

# St. Paul Institute of Professional Studies, Indore

An Autonomous Institute Affiliated to Devi Ahilya Vishwavidyalaya, Indore

Accredited by NAAC with 'A' Grade

Phone No. 0731-2499911, 49661355, 4961356

E-mail: [info@spipsindore.ac.in](mailto:info@spipsindore.ac.in), Website: [www.spipsindore.com](http://www.spipsindore.com)



Part A -Introduction			
Program: Diploma		Class: BA Year: II	Session: 2025-2026
Subject: Psychology			
1	Course Code	BA-203T	
2	Course Title	Guidance and Counselling Psychology	
3	Course Type (Core Course/Elective/Generi c Elective/Vocational)	Minor	
4	Pre-requisite (if any)	To study this course, a student must have had Completed BA 1 year certificate course in Psychology.	
5	Course Learning outcomes (CLO)	<ol style="list-style-type: none"><li>1. Student will gain knowledge of nature and process of counselling along with the difference between guidance and counselling.</li><li>2. Students will develop skills of counselling for solving the problems of clients in different areas.</li><li>3. Students will be able to understand counselling techniques.</li><li>4. Students will develop the abilities to become an effective counsellor.</li><li>5. Students will be able to provide counselling in special areas such as old age people, drug abuse, HIV, AIDS &amp; cancer patients and career counselling.</li></ol>	
6	Credit Value	Theory - 4 Credits	Practical — 2 Credits
7	Total Marks	Max. Marks: 30+70	Min. Passing Marks:35

*Radan*  
*P. Bhasoria*  
*B. Shrivastava*  
*Shalini*  
*Meekamp*  
*AD*  
*UJ*



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**Part B- Content of the Course**

Total No. of Lectures- 04

Total Lectures - 60

Unit	Topics	No. of Lectures
1	<b>Guidance and Counselling- Nature and Areas</b> Meaning, definition and its Goals. Principles of guidance. Different areas of Guidance and Counselling.	12
2	<b>Effective Counselling</b> Characteristics of an Effective Counsellor. Training of a Counsellor .Counselling Relationship- Establishing, Maintaining & Termination. Ethical issues in Counselling.	12
3	<b>Approaches of Counselling</b> Psychoanalytic, Behavioral, Humanistic, Cognitive and Rational-Emotive Approaches. Indian Approaches- Yoga and Meditation.	12
4	<b>Processes and Types of Counselling</b> Initiation of counseling- Steps/Process, Intake Interview, Conduct of counseling , Termination of counseling. Types - Group Counselling. Family Counselling. Marital Counselling. Rehabilitation Counseling. School Counseling	12
5	<b>Counselling Applications</b> Counselling of Old Age People, Counseling in Organizations, HIV/ AIDS and Cancer patients .Career Counselling.	12
	<b>Keywords/Tags:</b> 1. Guidance and Counselling 2. Effective Counsellor 3. Training of Counsellor 4. Counselling interview	

*Pradip*  
*R. Basant*  
*Ramesh*  
*Shakti*  
*W*  
*Arish*  
*Meharaj*





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Part A -Introduction				
Program: Diploma		Class: BA	Year: II	Session: 2025-2026
Subject: Psychology				
1	Course Code	BA-203P		
2	Course Title	Guidance and Counselling Practical		
3	Course Type (Core Course/Elective/Generic Elective/Vocational)	Minor		
4	Pre-requisite (if any)	To study this course, a student must have had Completed BA 1 year certificate course in Psychology.		
5	Course Learning outcomes (CLO)	<ol style="list-style-type: none"><li>1. Student will gain knowledge of nature and process of counselling along with the difference between guidance and counselling.</li><li>2. Students will develop skills of counselling for solving the problems of clients in different areas.</li><li>3. Students will be able to develop the abilities to conduct psychological testing.</li><li>4. Students will be able to learn counselling skills related with old age people ,drug abuse, HIV AIDS &amp; cancer patients and career counselling.</li></ol>		
6	Credit Value	2		
7	Total Marks	Max. Marks: 30+70	Min. Passing Marks:35	

*Qadar*  
*P. B...*  
*P. Sh...*  
*Shalini*  
*Meehanp.*



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Part B- Content of the Course		
Lectures per week : 02		Total Lectures: 30
Unit	Topics	No of Lectures
Part A (Any Four)	<b>TESTS</b>	
	1. Interest Test	5
	2. Aptitude Test	5
	3. Self disclosure Test	5
	4. Personality Test	5
	5. Optimistic — Pessimistic Test	5
	6. Problem Check-List	5
Part B (Any two)	<b>Activities</b>	
	1. Case Study	5
	2. Contemporary psychotherapies and training resources	5
	3. Visit to old age Centre	5
	4. Visit to Counselling center	5
<b>Keywords/Tags:</b>		
1. Interest		
2. Aptitude		
3. Optimistic		
4. Self Disclosure		
5. Case Study		

#### Text Books, Reference Books, Other resources

##### Suggested Readings:

1. Chandurashekhar CR (2008) 'Manual for College Teachers on Students Counseling', National Institute of Mental Health and Neuro Sciences (NIMHANS) Bangalore.
2. George, RL, Christiani T.S. (1986) Counseling, Theory and Practice Prentice-Hall, Inc. Englewood chill's. New Jersey 07632
3. Nelson J. (1982) Theory and Practice of Counselling Psychology. New York: Holt Rinehart and Winston.
4. Rao. S. Narayan (1981) Counselling Psychology. Tata McGraw Hill Publishing Co. Bombay

##### Suggested equivalent online courses:

1. [https://onlinecourses.swayam2.ac.in/ntr20\\_ed21/preview](https://onlinecourses.swayam2.ac.in/ntr20_ed21/preview)
2. <https://www.udemy.com/course/certificate-in-guidance-and-counseling/?couponCode=NVDPRODIN35>
3. <https://www.coursera.org/courses?query=counseling>

*Handwritten signatures and initials:*  
Vijay Gadar, P. B. Bhatnagar, R. S. Kumar, Melhang, Shalini, Anish, and others.



