



**Four-Year Undergraduate Programme**

**Bachelor of Arts**

**Parul Institute of Liberal Arts**

**Faculty of Arts**

**Parul University**

**Vadodara, Gujarat, India**

**Bachelor of Arts**  
**Parul Institute of Liberal Arts**  
**Faculty of Arts**

**1. Vision of the Department**

To develop highly skilled professionals to man positions in the industry responding to technological and scientific advancements.

**2. Mission of the Department**

**M1** To develop centres of excellence through establishment of state of the art laboratories / workshops which will help students learn through hands-on experience the latest advances in technology.

**M2** To create graduates possessing sound fundamental knowledge with practical skills. To create manpower for contributing effectively towards societal development with various aspects.

**M3** To motivate faculty and students to do impactful research on industrial needs with ethics to society.

**3. Program Educational Objectives**

The statements below indicate the career and professional achievements that the B.Arts curriculum enables graduates to attain.

<b>PEO 1</b>	To develop professional skills (critical, communication, analytical and technical) and human relations skills (group dynamics, team building, organization and delegation) to enable students to transform the acquired knowledge into action.
<b>PEO 2</b>	To inculcate critical analysis and communication skills into students to effectively present their views, both in writing and through oral presentations.
<b>PEO 3</b>	To provide an environment for exploring the Research & Development attitude, to help the students in Research and Development field.

**4. Program Learning Outcomes**

Program Learning outcomes are statements conveying the intent of a program of study.

<b>PLO 1</b>	<b>Communication Skills</b>	A graduate student in arts/social sciences/humanities shall be confident to speak, write, read, listen and understand the English language and one or more Indian languages. Relate the ideas,
--------------	-----------------------------	--

		knowledge, books, and people. Think and decide rationally, and adopt technology and electronic/print media in disseminating thoughts, facts and realities.
<b>PLO 2</b>	<b>Critical, logical and rational thinking</b>	Acquire the ability for objective, rational, skeptical, logical, and unbiased analysis of factual evidences to form a judgment or conclusion. Enhance the process of rational thinking, problem solving and analytical evaluation from different perspectives.
<b>PLO 3</b>	<b>Social responsibility</b>	Develops an obligation to act for the benefit of society at large. Cultivates the responsibility to maintain a balance between the economy and the ecosystems. Nurtures a moral obligation to minimize the adverse effect on those immediately around them.
<b>PLO 4</b>	<b>Enlightened and effective Citizenship</b>	Cultivates progressive citizenship for a knowledge society for peace and prosperity of nations and the world. Develops clear, rational and progressive thinking. Participating in decision-making concerning the society and upholding national development, integrity, unity and fraternity.
<b>PLO 5</b>	<b>Values and Ethics</b>	Recognizes the importance, worth and usefulness of principles and standards of behaviour, moral dimensions of one's own decisions and judgment of what is important in life. Understand the rules of behaviour based on systematizing, defending and recommending the concepts of right and wrong.
<b>PLO 6</b>	<b>Sustainable development</b>	Understands, organizes and promotes the principle of human development goals by sustaining the ability of natural systems, natural resources and ecosystem services upon which the economy and society depends.
<b>PLO 7</b>	<b>Life-long process of Learning</b>	Cultivates the proficiency to engage in independent, life-long and progressive learning abilities in the broadest context of changing socio- politico-economic-cultural and technological scenario.

## 5. Program Specific Learning Outcomes

<b>PSO 1</b>	The study of various subjects under this Faculty enables the students to acquire life skills and be a better human being.
<b>PSO 2</b>	Students will develop language competence and expected to be proficient in oral communication and written skills.

<b>PSO 3</b>	The students will inculcate a sense of national pride and respect for the nation by studying varied cultures, customs, literature, architecture, constitution, life skills, music, society etc.
<b>PSO 4</b>	The study of various subjects under Humanities will facilitate students to become efficient leaders, able administrators, extension workers, entrepreneurs and extension workers.

## 6. Credit Framework

<b>Semester wise Credit distribution of the programme</b>	
Semester-1	22
Semester-2	22
Semester-3	22
Semester-4	22
Semester-5	22
Semester-6	22
Semester-7	22
Semester-8	22
<b>Total Credits:</b>	<b>176</b>

<b>Category wise Credit distribution of the programme</b>	
<b>Category</b>	<b>Credit</b>
Major Core	<b>88</b>
Minor Stream	<b>32</b>
Multidisciplinary	<b>12</b>
Ability Enhancement Course	<b>10</b>
Skill Enhancement Courses	<b>10</b>
Value added Courses	<b>08</b>
Summer Internship	<b>04</b>
Research Project/Dissertation	<b>12</b>
<b>Total Credits:</b>	<b>176</b>

## 7. Program Curriculum

### Semester - 1

Code	Subject	Credit	Lect	Lab	Tut
1101140 1V A01	Climate Change & Sustainable Environment	2	2	-	-
1501020 1D S01	History of English Language and Literature	4	4	0	0
1501020 1D S02	Forms of English Language and Literature	4	4	0	0
1501020 1S E01	Soft Skills	2	-	4	-
1501050 1P S01	Introduction to Political Science	4	4	-	-
	AEC-1 (Compulsory Subjects :1)	2	2	-	-
	University Elective - I (Compulsory Subjects :1)	4	2	4	-
	<b>Total</b>	<b>22</b>	<b>29</b>	<b>8</b>	<b>1</b>

