

# St. Paul Institute of Professional Studies, Indore

An Autonomous Institute Affiliated to Devi Ahilya Vishwavidhyalaya, 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)



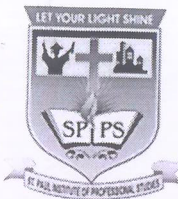
## Study of Prose (Paper I, Theory)

### BA II Year: English Literature

#### Part A Introduction

Program: Diploma Course		Class: BA	Year: II	Session: 2024-25
Subject: English Literature (Theory) Major-1				
1	Course Code	BA 201 T		
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 <i>English Language and Literature</i> 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	4		
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:35	

 R. P. Bhandari  
 Anil  
10/6/24  
 G. V. S.  
10/6/24  
 Pradav  
10/06/2024  
 R. Shrivastava  
10/6/24  
 Shalini  
10/6/24



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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> Prosa, 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

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*Shabini*  
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## Part C Learning Resources

### Text Books, Reference Books, Other resources

#### Suggested Readings:

1. Binyon, Laurence. *"Nineteenth Century Prose"*. Forgotten Books, 2018.
2. Gandhi, Rajmohan. *Why Gandhi. Still Matters: An Appraisal of the Mahatma's Legacy*. Aleph Book Company, 2017.
3. Huxley, Aldous, and Huston Smith. *"The Divine Within: Selected Writings on Enlightenment"*. Harper Perennial Modern Classics, 2013.
4. Mandela, Nelson. *"Long Walk to Freedom"*. Abacus Publication, 1995.

### Suggestive digital platform web links

1. Addison, Joseph. "The Spectator's Account Of Himself" *Ourcivilisation.Com*, [www.ourcivilisation.com/smartboardishop/fowlerjh/chap6.htm](http://www.ourcivilisation.com/smartboardishop/fowlerjh/chap6.htm). Accessed 18 Jan. 2022.
2. Addison, Joseph. "Sir Roger at Church?" *Ourdecline.00171*, [www.ourdecline.com/smartboardishopifowlerjh/chap15.htm](http://www.ourdecline.com/smartboardishopifowlerjh/chap15.htm). Accessed 18 Jan. 2022.
3. Bacon, Francis. "I. Of Truth. Francis Bacon. 1909-14. Essays." *Bartleby*, [www.bartleby.com/3/1/1.html](http://www.bartleby.com/3/1/1.html). Accessed 18 Jan. 2022.
4. "Charles Lamb: Essays." *GradeSaver*, 8 Oct. 2021, [www.gradesaver.com/charles-Mama-essayststudy-guideisummary-dreamchildren-a-reverie](http://www.gradesaver.com/charles-Mama-essayststudy-guideisummary-dreamchildren-a-reverie). "Eighteenth Century Prose." *Bachelorandmaster.com*, 2016, [www.bachelorandmaster.com/englishperiods/eighteenth-century-prose.html](http://www.bachelorandmaster.com/englishperiods/eighteenth-century-prose.html).
5. Gardiner, A.G. "The Project Gutenberg EBook of Leaves in the Wind, by A. G. Gardiner." *Project Gutenberg*, 2011, [www.gutenberg.org/files/37858/37858-h/37858-h.htm](http://www.gutenberg.org/files/37858/37858-h/37858-h.htm).
6. Hazlitt, William. "On the Ignorance of the Learned." *OurCivilisation.Com*, [www.ourcivilisation.com/smartboardishop/hazlittw/ignmc.htm](http://www.ourcivilisation.com/smartboardishop/hazlittw/ignmc.htm). Accessed 18 Jan. 2022.
7. Hazlitt. THE INDIAN JUGGLERS." *Juggling.Org*, [www.juggling.org/papers/hazlitt](http://www.juggling.org/papers/hazlitt). Accessed 18 Jan. 2022.
8. Montaigne. "Essays of Michel de Montaigne." *Project Gutenberg*, [www.gutenberg.org/files/3600/3600-h/3600-h.htm](http://www.gutenberg.org/files/3600/3600-h/3600-h.htm). Accessed 18 Jan. 2022.
9. Nordquist, Richard. "Francis Bacon's Classic Essay Of Studies." *ThoughtCo*, 2020, [www.thoughtco.com/of-studies-by-francis-bacon-1.688771#:~:text=%22Studies%20serve%20for%20delight%2C%20forjudgment%20and%20disposition%20oP%20business](http://www.thoughtco.com/of-studies-by-francis-bacon-1.688771#:~:text=%22Studies%20serve%20for%20delight%2C%20forjudgment%20and%20disposition%20oP%20business).
10. Nordquist, Richard. "Robert Lynd's Essay on the Pleasures of Ignorance." *ThoughtCo*, 6 Nov. 2019, [www.thoughtco.com/pleasures-of-ignorance-by-robert-lynd-1690173](http://www.thoughtco.com/pleasures-of-ignorance-by-robert-lynd-1690173).
11. Nordquist, Richard. "'The Character of the Man in Black' by Oliver Goldsmith." *ThoughtCo*, 2019, [www.thoughtco.com/character-of-the-man-in-black-1690140](http://www.thoughtco.com/character-of-the-man-in-black-1690140).
12. "Prose - English Literature." *Britannica*, [www.britannica.com/art/English-literature/Prose](http://www.britannica.com/art/English-literature/Prose). Accessed 18 Jan. 2022.
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).