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<b>Part D- Assessment and Evaluation</b>		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Internal Marks : 30 marks University Exam (UE) :70 marks		
<b>Internal Assessment :</b>		30
Class Interaction 10 Marks	Assignment 10 Marks	
Attendance 10 Marks		
<b>External Assessment</b>	Practical File 10 Marks	
Viva Voce 10 Marks	Practical Work/Experiment (Written Exam)	70
	<b>TOTAL</b>	100 Marks

*Pradeep*  
*R. B. B. B. B.*  
*R. Sharma*  
*Shobini*  
*G. N. J. J.*  
*M. S. S.*  
*Melkump.*  
*M. M.*



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Part A -Introduction		
Program: Diploma		Class: BA Year: II Session: 2025-2026
Subject: Psychology		
1	Course Code	BA-204T
2	Course Title	Guidance and Counselling Psychology
3	Course Type (Core Course/Elective/Generi c Elective/Vocational)	Core Course
4	Pre-requisite (if any)	To study this course, a student must have had Completed BA 1 year certificate course in Psychology.
5	Course Learning outcomes (CLO)	<ol style="list-style-type: none"> <li>1. Student will gain knowledge of nature and process of counselling along with the difference between guidance and counselling.</li> <li>2. Students will develop skills of counselling for solving the problems of clients in different areas.</li> <li>3. Students will be able to understand counselling techniques.</li> <li>4. Students will develop the abilities to become an effective counsellor.</li> <li>5. Students will be able to provide counselling in special areas such as old age people, drug abuse, HIV, AIDS &amp; cancer patients and career counselling.</li> </ol>
6	Credit Value	Theory - 4 Credits Practical — 2 Credits
7	Total Marks	Max. Marks: 30+70 Min. Passing Marks:35

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 Gadan, P. B. Bhattarai, R. Chavhan, Shalini, Anish, Melhang, and others.





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### Part C-Learning Resources

1. Chandurashekhar: C R "Manual for College Teachers on Students Counselling" National Institute of Mental Health and Neuro Sciences (NIMHANS) Bangalore.
2. George: R.L. Crime T.S. (1986) Counselling, Theory and Practice Prentice Hall, Inc. Englewood Cliffs New Jersey 07632
3. Nelson I\_ (1982) Theory and Practice of Counselling Psychology New York: Holt Rinehart and Winston.
4. Rao. S. Narayan (1981) Counselling Psychology. Tata McGraw Hill Publishing Co. Bombay.
5. Geldard, K & Geldard, D. (2003). *Counseling Skills in Everyday Life*. Palgrave Macmillan.

#### Suggested equivalent online courses:

1. [https://onlinecourses.swayam2.ac.in/ntr20\\_ed21/preview](https://onlinecourses.swayam2.ac.in/ntr20_ed21/preview)
2. <https://www.udemy.com/course/certificate-in-guidance-and-counseling/?couponCode=NVDPRODIN35>
3. <https://www.coursera.org/courses?query=counseling>

Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
	E-quiz	
<b>External Assessment:</b>	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24 Total 70

*Yadav*  
*R. B. Bhatt*  
*P. Shrivastava*  
*Shalini*  
*U. S.*  
*Anish*  
*Meehanp.*  
*AD*



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Subject: Psychology		
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2	Course Title	Guidance and Counselling Practical
3	Course Type (Core Course/Elective/Generic Elective/Vocational)	Core Course
4	Pre-requisite (if any)	To study this course, a student must have had Completed BA 1 year certificate course in Psychology.
5	Course Learning outcomes (CLO)	<ol style="list-style-type: none"><li>1. Student will gain knowledge of nature and process of counselling along with the difference between guidance and counselling.</li><li>2. Students will develop skills of counselling for solving the problems of clients in different areas.</li><li>3. Students will be able to cdevelop the abilities to conduct psychological testing.</li><li>4. Students will be able to learn counselling skills related with old age people ,drug abuse, HIV AIDS &amp; cancer patients and career counselling.</li></ol>
6	Credit Value	2
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*Radan*  
*R. Basant*  
*P. Shree*  
*Shalini*  
*Amish*  
*Megha*  
*AD*



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Part B- Content of the Course		
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Unit	Topics	No of Lectures
Part A (Any Four)	<b>TESTS</b>	
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	3. Self disclosure Test	5
	4. Personality Test	5
	5. Optimistic — Pessimistic Test	5
	6. Problem Check-List	5
Part B (Any two)	<b>Activities</b>	
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	2. Contemporary psychotherapies and training resources	5
	3. Visit to old age Centre	5
	4. Visit to Counselling center	5
<b>Keywords/Tags:</b>		
1. Interest		
2. Aptitude		
3. Optimistic		
4. Self Disclosure		
5. Case Study		

#### Text Books, Reference Books, Other resources

##### Suggested Readings:

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3. Nelson J. (1982) Theory and Practice of Counselling Psychology. New York: Holt Rinehart and Winston.
4. Rao. S. Narayan (1981) Counseling Psychology. Tata McGraw Hill Publishing Co. Bombay

##### Suggested equivalent online courses:

1. [https://onlinecourses.swayam2.ac.in/ntr20\\_ed21/preview](https://onlinecourses.swayam2.ac.in/ntr20_ed21/preview)
2. <https://www.udemy.com/course/certificate-in-guidance-and-counseling/?couponCode=NVDPRODIN35>
3. <https://www.coursera.org/courses?query=counseling>

*Handwritten signatures and initials:*  
R. Basim - R. Kumar  
Shalini  
Anish  
V. Madhav  
V. Madhav





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## PART A- Introduction

<b>Program: Certificate/ Diploma/ Degree</b>		<b>Year: II</b>	<b>Class: B.A</b>	<b>Session:2025-26</b>
Subject: Psychology				
1	Course Code	<b>BA-205T</b>		
2	Course Title	Psychopathology		
3	Course Type	Core Course (Major-2)		
4	Pre-Requisite	To study this courses, a student must have had Completed BA I year certificate course in Psychology		
5	Course Learning Outcomes	<ol style="list-style-type: none"><li>1. Students will be able to critically assess the information related to the study of behavior and mental processes,</li><li>2. Students will gain knowledge about cause, types, and prevention of abnormal behavior.</li><li>3. Students will be able to compare biological, psychological and social views of abnormal behavior</li><li>4. Students will be able to impart basic knowledge of characteristics of specific anxiety, mood, and personality, psychotic and psychosomatic disorder</li><li>5. Students will be able to utilise the acquired knowledge in the area of specific learning disabilities.</li></ol>		
7	Credit value	Theory 4 credits + Practical 2 credits		
8	Total Marks	Max. Marks: 30+70	Min. Passing Marks: 35	

*Madan* *D. B. Sharma* *R. Sharma* *Shalini* *Prity*  
*Arish* *Melkang*



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Total no. of Lectures (in hours per week): - 4

Total Lectures: - 60

Unit	Topic	No. of Lectures
I	<b>Psychopathology: Nature and Classification</b> - Nature, Concept or Normality and Abnormality, Models of psychopathology, Classification of Mental Disorders- DSM V	12
II	<b>Anxiety Disorders-</b> Symptoms, causes and treatment of Generalized Anxiety Disorder, Phobic disorders, Obsessive Compulsive Disorder, and Post-traumatic Stress Disorder	12
III	<b>Personality Disorders and Schizophrenia</b> - Personality Disorders- Symptoms causes and treatment of Cluster A, Cluster B and Cluster C Personality Disorder, Schizophrenia- Symptoms, causes, its types and treatment	12
IV	<b>Psychosomatic Disorders and Mood Disorders</b> - Psycho-somatic Disorders- Conversion and dissociative Disorders, its types, symptoms, causes and treatment Mood disorders- Manic State, Depressive State and Bipolar Disorders, its causes, symptoms and treatment	12
V	<b>Pervasive Developmental Disorder</b> - Mental Retardation - its causes and types Specific Learning Disabilities -Its types and features	12
Keywords/ Tags	Psychopathology Anxiety Disorders Psychotic Disorders Psychosomatic Disorders Mood Disorders Pervasive Developmental Disorders Personality Disorders	