### Semester - 2

Code	Subject	Credit	Lect	Lab	Tut
00019101S E01	Mathematical Aptitude	2	2	-	-
00019302V A01	IPDC Including History and Culture of India and IKS-I	2	2	-	-
15010202D S01	English Drama	4	4	-	-
15010202D S02	Literary Terms	4	4	-	-
15010502P S01	Political Sociology	4	4	-	-
	AEC-II (Compulsory Subjects :1)	2	2	-	-
	University Elective-II (Compulsory Subjects :1)	4	3	2	-
	<b>Total</b>	<b>22</b>	<b>25</b>	<b>2</b>	

## Semester – 3

Code	Subject	Credit	Lect	Lab	Tut
00019303V A01	IPDC including History and Culture of India and IKS-II	2	2	-	-
03010503S E01	Artificial Intelligence	2	2	-	-
15010203D S01	Writing for Print Media	4	4	-	-
15010203D S02	Literature and Cinema	4	4	-	-
15010203D S03	English Poetry	4	4	-	-
	AEC-III (Complsoy Subjects :1)	2	2	-	-
	University Elective - III (Complsoy Subjects :1)	4	4	-	-
	Total	22	22		

## 8. Detailed Syllabus

### Semester 1

- a. **Program Name:** English
- b. **Prerequisite:** Knowledge of English Language and Basic General Knowledge.
- c. **Rationale:** This course will provide students with basic knowledge of psychology, including different schools of psychology, sensation, perception, memory, motivation etc.
- d. **Course Learning Objective:**

<b>CLOBJ 1</b>	Basic concepts of psychology
<b>CLOBJ 2</b>	The contribution of different psychologists to the system
<b>CLOBJ 3</b>	Theoretical constructs by different schools of psychology.
<b>CLOBJ 4</b>	How the present-day psychology has development or emerged
<b>CLOBJ 5</b>	The concepts of learning, memory, motivation etc.

e. **Course Learning Outcomes:**

<b>CLO 1</b>	Differentiate between scientific and non-scientific information about human behavior and mental processes.
<b>CLO 2</b>	Describe recent trends in research and research methods used in psychology.
<b>CLO 3</b>	Explain psychological processes involved in sensation, perception and learning
<b>CLO 4</b>	Describe models of memory, motivation and its theories
<b>CLO 5</b>	Analyze the variety of factors affecting the above concepts and relating it to real life examples.
<b>CLO 6</b>	Apply psychological concepts and principles to situations in everyday life.

f. **Mapping of Course Learning Outcomes and Bloom's Taxonomy:**

<b>Course Learning Outcomes</b>		<b>Bloom's Level</b>
<b>CLO 1</b>	Differentiate between scientific and non-scientific information about human behavior and mental processes.	2

<b>CLO 2</b>	Describe recent trends in research and research methods used in psychology.	3
<b>CLO 3</b>	Explain psychological processes involved in sensation, perception and learning	2
<b>CLO 4</b>	Describe models of memory, motivation and its theories	4
<b>CLO 5</b>	Analyse the variety of factors affecting the above concepts and relating it to real life examples.	2
<b>CLO 6</b>	Apply psychological concepts and principles to situations in everyday life.	1

**g. Mapping of Course Learning Outcomes and Program Learning Outcomes and Program Specific Learning Outcomes:**

<b>CLOs</b>	<b>PLOs</b>						<b>PSO</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>2</b>
<b>CLO 1</b>	3	3	2	2	2	2	2	2
<b>CLO 2</b>	3	3	2	2	2	1	2	2
<b>CLO 3</b>	3	3	2	2	2	2	2	2
<b>CLO 4</b>	3	2	2	2	2	2	2	2
<b>CLO 5</b>	3	2	2	2	2	2	2	2
<b>CLO 6</b>	3	3	2	2	2	2	2	2
<b>Weighted Average</b>	3	3	2	2	2	2	2	2



## Department of English

### Semester 1

#### History of English Language and Literature

**Prerequisite:**

- Knowledge of English Language
- Basic General Knowledge.

**Rationale:**

- To familiarize the students with the history of English literature.
- To understand the origin and development of English literature.
- To observe and understand how people and societies behaved.

**Course Objectives:**

**Through this course the student will be able to learn:**

- The basic concepts of social psychology
- The methods used to do research in social psychology
- Concepts of social cognition and perception
- The concept of self, group processes, group formation etc in social psychology
- Concepts of social interaction and social influence

**Course outcomes:**

The students shall be able to:

- Know the history of English Literature.
- Identify the different ages of England and English Literature.
- Introduce them to a bunch of English poetry; drama; prose and fiction
- Understand the main writers and their works of the literary period

**Teaching and Examination Scheme:**

Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs / Week	Tut Hrs / Week	Lab Hrs / Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	6 0	-	2 0	2 0		10 0

**Lect** - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.
1	<b>The Anglo-Saxon Age to the Age of Spencer: (410 to 1066)</b> <ul style="list-style-type: none"> <li>○ Ancient and Medieval Drama</li> <li>○ Anglo-Norman poets.</li> <li>○ Age of Chaucer-                             <ul style="list-style-type: none"> <li>● The age of Spencer.</li> </ul> </li> </ul>	10%	8
2	<b>The Elizabethan Age /The Age of</b>	20%	11

