oxford: OUP, 2005
8. Widdowson, H. G.: *English in Focus. English for Social Sciences*. Oxford University Press.
9. "Communication Skills for Dummies" by Elizabeth Kuhnke
10. "Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation, Persuasion, and Public Speaking" by Ian Tuhovsky
11. "The Art of Communicating" by Thich Nhat Hanh
12. "Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler
13. "Made to Stick: Why Some Ideas Survive and Others Die" by Chip Heath and Dan Heath
14. "The Quick and Easy Way to Effective Speaking" by Dale Carnegie
15. "Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds" by Carmine Gallo



Webliography:

- <http://www.onestopenglish.com>
- www.britishcouncil.org/learning-learn-english.htm
- <http://www.teachingenglish.org.uk>
- <http://www.usingenglish.com>
- <http://www.bbc.co.uk/>
- <http://www.pearsoned.co.uk/AboutUs/ELT/>
- <http://www.howisay.com/>
- <http://www.thefreedictionary.com>

Technical writing PDF (David McMurrey)

Modality of Assessment

Theory Examination Pattern:

External Examination - 60

Question	Options	Marks
Q.1.	2 options of descriptive/explanatory questions	20
Q.2.	2 options to elicit analytical understanding of texts	20
Q.3.	2 options to elicit critique and creative expression of texts	20
	TOTAL	60



PROGRAMME: F.Y.B.A. AEC	SEMESTER: II
Course: Advanced Communication	Course Code: WAENGAE121 and WCENGAE121

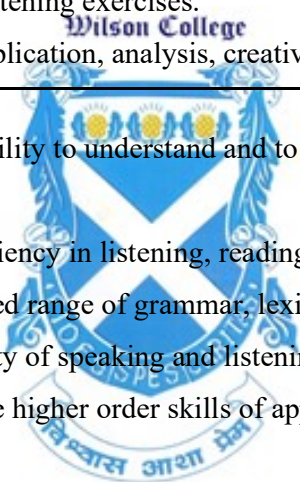
Skills in English					
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Internal Assessment (CIA) (Marks-40)	End Semester Examination (Marks- 60)
2	NA	NA	2	NA	60

Learning Objectives:

1. To enhance language proficiency by providing adequate exposure to written and spoken language.
2. To orient the learners towards the skill of metacognition through the processes of note making and summarization.
3. To increase the range of grammar, lexical resource, cohesive devices and nuances of pronunciation through a variety of speaking and listening exercises.
4. To develop higher order skills of application, analysis, creativity, innovation and problem solving.

Course Outcomes:

1. Learners will have gained the ability to understand and to interpret written and spoken language from different perspectives
2. Learners will have gained proficiency in listening, reading and identifying errors of language.
3. Learners will possess an increased range of grammar, lexical resource, cohesive devices and nuances of pronunciation through a variety of speaking and listening exercises.
4. Learners will have developed the higher order skills of application, analysis, creativity, innovation and problem solving.



DETAILED SYLLABUS

Course code: WAENGA E121 AND WCENGA E121	Unit	Course/ Unit Title	Credits 2 Lectures 30
	I	Advanced Interpersonal Communication Skills	15
	1.1	Listening Skills and Note-taking: 1.1.1 Significance of Effective Listening in Communication and Methods to Enhance Listening Skills 1.1.2 Effective Note-taking Techniques	
	1.2	Small Talk and Elevator Pitches 1.2.1 Understanding Small Talk and its Role in Communication 1.2.2 Elevator Pitches: Creating and Delivering effective Elevator Pitches	
	1.3	Interviews and Group Discussion Techniques 1.3.1 Types of Interviews, Understanding the Interview Process 1.3.2 Participating and leading group discussions	
	1.4	Online Communication 1.4.1 Etiquette 1.4.2 Data Management/Sharing 1.4.3 Managing multiple windows in online settings	
	II	Advanced Writing and Presentation Skills	15
	2.1	Resume and Application Writing Resume, Online Application Writing, Request for Letter of Recommendation, Drafting a Statement of Purpose	
	2.2	Designing Brochures, Flyers, etc 2.2.1 Principles of Design in Communication 2.2.2 Creating Effective Brochures, Flyers, etc.	
	2.3	Presentation Skills 2.3.1 Building a Presentation: From Draft to Delivery 2.3.2 Visual Representation of data using pie chart, bar graph, line graph, tables, summarization of data using Excel and Pivot Tables etc.,	
	2.4.	Report Writing 2.4.1 Writing General Reports 2.4.2 Recording Minutes of Meeting 2.4.3 Writing a Feasibility Report 2.4.4 Investigative Report	

Recommended Resources:

1. Mohan Krishna & Banerji, Meera: *Developing Communication Skills*. New Delhi: Macmillan India, 1990.
2. Mohan Krishna & Singh, N. P. *Speaking English Effectively*. New Delhi: Macmillan India, 1995.
3. *Reading & Thinking in English*, Four volumes, (vol. 1 for the lowest level, vol. 4 for the highest level). The British Council Oxford University Press, 1979-1981.
4. Sasikumar, V., Kiranmai Dutt and Geetha Rajeevan. *A Course in Listening and Speaking I & II*. New Delhi: Foundation Books, Cambridge House, 2006.
5. "Effective Communication Skills" by M. Farouk Radwan

Webliography:

- <http://www.onestopenglish.com>
www.britishcouncil.org/learning-learn-english.htm
<http://www.teachingenglish.org.uk>
<http://www.usingenglish.com>
<http://www.bbc.co.uk/>
<http://www.pearsoned.co.uk/AboutUs/ELT/>
<http://www.howisay.com/>
<http://www.thefreedictionary.com>



Modality of Assessment

Theory Examination Pattern:

External Examination - 60

Question	Options	Marks
Q.1.	2 options of descriptive/explanatory questions	20
Q.2.	2 options to elicit analytical understanding of texts	20
Q.3.	2 options to elicit critique and creative expression of texts	20
	TOTAL	60



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Syllabus for F.Y.B.A

Programme: B.A. English:

Programme Code: WAENGMJ111 to WAENGMJ114

And WAENGMN111 to WAENGMN114

Choice Based Credit System (CBCS)

with effect from Academic year 2023–2024

PROGRAMME OUTLINE 2022-2023

Year	SEM	COURSE CODE	COURSE TITLE	CREDITS/ Lectures
FYBA	I	WAENGMJ111 & WAENGMN111	Course 1: Introduction to English Literature	3/45
	I	WAENGMJ112 & WAENGMN112	Course 2: Critical Approaches to the Study of Poetry	3/45
	II	WAENGMJ121 & WAENGMN121	Course 1: Study of a Literary Form and the Ecocritical Approach	3/45
	II	WAENGMJ122 & WAENGMN122	Course 2: Gendered Approach to the Study of Literature	3/45



PROGRAMME SPECIFIC OUTCOMES (PSOs)

1. Learners will be able to display an understanding of language and literature as an expression of human values, universal truths and socio-cultural influences through the underlying philosophy and values reflected in literature.
2. Learners will have developed a sensitivity towards nature and understand the relationship between human beings, environment and culture through language and literature
3. Learners will be acquainted with various genres and literary terms, will identify various themes and styles from different perspectives including race, gender, class and sexuality etc.
4. Learners will possess a higher level of proficiency in the English Language and be better communicators, equipped for the job market as well as higher education.
5. Learners will evince the higher order thinking skills of application, evaluation, inferencing and creativity.



PREAMBLE:

The progress of globalization in the past three decades has witnessed an increased demand for English proficiency. English as the lingua-franca is used in the fields of science, technology, media, the internet etc., and is also among the most sought-after soft skills. A higher proficiency in the English language opens doors of opportunity in the job market as well as in higher education. It facilitates travel across English-speaking countries world-wide, allows an understanding of films, music, art, literature as well as access to technical and scientific writing in research. An individual, highly proficient in the English, is a natural diplomat through communication and improved relations. Since good communication skills are much in demand in the job market, Communication Skills in English is being introduced as a compulsory course for all undergraduates in order to equip them with this all-important soft skill in preparation to join the workforce, to enhance relationships and in readiness for higher education.

PROGRAMME: F.Y.B.A.		SEMESTER: I		
Course I: Introduction to English Literature		Course Code: WAENGMJ111 & WAENGMN111		
Teaching Scheme				Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Credits	Continuous Internal Assessment (CIA) (Marks- 40)	End Semester Examination (Marks- 60)
3	NA	3	40	60
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To introduce learners to the chronological history of English Literature. • To enable learners to analyze and interpret literary texts from various genres and periods. • To provide learners with an understanding of the social and cultural context of English literature. • To equip learners with the skills to develop and articulate their own critical interpretations of literature. 				
<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Learners will have an understanding of the chronological history of English Literature. • Learners will have the capacity to analyze and interpret literary texts from various genres and periods. • Learners will demonstrate a critical understanding of the social and cultural context of English literature. • Learners will possess the creative ability to develop and articulate their own critical interpretations of literature. 				

DETAILED SYLLABUS

Course Code: WAENGMJ 111 &WAENG MN111	Unit	Course 1: Introduction to English Literature The teacher is to demonstrate the evolution of language and themes through select extracts	Credits 3 Lectures 45
	I	Unit 1: Introduction to English Literature	10
		1.1 What is Literature 1.2 The difference between and the interdependence of language and literature 1.3 Social, political and historical influences on the study of literature.	
	II	Unit 2: Historical and Cultural Contexts (Samples of Works to be Shared)	15
		2.1 Old English and Middle English Periods 2.2 Renaissance, Restoration, Neo-Classical Age 2.3 Victorian, Romantic and Modern Ages	
	III	Unit 3: Drama	20
		3.1 Mystery Plays, Morality Plays, Miracle Plays 3.2 Features of Renaissance Drama 3.3 Detailed study of any one: 3.3.1 Dr. Faustus – Christopher Marlowe 3.2.1 A Midsummer Night’s Dream- William Shakespeare 3.2.1 The Alchemist – Ben Jonson	

Recommended Resources:

Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.

Carter, Ronald, and John Mcrae. The Routledge History of Literature in English: Britain and Ireland. London; New York, Routledge, 2001.

Daiches, David. Critical Approaches to Literature. London: Longman, 1984.

Drew, Elizabeth. Understanding Poetry. New York: Norton, 1959.

Edmond Gore and Alexander Holmes. What is Poetry? England, Nabu Press, 2010.

Ford, Boris. The Pelican Guide to English Literature, Volume I to X

Kinney, Arthur F. The Cambridge Companion to English Literature, 1500–1600. Cambridge University Press, 2 Dec. 1999.

Legouis, Emile, and Louis François Cazamian. A History of English Literature. 1926.

Prasad, B. Background of the Study of English Literature, Chennai, Macmillan, 1999.

Rees, R.J. English Literature : An Introduction to Foreign Readers, New Delhi: Macmillan, 1982.

Turco , Lewis. The Book of Literary Terms, UK, University Press of New England, 1999.

Widdowson, Peter. The Palgrave Guide to English Literature and its Contexts 1500-2000, Hampshire: Palgrave, Macmillan, 2004



Modality of Assessment

Theory Examination Pattern:

A. Continuous Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Tests of a Suitable Format	20
2	Assignment or Presentation	20
	Total	40

B. External Examination-60%- 60

Question	Options	Marks
Q.1.	2 options of descriptive/explanatory questions	20
Q.2.	2 options to elicit analytical understanding of texts	20
Q.3.	2 options to elicit critique and creative expression of texts	20
	TOTAL	60



PROGRAMME: F.Y.B.A.		SEMESTER: I		
Course 2: Critical Approaches to the Study of Poetry		Course Code: WAENGMJ112 & WAENGMN112		
Teaching Scheme				Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Credits	Continuous Internal Assessment (CIA) (Marks- 40)	End Semester Examination (Marks- 60)
3	NA	3	40	60
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To be able to identify and explain the use of various forms of poetry. • To develop the ability to analyze and interpret a range of poetic texts, understanding how language, structure, and form contribute to the meaning. • To gain an understanding of the historical and cultural contexts in which various forms of poetry were created. • To be able to critically evaluate poetry, articulating reasoned judgments about the effectiveness of a poem in conveying its intended meaning or evoking emotion. 				
<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Learners will be able to identify and explain the use of various forms of poetry. • Learners will have developed the ability to analyze and interpret a range of poetic texts, understanding how language, structure, and form contribute to the meaning. • Learners will understand the historical and cultural contexts in which various forms of poetry were created. • Learners will be able to critically evaluate poetry, articulating reasoned judgments about the effectiveness of a poem in conveying its intended meaning or evoking emotion. 				