*Radan*  
*P. B. Sharma*  
*P. Sharma*  
*Shalini*  
*Meekamp*  
*AD*  
*U*  
*V*





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## PSYCHOPATHOLOGY PRACTICUM

### PART A- Introduction

Program: Certificate/ Diploma/ Degree		Year: II	Class: BA II Year	Session: 2025-26
Subject : Psychology				
1	Course Code	BA-205P		
2	Course Title	Psychopathology Practicum		
3	Course Type	Core		
4	Pre-Requisite	To study this course, a student must have had the subject BA I Certificate in Psychology		
5	Course Learning Outcomes	<ol style="list-style-type: none"><li>1. Students will be able to critically assess the information related to the study of behaviour and mental process.</li><li>2. Students will gain knowledge about causes types and prevention of abnormal behavior causes.</li><li>3. Students will be able to compare biological, psychological and social views of abnormal behaviour.</li><li>4. Students will be able to impart basic knowledge of characteristics of specific anxiety, mood, personality, psychotic and Psychosomatic disorders.</li></ol> Students will be able to utilise the acquired knowledge in the area of specific learning disabilities.		
7	Credit value	2		
8	Total Marks	Max. Marks: 30+70	Min. Passing Marks: 35	

*Radan*  
*P. B...*  
*Shalini*  
*Mechamp*  
*AD*  
*VS*



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## PART B- Content of the Course

Total no. of Lectures (in hours per week): - 1

Total Lectures: - 30

Unit	Topic	No. of Lectures
Part A (Any Four)	TESTS	
	1. Stress Test	5
	2. Anxiety Test	5
	3. Depression Test	5
	4. Sentence Completion Test	5
	5. Frustration Test	5
	6. Mental Health Test	5
Part B (Any two)	Activities	
	1. Visit to Special School	5
	2. Visit to Mental Hospital	5
	3. Visit to Rehabilitation centre	5
	4. Visit to Yoga Centre	5
Keywords/ Tags	Stress, Depression, Personality, Mental Health, Anxiety	

## PART C- Learning Resources

### Textbooks/ Reference Books:

1. Carson: R-; Butcher: J.; Mineka- S- (2000) Abnormal Psychology & Modern Life: Eleventh Edition: Pearson Education
2. Olta.manns- T.; Emery: R. (1995) Abnormal Psychology: Prentice Hall: New York
3. Hooley J. Butcher N., Nock M. (2018) – Abnormal Psychology: Pearson Publication
4. Kringe J., Davison N., (2011) – Abnormal Psychology, Wiley Publications10.

### Suggested Digital Platforms, Web Links:

1. <https://egyankosh.ac.in/bitstream/123456789/49475/1/Block-3.pdf>
2. <https://egyankosh.ac.in/bitstream/123456789/17148/1/Unit-4.pdf>

*Pradip P. Bhowmik - Rishu*  
*Melkump*  
*Shalini*  
*Shalini*





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**BA II Year: English Literature**

**Part A Introduction**

<b>Program: Diploma Course</b>		<b>Class: BA</b>	<b>Year:II</b>	<b>Session: 2025-26</b>
<b>Subject: English Literature (Theory)</b>				
1	Course Code	BA-206T		
2	Course Title	Study of Fiction		
3	Course Type (Core Course/Elective/Generic Elective/Vocational)	Minor		
4	Pre-requisite (if any)	To study this course, a student must have studied the subject <i>English Language and Literature</i> at her/his Certificate Course level.		
	Course Learning Outcomes (CLO)	<p>On completion of this course, the students will be able to engage with different narrative forms and views in fiction dealing with simple and complex issues. The course will motivate the students to:</p> <ul style="list-style-type: none"> <li>• Understand various aspects and forms of fiction,</li> <li>• Trace the origin and development of English Novel,</li> <li>• Appreciate morality and humanity,</li> <li>• Improve the understanding of the world and the complexities of human mind; and</li> <li>• Expand creativity and imagination and enrich the vocabulary in a delightful manner.</li> </ul>		
6	Credit Value	Theory - 4 Credits	Practical — 2 Credits	
7	Total Marks	Max. Marks: 30+70	Min. Marks:35	

*Pradip P. B...*

*Eshwar*

*Shobha*

*[Signature]*

*Arish*

*Neehanp.*



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## Part B Content of Course

Total No. of Lectures' (in hours per week): 04

Total Lectures: 60 Hours

Unit	Topic	No. of Lectures
I	<b>1. Forms of Early Fiction</b> 1.1 Fiction and its Types <b>Keywords/Tags:</b> <i>Elements of Novel, Augustan Age, Age of Enlightenment, Literal); Trends in Eighteenth Century,</i>	12
II	<b>2. Early Fiction</b> 2.1 Daniel Defoe: Robinson Crusoe 2.2 Samuel Richardson: Pamela 2.3 Jane Austen: Pride and Prejudice <b>Keywords/Tags:</b> <i>Impact Of Renaissance, Epistolary Novel, Narrative Technique, Picaresque Novel, Romanticism, French Revolution</i>	12
III	<b>3. Victorian Fiction</b> 3.1 Charles Dickens: A Tale of Two Cities 3.2 Thomas Hardy: The Mayor of Casterbridge 3.3 George Eliot: Middlemarch <b>Keywords/Tags:</b> <i>Victorian Age, Realism. Pessimism, Fate and Destiny, Regional Novel, Social Novel, Tragic Novel, Industrial Revolution, Rationalism, Feminism, Materialism, Historic Fiction, Industrial Age</i>	12
IV	<b>4. Modern Fiction</b> 4.1 DH Lawrence: Sons and Lovers 4.2 Virginia Woolf: Mrs. Dalloway 4.3 George Orwell: 1984 <b>Keywords/Tags:</b> <i>Modern Age, Autobiographical Novel, Dystopia, Fantasy, Stream of Consciousness, Oedipus Complex, Electra Complex, Symbolism, Formalism, Individualism, Absurdism, Identity and Existential Crisis, Totalitarianism, Psychological Realism</i>	12
V	<b>5. Detective Literature and Science-fiction</b> 5.1 Mary Shelley: Frankenstein 5.2 RL Stevenson: Dr. Jekyll and Mr. Hyde 5.3 Arthur Conan Doyle: The Hound of the Baskervilles <b>Keywords/Tags:</b> <i>Mystery, Scientific Discovery, Sherlock Holmes, Parallel Universes, Gothic, Science Fiction</i>	12

*Handwritten signatures:*  
Gadav  
R. Bhatnagar  
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Shalini  
A. Singh  
V. S.  
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Meekamp.