	<b>Shakespeare-1550-1625</b> <ul style="list-style-type: none"> <li>o Renaissance and Reformation</li> <li>o Revival of Learning</li> <li>o Golden Age of Drama</li> <li>o Romantic Comedy and Comedy of Humours</li> <li>o Translation of the Classics</li> <li>o Adaptation of Sonnet in English</li> <li>o The invention of the Printing Press</li> <li>● The Authorized Version</li> </ul>		
3	<b>The Age of Milton/The Puritan Age - 1625-1660</b> <ul style="list-style-type: none"> <li>o Decline of Drama</li> <li>o Upholding of ‘Simple living and high thinking</li> <li>o Metaphysical Poetry</li> <li>o Religious fervor in literature</li> <li>● Cavalier Poetry</li> </ul>	20%	11
4	<b>The Age of Dryden/ The Restoration Age-1660-1700</b> <ul style="list-style-type: none"> <li>o Age of Prose and Satire</li> <li>o French Influence on Court, Society, and Literature</li> <li>o Comedy of Manners</li> <li>o Heroic and Blank Verse Tragedy</li> <li>● Beginning of Neoclassicism</li> </ul>	15%	08
5	<b>The Age of Pope/ The Augustan Age-1701-1740</b> <ul style="list-style-type: none"> <li>o Neoclassical in literature</li> <li>o Literature according to rules of writing</li> <li>o Age of Prose and Reason</li> <li>o Development of Periodical Writing</li> <li>o Reformative spirit in literature</li> <li>o Sentimental Comedy</li> <li>● Urban literature</li> </ul>	15%	11
6	<b>The Age of Johnson/The Age of Transition 1740-1798</b> <ul style="list-style-type: none"> <li>o The Rise of the Novel</li> <li>o Anti-sentimental Comedy</li> <li>o The School of Historical writing</li> <li>o Gothic Fiction</li> <li>o Pre-Romantic Poetry</li> <li>● Period of Transition in the second half</li> </ul>	20%	11

**Evaluation Method:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading**

- Albert, E., & Stone, J. A. (1979). *A history of English literature*. Harrap.
- Daiches, D. (1969). *Critical History of English Literature* (Vol. 1). Allied Publishers.
- Long, W. J. (2013). *English Literature: Its History and Significance for the Life of the English-speaking world*. Simon and Schuster.

**Reference Books:**

- Sobti, S. (2016). UGC NET/SET (JRF & LS) ENGLISH LITERATURE Paper II & III. Arihant Publications, New Delhi.
- Rees, R. J. (1973). *English literature: An introduction for foreign readers*. Macmillan

## Department of English

### Semester 1

#### Forms of English Language and Literature

**Prerequisite:**

- Knowledge of English Language
- Basic General Knowledge.

**Rationale:**

- To familiarize students with various forms of English literature
- The Course aims to make students aware of the structure and elements of drama and poetry.

**Course Objectives:**

**Through this course the students will be able to learn:**

- about growth and development, maturation and other terms related to developmental psychology.
- prenatal development and development in infancy.
- overall development in childhood.

**Course outcome:**

The students shall be able to:

- Introduce to the various forms of English Literature
- Understand different terms that are used in English Literature.
- Describe the process and origin of the development of drama and poetry in its structure with the text.
- Develop a passion for literature and language.

Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs / Week	Tut Hrs/ Week	Lab Hrs/ Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	6	-	2	2		10
				0		0	0		0

**Lect** - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.
<b>1</b>	<ul style="list-style-type: none"> <li>● <b>Drama</b> <ul style="list-style-type: none"> <li>● Origin, growth, and Development of Drama</li> <li>● Types of drama:                             <ul style="list-style-type: none"> <li>○ Comedy</li> <li>○ Tragedy</li> <li>○ Melodrama</li> <li>○ Tragic comedy</li> <li>○ Farce</li> <li>○ Opera</li> </ul> </li> </ul> </li> </ul>	20	12

	<ul style="list-style-type: none"> <li>● Aristotelian Elements of Drama: <ul style="list-style-type: none"> <li>○ Plot</li> <li>○ Character</li> <li>○ Thought</li> <li>○ Diction</li> <li>○ Spectacle</li> <li>○ Song</li> </ul> </li> </ul>		
2	<ul style="list-style-type: none"> <li>● <b>Drama</b> <ul style="list-style-type: none"> <li>○ She Stoops to Conquer by Oliver Goldsmith</li> </ul> </li> </ul>	18	10
3	<ul style="list-style-type: none"> <li>● <b>Drama</b> <ul style="list-style-type: none"> <li>○ She Stoops to Conquer by Oliver Goldsmith</li> </ul> </li> </ul>	18	10
4	<ul style="list-style-type: none"> <li>● <b>Poetry</b></li> <li>● Types of Poetry: <ul style="list-style-type: none"> <li>○ Narrative poetry</li> <li>○ Dramatic Poetry</li> <li>○ Lyrical Poetry</li> </ul> </li> <li>● Forms of Poetry: <ul style="list-style-type: none"> <li>○ Blank verse</li> <li>○ Epics, Haiku</li> <li>○ Pastoral poetry</li> <li>○ Sonnet</li> <li>○ Elegies</li> <li>○ Ode</li> <li>○ Limerick</li> <li>○ Lyric poetry.</li> <li>○ Ballad</li> <li>○ Soliloquy</li> <li>○ Villanelle</li> <li>○ Epitaph</li> <li>○ Free verse</li> </ul> </li> <li>● Elements of Poetry: <ul style="list-style-type: none"> <li>○ Rhythm,</li> <li>○ Rhyme</li> <li>○ Alliteration</li> <li>○ Assonance</li> <li>○ Stanza</li> <li>○ Imagery</li> <li>○ Diction</li> </ul> </li> </ul>	18	10
5	<ul style="list-style-type: none"> <li>● <b>Poems</b> <ul style="list-style-type: none"> <li>○ “The Passionate Shepherd to His Love” by Christopher Marlowe.</li> <li>○ Sonnet 104: To Me, Fair Friend, You Never Can Be Old by William Shakespeare</li> <li>○ "Lycidas" by John Milton.</li> <li>○ "Ode to the West Wind” by Percy Bysshe Shelley</li> <li>○ “In a Station of the Metro” by Ezra Pound</li> </ul> </li> </ul>	18	08
6	<ul style="list-style-type: none"> <li>● <b>Poetry</b> <ul style="list-style-type: none"> <li>○ Rape of the Lock by Alexander Pope</li> </ul> </li> </ul>	06	08

