



Vanita Vishram Women's University, Surat
School of Humanities and Social Sciences
BoS (English) Academic Year 2023-2024



Minutes of the Seventh Meeting

The Seventh Meeting of the Board of Studies (English) for the School of Humanities and Social Sciences was held on Saturday, 2nd December, 2023, at 1:00 pm in online mode through Google Meet. Following members remained present:

Sr. No.	Name	Designation
1.	Dr. Daxesh Thakar (Hon'ble Provost and Dean, SOHASS)	Chairperson
2.	Dr. Sapna Desai (Head of Dept. (English), SOHASS)	Member
3.	Dr. Pratima Shah (Faculty- English, SOHASS)	Member
4.	Dr. Mahesh Kumar Dey (Subject Expert from VNSGU)	Member
5.	Dr. Surendrasinh Gohil (Subject Expert from Shri Govind Guru University, Ghodhra)	Member

Opening Remarks by Chairperson:

Chairperson, Dr. Daxesh Thakar warmly welcomed all the members to the meeting.

Agenda:

Item No. 1 – To approve the minutes of the last meeting dated 28th July, 2023.

Discussion: Minutes of the meeting dated 28.07.2023, already circulated, were taken as read by all the members.

Resolution: All members unanimously approved the Minutes of the said meeting.

Item No. 2 – To discuss and recommend the proposed reframed F.Y.B.A. Sem. - II English Syllabus to be offered by B.A. (English) Programme as per the new credit structure and guidelines by UGC. (Annexure – 1: Syllabus of B.A. English Sem.II)

Discussion: The course content reframing of the papers as per credit was discussed at length and the following changes were suggested:

1. Academic Writing: Suggestions in the contents of the said paper were made and accordingly Script Writing was included.

Resolution: Proposed suggestions were unanimously approved.

Item No. 3 – To approve the list of examiners for Internal and External exams.

Discussion: The list of examiners for Internal and External exams was approved.

Resolution: Proposed list was unanimously approved.

Item No. 4 – To approve the name of Board member Dr. Anita Anamika Talesara nominated by Dean in place of Dr. Gaurav Thakrar who has left the institute.

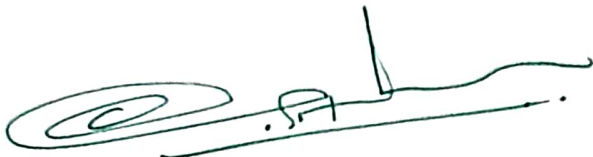
Discussion: Dr. Anita Anamika Talesara was approved as a Member of Board of Studies (English).

Resolution: Proposed BoS member name was unanimously approved.

Item No. 5 – Any other agenda item with the permission of the chair:

There were no agenda for discussion.

The Meeting ended with a Vote of Thanks to the Chair and all members.



Dr. Daxesh Thakar
Chairperson
BOS (English)
School of Humanities and Social Sciences.

VANITA VISHRAM WOMEN'S UNIVERSITY

(Managed By: Vanita Vishram, Surat)

1st Women's University of Gujarat



**VANITA VISHRAM
WOMEN'S UNIVERSITY**
— SURAT —

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

**BACHELOR OF ARTS
(B.A. ENGLISH PROGRAMME)**

SYLLABUS

AS PER NEP-2020

W.E.F 2023-24



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1 PREAMBLE – VVWU:

Vanita Vishram Women's University (VVWU) is the First-ever Women's University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a University committed to achieve Women's Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

VISION

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

MISSION

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.



2 SALIENT FEATURES:

- Based on NEP-2020 & CBCS
- Interdisciplinary as well as multidisciplinary.
- Practical-oriented, skill-based & vocation-based.
- Based on experiential learning.
- Greater exposure to internship, hands-on training, project work, field work, presentation etc.
- Mode of teaching shall be Offline)
- Qualified & Competent Faculty Members for effective teaching-learning
- Employment-Generating



3 INTRODUCTION OF THE PROGRAM

The present crisis of humanities emanates from the pre-dominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life.

Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them i.e., science and technology and humanities are complementary, though those fascinated with tangible outcomes do tend to gloss over it.

The function of literature is to bring the questions of values—human and literary—in focus. Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands or its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.



Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Post-modernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others. Thus, it is necessary for English Studies to recognize and respect the differences and transcend binaries.

The B.A. English programme is an attempt to incorporate the classical literature as well as the latest trends in the modern English literary curricula.



4 PROGRAMME OBJECTIVES (PO_s):

- PO 1. Demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India.
- PO 2. Demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use.
- PO 3. Demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation.
- PO 4. Communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds.
- PO 5. Demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes etc. on different platforms of communication such as the classroom, the media and the internet.
- PO 6. Recognize the scope of English studies in terms of career opportunities, employment and life-long engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields.
- PO 7. Apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them.



5 PROGRAMME SPECIFIC OUTCOMES (PSOs)

Upon completion of the B.A. English program, the students would:

- PSO 1. Demonstrate a set of basic skills in the explication of literary practices and process with clarity.
- PSO 2. Demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- PSO 3. Display an ability to read and understand various literary genres and stylistic variations and write critically.
- PSO 4. Cultivate the ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture.
- PSO 5. Demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- PSO 6. Display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- PSO 7. Recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development.



6 PROGRAM HIGHLIGHTS

Course Level	UG							
Program	Bachelor of Arts							
Duration	3 years (6 semesters)							
Examination Type	Semester system (1-6 semesters)							
Intake	100							
Eligibility	12 th Standard Pass							
Mapping between POs and PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	PO1							
	PO2							
	PO3							
	PO4							
	PO5							
	PO6							
	PO7							
Job Positions	Teacher, Professor, Language Trainer, Content Writer, Translator, Editor and Proofreader, PR Manager, Soft Skill Trainer, Freelancer, Voice Artist							



7 SCHEME OF ASSESSMENT:

Following is the scheme of assessment followed by the University –

Weightage (%)	Continuous Comprehensive Evaluation (CCE) Formative (50%)	Semester End Evaluation (SEE)- Summative (50%)
100%	[Internal Exam] (20%) + [1. Assignments 2. Project Work 3. Field Work 4. Quiz 5. Group discussion 6. Role Play 7. Seminar 8. Class Performance 9. Poster Presentation 10. Viva-Voice 11. Book Review or Article Review 12. Case Studies 13. Class Test 14. Report Writing 15. Any other as per the requirement of the subject] (Any Two) (Thread-01, Thread-02)] (10%+10%) + [Attendance] (10%)	Semester End Evaluation (SEE)- Summative Theory/ Practical Exams Whole Syllabus



8 CREDIT STRUCTURE:

Credit Structure of B.A. (Honours/Honours with Research)