DETAILED SYLLABUS

Course Code: WAENGMJ11 2 & WAENGMN11 2	Unit	Course 2: Critical Approaches to the Study of Poetry	Credits 3 Lectures 45
	I	Unit 1: Critical Appreciation of Poetry	15
	1.1	Evaluation and Analysis 1.1.1 Themes and Subjects 1.1.2 Voice: Speaker and Tone 1.1.3 Language & Style: Imagery, Allusions, Metaphor, Juxtapositions, Symbolism, Figures of Speech and Allegory 1.1.4 Use of Intertextuality	
	II	Unit 2: Prosody	12
	2.1	Rhyme, Rhythm and Structure 2.1.1 Metres of English Poetry: Base metres and variations 2.1.2 Rhyme: Regular rhymes, Masculine and feminine, half/para-rhymes, internal rhymes 2.1.3 Rhythm Enjambment, run-on lines, assonance, dissonance 2.1.1 Forms of prescribed poems	
	III	Unit 3: Poems for Study	18
		3.1.1 Lyric: Robert Frost- The Road Not Taken 3.1.2 Dramatic Monologue: Robert Browning- My Last Duchess 3.1.3 Sonnet: William Shakespeare- Sonnet 116 Let Me Not to the Marriage of True Minds 3.1.4 Elegy and Satire: Jonathan Swift- A Satirical Elegy on the Death of a Late Famous General 3.1.5 Ballad John Keats- La Belle Dame Sans Merci Haiku Rochelle Potkar, Selections from Paper Asylum (shortlisted for the Rabindranath Tagore Literary Prize 2020), published by Copper Coin Publishers, 2018.	

Recommended Readings:

Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.

Daiches, David. Critical Approaches to Literature. London: Longman, 1984.

Drew, Elizabeth. Understanding Poetry. New York: Norton, 1959.

Dutton, Richard. Introduction to Literary Criticism. London: Longman, 1984.

Enid, Hamer. The Metres of English Poetry. Booksway, 2014

Edmond Gore and Alexander Holmes. What is Poetry? England, Nabu Press, 2010.

Ford, Boris. The Pelican Guide to English Literature, Volume I to X

Prasad, B. Background of the Study of English Literature, Chennai, Macmillan, 1999.

Rees, R.J. English Literature : An Introduction to Foreign Readers, New Delhi: Macmillan, 1982.

Turco , Lewis. The Book of Literary Terms, UK, University Press of New England, 1999.

Widdowson, Peter. The Palgrave Guide to English Literature and its Contexts 1500-2000, Hampshire: Palgrave, Macmillan, 2004



Modality of Assessment

Theory Examination Pattern:

A. Continuous Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Tests of a Suitable Format	20
2	Assignment or Presentation	20
	Total	40

B. External Examination-60%- 60

Question	Options	Marks
Q.1.	2 options of descriptive/explanatory questions	20
Q.2.	2 options to elicit analytical understanding of texts	20
Q.3.	2 options to elicit critique and creative expression of texts	20
	TOTAL	60



PROGRAMME: F.Y.B.A.		SEMESTER: II		
Course 1: Study of a Literary Form and the Ecocritical Approach		Course Code: WAENGMJ121 & WAENGMN121		
Teaching Scheme				Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Credits	Continuous Internal Assessment (CIA) (Marks- 40)	End Semester Examination (Marks- 60)
3	NA	3	40	60
Learning Objectives: <ul style="list-style-type: none"> • To introduce learners to the forms of and critical approaches to English Literature. • To enable learners to analyze and interpret literary texts from various genres and periods. • To provide learners with an understanding of the social and cultural context of English literature. • To equip learners with the skills to develop and articulate their own critical interpretations of literature. 				
Course Outcomes: <ul style="list-style-type: none"> • Learners will have an understanding of the forms of and critical approaches to English Literature. • Learners will have the capacity to analyze and interpret literary texts from various genres and periods. • Learners will demonstrate a critical understanding of the social and cultural context of English literature. • Learners will possess the creative ability to develop and articulate their own critical interpretations of literature 				

DETAILED SYLLABUS

Course Code: WAENGMJ 121 & WAENGM N121	Unit	Course 2: Study of a Literary Form and the Ecocritical Approach	Credits 3 Lectures 45
	I	Unit 1: The Novel	15
	1.1	1.1 Rise/Development of the novel 1.2 Technical Aspects of the Novel 1.3 Detailed study of any 1: 1.3.1 Frankenstein- Charlotte Bronte 1.3.1 Oliver Twist- Charles Dickens 1.3.1 The Portrait of Dorian Gray- Oscar Wilde	
	II	Unit 2: The Novel II	15
		2.1 Characteristics of Genres in the novel 2.2 Approaches to the study of the novel 2.3 Detailed study of any 1: 2.3.1 Lord of the Flies- William Golding 2.3.2 The Hound of Baskervilles- Arthur Conan Doyle 2.2.1 Animal Farm- George Orwell	
	III	Unit 3: Ecocritical Approaches	15
		3.1 Ecocriticism in Literature 3.2 Earth Song - Michael Jackson 3.3 On the Killing of a Tree- Gieve Patel 3.4 A Sound of Thunder- Ray Bradbury 3.5 Short Films on the Environment 3.5.1 Disney Pixar- Piper (6 mins), Far from the Tree (7 mins)	

Recommended Resources:

Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.