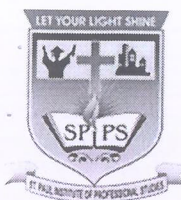
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## Format for Syllabus of Practical Paper

Part A Introduction				
Program: Diploma Course		Class: BA	Year: II	Session: 2024-25
Subject: English Literature (Practical) Major-I.				
1	Course Code	BA 201 P		
2	Course Title	Experiments with Prose (Paper 2, 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 <i>English Language and Literature</i> at her/his Certificate Course level.		
5	Course Learning outcomes (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 ideas with language as the essential medium.</li></ul>		
	Credit Value	2		
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:35	

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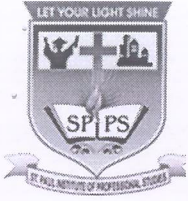
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Part B- Content of the Course		
Total No. of Lectures- Practical (in hours per week): 01 Total Practical Lectures: 30 hours		
Unit	Topics	No. of Lectures
I	<b>1. American Prose</b> 1.1 RW Emerson: Self Reliance 1.2 Henry James: The Art of Fiction 1.3 Cleanth Brooks: Poetry as a Way of Saying  <b>Keywords/Tags:</b> <i>American Prose, Naturalism, Philosophy, Literary Criticism</i>	15
II	<b>2. Indian Prose Writers</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 Krishnamurti: Individual and Society  <b>Keywords/Tags:</b> <i>Indian Culture, Spiritualism. Religion, Transcendentalism</i>	15

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Madan  
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R. Chavhan  
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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/englishweb/transcendentalism/authors/emerson/essaysioversoul.html](http://archive.vcu.edu/englishweb/transcendentalism/authors/emerson/essaysioversoul.html). Accessed 18 Jan. 2022.
3. Emerson, RW. "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." SwamiVivekananda.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. Krishnamurti, J. "Series I - Chapter 21 - The Individual and Society."
6. Series - Chapter 22 - 'The Self' I I Krishnamurti." [jkrishnamurti.org/content/series-i-chapter-22-self](http://jkrishnamurti.org/content/series-i-chapter-22-self)l:—:text=The%20self%20can%20never%20be,awareness%20of%20its%20own%20nature.

## Suggested Academic Activities for Experiments by Students:

### A. Linguistic Activities

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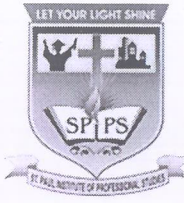
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7. Identifying connectors (for example: but, moreover, furthermore, hence, therefore, so, in the light of the above etc.) from the texts and reusing them in situational English.
8. Identifying literary devices and figures of speech from the prescribed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

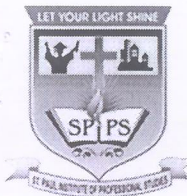
1. Testing the fluency of the learners through real-life/situational (informal) English.
2. Recreating sentences from Formal into Informal English.
3. Seeking opportunities to interact with native speakers/foreigners.
4. Using body language as a means of communication.
5. Activities testing the communication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

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## 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.