NCrF Credit Level	Semester	Major (Core)	Minor (Electives)	Multi/ Inter-disciplinary	AEC	SEC/ Internship	VAC/ IKS	RP/ OJT	Total Credit per Sem.	Qualification /Certificate
4.5 First Year	SEM-I	2*4=8	1*4=4	1*4=4	1*2=2	1*2=2 (SEC)	1*2=2 (IKS)	-	22	UG Certificate
	SEM- II	2*4=8	1*4=4	1*4=4	1*2=2	1*2=2 (SEC)	1*2=2 (VAC)	-	22	
1st Year Total Credits		16	8	8	4	4	4		44	
Exit 1: Award of UG certificate in Major course with 44 credits with additional 4 credits of Summer Internship in core specific NSQF defined course OR continue with Major and Minor course for next NCrF credit level										
5.0 Second Year	SEM-III	3*4=12	-	1*4=4	1*2=2	1*2=2 (SEC)	1*2=2 (IKS)	-	22	UG Diploma
	SEM- IV	3*4=12	1*4=4	-	1*2=2	1*2=2 (SEC)	1*2=2 (VAC)	-	22	
2nd Year Total Credits		40	12	12	8	8	8	-	88	
Exit 2: Award of UG Diploma in Major course with 88 credits with additional 4 credits of Summer Internship in core specific NSQF defined course OR continue with Major and Minor course for next NCrF credit level										
5.5 Third	SEM-V	3*4=12	2*4=8	-	-	1*4=4 (Internship)	-	-	22	UG Degree



Year	SEM- IV	3*4=12	1*4=4	-	1*2=2	1*2=2 (SEC)	-	-	22	
3rd Year Total Credits		64	24	12	10	14	8	-	132	
Award of UG Degree in Major course with 132 credits and Internship in core discipline OR continue with Major and Minor course for next NCrF credit level										
Fourth Year Case – 1 (Honours)										
6.0 Fourth Year	SEM- VII	3*4=12	1*4=4	-	-	-	-	1*6=6(OJT)	22	UG Honours Degree
	SEM- VIII	3*4=12	1*4=4	-	-	-	-	1*6=6(OJT)*	22	
4th Year Total Credits		88	32	12	10	14	8	12	176	
Award of UG Honours Degree in Major course with total 176 credits										
Fourth Year Case – 2 (Honours with Research)										
6.0 Fourth Year	SEM- VII	3*4=12	1*4=4	-	-	-		1*6=6(RP)	22	UG Honours with Research Degree
	SEM- VIII	3*4=12	1*4=4	-	-	-		1*6=6(RP)	22	
4th Year Total Credits		88	32	12	10	14	8	12	176	
Award of UG Honours with Research Degree in Major course with total 176 credits										



Sem	Major (Core)	Minor (Elective)	Multi/Interdisciplinary	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)/ Internship	Indian Knowledge System (IKS)/ Value Add Course (VAC)	RP/ OJT	Total
1	8	4	4	2	2 (SEC)	2 IKS	-	22
2	8	4	4	2	2 (SEC)	2 VAC	-	22
3	12	-	4	2	2 (SEC)	2 IKS	-	22
4	12	4	-	2	2 (SEC)	2 VAC	-	22
5	12	8	-	-	2 (SEC)	-	-	22
6	12	4	-	2	4 (Internship)	-	-	22
Total	64	24	12	10	14	8	0	132
7	12	4	-	-	-	-	6 (RP)	22
8	12	4	-	-	-	-	6 (RP)	22
Total	24	8	-	-	-	-	12	44
Grand Total	88	32	12	10	14	8	12	176

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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

**BACHELOR OF ARTS (B.A.)
ENGLISH PROGRAMME**

SEMESTER 2

SYLLABUS

AS PER NEP-2020

W.E.F 2023-24

**9 COURSE STRUCTURE – PAPER TITLES SEMESTER 2:**

Sem.	Major (Core)	Minor (Elective)	Multi/ Interdisciplinary	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Value Added Course (VAC)	Dissertation	Total
	(8)	(4)	(4)	(2)	(2)	(2)		
2	Literary Form: Poetry and Prose - II OR Literary Form: Drama-II	General Psychology II OR Cultural Studies OR History of India – II (6th To 8th Century BCE)	Understanding Human Behaviour and Adjustment OR Ages Of Rationalism, Humanism & Rise Of Modern West OR સાહિત્ય અને મનોવિજ્ઞાન OR हिंदी नाटक साहित्य	Functional English-II	Personal Grooming and Etiquette	Environmental Studies		22



10 TEACHING AND EVALUATION SCHEME FOR BA ENGLISH ACADEMIC YEAR 2023-24:

Semester	Course Code	Course Category	Course Title	Offering Department	Teaching Scheme		Examination Scheme														Total Credit	
					Contact Hours			Total Credit	Theory / (Theory + Practical)					Practical					Total			
									Theory	Practical	Total	CA		ESE			Credit	CA		ESE		
					Max.	Passing	Max.	Passing				CA+ESE Passing	Max.	Passing	Max.	Passing		CA+ESE Passing				
2	ENM203-1C	Major (Core)	Literary Form: Poetry and Prose – II	English	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4
	ENM204-1C	Major (Core)	Literary Form: Drama-II	English	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4
	ENE202-1C	Minor (Elective)	General Psychology II OR Cultural Studies OR History of India – II (6th To 8th Century BCE)	Psychology /History	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4
	MDC202-1C	Multi/ Interdisciplinary	Understanding Human Behaviour And Adjustment OR Ages Of Rationalism, Humanism & Rise Of Modern West	Psychology /History/ Gujarati/ Hindi	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4



			OR સાહિત્ય અને મનોવિજ્ઞાન OR હિંદી નાટક સાહિત્ય																			
AEC202-1C	AEC	Functional English-II	English	2	0	2	2	2	50	18	0	0	18	0	0	0	0	0	0	50	2	
SEC202-1C	SEC	Personal Grooming and Etiquette	English	2	0	2	2	2	50	18	0	0	18	0	0	0	0	0	0	50	2	
VAC201-1C	VAC	Environmental Studies	English	2	0	2	2	2	50	18	0	0	18	0	0	0	0	0	0	50	2	

**11. SYLLABUS****VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of English****B.A. English Programme****FY B.A.****Semester II****COURSE CODE: ENM203-1C****MAJOR COURSE: LITERARY FORM: POETRY AND PROSE - II****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Discipline Specific Course (Major)
Purpose of Course	To cultivate a deep appreciation for the art form, develop analytical and creative skills, and inspire personal growth through the exploration of prose and poetic expression.
Course Objective	CO 1. To encourage students to creative writing and foster an understanding of poetry's role in contemporary society and culture. CO 2. Help the students to understand the growth and development of Novels as a form of literature. CO 3. To develop students' communication and presentation skills through oral presentations and class discussions.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays, etc.)
Last Review / Revision	
Pre-requisite	Elementary knowledge of Poetry and Prose
Teaching Methodology	Class Room Teaching, Discussion, and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Types of Poetry <ul style="list-style-type: none">• Ode• Dramatic Monologue Introduction to Novel <ul style="list-style-type: none">• Growth, Development, and Characteristics of Novel• Four Wheels of Novel	30 %	15
2	Poetry <ul style="list-style-type: none">• Ode to Nightingale by John Keats• Ode to the West Wind by P. B. Shelley• My Last Duchess by Robert Browning• Eve to Her Daughters by Judith Wright	40 %	30
3	Novel <ul style="list-style-type: none">• Animal Farm by George Orwell	30 %	15