Carter, Ronald, and John Mcrae. The Routledge History of Literature in English: Britain and Ireland. London; New York, Routledge, 2001.

Daiches, David. Critical Approaches to Literature. London: Longman, 1984.

Drew, Elizabeth. Understanding Poetry. New York: Norton, 1959.

Edmond Gore and Alexander Holmes. What is Poetry? England, Nabu Press, 2010.

Ford, Boris. The Pelican Guide to English Literature, Volume I to X

Kinney, Arthur F. The Cambridge Companion to English Literature, 1500–1600. Cambridge University Press, 2 Dec. 1999.

Legouis, Emile, and Louis François Cazamian. A History of English Literature. 1926.

Prasad, B. Background of the Study of English Literature, Chennai, Macmillan, 1999.

Rees, R.J. English Literature : An Introduction to Foreign Readers, New Delhi: Macmillan, 1982.

Turco , Lewis. The Book of Literary Terms, UK, University Press of New England, 1999.

Widdowson, Peter. The Palgrave Guide to English Literature and its Contexts 1500-2000, Hampshire: Palgrave, Macmillan, 2004



Modality of Assessment

Theory Examination Pattern:

A. Continuous Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Tests of a Suitable Format	20
2	Assignment or Presentation	20
	Total	40

B. External Examination-60%- 60

Question	Options	Marks
Q.1.	2 options of descriptive/explanatory questions	20
Q.2.	2 options to elicit analytical understanding of texts	20
Q.3.	2 options to elicit critique and creative expression of texts	20
	TOTAL	60



PROGRAMME: F.Y.B.A.		SEMESTER: II		
Course 2: Gendered Approach to the Study of Literature		Course Code: WAENGMJ122 AND WAENGMN122		
Teaching Scheme				Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Credits	Continuous Internal Assessment (CIA) (Marks-40)	End Semester Examination(Marks-60)
3	NA	3	40	60
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To develop an understanding of key concepts and theories in gender studies. To analyze and critique how gender is represented in a variety of literary works from different periods and cultures. To be able to critically evaluate literary works through a gendered lens, questioning how the writer's gender, as well as the gender of characters, influence narrative perspectives, themes, and stylistic choices. To articulate analyses, interpretations, and critiques clearly and persuasively, both in oral discussion and in writing. 				
<p>Course Outcomes:</p> <ul style="list-style-type: none"> Learners will have developed an understanding of key concepts and theories in gender studies. Learners will be able to analyze and critique how gender is represented in a variety of literary works from different periods and cultures. Learners will critically evaluate literary works through a gendered lens, questioning how the writer's gender, as well as the gender of characters, influence narrative perspectives, themes, and stylistic choices. Learners will articulate analyses, interpretations, and critiques clearly and persuasively, both in oral discussion and in writing. 				

DETAILED SYLLABUS

Course Code: WAENG MJ122 AND WAENG MN122	Unit	Course 4: Gendered Approach to the Study of Literature	Credits 3 Lectures 45
	I	Unit 1: Introduction to the Theories of Gender	15
		Select Sections of Bhasin, Kamala, 2005, Understanding Gender, Women Unlimited 1.1 Constructions of Sex and Gender 1.2 Patriarchy 1.3 Constructions of Sexuality 1.4 Masculinity and Femininity 1.5 Family as a gendered institution	
	II	Unit 2: Gendered reading of Literary Texts	15
		2.1 Mrs. Beast- Carol Ann Duffy (Poetry) 2.2 Cross-dressing in Shakespeare's plays (Drama) 2.3 The Blue Donkey- Suniti Namjoshi (Short Fiction) 2.4 I Want a Wife (1971) -Judy Brady (Essay)	
	III	Unit 3: Gendered reading of Cultural Texts (Any 4)	15
		3.1 "Born this Way" Lady Gaga (Song) 3.2 He named Me Malala (2015) – Davis Guggenheim (Documentary 1.28 mins) 3.3 I Told Sunset About You- (TV Series 5 episodes) 3.4 Practices: purity/mourning/inheritance 3.5 @alokvmenon reels on Instagram	

Recommended Resources:

1. Agnes, Flavia. (2012). "From Shah Bano to Kausar Bano: Contextualizing the "Muslim Woman" within a Communalized Polity." In *South Asian Feminisms*, edited by Ania Loomba and Ritty Lukose, Duke University Press.
2. Andrea N (1989). "Feminist Theory and Philosophies of Men". New York, Routledge.
3. Arora P (2011). "Gender and Power". Delhi, Pacific Publication.
4. Christine L., Williams, S. A. (Ed.) (2002). "Sexuality and Gender". Massachusetts, Blakwell.
5. Connell, R.W. (2002). "Gender". Cambridge: Polity Press
6. Fausto-Sterling, A. (2000). "Sexing the Body: Gender Politics and the Construction of Sexuality". New York, Basic Books
7. Foucault, Michel. 1980. *The History of Sexuality Vol. 1: An Introduction*, tr. by Robert Hurley. London: Peregrine-Penguin.
8. Friedan, B. (1974) *The Feminine Mystique*. New York: Dell, 1974,
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10. Holmes, M. (2007) *What is gender? Sociological approaches*. New Delhi: Sage Publications.
11. Howson, A. (2005) "Embodying Gender". London, Sage.
12. Jackson S and Scott S (2002). "Gender: A Sociological Reader". New York, Routledge.
13. Jain Jasbir (Ed). (2005) *Women in Patriarchy: Cross Cultural*. Rawat Publications, Jaipur.
14. Kimmel S Michael (2004) "The Gendered Society: Reader". Oxford: Oxford University Press.
15. Lerner, Gerda. (1986) *The Creation of Patriarchy* Oxford University Press, New Delhi.
16. Lipman-Blumen, J. (1984) *Gender roles and power*. New Jersey: Prentice-Hall.
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18. Mahmood, Saba (2005). *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton University Press.
19. Mathews, G. & De Hart J (1992). "Sex Gender and the Politics Of Era". New York, Oxford University Press.
20. Messner, M. A. (1997). "The Politics of Masculinities: Men in Movements". Thousand Oaks, Sage.
21. Millet K. (1972). "Sexual Politics". London, Abacus.
22. Mitchell Juliet (1974). "Psychoanalysis and Feminism: Freud, Reich, Laing And Women". London, Allen Lane
23. Oakley, A. (1972) *Sex, Gender and Society*. London: Temple Smith.
24. Oberoi, Patricia, (2006), *Freedom and Destiny: Gender, Family and Popular Culture in India*, Oxford University Press
25. Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, 2003, *Family and Gender*, Sage, New Delhi
26. Rayle, R. (2011). "Questioning Gender: A Sociological Exploration". New York, Sage.
27. S. Gunew (ed.) (1991) *A Reader in Feminist Knowledge*". London, Routledge.
28. Sonderregger, T. B. (Ed.) (1985). "Psychology and Gender". Nebraska, University of Nebraska Press.
29. Weeks, Jeffrey. 1997. *Sexuality*. London and New York: Routledge.
30. Whelehan, I., & Pilicher, J (2004) "50 Key Concepts in Gender Studies". New Delhi, Sage Publications.