Part-D			
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)
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): <ul style="list-style-type: none"><li>• Control over linguistic and stylistic competence.</li><li>• Knowledge of the literature prescribed.</li><li>• Analysing, interpreting, arguing, and creative capacity.</li><li>• Various elements of prose</li><li>• Culture. of the concerned literature.</li></ul>	50
Assignments/Any Three Suggested Academic Activities for.	15	Viva Voce  (Based on the practical file containing Suggested. Academic Activities for Experiments as mentioned above.	10

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*R. B. Bhatnagar*  
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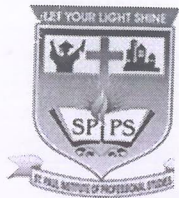
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**BA II Year: English Literature**

**Part A Introduction**

<b>Program: Diploma Course</b>		<b>Class: BA</b>	<b>Year: II</b>	<b>Session: 2024-25</b>
<b>Subject: English Literature (Theory)</b>				
1	Course Code	<b>BA-202T</b>		
2	Course Title	<b>Study of Fiction (Paper 1, Theory)</b>		
3	Course Type (Core Course/Elective/Generic Elective/Vocational/ )	Core Course Major-2/Minor/Optional		
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.		
5	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	4		
7	Total Marks	Max. Marks: 30+70	Min. Marks:35	

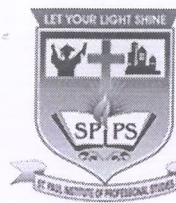
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## Part B Content of Course

Total No. of Lectures' (in hours per week): 02

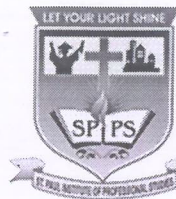
Total Lectures: 60 Hours

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

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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: O;; 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/jelcyl/summary](http://www.sparknotes.com/lit/jelcyl/summary).
3. "English Novel.' *Wikiipedia*, 2015, [enmikipedia.orgiwikiEnglish\\_novel](http://enmikipedia.orgiwikiEnglish_novel).
4. "The Realistic Novel in the Victorian Era." *British Literature Wild*, [sites.udel.eduibritlitwiki/the-realistic-novel-in-the-victorian-era](http://sites.udel.eduibritlitwiki/the-realistic-novel-in-the-victorian-era). Accessed 18 Jan. 2022.
5. "Robinson Crusoe Study Guide." *Sparknotes*, 2022, [wwwsparknotes.com/lit/crusoe](http://wwwsparknotes.com/lit/crusoe).

### Suggested equivalent online courses:

1. <https://www.edx.orgicoursdap-english-literature-composition-part-I-stories-2> 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.eduicourses/literature/211-485-modern-fiction-fall-2015/> Modern Fiction by Prof James Buzard, MIT

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



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	Assignment/Presentation	
Evaluation (CCE):30	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

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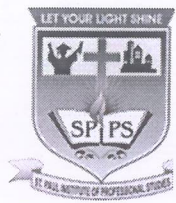
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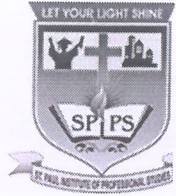
## Format for Syllabus of Practical Paper

Part A Introduction			
Program: Diploma Course		Class: BA II	Session: 2024-25
Subject: English Literature (Practical):			
1	Course Code	BA 202 P	
2	Course Title	Experiments with Fiction (Paper 2, Practical)	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/ )	Core Course Major-2/Minor/Optional	
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. Shukla  
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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 I. Buzard, MIT

## Suggested Academic Activities for Experiments for Students:

### A. Linguistic Activities

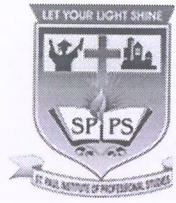
1. Testing the learners' pronunciation abilities through reading out the prescribed text.
2. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in the texts and their usage in new sentences.
3. To test the learners' knowledge about the different possible forms 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.

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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.