REFERENCES:

- Abrams, M. H. and Harpham, Geoffrey Galt. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- Albert, Edward. *History of English Literature*, Oxford University Press, 2017.
- David Daiches. *A Critical History of English Literature* (Volume 1 & II), Supernova Publishers, 2011.
- Hudson, William Henry. *An Outline History of English Literature*, Rupa Publications, 2015.
- Pope, Alexander. *Rape of the Lock*. Mount Orleans Pr, 2019.
- Prasad, B. *A Background to The Study of English Literature*, Generic, 2015.
- Orwell, George, and Chris Mould. *Animal Farm*. Faber & Faber, 2022.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

CO 1.	Identify and analyze the formal and thematic elements of poems, such as rhyme, meter, imagery, and metaphor.
CO 2.	Interpret poems and prose by situating them in their historical, cultural, and literary contexts.
CO 3.	Appreciate the contribution of various forms to the development of the novel as a literary form.

**COURSE OUTCOMES MAPPING:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Types of Poetry and Introduction to Novel			
2	Poetry			
3	Novel			

COURSE ARTICULATION MATRIX:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1							
CO2							
CO3							



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of English

BA English Program

FY B.A.

Semester II

COURSE CODE: ENM204-1C

MAJOR COURSE: LITERARY FORM: DRAMA-II

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Discipline Specific Course (Major)
Purpose of Course	To introduce the students with various forms and genres of prose and develop both language ability and literature acquisition
Course Objective	CO 1. The objective of studying drama in an English literature course is to develop an understanding and appreciation of the dramatic form as a literary genre. CO 2. Students can Understand historical and cultural contexts: Students will explore the social, political, and cultural contexts in which dramatic works were produced. This includes understanding how historical events and societal norms influence the themes and messages conveyed in plays.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	
Pre-requisite	Elementary knowledge of Drama.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Indian Drama <ul style="list-style-type: none">• Origin and Development of Indian Drama• Characteristics of Indian Drama	30 %	10
2	Theory and Forms of Drama <ul style="list-style-type: none">• Theory<ol style="list-style-type: none">1. Rasa Theory by Bharata Muni2. Types of Abhinaya• Forms<ol style="list-style-type: none">1. Tamasha2. Bhavai• Nukkad Natak	30 %	25
3	Drama <ul style="list-style-type: none">• <i>Hayavadana</i> by Girish Karnad• <i>Silence! The Court is in the session</i> by Vijay Tendulkar	40 %	25

REFERENCES:

- Abrams, M. H. and Harpham, Geoffrey Galt. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- Albert, Edward. *History of English Literature*, Oxford University Press, 2017.
- David Daiches. *A Critical History of English Literature* (Volume 1 & II), Supernova Publishers, 2011.
- Hudson, William Henry. *An Outline History of English Literature*, Rupa Publications, 2015.
- Prasad, B. *A Background to The Study of English Literature*, Generic, 2015.
- Karnad, Girish, *Collected Plays (Vol 1)*, Oxford University Press, 2021
- Tendulkar, Vijay. *Collected plays in Translation*, Oxford University Press, 2004

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to (keep number of COs according to units) Students will be able to

CO 1	Students will be able to understand elements of drama, including plot, character, dialogue, setting, theme, and dramatic structure.
CO 2	Students will be able to examine how these elements contribute to the overall meaning and impact of a play.
CO 3	Students will be able to develop skills to interpret and critically evaluate plays, considering the artistic choices made by the playwright, the relevance of the work to its time period, and its enduring significance.

**COURSE OUTCOMES MAPPING:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Indian Drama	■		
2	Theory and Forms of Drama			■
3	Drama	■	■	

COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	■				■		■
CO2		■				■	
CO3	■		■	■			



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**Department of English
B.A. English Programme**

**FY B.A.
Semester II**

COURSE CODE: ENE202-1C

**MINOR COURSE (for other departments): LITERARY FORM: POETRY AND
PROSE - II**

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Elective (Minor)
Purpose of Course	To cultivate a deep appreciation for the art form, develop analytical and creative skills, and inspire personal growth through the exploration of prose and poetic expression.
Course Objective	CO 1. To encourage students to creative writing and foster an understanding of poetry's role in contemporary society and culture. CO 2. Help the students to understand the growth and development of Novels as a form of literature. CO 3. To develop students' communication and presentation skills through oral presentations and class discussions.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays, etc.)
Last Review / Revision	
Pre-requisite	Elementary knowledge of Poetry and Prose
Teaching Methodology	Class Room Teaching, Discussion, and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Types of Poetry <ul style="list-style-type: none">OdeDramatic Monologue Introduction to Novel <ul style="list-style-type: none">Growth, Development, and Characteristics of NovelFour Wheels of Novel	30 %	15
2	Poetry <ul style="list-style-type: none">Ode to Nightingale by John KeatsOde to the West Wind by P. B. ShelleyMy Last Duchess by Robert BrowningEve to Her Daughters by Judith Wright	40 %	30
3	Novel <ul style="list-style-type: none">Animal Farm by George Orwell	30 %	15

REFERENCES:

- Abrams, M. H. and Harpham, Geoffrey Galt. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- Albert, Edward. *History of English Literature*, Oxford University Press, 2017.
- David Daiches. *A Critical History of English Literature* (Volume 1 & II), Supernova Publishers, 2011.
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- Orwell, George, and Chris Mould. *Animal Farm*. Faber & Faber, 2022.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

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CO 2.	Interpret poems and prose by situating them in their historical, cultural, and literary contexts.
CO 3.	Appreciate the contribution of various forms to the development of the novel as a literary form.

**COURSE OUTCOMES MAPPING:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Types of Poetry and Introduction to Novel			
2	Poetry			
3	Novel			

COURSE ARTICULATION MATRIX:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1							
CO2							
CO3							

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of English
B.A. English Programme****FY B.A.
Semester II****COURSE CODE: PSE202 – 1C****MINOR COURSE (for English department provided by Psychology department):
GENERAL PSYCHOLOGY II****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Purpose of Course	General Psychology serves as an introductory course that familiarises students with the basic concepts, theories, and perspectives of psychology. It provides a comprehensive overview of the field, covering topics such as the history of psychology, biological bases of behaviour, cognitive processes, and learning theories. The subject allows students to gain insight into the complexities of human behaviour and the factors that influence it. It explores various psychological processes and phenomena, helping students understand why individuals think, feel, and behave the way they do.
Course Objective	CO 1. The course aims to foster critical thinking, develop analytical skills, and promote a deeper appreciation for the complexities of human behaviour and mental processes. CO 2. A foundation for understanding and exploring key topics in psychology, including memory, intelligence, motivation, and emotion. CO 3. Explore different psychological models and their implications for real-world applications. CO 4. Analyse the relationship between psychological constructs.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	December 2023
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Memory Processes of Memory Models of Memory Types of Memory Forgetting	25 %	15 Hours
2	Intelligence Definitions Theories of Intelligence Measuring Intelligence Nature VS Nurture Regarding Intelligence	25 %	15 Hours
3	Cognitive processes Mental Imaginary Concepts and Prototypes Problem Solving and Decision Making Creativity	25 %	15 Hours
4	Motivation and Emotion Approaches to motivation Hunger and Motivation Three elements of emotion Theories of Emotion	25 %	15 Hours
REFERENCE			
Core references: Ciccarelli Sandra K. and White J. Noland, Psychology (4th Edition/Global Edition), Pearson: London, 2015			
Reference books: Introduction to Psychology; Author, Robert A. Baron; Publisher, Pearson Education, 2001; ISBN, 053681390			



