

## **CURRICULUM PLANNER**

**The Learning Objectives** of **LOCF** based BA programme English Discipline course- Modern Drama

To familiarize students with basic aspects of Modern Drama.

To consider the relation between drama, society and the world around .

To facilitate an understanding of the impact of 2 world wars on literary expression of modern dramatists.

To strengthen the bond between thought and expression in language.

Students will learn about theatre and performing arts and transform simple stories into wonderful scripts.

Students will be equipped with key critical thinking skills, public speaking skills and team work.

### **The Learning Outcomes**

This course will provide insights into ideas of the drama and its development.

It will enable a comprehension of drama across time and cultural spaces.

Will enable students to bridge the gap between the classroom and real- life situations by providing insights into how to handle tricky situations.

Will aid in the acquisition of communicative comprehension.

Will enable students to write a story from their favourite drama's characters.



**ODD SEMESTER (AUGUST- NOVEMBER)****MODERN DRAMA- BAP SEM-5****CURRICULUM PLANNER**

<b>Units</b>	<b>Content</b>	<b>Lectures</b>	<b>Methodology</b>	<b>Assessment</b>
1	Introduction to the Course :Texts and Context <ul style="list-style-type: none"><li>• Introduction to Modern Drama characteristics</li><li>• Realism, Naturalism, Plays of ideas, Epic theatre</li><li>• Theatre of Absurd</li><li>• Comedy of Menace</li></ul>	Week 1	PPT	Interactive Questioning
2	<ul style="list-style-type: none"><li>• Elements and types of drama</li><li>• Plot, tragedy, comedy,melodrama</li><li>• Tragi- comedy, dramatic conventions</li><li>• Monologue, soliloquy, aside</li><li>• Aspects of drama</li><li>• Setting,theme, structure, dramatic irony</li><li>• Characterization,perspective of life.</li></ul>	Week 2	Lecture	
3	<ul style="list-style-type: none"><li>• Introduction to the playwright ,Bertolt Brecht and his period</li><li>• Brecht's Theatrical Context: Theory of Drama and Theatre</li><li>• Epic theatre Vs dramatic theatre</li><li>• Mother Courage and Her Children: Genesis and influences</li></ul>	Week 3	PPT and You Tube video	Group discussion, Filip classroom method
4	<ul style="list-style-type: none"><li>• Setting of the play: The Thirty Years War and his attitude to history</li><li>• Analysis of the play: Theme and Structure</li><li>• Kattrin as the true Mother Courage</li><li>• The nature of the play and the</li></ul>	Week 4	Lecture , PPT	Interactive Questioning

	<ul style="list-style-type: none"> <li>character of Mother Courage</li> <li>• Showing of film on You Tube</li> </ul>			
5	<ul style="list-style-type: none"> <li>• An introduction to the playwright Hanrik Ibsen and his play “ A Doll’s House”</li> <li>• A fast recap of Realism</li> <li>• Form of the play:Tragedy or Comedy</li> </ul>	Week 5	Discussion ,PPT	Quiz
6	<ul style="list-style-type: none"> <li>• Enactment of Act 2 by students in the classroom</li> <li>• Interpretation of the Act 2 by students</li> </ul>	Week 6	Observations by students	
7	<ul style="list-style-type: none"> <li>• What is the play about- themes and interpretations</li> <li>• Symbolic import of the play</li> <li>• As a Feminist play</li> <li>• Contours of relationships in the play.</li> </ul> <p>Comparison between the condition of women in the present day society With that of 19 century women.</p>	Week 7	Lecture	Presentations by students
8	<ul style="list-style-type: none"> <li>• Introduction to the playwright,Girish Karnad ,and main features of his writing</li> <li>• Setting of the play with a focus on its contemporaneity and how it is different from his other plays</li> <li>• Institution of Marriage- as a central and integral part of Indian value system</li> </ul>	Week 8	Students’views on the institution of marriage	Presentation by students
9	<ul style="list-style-type: none"> <li>• Reading of the important portions of the play by students</li> <li>• WA as a modern play- a peep into Hindu marriage institution</li> <li>• Themes and interpretations</li> <li>• Class test</li> <li>• Assignments</li> </ul>	Week 9	Reading of dialogues by students in the class	MCQS
10	<ul style="list-style-type: none"> <li>• Presentations by students</li> </ul>	Week 10		

11	<ul style="list-style-type: none"> <li>• Introduction to the playwright, Mahesh Dattani, and chief characteristics of his plays</li> <li>• Reading and marking of important dialogues and passages</li> <li>• Discussion on themes and interpretations</li> </ul>	Week 11	Lecture	Written Assignments
12	<ul style="list-style-type: none"> <li>• The family as an oppressive social structure</li> <li>• Exploration of a society caught between tradition and modernity</li> <li>• FS as a family drama</li> <li>• Relationship between Aruna and Smita</li> <li>• Discussion on Krishna Idol episode</li> </ul>	Week 12	Flip classroom method	Interactive Session
13	<ul style="list-style-type: none"> <li>• A discussion on how each character's secularism, religious beliefs, friendships and love for family are challenged</li> <li>• The relevance of the play in the present India</li> </ul>	Week 13	Lecture	Quiz
14	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Solving of university question papers</li> </ul>	Week 14		Class Test