Journals:

1. *The Journal of Gender Studies*
2. *Indian Journal of Gender Studies*, Centre for Women's Development Studies, Sage Publications, New Delhi. India

Modality of Assessment**Theory Examination Pattern:****A. Continuous Internal Assessment- 40%- 40 Marks per paper**

Sr. No.	Evaluation Type	Marks
1	Written Tests of a Suitable Format	20
2	Assignment or Presentation	20
	Total	40

B. External Examination-60%-

Question	Options	Marks
Q.1.	2 options of descriptive/explanatory questions	20
Q.2.	2 options to elicit analytical understanding of texts	20
Q.3.	2 options to elicit critique and creative expression of texts	20
	TOTAL	60





John Wilson Education Society's

Wilson College (Autonomous)

Chowpatty, Mumbai-400007

RE-ACCREDITED 'A' grade by NAAC

Affiliated to the

UNIVERSITY OF MUMBAI



Syllabus for F.Y

Programme: English

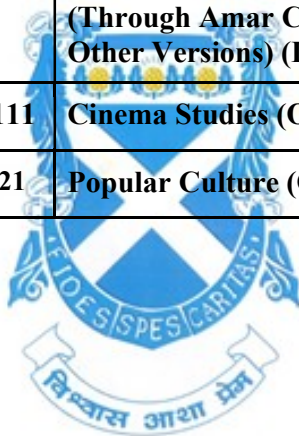
SEC, VEC, OE, IKS

Choice Based Credit System (CBCS) under NEP 2020 with effect from

Academic year 2023–2024

PROGRAMME OUTLINE 2023-2024

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS/ Lectures
FYBA	I	WAENGVE111	Understanding Indian Culture through Cinema (VEC)	2/30
	I	WAENGSE111	Creative Writing (SEC)	2/30
	II	WAENGSE121	Translation Studies (SEC)	2/30
	II	WAENGIK121	Indian Cultural Traditions (Through Amar Chitra Katha and Other Versions) (IKS)	2/30
	I	WSENGOE111	Cinema Studies (Open Elective)	2/30
	II	WSENGOE 121	Popular Culture (Open Elective)	2/30



PROGRAMME SPECIFIC OUTCOMES (PSOs)

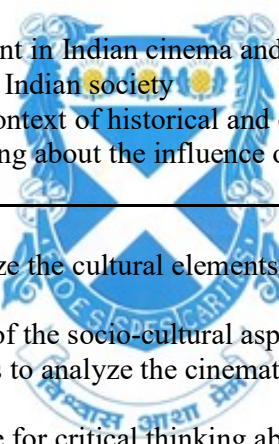
1. Learners will be able to display an understanding of language and literature as an expression of human values, universal truths and socio-cultural influences through the underlying philosophy and values reflected in literature.
2. Learners will have developed a sensitivity towards nature and understand the relationship between human beings, environment and culture through language and literature
3. Learners will be acquainted with various genres and literary terms, will identify various themes and styles from different perspectives including race, gender, class and sexuality etc.
4. Learners will possess a higher level of proficiency in the English Language and be better communicators, equipped for the job market as well as higher education.
5. Learners will evince the higher order thinking skills of application, evaluation, inferencing and creativity.



PREAMBLE:

The progress of globalization in the past three decades has witnessed an increased demand for English proficiency. English as the lingua-franca is used in the fields of science, technology, media, the internet etc., and is also among the most sought-after soft skills. A higher proficiency in the English language opens doors of opportunity in the job market as well as in higher education. It facilitates travel across English-speaking countries world-wide, allows an understanding of films, music, art, literature as well as access to technical and scientific writing in research. An individual, highly proficient in the English, is a natural diplomat through communication and improved relations.

Since good communication skills are much in demand in the job market, Communication Skills in English is being introduced as a compulsory course for all undergraduates in order to equip them with this all-important soft skill in preparation to join the workforce, to enhance relationships and in readiness for higher education.

PROGRAMME: F.Y.B.A. English VEC		SEMESTER: I		
Course: Understanding Indian Culture through Cinema		Course Code: WAENGVE111		
Teaching Scheme				Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Credit	Assignments	End Semester Examination
2	NA	2	60	NA
<p>Learning Objectives:</p> <p style="text-align: center;"><i>Wilson College</i></p>  <ol style="list-style-type: none"> 1. To recognize the cultural elements present in Indian cinema and interpret their significance. 2. To understand the socio-cultural aspects Indian society 3. To analyze cinematic narratives in the context of historical and current societal trends in India. 4. To develop a language for critical thinking about the influence of cinema on Indian culture and vice versa. 				
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Learners will have the ability to recognize the cultural elements present in Indian cinema and interpret their significance. 2. Learners will possess an understanding of the socio-cultural aspects Indian society 3. Learners will have the technical prowess to analyze the cinematic narratives in the context of historical and current societal trends in India. 4. Learners will have developed a language for critical thinking about the influence of cinema on Indian culture and vice versa. 				