COURSE OUTCOMES

Upon successful completion of the course, students will be able to (keep number of COs according to units)

CO 1	Students will have a solid foundation in the field of psychology, enabling them to apply psychological knowledge to various domains and pursue further studies or careers related to psychology.
CO 2	Students will develop an appreciation for the relevance of psychology in personal and professional contexts, fostering personal growth and lifelong learning.
CO 3	Students will apply critical thinking skills to evaluate and analyse psychological theories and concepts.
CO 4	Students will critically examine the assumptions, biases, and limitations inherent in psychological research and theories.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Memory				
2	Intelligence				
3	Cognitive Processes				
4	Motivation and Emotion				

Course Articulation Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**Department of English
B.A. English Programme**

**FY B.A.
Semester II**

COURSE CODE: PSE202 – 1C

**MINOR COURSE (for English department provided by Psychology department):
CULTURAL STUDIES**

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Purpose of Course	The Cultural Studies course is a dynamic exploration of the intricate relationship between culture and human behaviour and societal structures. It covers foundational concepts such as the meaning and elements of culture, students will also explore how culture shapes human behaviour and emotion. The course emphasizes the importance of cultural context in understanding various core social motives. Through a variety of readings, discussions, and activities, students will gain a foundational understanding of Culture and human behaviour.
Course Objective	CO 1. Understand the Fundamental Concepts of Cultural Studies, including the Definition of Culture, its Elements, and Various Types. CO 2. Examine the Role of Culture in Shaping Human Experiences. CO 3. Examine Cultural Variations in understanding Intelligence, Gender, and Emotions. CO 4. Exploring Cultural Influences in Understanding Motivation.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	December 2023
Prerequisite	Elementary knowledge of Culture and Human Behaviour
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content**

Units	Particulars	% Weightage of Unit	Hours
1	Foundations of Culture Definition of culture Elements of Culture Types of Culture Theoretical Perspectives of Cultures	25%	15 Hours
2	Cultural Perspectives Humans as a Cultural Species Evolutionary Foundations Individualism vs Collectivism Cultural Perspectives on Self-Concept	25%	15 Hours
3	Culture and Human Experiences Culture and Intelligence Culture and Gender Culture and Emotions Culture and Love	25%	15 Hours
4	Culture and Motivation Motivation for Self-Enhancement and Self-Esteem Motivation for Uniqueness Agency and Control Use of Symbols & Communication	25%	15 Hours

REFERENCE**Core References**

1. Conerly, Tonja R., Holmes, Kathleen, Tamng, Asha Lal (2021). Introduction to Sociology. Texas: OpenStax.

Reference books

Triandis, H. C. (1994). Culture and Social Behavior (First Edition). McGraw-Hill College.

**COURSE OUTCOMES**

Upon successful completion of the course,

CO 1	Students will attain a thorough grasp of cultural studies, including the definition, elements, and diverse types of culture.
CO 2	Students will critically analyse the influence of culture on human experiences, intelligence, gender, and emotions.
CO 3	Students will develop a nuanced awareness of cultural variations in intelligence, gender roles, and emotional expressions.
CO 4	Students will demonstrate competence in recognizing and understanding cultural influences on motivation across diverse contexts.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Foundations of Culture				
2	Cultural Perspectives				
3	Culture and Human Experiences				
4	Culture and Motivation				

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							
CO4							



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**Department of English
B.A. English Programme**

**FY B.A.
Semester II**

COURSE CODE: HIE202-1C

**MINOR COURSE (for English department provided by History department):
HISTORY OF INDIA – II (6th to 8th Century BCE)**

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Discipline Specific Course (Minor)
Purpose of Course	The students shall learn about the History of Early India and Ancient India in detail. It shall enable the students to develop a broader understanding of History as a discipline keeping in mind the Indian context.
Course Objective	CO 1. This course is about early historical developments taking place in Indian history. It shows the transition from proto to early historical phase leading to civilizational progress. CO 2. The course tries to trace the emergence of state system from proto-state stage and at the same time seeks to underline the important development in the arena of economy, society and culture. CO 3. The purpose of this course is to familiarize the students with different types of state systems of early India and their features from the Mauryan to post-Gupta times with corresponding changes in economy, society and culture.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	November 2023
Pre-requisite	12 th Pass
Teaching Methodology	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Changing Political Formations (c. 600 BCE to c. 300 CE) a) The Mahajanapadas; Monarchies and Ganas/Sanghas b) The Mauryan Empire: Political Structure; The Nature of Dhamma c) Post-Mauryan Polities with Special Reference to the Kushanas and the Satavahanas	25 %	10
2	Economy and Society (c. 600 BCE to c. 300 CE) a) Expansion of Agrarian Economy and Production Relations b) Urban Growth: North India, Central India, the Deccan and South India; Craft Production; Trade Interactions across India, Asia and Beyond c) Social Stratification: Class; Varna; Jati; Untouchability; Gender; Marriage and Property Relations	25 %	10
3	Towards Early Medieval India (c. 4th Century to 750 CE) a) Introducing the Early Medieval: Changing Perspectives b) The Nature of Polities: The Gupta Empire and Its Contemporaries; Post-Gupta Polities – Pallavas, Chalukyas and Vardhanas c) Agrarian Expansion; Land Grants; Changing Production Relations; Graded Land Rights and Peasantry d) Urban Patterns; Trade and Currency e) Varna; The Proliferation of Jatis; Changing Norms of Marriage and Inheritance	25 %	10
4	Religion, Philosophy and Society (c. 600 BCE – 750 CE) a) Shramanic Traditions with Special Reference to Buddhism and Jainism b) Consolidation of the Brahmanical Tradition c) Puranic Hinduism	25 %	10

**REFERENCE****Core references:**

1. Thapar, R., The Penguin history of early India: from the origins to AD 1300 London : Penguin, 2002.
2. V. D. Mahajan, History of Ancient India, S. Chand Publication, 2023.
3. Chattopadhyaya, B.D. The Making of Early Medieval India. New Delhi: Oxford University Press, 1997.
4. Sharma, R.S. Material Culture and Social Formations in Ancient India. Delhi: Macmillan India, 1983.

Reference books:

1. Tony Joseph, Early Indians, Juggernaut, 2018.
2. Singh, U. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman, 2008.