**Evaluation Method:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

1. Papalia, D. E. (1998). Human Development. 7th Edition. Tata McGraw Hill Publishing
2. Shaffer, D. R. & Kipp, K. (2007). Developmental Psychology – Childhood and Adolescence. 7th Edition, Thomson Wadsworth.

**Reference Books:**

1. Kail, R.V & Cavanaugh, J. C. (2000). Human Development: A Lifespan View. Second Edition
2. Schell, R. E. & Hall, E. (1979). Developmental psychology:Today. Random House Inc.

## Department of English

### Semester 2

### English Drama

#### Prerequisite:

- Knowledge of English Language
- Basic General Knowledge.

#### Rationale:

- The course aims to encourage adaptability, fluency, and communicative competence.
- The students will be familiar with the language's use in context, and giving learners experience of success in real-life situations should arm them with confidence for tackling the world out- side the classroom.

#### Course objectives:

##### Through this course the students will be able to learn:

- To make the students learn the basics of educational Psychology.
- To make the students understand classroom management, assessment, digital learning, etc
- To explain the basic understanding of exceptionality, emotionally disturbed children, and slow learners, life skills and awareness education.

#### Course outcomes:

Students will be able to:

- Identify the literary form of drama.
- Expand their knowledge of the literary techniques of drama.
- Differentiate between types of drama of different ages.
- Understand the dramatic terms and techniques.

Teaching Scheme			Cred it	Examination Scheme					Tot al
Lect Hrs / We ek	Tut Hr s/ We ek	La b H rs/ W ee k		External		Internal			
				T	P	T	C E	P	
4	0	0	4	6 0	-	2 0	2 0		10 0

**Lect** - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation,  
**T** - Theory, **P** - Practical

U ni t	Topic	Weight age	Teaching Hrs.
--------------	-------	---------------	------------------

1	<ul style="list-style-type: none"> <li>● Origin, growth and Development of Drama</li> <li>● Types of Drama: <ul style="list-style-type: none"> <li>○ Comedy</li> <li>○ Tragedy</li> <li>○ Melodrama</li> <li>○ Tragic comedy</li> <li>○ Farce</li> <li>○ Opera</li> </ul> </li> <li>● Aristotelian Elements of Drama: <ul style="list-style-type: none"> <li>○ Plot</li> <li>○ Character</li> <li>○ Thought</li> <li>○ Diction</li> <li>○ Spectacle</li> <li>○ Song</li> </ul> </li> <li>● Rosencrantz and Guildenstern Are Dead by Tom Stoppard</li> </ul>	18	12
2	<ul style="list-style-type: none"> <li>● Lord of the flies by William Golding</li> </ul>	18	12
3	<ul style="list-style-type: none"> <li>● Doctor Faustus by Christopher Marlowe</li> </ul>	18	10
4	<ul style="list-style-type: none"> <li>● Waiting for Godot by Samuel Beckett</li> </ul>	18	10
5	<ul style="list-style-type: none"> <li>● Tughlaq by Girish Karnad</li> </ul>	18	10
6	<ul style="list-style-type: none"> <li>● Self-Acquaintance William Shakespeare Hamlet, Macbeth, Othello, King Lear, Twelfth Night, As You Like It, A Midsummer Night's Dream Jonathan Swift's Gulliver's Travels D. H. Lawrence Sons and Lovers E. M. Forster A Passage to India <i>Nagamandala</i> by Girish Karnad <i>Hayavadana</i> by Girish Karnad Endgame by Samuel Beckett The Pyramid by William Golding</li> </ul>	10	06



**Evaluation Method:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- Abrams, M. H., & Harpham, G. (2014). *A Glossary Of Literary Terms*. Cengage Learning. (Penguin Books)
- Sobti, S. (2016). *Ugc Net/Set (Jrf & Ls) English Literature Paper Ii & Iii*. Arihant Publications, New Delhi.
- Stoppard, T. (2007). *Rosencrantz And Guildenstern Are Dead*. Grove/Atlantic, Inc..
- Oldsey, B., & Weintraub, S. (1963). Lord Of The Flies: Beezlebub Revisited. *college English*, 25(2), 90-99.
- Marlowe, C. (1998). *Doctor Faustus And Other Plays*. Oxford University Press, Usa.
- Beckett, S., Lahr, B., Marshall, E. G., & Kasznar, K. S. (1992). *Waiting For Godot*.
- Kumar, D. S. Girish Karnad's Play "Tughlaq" As A Historical Play.