DETAILED SYLLABUS

Course Code WAENGV E111	Unit	Course/ Unit Title: Understanding Indian Culture through Cinema (VEC)	Credits 2 Lectures 30
	I	Introduction to Cinema as a Bearer of Culture	15
	1.1	Language of Cinema/Aspects of Culture	
		Aspects of Indian Culture Basic Concepts of Film Vocabulary	
	1.2	Identity: Society, Family and the Individual	
		(Any 2) Kabhi Kushi Kabhi Gham Sairaat Kantara	
	II	The Reflection of Culture in Cinema	15
	2.1	Urban vs Rural India: (Any 2) Article 15 Sehar Gaman Life in a Metro Recommended Viewing: "Sholay" (1975) Mother India (1957) Mahershi (Telugu) Swades (2004) Peepli Live (2010)	
	2.2	Gender: (Any 2) The Great Indian Kitchen "Dangal" (2016) Chandigarh Ki Aashiki Dor Recommended Viewing: Lekha salali saasarla Gangubai Kathiawadi (2022) Sanjay Leela Bhansali Lipstick Under My Burkha Asthithva Gulab Gang	
	2.3	Globalization and Changing Cultural Perspectives: "Gully Boy" (2019) "Slumdog Millionaire" Recommended Viewing:	

		Mahabharata- Peter Brooks	
	2.4	<p>History: (Any 2) Gandhi Ashoka Garam Havaa</p> <p>Recommended Viewing: Bajirao Mastani, Tanhaji, RRR/Jodhaa Akbar/ Lagaan/Discovery of India- Sham Benegal/ Tamas (Series)</p>	

Recommended Resources:

Lacey, Nick. *Introduction to Film*. London, Palgrave, 2016.

Monaco, James. *How to read a film: Movies, Media and Beyond*. Oxford University Press. (2004)

Vasudevan, Ravi. "The Melodramatic Public Film Form and Spectatorship in Indian Cinema." (2010)

Dudrah, Rajinder. "Bollywood: Sociology Goes to the Movies." (2006)



Modality of Assessment

Two Assignments of 30 Marks Each

PROGRAMME : F.Y.B.A. English SEC		SEMESTER: I		
Course: Creative Writing		Course Code: WAENGSE111		
Teaching Scheme			Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Credit	Assignments	End Semester Examination
2	NA	2 Wilson College	NA	60
Learning Objectives: <ol style="list-style-type: none"> 1. To inculcate creative and practical skills in learners for the use of language and literary expression. 2. To introduce learners to different methods of finding cues, inspiration, prompts for thinking of problem-solving. 3. To provide strategies for independent thinking and writing skills to create reading material for personal and professional purposes 4. To perform hands-on-activities for students to hone their creative skills through practical sessions. 				
Course Outcomes: <ol style="list-style-type: none"> 1. Learners will have acquired the creative and practical skills for the use of language and literary expression. 2. Learners will have a familiarity with different methods of finding cues, inspiration, prompts for thinking of problem-solving. 3. Learners will possess strategies for independent thinking and writing skills to create reading material for personal and professional purposes 4. Learners will have the ability to perform hands-on-activities for students to hone their creative skills. 				

DETAILED SYLLABUS

Course Code WAENGS E111	Unit	Course/ Unit Title: Creative Writing (SEC)	Credits 2 Lectures 30
	I	Introduction to Creative Writing	15
	1.1	What is creative writing? Readership. Difference between creative and other forms of writing Prose vs. Poetry: Key Differences and Similarities	
	1.2	Understanding the elements of prose (plot, character, setting, theme, perspective) Analysis of various writing styles and structure	
	1.3	- Understanding the elements of poetry (rhyme, meter, imagery, simile/metaphor) - Reading and discussing examples of poetry	
	II	Writing Competencies	15
	2.1	Composing Poems (Creative Sources) Lyric, Dramatic Monologue, Haiku, Blank Verse, Sonnet, Free Verse- Samples will be provided for study and analysis	
	2.2	Writing dramatic situations (Short story/Plays/Film script) -Samples will be provided for study and analysis Developing themes and plots Describing settings Crafting Characters and Settings Techniques for character development	
	2.3	Revising Rewriting and Proofreading Revising Rewriting Proof reading Constructive criticism: Giving and receiving feedback	

Recommended Resources:

Bird by Bird: Some Instructions on Writing and Life- Anne Lamott

Writing Down the Bones: Freeing the Writer Within- Natalie Goldberg

The Poet's Companion: A Guide to the Pleasures of Writing Poetry- by Kim Addonizio and Dorianne Laux

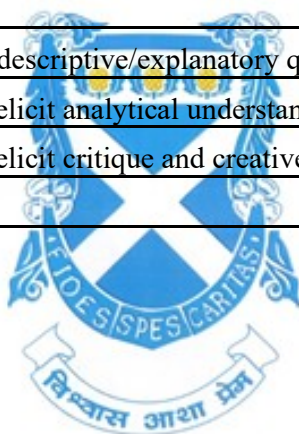
The Making of a Poem: A Norton Anthology of Poetic Forms- edited by Mark Strand and Eavan Boland

The Artist's Way- Julia Cameron

Modality of Assessment

Theory Examination Pattern:

Question	Options	Marks
Q.1.	2 options of descriptive/explanatory questions	20
Q.2.	2 options to elicit analytical understanding of texts	20
Q.3.	2 options to elicit critique and creative expression of texts	20
	TOTAL	60



PROGRAMME: F.Y.B.A. English SEC		SEMESTER: II		
Course: Translation Studies		Course Code: WAENGSE121		
Teaching Scheme				Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Credit	Assignments	End Semester Examination
2	NA	2	NA	60
Learning Objectives: <ol style="list-style-type: none"> 1. To understand the history and development of Translation Studies. 2. To identify and analyze major theories and approaches to translation. 3. To gain basic practical translation skills. 4. To develop a critical understanding of the ethical and cultural considerations in translation. 				
Course Outcomes: <ol style="list-style-type: none"> 1. Learners will have an understanding of the history and development of Translation Studies. 2. Learners will have acquired the skills to identify and analyze major theories and approaches to translation. 3. Learners will have gained basic practical translation skills. 4. Learners will have developed a critical understanding of the ethical and cultural considerations in translation. 				