COURSE OUTCOMES:

Upon successful completion of the course,

CO 1.	The students will be able to understand the processes and the stages of various types of state systems like monarchy, republics, centralized states and the process of the beginning of feudalization in early India.
CO 2.	They will be able to know the features and stages of civilization in ancient Indian history.
CO 3.	They will also be familiar with the process of urbanization and de-urbanization & monetization and demonetization in early India.
CO 4.	This paper will also familiarize the students with the process of social changes along with progress in literature, science, art and architecture

COURSE OUTCOMES MAPPING

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Changing Political Formations (c. 600 BCE to c. 300 CE)				
2	Economy and Society (c. 600 BCE to c. 300 CE)				
3	Towards Early Medieval India (c. 4th Century to 750 CE)				
4	Religion, Philosophy and Society (c. 600 BCE – 750 CE)				



COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

Department of English

BA English Program

FY B.A.

Semester II

COURSE CODE: MDC202-1C

MULTI DISCIPLINARY (for other departments): ACADEMIC WRITING

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Multidisciplinary
Purpose of Course	The course aims to help undergraduate students develop and research composition, argument, and writing skills.
Course Objective	CO 1. To teach English by developing listening, speaking, reading, writing, and thinking skills of undergraduate students. CO 2. To ensure that students gain an understanding of the basic features and structures of the English language to enable them to communicate effectively and actively in most daily practical and social situations. CO 3. To enable students to develop an interest in and appreciation of Literature. CO 4. To equip students with nuances of language that include proficiency in grammar, and its effective usage in speaking and writing.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays, etc.)
Last Review / Revision	
Pre-requisite	Elementary knowledge of writing English Language.
Teaching Methodology	Class Room Teaching, Discussion, and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Academic Writing <ul style="list-style-type: none">Understanding the purpose and audience of academic writingIdentifying different types of academic writing (e.g. essays, literature reviews)	30 %	10
2	Critical Thinking and Analysis <ul style="list-style-type: none">Developing critical thinking skillsAnalyzing, evaluating sources and evidence of Critical Thinking	30 %	25
3	Structuring an Argument <ul style="list-style-type: none">Introduction, Interjection, and ConclusionScript writing for formal speech (Elocution, Debate, etc.)Book Review	40 %	25

REFERENCES:

- Achar, Sachin Ketkar, Rajan Barrett et al, Basics of Academic English (Books 1 & 2), Orient Blackswan, 2012.
- Dev, Anjana Neira. Academic Writing and Composition. New Delhi: Pinnacle, 2015.
- Hamp-Lyons, Liz and Ben Heasley. Study Writing: A Course in Writing Skills for Academic Purposes, Cambridge University Press, 2006.
- Gupta, Renu. A Course in Academic Writing. Orient Blackswan, 2017.
- Nzanmongi Jasmine Patton. A Handbook for Academic Writing and Composition. World Book Depot, 2021.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

CO 1	Acquire an in-depth understanding of writing skills.
CO 2	Sharpen their ability as critical readers and writers and express concepts through writing.
CO 3	Help to understand the conventions of academic writing, develop critical thinking skills, and organize academic essays.

**COURSE OUTCOMES MAPPING:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Academic Writing			
2	Critical Thinking and Analysis			
3	Structuring an Argument			

COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

Department of English

BA English Program

FY B.A.

Semester II

COURSE CODE: MDC202-1C

MULTI DISCIPLINARY (for English department provided by Psychology department): UNDERSTANDING HUMAN BEHAVIOUR AND ADJUSTMENT

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory/Practical
Purpose of Course	The Human Behaviour & Adjustment course aims to provide a foundational understanding of the complexities surrounding human behaviour and the processes of adjustment. This introductory course delves into the fundamental nature of adjustment, its meaning and its importance in understanding behaviour. Students will explore the intricacies of adaptation and interpersonal relationships, addressing the psychological mechanisms involved in coping with various life challenges and changes.
Course Objective	CO 1. Understand the meaning, nature, and types of adjustment, recognizing its crucial role in understanding human behaviour. CO 2. Identify various stressors, comprehend their types and sources, and analyse the role of stress in adjustment issues, fostering skills for stress management. CO 3. Explore adjustment across different life stages, including childhood, adolescence, adulthood, and old age, recognizing unique challenges and coping strategies. CO 4. Investigate the intricacies of interpersonal relationships, covering themes of love, commitment, friendships, and workplace dynamics, enhancing insights into human behaviour and adjustment.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	December 2023
Prerequisite	Elementary knowledge of Human Behaviour and Adjustment
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content**

Units	Particulars	% Weightage of Unit	Hours
1	Understanding Human Behaviour and Adjustment Meaning of Adjustment Nature of Adjustment Importance of Adjustment in understanding human behaviour Types of Adjustment Problems	25%	15 Hours
2	Adjustment in Different Ages Childhood Adolescence Adulthood Old age	25%	15 Hours
3	Stress and Adjustment Meaning, Types and Sources of Stress Role of Stress in Adjustment Issues Stress Management Taking Charge and Decision Making	25%	15 Hours
4	Interpersonal Relationships Love and Commitment Friendships Adjustment at Workplace Seeking Selfhood	25%	15 Hours

REFERENCE**Core References**

1. Sorenson, H., & Malm, M. (1948). Psychology for living. McGraw-Hill.

Reference books

1. Moritsugu, J., Vera, E., Jacobs, J. H., & Kennedy, M. (2016). Psychology of Adjustment (1st ed.). SAGE Publications.
2. Heider, F. (1958) The Psychology of Interpersonal Relations. New York: John Wiley & Sons. <http://dx.doi.org/10.1037/10628-000>
3. Oxington, K. V. (Ed.). (2005). *Psychology of stress*. Nova Biomedical Books.



COURSE OUTCOMES:

Upon successful completion of the course,

CO 1	Students will demonstrate a comprehensive understanding of adjustment concepts, including their meaning, nature, types, and the significance of adjustment in comprehending human behaviour.
CO 2	Apply knowledge of stress factors, types, and sources to real-life scenarios, demonstrating the ability to recognize and manage stress effectively for improved adjustment outcomes.
CO 3	Evaluate and apply adjustment strategies across different life stages, demonstrating the ability to recognize and address unique challenges in childhood, adolescence, adulthood, and old age.
CO 4	Students will demonstrate competence in understanding various aspects of interpersonal dynamics, developing a nuanced understanding of how these factors contribute to human behaviour and adjustment.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Understanding Human Behaviour and Adjustment				
2	Adjustment in Different Ages				
3	Stress and Adjustment				
4	Interpersonal Relationships				