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**Part C Learning Resources**  
**Text Books, Reference Books, Other resources**

**Suggested Readings:**

1. Austen, Jane. *"Pride and Prejudice"*. Fingerprint Publishing, 2013.
2. Dickens, Charles. *"A Tale of Two Cities"*. Penguin Classics, 2003.
3. Doyle, Arthur Conan. *"The Hound of the Baskervilles."* Fingerprint Publishing, 2019.
4. Eliot, George. *"Middlemarch"*. Edited by Rosemary Ashton, Penguin Classics, 2003.
5. Hardy, Thomas. *"The Mayor of Caster-bridge."* Maple Press, 2012.
6. Lawrence, DH. *"Sons and Lovers"*. Fingerprint Publishing, 2015.
7. Richardson, Samuel. *"Pamela: 0; Virtue Rewarded"*. Edited by Peter Sabor, Penguin Classics, 1980.
8. Shelley, Mary. *"Frankenstein."* Wordsworth Classics, 1992.
9. Woolf, Virginia. "Mrs. Dalloway" Maple Classics, 2018.

**Suggested digital platform web links**

1. "Detective Fiction." *Wikipedia*, 2009, [en.wikipedia.org/wiki/Detective\\_fiction](http://en.wikipedia.org/wiki/Detective_fiction).
2. "Dr. Jekyll and Mr. Hyde; Full Book Summary." *Sparknotes*, 2015, [www.sparknotes.com/lit/jekyll/summary](http://www.sparknotes.com/lit/jekyll/summary).
3. "English Novel." *Wikipedia*, 2015, [enmikipedia.org/wiki/English\\_novel](http://enmikipedia.org/wiki/English_novel).
4. "The Realistic Novel in the Victorian Era." *British Literature Wild*, [sites.udel.edu/britlitwiki/the-realistic-novel-in-the-victorian-era](http://sites.udel.edu/britlitwiki/the-realistic-novel-in-the-victorian-era). Accessed 18 Jan. 2022.
5. "Robinson Crusoe Study Guide." *Sparknotes*, 2022, [wwwsparknotes.com/lit/crusoe](http://www.sparknotes.com/lit/crusoe).

**Suggested equivalent online courses:**

1. [https://www.edx.org/course/english-literature-composition-part-1-stories-2](https://www.edx.org/course/english-literature-composition-part-1-stories) APO English Literature & Composition — Part 1: Stories taught by Maggie Sokol ik, University of California, Berkeley
2. <https://ocw.mit.edu/courses/literature/211-471-major-english-novels-spring-2009/> Major English Novels by Ina Lipkowitz, MIT
3. <https://ocw.mit.edu/courses/literature/211-485-modern-fiction-fall-2015/> Modern Fiction by Prof James Buzard, MIT

Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 Marks University Exam (UE) :70 Marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30 Marks	Assignment/Presentation	
	E-quiz	
<b>External Assessment:</b>	Section (A): Six Very Short Questions	06 x 01 = 06
University Exam Section: 70 Marks	Section (B): Five Short Questions	05 x 08 = 40
Time: 03.00 Hours	Section (C): Two Long Questions	02 x 12 = 24
		Total 70 Marks

*Handwritten signatures and initials:* Pradip, P. B. Sharma, P. Sharma, Meekamp, Shalini, G. S. Jyoti, Anand



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**Syllabus of Practical Paper**

Part A Introduction		
Program: Diploma Course	Class: BA II	Session: 2025-26
Subject: English Literature (Practical)		
1	Course Code	BA-206P
2	Course Title	Experiments with Fiction (Paper 2, Practical)
3	Course Type (Core Course/Elective/Generic Elective/Vocational/)	Minor
4	Pre-requisite (if any)	To study this course, a student must have had the subject <i>English Language and Literature</i> at her/his Certificate Course level
5	Course Learning outcomes (CLO)	<p>On completion of this course, the students will be able to understand and apply various literary techniques to their craft. The course will help the students:</p> <ul style="list-style-type: none"><li>• Conceptualize abstract ideas into concrete writing,</li><li>• Experiment with different genres of literature with theatrical activities,</li><li>• Analyse and compare the American and Indian English fiction,</li><li>• Create new dimensions in literary craft with the help of several tools,</li><li>• Expand creativity and imagination, Strengthen their confidence and language skills with practical exercises; and articulate complex ideas and emotions.</li></ul>
6	Credit Value	2
7	Total Marks	Max. Marks: 30+70 Min. Pass Marks:35

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*P. B...*

*Esther*

*Shelini*  
*AD*

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*Meekamp*



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**Part B Content of Course**

**Total No. of Lectures- Practical (in hours per week): 02**

**Total Practical Lectures: 30 hours**

Unit	Topics	No. of Lectures
I	<b>I. American Fiction</b> 1.1 Nathaniel Hawthorne: The Scarlet Letter 1.2 Herman Melville: Moby Dick 1.3 Ernest Hemmingway: The Old Man and the Sea <b>Keywords/Tags:</b> American fiction, Historical fiction, Realism, Redemption, Epistemology, Travelogue	15
II	<b>2. Indian Fiction</b> 2.1 RK Narayan: The English Teacher 2.2 Mulk Raj Anand: Untouchable 2.3 Anita Desai: Cry, the Peacock <b>Keywords/Tags:</b> Indian Fiction in English, Supernaturalism, Social Novel, Feminism in India, Psychological Novel, Regional Literature. Social Taboos	15

**Text Books, Reference Books, Other resources:**

**Suggested Readings:**

1. Agrawal, BR, and MP Sinha. "Major Trends in Post-Independence Indian English Fiction". Atlantic Publication, 2011.
2. Anand, Mulk Raj. "Untouchable". Penguin India, 2001.
3. Desai, Anita. "Cry, the Peacock". Orient Paperbacks, 2020.
4. Hawthorne, Nathaniel. "The Scarlet Letter". Oxford World's Classics, 2008.
5. Hemmingway, Ernest. "The Old Man and the Sea". RHUK, 1994.
6. Iyengar, KR Srinivasa. "Indian Writing in English". Sterling Publications Private Limited, 2012.
7. Melville, Herman. "Moby Dick or; the Whale". Fingerprint Publishing,
8. Narayan, R. K. "The English Teacher", Indian Thoughts Publications, 2007.

**Suggestive digital platform web links**

1. "American Literature." *Wikipedia*, [en.wikipedia.org/wiki/American\\_literature](https://en.wikipedia.org/wiki/American_literature). Accessed 18 Jan. 2022.
2. "Fiction - American Literature." *Britannica*, [www.britannica.com/art/American\\_literature/Fiction](https://www.britannica.com/art/American_literature/Fiction). Accessed 18 Jan. 2022.
3. Temple, Emily. "A Brief Survey of the Great American Novel(s)." *Literary Hub*, 9 Jan. [lithub.com/a-brief-survey-of-great-american-novels](https://lithub.com/a-brief-survey-of-great-american-novels).