**Reference Books:**

- Shakespeare, W. (2014). *The complete works of William Shakespeare*. Race Point Publishing.
- Swift, J. (1995). Gulliver's travels. In *Gulliver's Travels* (pp. 27-266). Palgrave Macmillan, New York.
- Lawrence, D. H. (1992). *Sons and Lovers*. 1913. Ed. Helen Baron and Carl Baron. Cambridge: CUP.
- Forster, E. M. (1961). A passage to India (1924). *Reading Fiction: Opening the Text*, 104.
- Karnad, G. (1990). *Naga-mandala*. New Delhi: Oxford India.
- Karnad, G., & Kāranta, B. V. (1975). *Hayavadana*. Calcutta: Oxford University Press.
- Van Hulle, D. (Ed.). (2015). *The New Cambridge Companion to Samuel Beckett*. Cambridge University

## Department of English

### Semester 2

### Literary Terms

#### Prerequisite:

- Knowledge of English Language
- Basic General Knowledge.

#### Rationale:

- To familiarize students with various form of English literature
- The Course aims to make students aware of structure and elements of drama and poetry.

#### Course Objectives:

##### Through this course the students will be able to learn:

- About advanced aspects of psychology
- Understand the underlying basis of emotions and intelligence
- Facilitate learning and understanding of cognitive processes
- About human consciousness and its altered states.

#### Course outcomes:

The students shall be able to:

- Identify and account for distinct literary characteristics of various poetic forms.
- Analyze poetic texts using appropriate terms such as diction, tone, imagery, figures of speech, motif, and so on.
- Acquire familiarity with a wide variety of forms, styles, structures, and modes in English literature
- Identify and understand the significance of these forms in shaping a text's meaning.

Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs / Week	Tut Hrs / Week	Lab Hrs / Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	6 0	-	2 0	2 0		10 0

**Lect** - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.

1	<ul style="list-style-type: none"> <li>● Anti-Climax, Anti Hero, Byronic Hero, bowdlerize, Carpe Diem, Celtic Myths, Dream vision, Dues Ex Machina, Epiphany, Epilogue, Euphemism, Epigraph, Incunabula, Motif, Malapropism, Purple Patch, Poetic License, Poetic Justice, Poetic Diction, Palinode, Parody, Satire, Soliloquy</li> </ul>	20%	11
2	<ul style="list-style-type: none"> <li>● Types of Fiction</li> <li>● Apocalyptic Literature, Bildungsroman, Campus novel, Chivalric Romance, Dystopian Novel, Epistolary Novel, Gothic, Historic, Metafiction, Mystery, Magic Realism, Memoir, Picaresque, Science Fiction.</li> </ul>	20%	11
3	<ul style="list-style-type: none"> <li>● Types of Narration</li> <li>● Narrative Perspective- First, Second- &amp; Third-Person Point of View, Omniscient Narrator, Limited Narrator, Unreliable Narrator, Objective Narrator.</li> </ul>	20%	11
4	<ul style="list-style-type: none"> <li>● Types of Character</li> <li>● Protagonist and Antagonist, Major &amp; Minor Characters, Dynamic and Static characters.</li> </ul>	20%	11
5	<ul style="list-style-type: none"> <li>● Types of Prosody</li> <li>● Introduction to Rhetoric &amp; Prosody, Introduction to meter, Types of Metrical Patterns, Rhyme &amp; Types of Rhyme, Types of Stanza, Types of Rhyme Scheme, Types of Verse, Enjambment, Caesura, Refrain.</li> </ul>	10%	8
6	<ul style="list-style-type: none"> <li>● Types of Poetry</li> <li>● Dramatic Poetry, Narrative Poetry, Epic Poetry, Lyric Poetry, Elegy, Sonnet, Ode, Pastoral Poetry, Concrete Poetry, Doggerel</li> </ul>	10%	8

**Evaluation Method:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- Abrams, M. H., & Harpham, G. (2014). *A glossary of literary terms*. Cengage Learning. (Penguin Books)
- Childs, P., & Fowler, R. (2006). *The Routledge dictionary of literary terms*. Routledge.

**Reference Books:**

- Abrams, M. H., & Harpham, G. (2014). *A glossary of literary terms*. Cengage Learning. (Penguin Books)
- Edward Albert; Oxford University Press

**Department of English**  
**Semester 3**  
**Literature and Cinema**

**Prerequisite:**

- Knowledge of English Language
- Basic General Knowledge

**Rationale:**

Knowledge of literature and cinema is required to understand the interaction of cinema and society.

**Course Objectives:**

**Through this course the students will be able to learn:**

- The concept of mental health, illness and hygiene
- The concept of disability, normality and abnormality
- The understanding of psychological well being
- The policies of government towards people of mental illness

**Course Outcomes:**

The students shall be able to:

- Identify and account for distinct literary characteristics of various poetic forms.
- Analyze poetic texts using appropriate terms such as diction, tone, imagery, figures of speech, motif, and so on.
- Acquire familiarity with a wide variety of forms, styles, structures, and modes in English literature
- Identify and understand the significance of these forms in shaping a text's meaning.