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							
CO4							

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of English****BA English Program****FY B.A.****Semester II****COURSE CODE: MDC202-1C****MULTI DISCIPLINARY (for English department provided by History department):****AGES OF RATIONALISM, HUMANISM & RISE OF MODERN WEST****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Discipline Specific Course (Multi-Disciplinary)
Purpose of Course	This paper shall help students to trace the many patterns and outcomes of social and intellectual upheaval from the 14th to the early 20th Century.
Course Objective	CO 1. The students shall learn about debates on the development and impact of industrial capitalism both within and beyond Europe. CO 2. To acquaint the students with the repercussions of the revolution, both within and beyond Europe. CO 3. The birth of new social movements, political ideas and structures shall be contextualized within developing capitalism and causes and consequences of the World Wars in the twentieth century. CO 4. To learn about the causes and effects of colonialism and imperialism developing in Europe due to rise in industries and demand for more profits.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	November, 2023
Pre-requisite	12 th Pass
Teaching Methodology	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Feudalism a) Rise and Growth of Feudalism b) causes of decline in feudalism c) Geographical Discoveries	25 %	10
2	Beginning of Modern Age in Europe a) Meaning and Features of Renaissance b) Causes and growth of the Movement – Art, Architecture, Literature, Science, Painting etc. c) Impact of Renaissance as a movement on Europe d) Reformation – meaning, causes, Role played by Martin Luther	25 %	10
3	Age of Revolutions a) Industrial Revolution (1760 CE) b) The American Revolution (1776 CE) c) The French Revolution (1799 CE)	25 %	10
4	The Era of World Wars a) World War I – Causes and Effects leading to World War II b) Russian Revolution c) World War II – Causes and Impact on the world.	25 %	10

REFERENCE**Core references:**

1. V. D. Mahajan, A History of Modern Europe Since-1789. 1988
2. The New Cambridge Economic History of Europe, Vol. I, VII

Reference books:

1. C.J.H. Hayes, Modern Europe up to 1870
2. **C.D. Hazen, Modern Europe up to 1945**

**COURSE OUTCOMES:**

Upon successful completion of the course,

CO 1.	Develop an understanding of a pragmatic shift from the Dark Ages to the Modern Age.
CO 2.	Develop a rationalistic approach towards development in science and religion.
CO 3.	Comprehend the condition of a masses under changing political scenarios leading to revolts again kingship and colonialization.
CO 4.	Critical analyzing the reasons and changes after the World Wars.

COURSE OUTCOMES MAPPING

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Feudalism				
2	Beginning of Modern Age in Europe				
3	Age of Revolutions				
4	The Era of World Wars				

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of English

BA English Program

FY B.A.

Semester II

COURSE CODE: MDC202-1C

MULTI DISCIPLINARY (for English department provided by Gujarati department):

સાહિત્ય અને મનોવિજ્ઞાન

Credit 4

Contact Hour per week: 4

કૃતિ -“આપણો ઘડીક સંગ” (લઘુનવલ) દિગ્ગીશ મહેતા

એકમ-1 સાહિત્ય અને મનોવિજ્ઞાન વચ્ચેનો સંબંધ

એકમ-2 દિગ્ગીશ મહેતાનું જીવન -કવન

એકમ-3 લઘુનવલ -“આપણો ઘડીક સંગ” -દિગ્ગીશ મહેતા

એકમ -4 પૂર્વાપર સંદર્ભે

સંદર્ભસૂચિ:

1. શબ્દબોધ –ગુણવંત વ્યાસ
- 2.વિવેચનની ભૂમિકા પ્રમોદકુમાર પટેલ
- 3.ગુજરાતી કથાવિશ્વ –બાબુ દાવલપુરા
- 4.કથાયોગ –નરેશવેદ
- 5.ગુજરાતી નવલકથા ફેર વિચારણા –જશવંત શેખડીવાળા
- 6.“આપણો ઘડીક સંગ” લઘુનવલ (૧૯૬૨) -દિગ્ગીશ મહેતા



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

Department of English

BA English Program

FY B.A.

Semester II

COURSE CODE: MDC202-1C

MULTI DISCIPLINARY (for English department provided by Hindi department):

हिंदी नाटक साहित्य

Credit 4

Contact Hour per week: 4

प्रश्नपत्र - multi disciplinary हिंदी नाटक साहित्य

पाठ्यपुस्तक : लहरों के राजहंस - मोहन राकेश (राजकमल प्रकाशन)

अभ्यास के लिए निर्धारित क्षेत्र :-

इकाई - 1 - मोहन राकेश का व्यक्तित्व एवं कृतित्व

- नाटक के तत्व एवम प्रकार
- ' लहरों के राजहंस ' नाटक का कथानक
- ' लहरों के राजहंस ' नाटक में ऐतिहासिकता

इकाई - 2 - ' लहरों के राजहंस ' नाटक में प्रतिकात्मकता

- नाटक के तत्वों के आधार पर ' लहरों के राजहंस ' नाटक की समीक्षा
- ' लहरों के राजहंस ' की समस्याएं
- ' लहरों के राजहंस ' नाटक के मुख्य पात्र

इकाई - 3 - ' लहरों के राजहंस ' नाटक के गौण पात्र

- ' लहरों के राजहंस ' नाटक में देश - काल और वातावरण योजना
- ' लहरों के राजहंस ' नाटक में संवाद - योजना
- ' लहरों के राजहंस ' नाटक की भाषा - शैली

इकाई - 4 - ' लहरों के राजहंस ' नाटक शीर्षक की सार्थकता

- ' लहरों के राजहंस ' नाटक का उद्देश्य



- 'लहरों के राजहंस' : अभिनेयता

- 'लहरों के राजहंस' में रस निरूपण।

संदर्भ पुस्तकें :-

1. मोहन राकेश रचनावली - (खंड 1-13) - संपादक जयदेव तनेजा
2. मोहन राकेश का नाट्य साहित्य - डॉ. दिनेश श्रीवास
3. मोहन राकेश और उनके नाटक - गिरीश रस्तोगी
4. आधुनिक हिंदी नाटक के पुरोधे मोहन राकेश - संपादक : डॉ.जयदेव कुमार शर्मा
5. रंगमंच के नाटककार मोहन राकेश - प्रो. एस. वी. एस. एस. नारायण राजू
6. आधुनिकता और मोहन राकेश - उर्मिला मिसरा
7. एकत्र : आंकलित रचनाएं - जयदेव तनेजा (राधाकृष्ण प्रकाशन)



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of English

B.A. English Programme

F.Y.B.A.