*Adarsh R. B...*  
*Shalini*  
*Melkani*  
*...*



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**Suggested equivalent online courses:**

1. <https://www.wednet.edu/course/ap-english-literature-composition-part-1-stories-2> AP® English Literature & Composition — Part 1: Stories taught by Maggie Sokolik, University of California, Berkeley
2. <https://ocw.mit.edu/courses/literature/211-471-major-english-novels-spring-2009/> Major English Novels by Ina Lipkowitz, MIT
3. <https://ocw.mit.edu/courses/literature/211-485-modern-fiction-fall-2015/> Modern Fiction by Prof. James Buzard, MIT

**Suggested Academic Activities for Experiments for Students:**

**A. Linguistic Activities**

1. Testing the learners' pronunciation abilities through reading out the prescribed text.
2. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in the texts and their usage in new sentences.
3. To test the learners' knowledge about the different possible forms of root words from the texts and their usage in new sentences.
4. Identifying different tenses and prepositions used in the texts and recreating sentences using them.
5. Identifying types of sentences used in the texts and reusing them to form new sentences.
6. To conduct quiz activities for the learners based on different parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunctions, exclamation).
7. Identifying connectors (for example: but, moreover, furthermore, hence, therefore, so, in the light of the above etc) from the texts and reusing them in real-life/situational English.
8. Identifying literary devices and figures of speech from the prescribed texts.

**B. Learning Approaches and Strategies**

1. Identifying verbal phrases, idioms, and proverbs found in the prescribed texts and using them in real-life situational English. (Lexical Approach).
2. To apply task-based learning and goal-setting for learners.
3. To conduct peer-learning activities among learners.
4. Exploring different English-speaking cultures through minute reading of the prescribed texts.
5. Developing a positive attitude in learners towards the English language.
6. Identifying different examples of Indian English in the prescribed texts.

*Radan* *P. B...* *AS...* *Shelini* *...* *...*  
*Arish* *Meehanp* *...*



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**C. Performing Activities**

1. Role Play of different characters to be performed by students.
2. Enacting narratives of the literature prescribed in the texts.
3. Voice and language modulation activities.
4. Enactment through body language and expression.
5. Sorting out conflicts in fiction through the staging of the situations present in the story.
6. Scene study based on situations present in the prescribed fiction.

**D. Communicative Activities**

1. Testing the fluency and accuracy of the learners through real-life situational (informal) English.
2. Recreating sentences from Formal English into Informal English.
3. Seeking opportunities to interact with native speakers/foreigners.
4. Using body language as a means of communication.
5. Activities testing the communication based on the needs of real-life situations.

**E. Practicing Language Skills**

- I. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom.

For example: Speech available on the mobile internet platforms like YouTube, EDX etc can be used for *listening* skill; using newspapers and textbooks for *reading* and *writing* skills; based on these three activities (LRW), learners should be inspired to practice the *speaking* skill.

**F. Creative Writing**

1. Writing an imaginary story based on a real-life incident.
2. Reinventing and rewriting the plots of the prescribed novels.
3. Writing literary pieces from the learners' points of view.
4. To convert one type of fiction into another. For example, Imagining Jane Austen's *Pride and Prejudice* as a Fantasy Novel; or Mary Shelley's *Frankenstein* as a Neoclassical novel.

Suggested Continuous Evaluation Methods:			
Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz/Any Two Suggested Academic Activities for Experiments	10	Each student will prepare a practical file containing five suggested academic activities for experiments assigned by the concerned classroom teacher one month before the Viva Voce.	10 (Handwriting and shape of presentation to be evaluated by the external examiner)

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*[Signature]* *Meekap* *[Signature]*



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Attendance	05	The above practical file containing five academic experiment activities made by the students will be evaluated by the external examiner assessing the students' creative knowledge of the following (if applicable): Control over linguistic and stylistic competence. Knowledge of the literature prescribed. Analysing, interpreting, arguing, and creative capacity. Various elements of fiction. Culture of the concerned literature.	50
Assignments/Any Three Suggested Academic Activities for Experiments	15	Viva Voce (Based on the practical file, containing Suggested Academic Activities for Experiments as mentioned above)	10
<b>TOTAL</b>	<b>30</b>		<b>70</b>

*Pradip* *P. B. Bhattarai* *A. Sharma* *Shalini* *[Signature]*  
*[Signature]* *Neehanp* *[Signature]*



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**BA II Year: English Literature**

**Part A Introduction**

<b>Program: Diploma Course</b>		<b>Class: BA</b>	<b>Year:II</b>	<b>Session: 2025-26</b>
<b>Subject: English Literature (Theory)</b>				
1	Course Code	BA-202T		
2	Course Title	Study of Fiction		
3	Course Type (Core Course/Elective/Generic Elective/Vocational)	Major		
4	Pre-requisite (if any)	To study this course, a student must have studied the subject <i>English Language and Literature</i> at her/his Certificate Course level.		
	Course Learning Outcomes (CLO)	On completion of this course, the students will be able to engage with different narrative forms and views in fiction dealing with simple and complex issues. The course will motivate the students to: <ul style="list-style-type: none"><li>• Understand various aspects and forms of fiction,</li><li>• Trace the origin and development of English Novel,</li><li>• Appreciate morality and humanity,</li><li>• Improve the understanding of the world and the complexities of human mind; and</li><li>• Expand creativity and imagination and enrich the vocabulary in a delightful manner.</li></ul>		
6	Credit Value	Theory - 4 Credits		Practical — 2 Credits
7	Total Marks	Max. Marks: 30+70		Min. Marks:35

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*Shalini*  
*Meekamp*  
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**Part B Content of Course**  
Total No. of Lectures' (in hours per week): 04