**Teaching and Examination Scheme:**

Teaching Schemes			Credit	Examination Schemes					Total
Lecture Hrs/Week	Tutor Hrs/Week	Lab Hrs/Week		External		Internal			
4	0	0	4	T	P	T	CE	P	100
				60	-	20	20	-	

**Lect** - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hour
1	<ul style="list-style-type: none"> <li>● Theoretical Perspectives: Ideology and cinema Representation and cinema</li> </ul>	25	12
2	<ul style="list-style-type: none"> <li>● Devdas: Critical study of "Devdas" – Satyachandra Chattopadhyay, "Devdas" – Nabendu Ghosh and "Devdas" – Sanjay Leela Bhansali</li> </ul>	25	11
3	<ul style="list-style-type: none"> <li>● The Guide: Critical Study of "The Guide" – R. K. Narayan</li> </ul>	25	11

	and “The Guide” – Vijay Anand		
4	<ul style="list-style-type: none"> <li>● Hamlet:</li> </ul> Critical Study of “Hamlet” – William Shakespeare and “Haider” – Vishal Bhardwaj	25	11

**Continuous Evaluation:**

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

1. Mangal, S. K. (2012). Essentials of Educational Psychology, PHI Learning Pvt. Ltd., New Delhi.

**Reference Books:**

1. Peterson, C. A. Primer in Positive Psychology Oxford University Press, New York
2. Bhatia, H. R. (1998). A TextBook of Educational Psychology.
3. Rao, S. N. (1998). Educational Psychology
4. Baron, R. Introduction to psychology; McGraw Hill Publishing House, New Delhi
5. Ciccarelli, S. and White, J., 2017. *Psychology*. Harlow, Essex: Pearson

## Department of English

### Semester - 3

### English Poetry

#### Prerequisite:

- Knowledge of English Language
- Basic General Knowledge

#### Rationale:

- The students will be introduced to the forms of English poetry in detail.
- The course aims to make students acquire the knowledge of different poetry of different age and writers.

#### Course Objectives:

##### Through this course the students will be able to learn:

- The basics of Industrial psychology
- The concept of work stress, work attitudes, communication and leadership skills
- The process of employee recruitment, selection and placement

#### Course Outcomes:

Students will be able to

- Understand the form of poetry in English literature.
- Expand their knowledge of the literary techniques of poetry.
- Differentiate between types of poetry of different ages.
- Understand the poetic terms and techniques.

#### Teaching and Examination Scheme:

Teaching Schemes			Credit	Examination Schemes					Total
Lecture Hrs/Week	Tutor Hrs/Week	Lab Hrs/Week		External		Internal			
4	0	0	4	T	P	T	CE	P	100
			60	-	20	20	-		

#### Content: -

Unit	Topic	Weightage	Teaching Hour
1	<ul style="list-style-type: none"><li>● Poetry:<ul style="list-style-type: none"><li>○ Definition</li><li>○ Elements of poetry</li><li>○ Forms of poetry in literature</li><li>○ Figurative Devices.</li></ul></li></ul>	10%	10
2	<ul style="list-style-type: none"><li>● Geoffrey Chaucer:<ul style="list-style-type: none"><li>○ The General Prologue to The Canterbury Tales</li></ul></li><li>● Edmund Spenser:<ul style="list-style-type: none"><li>○ The Faerie Queene (Book I)</li></ul></li></ul>	20%	12
3	<ul style="list-style-type: none"><li>● John Donne:<ul style="list-style-type: none"><li>○ A Valediction Forbidding Mourning</li><li>○ The Flea</li><li>○ Death Be Not Proud</li><li>○ The Canonization</li></ul></li></ul>	20%	12

4	<ul style="list-style-type: none"> <li>● William Wordsworth:</li> <li>● Samuel Taylor Coleridge: <ul style="list-style-type: none"> <li>○ 'Tintern Abbey'</li> </ul> </li> <li>● John Keats: <ul style="list-style-type: none"> <li>○ Ode to Autumn'</li> </ul> </li> </ul>	20%	10
5	<ul style="list-style-type: none"> <li>● W.B. Yeats: <ul style="list-style-type: none"> <li>○ Easter 1916,</li> </ul> </li> <li>● T. S. Eliot: <ul style="list-style-type: none"> <li>○ The Waste Land</li> </ul> </li> <li>● W.H. Auden: <ul style="list-style-type: none"> <li>○ 'In Memory of W. B. Yeats'</li> </ul> </li> </ul>	20%	10
6	<ul style="list-style-type: none"> <li>● Self-acquaintance: <ul style="list-style-type: none"> <li>○ Percy Bysshe Shelley: 'To a Skylark'</li> <li>○ Alfred Tennyson: 'In Memoriam'</li> <li>○ Robert Browning: 'Rabbi Ben Ezra'</li> <li>○ Ted Hughes: 'Snowdrop'</li> </ul> </li> </ul>	10%	06

### Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

### Essential Reading:

- Chaucer, G. (2000). *General prologue to The Canterbury Tales*. Bloomsbury Publishing.
- Spenser, E. (1893). *The Faerie Queene: Book I* (Vol. 1). Macmillan.
- Donne, J., & Greenlaw, L. (2004). *A valediction: Forbidding mourning*. ProQuest LLC.
- Donne, J., & Legge, W. (1980). *The flea*. Circle Press
- Donne, J. (2000). Death be not proud. *Death, Dying and Bereavement*, 66.
- Kelly, D. (1995). The Canonization of John Donne. *Sydney Studies in English*, 21(1995/1996), 3-41.
- Gravid, R. (2009). Coleridge and Wordsworth: Collaboration and Criticism from Salisbury Plain to Aids to Reflection. In *The Oxford Handbook of Samuel Taylor Coleridge*.
- Keats, J. (2010). *An Ode to Autumn*. Gregynog Press.
- Yeats, W. B. (1997). "Easter, 1916" and Other Poems. Courier Corporation.
- Eliot, T. S. (2010). *The Waste Land and other poems*. Broadview Press.
- Auden, W. H. (1940). In memory of WB Yeats. *Another time*, 107-110.