Semester II

COURSE CODE: AEC202-1C

AEC COURSE: FUNCTIONAL ENGLISH-II (AEC)

Credit 2

Contact Hour per week 2

Outline of the Course

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Ability Enhancement Course (AEC)
Purpose of Course	To equip individuals with the necessary language skills and confidence to communicate effectively in English, enabling them to succeed academically, professionally, and in various social settings
Course Objective	CO 1. Utilize their knowledge of functional English effectively for communicative purposes. CO 2. Learn language in authentic contexts. CO 3. Use English efficiently for routine. CO 4. Sharpen Writing and Speaking skills for better expression by providing authentic resources. Make students understand how the development of these skills will lead to their holistic development.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	
Pre-requisite	Elementary knowledge of English Language.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content**

Unit No.	Title of the Unit	% Weightage of Unit	Minimum Nos. of Hours
1	Foundational Grammar (Practical) <ul style="list-style-type: none">• The concept of mood in English grammar (indicative, imperative, subjunctive)• Time and tense relationships in complex sentences• Active and passive voice and their functions• Information structure (focus, topic, comment) in English	34	10
2	Introduction to Productive Skills <ul style="list-style-type: none">• Concept and Characteristics of Speaking• Qualities of a Good Public Speaker• Introduction to the Writing Skills• Concept and Characteristics of Writing	33	10
3	Productive Skills (Practical) <ul style="list-style-type: none">• Speaking in Public/ Group Discussion/ Debate• Dialogue Writing/ Speech Writing for various occasions• Paragraph/ Essay/ Report writing	33	10

REFERENCES:

- "An Introduction to Functional Grammar" by M. A. K. Halliday and Christian M. I. M. Matthiessen
- "Functional English Grammar: An Introduction for Second Language Teachers" by Michael A. K. Halliday and Ruqaiya Hasan
- Gupta, S.C. English Grammar & Composition. Arihant Publication. 2022.
- Mitra, Barun K. Personality Development and Soft Skills. Oxford University Press, 2015.
- Urmila Rai and S.M. Rai. Business Communication. 1st Edition, Mumbai: Himalaya Publishing House.
- Krishna Mohan and Meera Banerji. Developing Communication Skills. New Delhi: Macmillan India Private Ltd.
- Wren and Martin. English Grammar. MB publication, 2022.
- Ur, Penny. Teaching Listening Comprehension. Cambridge University Press
- Teaching Listening and Speaking : From Theory to Practice
<https://www.professorjackrichards.com/wp-content/uploads/teaching-listening-and-speaking-from-theory-to-practice.pdf>

**COURSE OUTCOMES**

Upon successful completion of the course, students will be able to:

CO 1	Enable themselves to express ideas clearly and accurately with writing and speaking skills.
CO 2	Gain confidence in an academic and professional context.
CO 3	Analyze and improve pronunciation. Prepare themselves better for placements and beyond.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Foundational Grammar (Practical)			
2	Introduction to Productive Skills			
3	Productive Skills (Practical)			

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of English
B.A. English Programme
F.Y.B.A.****Semester II****COURSE CODE: SEC202-1C****SEC COURSE: PERSONAL GROOMING AND ETIQUETTE****Credit 2****Contact Hour per week 2****Outline of the Course**

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Skill Enhancement Course (SEC)
Purpose of Course	To equip first-year students with essential personal grooming and etiquette skills for personal and professional success. Through a combination of theoretical knowledge and practical exercises, students will learn how to present themselves with confidence and professionalism in a variety of social and professional contexts.
Course Objective	CO 1. Develop a deep understanding of the importance of personal grooming and etiquette in personal and professional life. CO 2. Enhance self-confidence and self-esteem through improved self-presentation. CO 3. Master the art of non - verbal communication. CO 4. Cultivate respect for cultural diversity and adapt etiquette to different social and professional settings.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	
Prerequisite	Elementary knowledge of English Language.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content**

Unit No.	Title of the Unit	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Personal Grooming and Etiquette <ul style="list-style-type: none">• Definition and significance of personal grooming and etiquette• Social history of Clothing• Personal grooming routines and hygiene	30	8
2	Dressing for Success <ul style="list-style-type: none">• Appropriate dress codes for various occasions• Color theory and its impact on personal image• Wardrobe management and budgeting	40	15
3	Body Language and Non-Verbal Communication <ul style="list-style-type: none">• Understanding body language cues• Maintaining eye contact and active listening• Posture, gestures, and facial expressions• Handshakes, introductions, and business card etiquette	30	7

REFERENCES:

- The Etiquette Advantage in Business by Peggy Post & Peter Post William Morrow; 2nd edition - 3 May 2005
- Personality Development and Soft Skills by Barun Mitra O.U.P. (India); 2nd edition - 10 September 2023
- Soft Skills for Everyone by Jeff Butterfield Cengage Learning India; 1st edition (1 January 2011)
- Soft -Skills for Success: A comprehensive book of Business Etiquette and Personal grooming Paperback – 15 June 2021

COURSE OUTCOMES

Upon successful completion of the course, students will be able to:

CO 1	Students will understand the importance of personal grooming in creating a positive first impression.
CO 2	Improve non-verbal communication skills to convey professionalism.
CO 3	Develop skills in choosing appropriate attire for different occasions and professional settings.

**COURSE OUTCOMES MAPPING**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Personal Grooming and Etiquette			
2	Dressing for Success			
3	Body Language and Non-Verbal Communication			

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							



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SCHOOL OF SCIENCE AND TECHNOLOGY

Department of English
B.A. English Programme
F.Y.B.A.

Semester II
COURSE CODE: VAC201-1C

VAC COURSE: ENVIRONMENTAL STUDIES

Credit 2

Contact Hour per week 2

Outline of the Course:

Course type	Theory
Purpose of Course	The students need to learn basic concepts of environment. How environment impact our life on earth and which activities are harmful to our environment and how we can contribute to wellbeing of our earth and environment.
Course Objective	CO 4. To develop the understanding basics concept of our environment and its sustainable development. CO 5. Demonstrate knowledge and understanding different component of environment. CO 6. Demonstrate knowledge and understanding of the ecosystem and its functioning and impact on survival of organism on earth. CO 7. To develop the ability to think critically about sustainable development of our earth environment.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	Dec 2023
Pre-requisite	10+2
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Comprehensive Continuous Evaluation (CCE) 50% Semester End Examination (SEE)

**Course Content**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction of Environment <ul style="list-style-type: none">• Definition and multidisciplinary nature of environmental studies.• Concept and Components of environment (Atmosphere, Lithosphere and Hydrosphere)• Bio-geochemical cycles• Concept, structure and function of an ecosystem.• Food chains, food webs and Energy flow in an ecosystem• Terrestrial ecosystem: Forest ecosystem and Grassland ecosystem• Aquatic ecosystems: Pond and ocean ecosystem	25	8
2	Natural Resources: Renewable and Non-renewable Resources <ul style="list-style-type: none">• Land as a resource, soil erosion and land degradation, landslides, and desertification• Forests: Use and over-exploitation, deforestation,• Impacts of deforestation on biodiversity and tribal populations.• Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs.	25	8
3	Biodiversity and its Conservation <ul style="list-style-type: none">• Introduction — Definition, ecosystem diversity, Value of biodiversity,• India as a mega-biodiversity nation;• Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts.• Endangered and endemic species of India. Common plant and animal species.• Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity	25	7
4	Environmental pollution Definition Causes, effects and control measures of: <ul style="list-style-type: none">• Air pollution• Water pollution• Soil pollution• Marine• Noise pollution• Thermal pollution• Nuclear hazards	25	7

**List of References & Text Books:**

- Bharucha, E. (2013). Textbook of Environmental Studies for Undergraduate Courses. Universities Press.
- Asthana, D. K. (2006). Text Book of Environmental Studies. S. Chand Publishing.
- Basu, M., Xavier, S. (2016). Fundamentals of Environmental Studies, Cambridge University Press, India
- Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications.
- Sodhi, N.S. & Ehrlich, P.R. (Eds). 2010. Conservation Biology for All. Oxford University Press.
- Tiwari, G.N. & Ghosal. M. K. 2005. Renewable Energy Resources: Basic Principles and Application. Narosa Publishing House.
- R. K. Khitoliya., 2012. Environmental Pollution 2nd edition. S. Chand Publishing
- Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2006. Environmental and Pollution Science. Elsevier Academic Press.
- Purohit, S.S. & Ranjan, R. 2007. Ecology, Environment & Pollution. Agrobios Publications.