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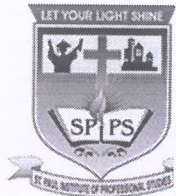
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Suggested Continuous Evaluation Methods:			
Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz/Any Two Suggested Academic Activities for Experiments	10	Each student will prepare a practical file containing five suggested academic 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)
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>

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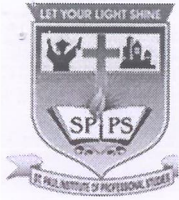
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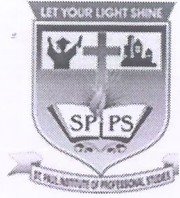


Part A -Introduction		
Program: Diploma		Class: BA Year: II Session: 2024-2025
Subject: Psychology		
1	Course Code	BA-203T
2	Course Title	Guidance and Counselling Psychology
3	Course Type (Core Course/Elective/Generic Elective/Vocational)	Core Course
4	Pre-requisite (if any)	To study this course, a student 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 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	4
7	Total Marks	Max. Marks: 30+70 Min. Passing Marks:35

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R. Shukla ... 10/6/24

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## Part B- Content of the Course

Lectures per week - 04

Total Lectures - 60

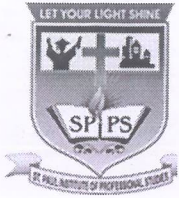
Unit	Topics	No. of Lectures
1	<b>Guidance and Counselling- Nature and Areas</b> Meaning, definition and its Goals. Principles of guidance. Different areas of Guidance and Counselling.	12
2	<b>Effective Counselling</b> Characteristics of an Effective Counsellor. Training of a Counsellor .Counselling Relationship- Establishing, Maintaining & Termination. Ethical issues in Counselling.	12
3	<b>Approaches of Counselling</b> Psychoanalytic, Behavioural, Humanistic and Cognitive Approaches. Indian Approaches- Yoga and Meditation.	12
4	<b>Processes and Types of Counselling</b> Counselling Interview- Process, Types. Stages and Advantages. Group Counselling. Family Counselling. Marital Counselling. School Counselling.	12
5	<b>Counselling Applications</b> Counselling of Old Age People, Alcohol and Drug Abusers, 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	

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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 Chiffs 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.

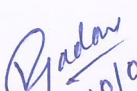
## Suggested equivalent online courses:

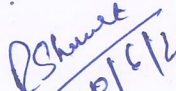
1. [https://onlinecourses.swayam2.ac.in/ntr20\\_ed21/preview](https://onlinecourses.swayam2.ac.in/ntr20_ed21/preview)
2. <https://www.udemy.com/course/certificate-in-guidance-and-counseling/?couponCode=NVDPRODIN35>
3. <https://www.coursera.org/courses?query=counseling>

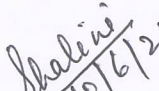
Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
	E-quiz	
<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

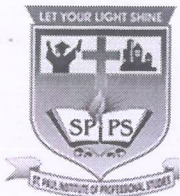
 R. B. Bhattar  
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 R. Shukla  
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Part A -Introduction				
Program: Diploma		Class: BA	Year: II	Session: 2024-2025
Subject: Psychology				
1	Course Code	BA-203P		
2	Course Title	Guidance and Counselling 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 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	2		
7	Total Marks	Max. Marks: 30+70		Min. Passing Marks:35

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R. B. Bhatnagar  
10/6/24

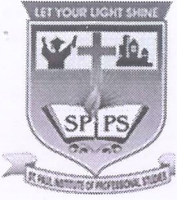
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Part B- Content of the Course		
Lectures per week : 05		Total Lectures: 30
Unit	Topics	No of Lectures
Part A (Any Four)	<b>TESTS</b>	
	1. Interest Test	5
	2. Aptitude Test	5
	3. Self disclosure Test	5
	4. Personality Test	5
	5. Optimistic — Pessimistic Test	5
Part B (Any two)	<b>Activities</b>	
	1. Case Study	5
	2. Job Oriented Project	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) Counselling, 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

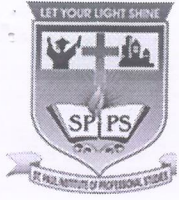
### Suggested equivalent online courses:

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>

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Part D- Assessment and Evaluation		
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>		70
Viva Voce 20 Marks	Practical File 10 Marks	
	Practical Work/Experiment (Written Exam) 50 Marks	
TOTAL		100 Marks

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