### Reference Books:

- Dharwadker, V., & Ramanujan, A. K. (Eds.). (1994). *The Oxford anthology of modern Indian poetry*. New Delhi: Oxford University Press
- King, B. (1987). *Modern Indian Poetry in English*. Oxford University Press, USA.
- Mehrotra, A. K. (Ed.). (2009). *A concise history of Indian literature in English*. Palgrave Macmillan.
- Daiches, D. (1969). *Critical History of English Literature* (Vol.1& 2). Allied Publishers
- Shelley, P. B., & Keats, J. (1962). *To a skylark*. Schori Press.
- Tennyson, A. T. B. (1901). *In memoriam*. University Press.
- Browning, R. (1902). *Rabbi Ben Ezra*. TY Crowell.
- Harland, G. (2016). *Snowdrop*. Reaktion Books.

## Department of English

### Semester 4

### English Fiction

#### Prerequisite:

- Knowledge of English Language
- Basic General Knowledge.

#### Rationale:

- The students will be introduced to the forms of English Fiction in detail.
- The course aims to make students acquire the knowledge of various fictions of different ages and writers.

#### Course objectives:

##### Through this course the students will be able to learn:

- About physical, moral and psychological development in adolescent
- About social and other psychological development in late adolescence
- About the physical, moral, social, cognitive and overall development in adulthood, middle age and old age.
- To understand the process and behavior of people near to death.

#### Course outcomes:

##### After completion of the course, the students will be able to:

- Understand the physical and moral development of adolescence
- Explore the psychological and cognitive development of late adolescence
- Assess the life changes and social development in early adulthood
- Identify the challenges of midlife of an adult
- Discuss the deterioration and changes in old age
- Understand the process of grief and death

Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs / Week	Tut Hrs / Week	Lab Hrs / Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	6	-	2	2		10
				0		0	0		0

**Lect** - Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**- Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.
<b>1</b>	<ul style="list-style-type: none"> <li>● <b>Introduction to fiction</b> <ul style="list-style-type: none"> <li>○ Objectives of fiction</li> <li>○ Types of fiction</li> <li>○ Elements of Fiction</li> </ul> </li> </ul>	20%	10
<b>2</b>	1. Utopiaby Thomas More	20%	12



3	2. Wuthering Heights by Emily Bronte	20%	12
4	3. A Vindications of the Rights of Men by <a href="#">Mary Wollstonecraft</a>	20%	10
5	4. Heart of darkness - Joseph Conrad	10%	10
6	<ul style="list-style-type: none"> <li>• Self -acquaintance: <ul style="list-style-type: none"> <li>o Samuel Richardson: Pamela</li> <li>o Sense and sensibility (1795) Jane Austen</li> <li>o The tale of two cities Charles Dickens 1859</li> <li>o Girish Karnad: Nagamandala (1990)</li> <li>o <i>Hayavadana</i> (1971)</li> </ul> </li> </ul>	10%	06

#### Evaluation Method:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

#### Essential Reading:

- McCutcheon, E. (2015). More's Utopia and Its Parerga (1516-1518). *Morena*, 52(3-4), 133-148.
- Bronte, E. (2021). *Wuthering Heights-Emily Bronte*. Leonardo Lumbreras.
- Wollstonecraft, M. (1997). *The Vindications: The Rights of Men and The Rights of Woman*. Broadview Press.

#### Reference Books:

- Iyengar, K. S. (1985). *Indian writing in English*. Sterling
- Mehrotra, A. K. (Ed.). (2009). *A concise history of Indian literature in English*. Palgrave Macmillan.
- Farner, G. (2014). *Literary fiction: The ways we read narrative literature*. A&C Black
- Richardson, S. (2015). *Pamela: or, virtue rewarded*. Courier Dover Publications
- Keymer, T. (2011). Northanger Abbey and Sense and Sensibility. *The Cambridge Companion to Jane Austen*, 2, 21-38.
- Conrad's, J. (1899). Heart of Darkness. *der deutschsprachigen Literatur: Intertextualität und*.
- Dickens, C. (1859). *A Tale of Two Cities: a story of the French Revolution*. Createspace Independent Publishing Platform.
- Karnad, G. (1990). *Naga-mandala*. New Delhi: Oxford India.
- Karnad, G., & Kāranta, B. V. (1975). *Hayavadana*. Calcutta: Oxford University Press

**Department of Psychology**  
**Semester 4**  
**Non-fictional prose**

**Prerequisite -**

- Knowledge of English Language
- Basic General Knowledge.

**Rationale:**

- The study aims to unfold the reality you get to know real people and their lives.
- The students will be able to enlighten with a specific idea of subjectivity. It also gives knowledge in a specific subject which helps in learning new things.

**Course Objectives:**

**Through this course the students will be able to learn:**

- The goals and areas of guidance and counseling
- To apply various skills and approaches of counseling
- To understand the guidance process in Indian perspectives
- To differentiate between the various types of counseling
- To Apply the ethical considerations in various counseling situations

**Course Outcomes**

Students will be able to:

- Display working knowledge of Fiction and non-fiction as a literary form.
- Communicates the knowledge, understanding, and insight appropriate to the study of the prescribed texts.
- Identify and describe distinct literary characteristics of nonfiction.
- Analyse its structure and meaning, using correct terminology.