COURSE OUTCOMES:

CO 1.	Students will gain knowledge about Earth structure and its environment and ecology and biodiversity and its role in human welfare and its conservation
CO 2.	Students will develop the understanding about various natural resources and their management.
CO 3.	Students will be able to critically examine all sides of environmental issues and apply understanding from various disciplines such as psychology, law, literature, politics, sociology, philosophy, and religion to create opinions about how to interact with the environment on both a personal and a social level.
CO 4.	Students will understand the global character of environmental problems and ways of addressing them, including interactions across local to global scales.



Upon successful completion of the course,

COURSE OUTCOMES MAPPING

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Introduction of Environment				
2	Natural Resources: Renewable and Non-renewable Resources				
3	Biodiversity and Conservation				
4	Environmental pollution				



12. TEACHING METHODOLOGY:

In order to achieve its objective of focused process-based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

12.1 LECTURES

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

12.2 DISCUSSIONS

Discussions are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

12.3 CASE STUDIES

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.



12.4 ROLE-PLAYING

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

12.5 TEAM WORK

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

12.6. STUDY TOURS

Study Tours provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.



13 KEYWORDS:

1. Bachelor of Arts (B.A.) English Programme
2. Poetry - (Ode, Elegy, Sonnet)
3. Prose - (Essays, Short Stories)
4. British Drama
5. Functional English
6. Content Writing
7. Environmental Studies
8. Poetry - (Epic, Dramatic Monologue)
9. Prose - (Novel)
10. Indian Drama
11. Communication Skills
12. Language through Literature
13. Yoga
14. British Literature: 16th & 17th Centuries
15. American Literature
16. Indian Literature - Pre-independent Era
17. Children's Literature
18. Dalit Literature
19. Academic Writing
20. Soft Skills & Personality Development
21. British Literature: 18th & 19th Centuries
22. Indian Literature - Post-independent Era
23. Partition Literature
24. Holocaust Literature
25. Corporate Grooming & Etiquette
26. The Idea of Bharat
27. British Literature: 20th Century to Present Day
28. Literary Criticism
29. Translation
30. English Language Teaching
31. Literature & Anthropology
32. Literature & Cinema
33. Contemporary Literature in English
34. Literary Theory
35. Regional Literature in English (Hindi)
36. Regional Literature in English (Gujarati)
37. Employability Skills
38. Language & Technology



Vanita Vishram Women's University

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VANITA VISHRAM
WOMEN'S UNIVERSITY
SURAT

Ref No. : 2023-24/VVWU/SoHAs/BoS/734 Date : 04/12/23

Notification

With reference to the University Statutes 27, as directed the Board of Studies (English) is constituted as follows:

Sr. No.	Designation	Name of the Member
1	The Dean (Chairperson)	Dr. Daxesh Thakar
2	Head of the Department	Dr. Sapna Desai
3	Teachers from School (Nominated by Dean/Director)	Dr. Pratima Shah Dr. Anita Anamika Talesara
4	Experts from other University (Nominated by Provost)	Dr. Mahesh Kumar Dey Head, Dept. of English, VNSGU, Surat. Dr. Surendrasinh Gohil Head, Dept. of English, Shri. Govind Guru University, Vinzol, Ghodhra.

The terms of the office, power and functions of the Board of Studies shall be as prescribed in the above referred Statute. The constituted Board of Studies (Psychology) comes into effect from the issuance of this Notification.

With issuance of this notification, the University deeply appreciates the valuable contribution offered by the Chairperson of the Board of Studies (English).

Dr. R.D. Patel
Registrar

Vanita Vishram Women's University Surat



Vanita Vishram Campus, Athwagate, Surat - 395001

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Ref No. :

Date :

List of Panelist for the Examination in Subject of English

Sr. No.	Name of the Panellist	Designation	Address
1.	Dr. Madhurita Chaudhary	Professor	Dept. of English, M.S.University of Baroda, Vadodara Contact Number: 9898486624
2.	Dr. Ravisinh Zala	Professor and Head	Dept. of English, Saurashtra University Contact Number: 9099939477
3.	Prof. Charul Jain	Professor	Dept. of English, M.S.University of Baroda, Vadodara Contact Number: 8780338325
4.	Prof. Hitesh Raviya	Vice Dean, Head and Professor	Dept. of English, M.S.University of Baroda, Vadodara Contact Number: 9328994626
5.	Prof. Atanu Bhattacharya	Professor	Central University of Gujarat Contact Number: 9227160619
6.	Dr. Parul Popat	Professor	S.P. University Contact Number: 9824273232
7.	Prof. Dilip Barod	Professor	Bhavnagar University Contact Number: 9898272313
8.	Dr. Paresh Joshi	Professor	Contact Number: 9558120203, VNSGU
9.	Dr. Sunil Shah	Professor	Contact Number: 9687605009, VNSGU
10.	Dr. Pranav Dave	Associate Professor	Dept. of English, Sardar Patel University, Vallabh Vidyanagar Contact Number: 9879401761
11.	Dr. Amit Prajapati	Associate Professor	Contact Number: 9427580097, Dept. of English, VNSGU
12.	Dr Girijakant Nanda	Associate Professor & Head	Shree Thakorbbhai Patel Arts and Commerce College, Ankleshwar Contact Number: 9909703909
13.	Dr. Bindu Shah	Associate Professor & Head	English Department, Navyug Commerce College, VNSGU, Surat. Contact Number: 9825017538



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Ref No. :

Date :

14.	Dr. Radha Gautam	Associate Professor	Garda College, Navsari.
15.	Dr. Dushyant Nimavat	Associate Professor	Dept. of English, Gujarat University, Ahmedabad. Contact Number: 9825478612
16.	Dr. Sanjay Lalani	Associate Professor	MTB Arts College, Surat Contact Number: 9879707046
17.	Dr. Mihir Mori	Assistant Professor	Contact Number: 999861673 Dept. of English, VNSGU
18.	Dr. Urvashi Kaushal	Assistant Professor	SVNIT, Surat. Contact Number: 9998218126
19.	Dr. Kinjal Bhatia	Assistant Professor	Contact Number: 9033395935, Charusat University
20.	Dr. Anna Sacha	Assistant Professor	Contact Number: 9979259385, St. Xaviers College, Ahmedabad
21.	Dr. Vijay Makwana	Assistant Professor	Contact Number: 9998380041, Charusat University



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