Total Lectures: 60 Hours

Unit	Topic	No. of Lectures
I	<b>1. Forms of Early Fiction</b> 1.1 Fiction and its Types <b>Keywords/Tags:</b> <i>Elements of Novel, Augustan Age, Age of Enlightenment, Literal); Trends in Eighteenth Century,</i>	12
II	<b>2. Early Fiction</b> 2.1 Daniel Defoe: Robinson Crusoe 2.2 Samuel Richardson: Pamela 2.3 Jane Austen: Pride and Prejudice <b>Keywords/Tags:</b> <i>Impact Of Renaissance, Epistolary Novel, Narrative Technique, Picaresque Novel, Romanticism, French Revolution</i>	12
III	<b>3. Victorian Fiction</b> 3.1 Charles Dickens: A Tale of Two Cities 3.2 Thomas Hardy: The Mayor of Casterbridge 3.3 George Eliot: Middlemarch <b>Keywords/Tags:</b> <i>Victorian Age, Realism, Pessimism, Fate and Destiny, Regional Novel, Social Novel, Tragic Novel, Industrial Revolution, Rationalism, Feminism, Materialism, Historic Fiction, Industrial Age</i>	12
IV	<b>4. Modern Fiction</b> 4.1 DH Lawrence: Sons and Lovers 4.2 Virginia Woolf: Mrs. Dalloway 4.3 George Orwell: 1984 <b>Keywords/Tags:</b> <i>Modern Age, Autobiographical Novel, Dystopia, Fantasy, Stream of Consciousness, Oedipus Complex, Electra Complex, Symbolism, Formalism, Individualism, Absurdism, Identity and Existential Crisis, Totalitarianism, Psychological Realism</i>	12
V	<b>5. Detective Literature and Science-fiction</b> 5.1 Mary Shelley: Frankenstein 5.2 RL Stevenson: Dr. Jekyll and Mr. Hyde 5.3 Arthur Conan Doyle: The Hound of the Baskervilles <b>Keywords/Tags:</b> <i>Mystery, Scientific Discovery, Sherlock Holmes, Parallel Universes, Gothic, Science Fiction</i>	12

*Radan*  
*P. B. Bhattarai*  
*R. Shree*  
*Shalini*  
*Arjun*  
*WS*  
*Arish*  
*Meekamp*  
*AD*



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**Part C Learning Resources**  
**Text Books, Reference Books, Other resources**

**Suggested Readings:**

1. Austen, Jane. "Pride and Prejudice". Fingerprint Publishing, 2013.
2. Dickens, Charles. "A Tale of Two Cities". Penguin Classics, 2003.
3. Doyle, Arthur Conan. "The Hound of the Baskervilles." Fingerprint Publishing, 2019.
4. Eliot, George. "Middlemarch". Edited by Rosemary Ashton, Penguin Classics, 2003.
5. Hardy, Thomas. "The Mayor of Caster-bridge." Maple Press, 2012.
6. Lawrence, DH. "Sons and Lovers". Fingerprint Publishing, 2015.
7. Richardson, Samuel. "Pamela: 0; Virtue Rewarded". Edited by Peter Sabor, Penguin Classics, 1980.
8. Shelley, Mary. "Frankenstein." Wordsworth Classics, 1992.
9. Woolf, Virginia. "Mrs. Dalloway" Maple Classics, 2018.

**Suggested digital platform web links**

1. 'Detective Fiction.' *Wikipedia*, 2009, [en.wikipedia.org/wiki/Detective\\_fiction](http://en.wikipedia.org/wiki/Detective_fiction).
2. "Dr. Jekyll and Mr. Hyde; Full Book Summary." *Sparknotes*, 2015, [www.sparknotes.com/lit/jelcyll/summary](http://www.sparknotes.com/lit/jelcyll/summary).
3. "English Novel." *Wikipedia*, 2015, [en.wikipedia.org/wiki/English\\_novel](http://en.wikipedia.org/wiki/English_novel).
4. "The Realistic Novel in the Victorian Era." *British Literature Wild*, sites.udel.edu/britlitwiki/the-realistic-novel-in-the-victorian-era. Accessed 18 Jan. 2022.
5. "Robinson Crusoe Study Guide." *Sparknotes*, 2022, [wwwsparknotes.com/lit/crusoe](http://www.sparknotes.com/lit/crusoe).

**Suggested equivalent online courses:**

1. <https://www.edx.org/coursdap-english-literature-composition-part-1-stories-2> APO English Literature & Composition — Part 1: Stories taught by Maggie Sokolik, University of California, Berkeley
2. <https://ocw.mit.edu/courses/literature/211-471-major-english-novels-spring-2009/> Major English Novels by Ina Lipkowitz, MIT
3. <https://ocw.mit.edu/courses/literature/211-485-modern-fiction-fall-2015/> Modern Fiction by Prof James Buzard, MIT

**Part D- Assessment and Evaluation**

Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 Marks University Exam (UE) :70 Marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30 Marks	Assignment/Presentation	
	E-quiz	
<b>External Assessment:</b>	Section (A): Six Very Short Questions	06 x 01 = 06
University Exam Section: 70 Marks	Section (B): Five Short Questions	05 x 08 = 40
	Section (C): Two Long Questions	02 x 12 = 24
Time: 03.00 Hours		Total 70 Marks

*Handwritten signatures and initials:*  
 Pradip, P. Basant, R. Shukla, Melkang Shalini, G. V. S. H. S. V. S.



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**Syllabus of Practical Paper**

Part A Introduction		
Program: Diploma Course		Class: BA II
Session: 2025-26		
Subject: English Literature (Practical)		
1	Course Code	BA-202P
2	Course Title	Experiments with Fiction (Paper 2, Practical)
3	Course Type (Core Course/Elective/Generic Elective/Vocational/)	Core Course Major
4	Pre-requisite (if any)	To study this course, a student must have had the subject <i>English Language and Literature</i> at her/his Certificate Course level
5	Course Learning outcomes (CLO)	On completion of this course, the students will be able to understand and apply various literary techniques to their craft. The course will help the students: <ul style="list-style-type: none"><li>• Conceptualize abstract ideas into concrete writing,</li><li>• Experiment with different genres of literature with theatrical activities,</li><li>• Analyse and compare the American and Indian English fiction,</li><li>• Create new dimensions in literary craft with the help of several tools,</li><li>• Expand creativity and imagination, Strengthen their confidence and language skills with practical exercises; and articulate complex ideas and emotions.</li></ul>
6	Credit Value	2
7	Total Marks	Max. Marks: 30+70 Min. Pass Marks:35

*Madan P. B...* *Rakesh* *Shalini* *...*  
*Anish* *Meehanp.* *TD*



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**Part B Content of Course**

**Total No. of Lectures- Practical (in hours per week): 02**

**Total Practical Lectures: 30 hours**

Unit	Topics	No. of Lectures
I	<b>I. American Fiction</b> 1.1 Nathaniel Hawthorne: The Scarlet Letter 1.2 Herman Melville: Moby Dick 1.3 Ernest Hemmingway: The Old Man and the Sea <b>Keywords/Tags:</b> American fiction, Historical fiction, Realism, Redemption, Epistemology, Travelogue	15
II	<b>2. Indian Fiction</b> 2.1 RK Narayan: The English Teacher 2.2 Mulk Raj Anand: Untouchable 2.3 Anita Desai: Cry, the Peacock <b>Keywords/Tags:</b> Indian Fiction in English, Supernaturalism, Social Novel, Feminism in India, Psychological Novel, Regional Literature. Social Taboos	15

**Text Books, Reference Books, Other resources:**

**Suggested Readings:**

1. Agrawal, BR, and MP Sinha. "Major Trends in Post-Independence Indian English Fiction". Atlantic Publication, 2011.
2. Anand, Mulk Raj. "Untouchable". Penguin India, 2001.
3. Desai, Anita. "Cry, the Peacock." Orient Paperbacks, 2020.
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5. Hemmingway, Ernest. "The Old Man and the Sea?" RHUK, 1994.
6. Iyengar, KR Srinivasa. "Indian Writing in English," Sterling Publications Private Limited, 2012.
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1. "American Literature." *Wikipedia*, [en.wikipedia.org/wiki/American\\_literature](http://en.wikipedia.org/wiki/American_literature). Accessed 18 Jan. 2022.
2. "Fiction - American Literature." *Britannica*, [www.britannica.com/art/American\\_literature/Fiction](http://www.britannica.com/art/American_literature/Fiction). Accessed 18 Jan. 2022.
3. Temple, Emily. "A Brief Survey of the Great American Novel(s)." *Literary Hub*, 9 Jan. [lithub.com/a-brief-survey-of-great-american-novels](http://lithub.com/a-brief-survey-of-great-american-novels).