**Teaching and Examination Scheme:**

Teaching Schemes			Credit	Examination Schemes					Total
Lecture Hrs/ Week	Tutor Hrs/ Week	Lab Hrs/ Week		External		Internal			
3	0	0	3	T	P	T	CE	P	100
			60	-	20	20	-		

**Content: -**

Unit	Topic	Weightage	Teaching Hour
1	● Introduction: Non-fiction o Types of Non-fiction.	10%	8
2	● Of Nature in Men by Francis Bacon	20%	11
3	● A Modest Proposal by Jonathan Swift	20%	11

4	<ul style="list-style-type: none"> <li>● Unto This Last by John Ruskin</li> </ul>	20%	11
5	<ul style="list-style-type: none"> <li>● My Story by Kamala Das</li> </ul>	20%	11
6	<ul style="list-style-type: none"> <li>● Self- Acquaintance <ul style="list-style-type: none"> <li>○ Sir Rogers at the Assizes by Joseph Addison</li> <li>○ The Chimney Sweeper by Charles Lamb</li> <li>○ A Room of One 's Own Chapter Two and Chapter Three by Virginia Woolf</li> <li>○ The Autobiography of an Unknown Indian by Nirad C. Chaudhuri.</li> </ul> </li> </ul>	10%	8

### Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

### Essential Reading

- Ruskin, John. Unto this last and Other Writings. London: Penguin Classic.1985. Print.
- Bacon, F., & Whately, R. (1857). *Bacon's essays*. London: JW Parker.
- Swift, J., & Baskin, L. (1969). *A modest proposal*. New York, NY: Grossman.
- Das, K. (2011). *My story*. DC Books

### Reference Books:

- Addison, J. (1886). *Days with Sir Roger de Coverley*. Macmillan.
- MacDonald, W. L. (1917). XXI.—Charles Lamb, the Greatest of the Essayists. *PMLA*, 32(4), 547-572.
- Woolf, Virginia. *A Room of One's Own*. Introduction by Susan Gubar. Ed. Mark Hussey. Harvest Books.2005.
- Chaudhuri, N. C. (1951). The autobiography of an unknown Indian. In *The Autobiography of an Unknown Indian*. University of California Press.

**Department of Psychology**  
**Semester 4**  
**Postcolonial Literature**

**Prerequisite:**

- Knowledge of English Language
- Basic General Knowledge.

**Rationale:**

- The study will be enable to providing a representation of the suppressed as well as the suppresser, and hence offers a representation of conflicting views and ideologies.
- To have concerned with salvaging past worlds, but learning how the world can move beyond this period together, towards a place of mutual respect.

**Course Objectives:**

**Through this course the students will be able to learn:**

- The definition of personality and factors that affect personality
- Different aspects of self in personality
- About psychodynamic and trait theories of personality
- The effect of culture in personality

**Course Outcomes:**

Students will be able to

- Create awareness about the various post-colonial perspectives to literary studies especially postcolonial fiction, drama.
- Examine the overview of the key writers of post colonialism and their most significant concept and critical insights.
- Get some awareness of the historical context of literary production and reception.
- Understand the issues during the post-colonial period.

**Teaching and Examination Scheme:**

Teaching Schemes			Credit	Examination Schemes					Total
Lecture Hrs/ Week	Tutor Hrs/ Week	Lab Hrs/ Week		External		Internal			
4	0	0	4	T	P	T	CE	P	100
				60	-	20	20	-	

**Content: -**

Unit	Topic	Weightage	Teaching Hour
1	<ul style="list-style-type: none"> <li>● Introduction to the Post-Colonial Literature</li> <li>● <b>Season of Migration to the North</b> by Tayeb Salih</li> </ul>	18%	12
2			

	<ul style="list-style-type: none"> <li>● <a href="#">Heart of Darkness</a> by <a href="#">Joseph Conrad</a></li> </ul>	18%	1 2
3	<ul style="list-style-type: none"> <li>● <i>Arrow of God</i> by Chinua Achebe</li> </ul>	18%	10
4	<ul style="list-style-type: none"> <li>● <i>The God of Small Things</i> by Arundhati Roy</li> </ul>	18%	10
5	<ul style="list-style-type: none"> <li>● <b>The Inheritance of Loss</b> by Kiran Desai</li> </ul>	18%	10
6	<ul style="list-style-type: none"> <li>● Self-Acquaintance: <ul style="list-style-type: none"> <li>○ <a href="#">Edward Said</a>, <i>Orientalism</i></li> <li>○ <a href="#">Salman Rushdie</a>, <i>Shame</i></li> <li>○ <a href="#">Homi K. Bhabha</a>, <i>The Location of Culture</i></li> <li>○ <b>Foe by J. M. Coetzee</b></li> <li>○ <b>Waiting for the Barbarians by J. M. Coetzee</b></li> <li>○ <b>No Longer at Ease by Chinua Achebe</b></li> </ul> </li> </ul>	10%	06

### Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

### Essential Reading

- Guynn, W. H. (Ed.). (2011). *The Routledge companion to film history*. London: Routledge.
- Mandal, S. (2005). *Film and fiction: word into image*. Rawat Publications.

### Reference Books:

- Barnouw, E., & Krishnaswamy, S. (1980). *Indian film*. New York: Oxford University Press.
- Cuddon, J. A., & Preston, C. (1977). *The Penguin Dictionary of Literary Terms and Literary Theory*. 4th.
- Phillips, W. H. (1999). *Writing short scripts*. Syracuse University Press.