DETAILED SYLLABUS

Course Code WAENGS E121	Unit	Course/ Unit Title: Translation Studies (SEC)	Credits 2 Lectures 30
	I	Introduction to Translation Studies	15
	1.1	The Definition of Translation The Importance of Translation The difference between translation and interpretation Qualities and Strategies of Translator	
	1.2	Theories of Translation Equivalence Theory Functionalism Descriptive Translation Cultural and Postcolonial Translation Theories	
	II	Translation in Practice	15
	2.1	Introduction to Practical Translation Skills Specialized Translation (Technical, Medical, Legal, Literary) Commercial and collaborative Translation. Audiovisual, Subtitling and Dubbing Use of Translation Technology	
	2.2	Analysis of Translated Literary Texts Textual Analysis Source and Target Languages The Challenges of Translation Ethics and Cultural Sensitivity in Translation	

Recommended Resources:

Munday, J. (2022). *Introducing Translation Studies: Theories and Applications*. 5th Edition. Routledge.
 Didier, Coste, *The Poetics and Politics of Literary Translation*, New Delhi, 2011. 71

Carmen Valero Garcés, and Rebecca Tipton. *Ideology, Ethics and Policy Development in Public Service Interpreting and Translation*. Bristol ; Blue Ridge Summit, Pa, Multilingual Matters, 2017.

Bellos, David. *Is That a Fish in Your Ear? : Translations and the Meaning of Everything*. Londres, Particular Books, 2011.

Wilson College


Modality of Assessment

Theory Examination Pattern:

1 Written Exam of 60 marks:



Question	Options	Marks
Q.1.	2 options of descriptive/explanatory questions	20
Q.2.	2 options to elicit analytical understanding of texts	20
Q.3.	2 options to elicit critique and creative expression of texts	20
	TOTAL	60

PROGRAMME: F.Y.B.A. English IKS		SEMESTER: II		
Course: Indian Cultural Traditions (Through Amar Chitra Katha and Other Versions)		<p style="text-align: center;">Wilson College</p> <p style="text-align: center;">Course Code: WAENGIK121</p> 		
Teaching Scheme				Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Credit	Assignments	End Semester Examination
3	NA	2	60	NA
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. To understand the key themes and characters in Indian cultural narratives. 2. To critically analyze the cultural, social, and philosophical implications of Indian cultural narratives. 3. To understand the importance of cultural narratives in shaping Indian culture and traditions. 4. To analyze the visual storytelling techniques used in Amar Chitra Katha. 				
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. CO1. Learners will have an understanding of the key themes and characters in Indian cultural narratives. 2. CO2. Learners will have the ability to critically analyze the cultural, social, and philosophical implications of Indian cultural narratives. 3. CO3. Learners will have gained an understanding of the importance of cultural narratives in shaping Indian culture and traditions. 4. CO4. Learners will have developed the skills to critically analyze the visual storytelling techniques used in Amar Chitra Katha. 				

DETAILED SYLLABUS

Course Code WAENGI K121	Unit	Course/ Unit Title: Indian Cultural Traditions (Through Amar Chitra Katha and Other Versions) (IKS)	Credits 2 Lectures 30
	I	Introduction to Indian Cultural Texts (Texts of Popular Indian Culture Texts)	15
	1.1.	1.1.1 Amar Chitra Katha Versions of: Adi Parva Vana Parva 1.1.2 Kabir- Songs of the Weaver Poet 1.1.3 Yuganta- The end of an age- Iravati Karve	
	1.2	1.1.1 Select Sections from Ayodhya Kand Kishkindha Kand Yuddha Kand 1.2.2 Guru Gobind Singh 1.2.3 Shah Jehan 1.2.4 Ambedkar	
	II	Contemporary Cultural Contexts of Traditional Narratives	15
	2.1	Selections from the Panchatantra Themes, key characters, and important episodes	
	2.2	Select Narratives on Environment: Representations of Environment	

Recommended Resources:

Devdutt Pattanaik. *Myth = Mithya : A Handbook of Hindu Mythology*. New Delhi, India, Penguin Books India, Cop, 2006.

Das, Gurcharan. *The Difficulty of Being Good*. Oxford University Press, 4 Oct. 2010.

Devdutt Pattanaik. *Jaya : An Illustrated Retelling of the Mahabharata*. Gurgaon, Haryana, India, Penguin Books, 2010.

Devdutt Pattanaik. *Sita : An Illustrated Retelling of the Ramayana*. Gurgaon, Haryana, Penguin Books, 2013.

Devdutt Pattanaik. *Indian Mythology : Tales, Symbols, and Rituals from the Heart of the Subcontinent*. Rochester, Vermont, Inner Traditions, 2003.

Chitra Banerjee Divakaruni. *The Forest of Enchantments*. Harper Collins, 7 Jan. 2019.

Modality of Assessment

Theory Examination Pattern:

2 Assignments of 30 Marks Each

PROGRAMME: F.Y.B.A. Open Elective		SEMESTER: I		
Course: Cinema Studies		Course Code: WSENGOE111		
Teaching Scheme				Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Credit	Assignments	End Semester Examination
2	NA	2	60	NA
<p>Learning Objectives: To enable the learner to:</p> <ol style="list-style-type: none"> 1. Understand the basics of film language, including mise-en-scène, cinematography, editing, and sound. 2. Gain exposure to different film genres and their unique characteristics. 3. Develop an understanding of the historical evolution of cinema worldwide. 4. Enhance critical thinking and analytical skills through film analysis and discussion. 				
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Learners will have an understanding of the basics of film language, including mise-en-scène, cinematography, editing, and sound. 2. Learners will be familiar with different film genres and their unique characteristics. 3. Learners will have developed an understanding of the historical evolution of cinema worldwide. 4. Learners will gain critical thinking and analytical skills through film analysis and discussion. 				