*Handwritten signatures and initials:*  
 Pradip, P. B. B. B. B., Anand, Meekamp, Shalini, G. S., U. S.



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3. <https://ocw.mit.edu/courses/literature/211-485-modern-fiction-fall-2015/> Modern Fiction by Prof. James Buzard, MIT

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5. Identifying types of sentences used in the texts and reusing them to form new sentences.
6. To conduct quiz activities for the learners based on different parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunctions, exclamation).
7. Identifying connectors (for example: but, moreover, furthermore, hence, therefore, so, in the light of the above etc) from the texts and reusing them in real-life/situational English.
8. Identifying literary devices and figures of speech from the prescribed texts.

**B. Learning Approaches and Strategies**

1. Identifying verbal phrases, idioms, and proverbs found in the prescribed texts and using them in real-life situational English. (Lexical Approach).
2. To apply task-based learning and goal-setting for learners.
3. To conduct peer-learning activities among learners.
4. Exploring different English-speaking cultures through minute reading of the prescribed texts.
5. Developing a positive attitude in learners towards the English language.
6. Identifying different examples of Indian English in the prescribed texts.

*Pradeep P. Bhojwade*

*B. Shrivastava*

*Shubham*

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**C. Performing Activities**

1. Role Play of different characters to be performed by students.
2. Enacting narratives of the literature prescribed in the texts.
3. Voice and language modulation activities.
4. Enactment through body language and expression.
5. Sorting out conflicts in fiction through the staging of the situations present in the story.
6. Scene study based on situations present in the prescribed fiction.

**D. Communicative Activities**

1. Testing the fluency and accuracy of the learners through real-life situational (informal) English.
2. Recreating sentences from Formal English into Informal English.
3. Seeking opportunities to interact with native speakers/foreigners.
4. Using body language as a means of communication.
5. Activities testing the communication based on the needs of real-life situations.

**E. Practicing Language Skills**

- I. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom.

For example: Speech available on the mobile internet platforms like YouTube, EDX etc can be used for *listening* skill; using newspapers and textbooks for *reading* and *writing* skills; based on these three activities (LRW), learners should be inspired to practice the *speaking* skill.

**F. Creative Writing**

1. Writing an imaginary story based on a real-life incident.
2. Reinventing and rewriting the plots of the prescribed novels.
3. Writing literary pieces from the learners' points of view.
4. To convert one type of fiction into another. For example, Imagining Jane Austen's *Pride and Prejudice* as a Fantasy Novel; or Mary Shelley's *Frankenstein* as a Neoclassical novel.

Suggested Continuous Evaluation Methods:			
Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz/Any Two Suggested Academic Activities for Experiments	10	Each student will prepare a practical file containing five suggested academic activities for experiments assigned by the concerned classroom teacher one month before the Viva Voce.	10 (Handwriting and shape of presentation to be evaluated by the external examiner)

*Pradar* *P. Prasad* *P. Sharma* *Shalini* *UJ*  
*Aish* *Neelhanu* *AD*





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## Study of Prose (Paper I, Theory)

### BA II Year: English Literature

#### Part A Introduction

Program: Diploma Course		Class: BA	Year: II	Session: 2025- 26
Subject: English Literature (Theory) Major-1				
1	Course Code	BA-201T		
2	Course Title	Study of Prose (Paper I, Theory)		
3	Course Type (Core Course/Elective/Generic Elective/Vocational/ .....)	Core Course		
4	Pre-requisite (if any)	To study this course, a student must have had the subject English Language and Literature at her/his Certificate Course level		
5	Course Learning outcomes (CLO)	After the completion of this course, the students will be able to: <ul style="list-style-type: none"><li>Analyze literary devices, forms and techniques in order to appreciate and interpret the text,</li><li>Broaden analytical skills and develop critical thinking skills,</li><li>Cultivate wisdom and world-view within themselves; and Develop language and communication skills and creativity.</li></ul>		
6	Credit Value	Theory 4 + Practical 2		
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:35	

*Madan P. B...*

*P. Sharma*

*Shalini*

*G. V.*

*Anish*

*Neelkam*

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## Part B - Content of Course

Total No. of Lectures (in hours per week): 04		Total Lectures: 60 hours
Unit	Topics	No. of Lectures
I	<b>1. Origin and Development of Prose</b> 1.1 Prose- Meaning and types, Difference between Prose and Poetry 1.2 Forms of Prose 1.3 Historical Development of Prose <b>Keywords/Tags:</b> Prose, Expository, Descriptive, Narrative	12
II	<b>2. Early Prose Writers</b> 2.1 Michel de Montaigne: On Sorrow (Translated by Charles Cotton) 2.2 Francis Bacon: Of Studies, Of Truth 2.3 Oliver Goldsmith: The Man in Black <b>Keywords/Tags:</b> Elizabethan age, Aphoristic essay, Satire, Brevity Idiomatic language, Ornamental prose	12
III	<b>3. Eighteenth/ Nineteenth Century Prose</b> 3.1 Joseph Addison: The Spectator's Account of Himself 3.2 William Hazlitt: On the Ignorance of the Learned 3.3 Charles Lamb: Dream Children <b>Keywords/Tags:</b> Periodical essay Dispersed Meditation, Humour and pathos, Autobiographical prose	12
IV	<b>4. Prose in Modern Period</b> 4.1 AG Gardiner: On the Rule of the Road 4.2 Robert Lynd: The Pleasures of Ignorance 4.3 Aldous Huxley: The Divine Within (Chapters 1 -2) <b>Keywords/Tags:</b> Modern essayist, Prose style, Irony, Spirituality, Civic Sense, Philosophical prose	12
V	<b>5. Political writings</b> 5.1 Nelson Mandela: Long Walk to Freedom 5.2 Arundhati Roy: Algebra of Infinite Justice 5.3 Rajmohan Gandhi: Why Gandhi Still Matters <b>Keywords/Tags:</b> Political writing, Social upheaval, Dandi march, Satyagraha, Unsentimental view	12

*Radan*  
*P. B...*  
*R. Sh...*  
*Shabini*  
*Megh...*  
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13. "Prose: Forgetting English Prose: Forgetting by Robert Lynd." *BrainKart*, 20 June 2018, [www.brainkart.com/article/Prose--Forgetting\\_34360](http://www.brainkart.com/article/Prose--Forgetting_34360).

14. Roy, Hareshwar. "On the Rule of the Road - A.G. Gardiner." *English Literature Mail*, 14

June 2020, [www.englitmail.com/2020/06/on-rule-of-road-ag-gardiner\\_14.html](http://www.englitmail.com/2020/06/on-rule-of-road-ag-gardiner_14.html).

Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
	E-quiz	
<b>External Assessment:</b>	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24 Total 70

*Pradip*  
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## Syllabus of Practical Paper

Part A Introduction			
Program: Diploma Course		Class: BA	Year: II
			Session: 2025-26
Subject: English Literature (Practical) Major			
1	Course Code	BA-201P	
2	Course Title	Experiments with Prose (Practical)	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course	
4	Pre-requisite (if any)	To study this course, a student must have had the subject English Language and Literature at her/his Certificate Course level.	
5	Course Learning (CLO)	Upon the completion of this course, the students will be able to grasp the technicalities of prose. The course will help the students: <ul style="list-style-type: none"><li>• Strengthen their knowledge of communicative English, vocabulary, syntax etc.,</li><li>• Experiment with various prose styles,</li><li>• Distinguish and categorise linguistic undertones in Prose; and</li><li>• Discover a new appreciation for the propagation of of ideas with language as the essential medium.</li></ul>	
	Credit Value	2	
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:35

*Radan*  
*P. Basant*

*Aish*

*R. Sankar*  
*Meehanp*

*Shalini*

*U. V.*



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Part B- Content of the Course		
Total No. of Lectures- Practical (in hours per week):02 Total Practical Lectures: 30 hours		
Unit	Topics	No. of Lectures
I	<b>1. American Prose</b> 1.1 RW Emerson: Self Reliance 1.2 Henry James: The Art of Fiction 1.3 Cleanth Brooks: Poetry as a Way of Saying <b>Keywords/Tags:</b> American Prose, Naturalism, Philosophy, Literary Criticism	15
II	<b>2. Indian Thinkers</b> 2.1 Swami Vivekanand: Our Motherland 2.2 Rabindranath Tagore: Sadhana — The Realization of Life (Part 1 and 2 - The Relation of the Individual to the Universe and Soul Consciousness) 2.3 J Krishnamurthi: Individual and Society <b>Keywords/Tags:</b> Indian Culture, Spiritualism. Religion, Transcendentalism	15

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*Shalini*

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## Text Books, Reference Books, Other resources

### Suggested Readings:

1. Jayapalan, N. "Indian Political Thinkers: Modern Indian Political Thought." Atlantic Publication, 2021.
2. Tagore, Rabindranath. "Sadhana: The Realisation of Life." 01 ed., Niyogi Books Private Limited, 2018.

### Suggestive digital platform web links

1. "The Art of Fiction I Essay by James." *Britannica*, [www.britannica.com/topic/The-Art-of-Fiction-essay-by-James](http://www.britannica.com/topic/The-Art-of-Fiction-essay-by-James), Accessed 18 Jan. 2022.
2. Emerson, Ralph Waldo. "Essays, First Series [1841] The Over-Soul." American Transcendentalism Web, [archive.vcu.edu/englishengweb/transcendentalism/authors/emerson/essaysioversoul.html](http://archive.vcu.edu/englishengweb/transcendentalism/authors/emerson/essaysioversoul.html). Accessed 18 Jan. 2022.
3. Emerson, R.W. "The American Scholar." Wikipedia, 2013, [en.wikipedia.org/wiki/The\\_American\\_Scholar](http://en.wikipedia.org/wiki/The_American_Scholar).
4. The Greatness of Our Motherland - Swami Vivekananda." Swami Vivekananda Guru, 3 May 2017, [www.swamivivekananda.guru/2017/05/03/the-greatness-of-our-motherland](http://www.swamivivekananda.guru/2017/05/03/the-greatness-of-our-motherland).
5. Krishnamurthi, J. "Series I - Chapter 21 - The Individual and Society."
6. Series - Chapter 22 - 'The Self' I J. Krishnamurthi." [Jkrishnannirti.Org](http://Jkrishnannirti.Org), 1991, [jkrishnamurti.org/content/series-i-chapter-22-selfll:—:text=The%20self%20can%20never%20be,awareness%20of%20its%20own%20nature](http://jkrishnamurti.org/content/series-i-chapter-22-selfll:—:text=The%20self%20can%20never%20be,awareness%20of%20its%20own%20nature).

### Suggested Academic Activities for Experiments by Students:

#### A. Linguistic Activities

1. Testing the learners' pronunciation abilities through reading out the prescribed texts.
2. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in the texts and their usage in new sentences.
3. To test the learners' knowledge about the different possible forms of root words from the texts and their usage in new sentences.
4. Identifying different tenses and prepositions used in the texts and recreating sentences from them.
5. Identifying types of sentences used in the texts and reusing them to form new sentences.
6. To conduct quiz activities for the learners based on different parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunctions, exclamation)

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7. Identifying connectors (for example: but, moreover, furthermore, hence, therefore, so, in the light of the above etc.) from the texts and reusing them in situational English.
8. Identifying literary devices and figures of speech from the prescribed texts,

## B. Learning Approaches and Strategies

1. Identifying verbal phrases, idioms, and proverbs found in the prescribed texts and using them in real-life/situational English. (Lexical Approach)
2. To apply task-based learning and goal-setting.
3. To conduct peer-learning activities among learners.
4. Exploring different English-speaking cultures through minute reading of the prescribed texts.
5. Developing a positive attitude in learners towards the English language.
6. Identifying different examples of Indian English in the prescribed text.

## C. Performative Activities

1. Enacting the prose narratives prescribed in the texts.
2. Voice and language modulation activities.
3. Enactment through body language and expression.
4. Sorting out conflicts in prose through the staging of the situations present in the story.
5. Scene study based on situations present in the prescribed prose.

## D. Communicative Activities

1. Testing the fluency of the learners through real-life/situational (informal) English.
2. Recreating sentences from Formal into Informal English.
3. Seeking opportunities to interact with native speakers/foreigners.
4. Using body language as a means of communication.
5. Activities testing the communication based on the needs of real-life situations.

## E. Practicing Language Skills

1. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom.
2. For example: Speech available on the mobile internet platforms like YouTube, EDX etc. can be used for *listening* skill; using newspapers and textbooks for *reading* and practice the *speaking* skill.

## F. Creative Writing

1. Writing an imaginary story based on a real-life incident.
2. Reinventing and rewriting the central idea of the prescribed prose.
3. Writing literary pieces from the learners' points of view.

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