DETAILED SYLLABUS

Course Code WSENGO E111	Unit	Course/ Unit Title: Cinema Studies Open Elective	Credits 2 Lectures 30
	I	Introduction to Cinema Studies	15
		<p>The Origins of Cinema Movement -Lumiere Brothers Cinematic effects - Georges Méliès</p> <p>Introduction to Film Language: Mise-en-Scène, Cinematography, Editing and Sound Editing -Edwin Porter and Sergei Eisenstein Cinematography and narrative – D.W. Griffith and Orson Welles Dada Sahib Phalke</p> <p>Transition from Silent to Sound/B&W to Colour</p> <p>Scenes from: The Wizard of Oz Modern Times Singin' in the Rain</p> <p>Recommended Viewing: The Artist Hugo (Scorsese, Martin 2011)</p>	
	II	Understanding Cinema	15
		<p>Any four films for detailed study, two from each section.</p> <p>2.1. Do Bhiga Zameen (<i>Roy, Bimal 1953</i>) Peepli Live (<i>Rizvi, Anusha and Farooqui Mahmood 2010</i>) Sairat (<i>Manjule, Nagraj 2016</i>) Ankur (<i>Benegal, Shyam 1974</i>) Slumdog Millionaire (<i>Boyle, Danny 2010</i>)</p> <p>2.2. Psycho (<i>Hitchcock, Alfred 1960</i>) V for Vendetta (<i>McTeigue, James 2005</i>) Maqbool (<i>Bharadwaj, Vishal 2003</i>) Romeo and Juliet (<i>Luhrmann, Baz 1996</i>) The Dark Knight (<i>Nolan, Christopher 2008</i>)</p>	

Recommended Resources:

Bordwell, D., & Thompson, K. (2017). Film Art: An Introduction. McGraw-Hill Education.

Stam, R. (2000). Film Theory: An Introduction. Wiley-Blackwell.

Cook, D. A. (2004). A History of Narrative Film. W. W. Norton & Company.

Monaco, James. How to read a film: Movies, Media and Beyond. Oxford University Press. (2004)

Introduction to Film Nick Lacey

Cahir, L. Literature into film: Theory and practical approaches. Jefferson, N.C.: McFarland & Company, 2006.

Giannetti, Louis. Understanding Movies (11th edition), Prentice Hall, 2008.

Grant, Barry Keith. Auteurs and Authorship: a film reader, Blackwell Publications 2008

Wilson College

Modality of Assessment

Theory Examination Pattern:

2 Assignments of 30 Marks Each



PROGRAMME: F.Y.B.A. Open Elective	SEMESTER: II	
Course: Popular Culture	Course Code: WSENGOE121	
Teaching Scheme		Evaluation Scheme

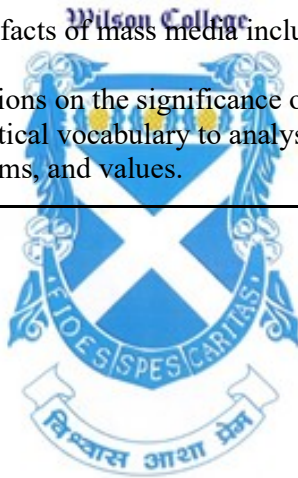
Lectures (Hours per week)	Practical (Hours per week)	Credit	Assignments	End Semester Examination
2	NA	2	60	NA

Learning Objectives:

1. To provide learners with a comprehensive introduction to popular culture, its historical evolution, and its societal implications.
2. To enable learners to examine the cultural artifacts of mass media including film, television, music, literature, social media, and more.
3. To initiate discussion on the significance of popular culture.
4. To equip the learners with the critical vocabulary to analyse the significance of the role of popular culture in shaping societal beliefs, norms, and values.

Course Outcomes:

1. Learners will be provided with a comprehensive introduction to popular culture, its historical evolution, and its societal implications.
2. Learners will examine the cultural artifacts of mass media including film, television, music, literature, social media, and more.
3. Learners will have engaged in discussions on the significance of popular culture.
4. Learners will be equipped with the critical vocabulary to analyse the significance of the role of popular culture in shaping societal beliefs, norms, and values.



DETAILED SYLLABUS

Course Code	Unit	Course/ Unit Title: Popular Culture	Credits
WSENGO E121		Open Elective	2 Lectures 30
	I	Introduction to Popular Culture	15

	1.1	Definitions, Scope, and Significance Historical Overview of Popular Culture	
	1.2	Popular Culture and Media The Role of Media in Shaping Popular Culture: TV, Film, Radio, Print Media New Media and Digital Cultures: Internet, Social-Media, Memes	
	II	Analyzing Popular Culture	15
	2.1	Genres of Popular Culture Literature and Comics in Popular Culture Music and Popular Culture: Genres, Artists, Cultural Impact Film and Television: Genre Analysis, Iconic Shows, and Cultural Reflections	
	2.2	Popular Culture and Globalization The Global Spread and Localization of Popular Culture The Global Impact of K-Pop, Hollywood, Bollywood Manga, K-drama, Anime	



Recommended Resources:

Fiske, John. Understanding Popular Culture. Boston: Unwin Hyman, 1989. Print
 Modleski, Tania. Loving with a Vengeance: Mass-produced Fantasies for Women. Hamden, CT: Archon, 1982. N. pag. Print.
 Mulvey, Laura. "Visual Pleasure and Narrative Cinema." 1975. Visual Culture: The Reader. Ed. Jessica Evans and Stuart Hall. London: SAGE Publications in Association with the Open U, 1999. 381-89. Print.

Nandy, Ashis. *The Secret Politics of Our Desires: Innocence, Culpability, and Indian Popular Cinema*. London: Zed, 1998. Print.

Nayar, Pramod K. *An Introduction to Cultural Studies*. New Delhi: Viva, 2008. Print.

Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Sixth ed. N.p.: Dorling Kindersley, 2014. Print. Indian Reprint

Modality of Assessment

Theory Examination Pattern:

2 Assignments of 30 Marks Each

