



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
B.A. Honors English
Semester VI (Batch 2021-24)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY				PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam Teachers Assessment*	END SEM University Exam Teachers Assessment*							
HU 601	ML	Employability Skills	60	20	20	-	-	4	0	0	4	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The students will be able to

- **CEO1** develop professionalism with idealistic, practical and moral values
- **CEO2** acquire communication and problem solving skills
- **CEO3** re-engineer their attitude and understand its influence on behaviour.

Course Outcomes (Cos): The students will be able to

- **CO1** actively participate in formal discussions and manifest professional skills such as working in team, empathy, communicating appropriately and assertiveness
- **CO2** foster problem solving and decision making skills through case studies on work ethics, decision making, organizational behaviour etc.
- **CO3** evaluate the barriers in the construction of personality

HU 601
Employability Skills

COURSE CONTENTS

Unit I

Self Introduction, SWOT Analysis, Feedback and coaching, Non Verbal Communication, Levels of Communication- Interpersonal, Intrapersonal, Extra personal, Communication-JOHARI Window

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Unit II

Leadership Skills–Role Models –Leadership Styles, Motivation–Internal & External –Self Talk, Problem Solving, Negotiation Skills, Adaptability and Work Ethics.

Unit III

Time Management, Anger and Stress Management, Conflict Resolution–Approaches – Solutions, Body Language at work & Business Etiquette, Email & Telephone Etiquette, CV Format, GD Guidelines, Public Speaking.

Unit IV

Interviewing Skills –Role of Interviewer and Interviewee, Types of interviews, Types of Interview Questions, Basic Soft skills, Body Language at work & Business Etiquettes

Unit V

Art of Communication, Oral Presentation – Principles of oral presentations, Factors affecting presentations, Listening Skills- Process and Types, Reading Skills- Types and Strategies.

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Suggested Readings

- Adair, John. (2003). Effective Communication. London: Pan Macmillan Ltd.
- Amos, Julie-Ann. (2004). Handling Tough Job Interviews. Mumbai: Jaico Publishing.
- Bonet, Diana. (2004). The Business of Listening: Third Edition. New Delhi: Viva Books,
- Hasson, Gill. (2012). Brilliant Communication Skills. Great Britain: Pearson Education.
- Lesikar, Raymond V and Marie E. Flatley. (2002). Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill.
- Morgan, Dana. 10 Minute Guide to Job Interviews. (1998). New York: Macmillan.
- Pease, Allan. (1998). Body Language. Delhi: Sudha Publications.
- Prasad, H. M. (2001). How to Prepare for Group Discussion and Interview. New Delhi: Tata McGraw-Hill Publishing Company Limited.

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Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Honors (English Literature)
Semester VI (Batch 2021-2024)

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAHNENG601	CC	Short Stories II	60	20	20	-	-	3	0	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

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Course Educational Objectives (CEOs): The students will be able to

- **CEO1** Introduce the short story as a form of literature with reference to the texts prescribed.
- **CEO 2** Develop analytical skills and critical thinking through close reading of literary texts.
- **CEO 3** Understand that literature is an expression of human values within a historical and social context.
- **COE 4** Explain abstract ideas or concepts in a way that makes them accessible and attainable.
- **CEO 5** Improve literary competence among students.

Course Outcome: The students should be able to

- **CO1** Write clearly, coherently and effectively about various genres of literature.
- **CO 2** Recognize the culture and context of the work of literature.
- **CO 3** Develop sensitivity to nature and fellow human beings.
- **CO 4** Illustrate abstract ideas or concepts.
- **CO 5** Analyzes the underlying meanings of the story by using the elements of short story analysis.

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Paper II
BAHNENG601
Short Stories II

COURSE CONTENTS :

Unit I

Rabindranath Tagore:

Home Coming, Atithi -The Guest, Kabuliwala - The Vendor from Kabul

Unit II

Premchand:

The Holy Panchayat, The Child

Mulk Raj Anand:

Duty

Unit III

Ruskin Bond:

Blue Umbrella, The Night Train at Deoli

Mrinal Pandey: Girls

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Unit IV

R.K Narayan: An Astrologer's Day

Sudha Murthi: Wise and Otherwise: Idealists at Twenty, Realists at Forty, Woman with a Mind.

Unit V

Ismat Chughtai: The Quilt

Mahasweta Devi: Draupadi

SUGGESTED READINGS:

- Bond Ruskin. (1989) **The Train at Deoli and Other Short Stories.** Delhi: Penguin Books.
- Desai S. K. (2009) **Contemporary Indian Short Stories: Series 1.** Sahitya Akademi.
- Narasimhachar Sudha. (2016) **Selected Stories of Munshi Premchand.** New Delhi: Unicorn Books.
- Saki . (1914) **The Open Window and Other Short Stories.** Chicago: Dramatic Publishing.
- Sundaram P.S. (1988) **R. K. Narayan as a Novelist.** Delhi: B.R. Publishing Corporation.
- Tahira Naqvi & Syeda S Hameed. (1991) **A Chughtal Collection: The Quilt and Other Stories.** London : Women's Press.
- Tagore Rabindranath. (ed 2013) **Selected Stories of Rabindranath Tagore.** Delhi: Penguin Books.
- Spivak.C.Gayatri. (1988) **“Draupadi” In Other Worlds:Essays in Cultural Politics,** New York, London: Routledge.
- Lahiri, Jhumpa.(1999) **Interpreter of Maladies.** Houghton Mifflin Harcourt

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BAHNENG 602	CC	Literary Criticism II	60	20	20	-	-	3	0	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The students will be able to

- **CEO1** identify and describe key theoretical/philosophical texts important to literary criticism
- **CEO2** focus on key theoretical/philosophical texts and combine those with recent works of literary criticism to interpret and critique literary works
- **CEO3** demonstrate an understanding of key concepts in literary theory
- **CEO4** explain to others the meaning, significance, and value of specific literary theoretical works
- **CEO5** use literary theoretical concepts to develop your own interpretations of literary texts
- **CEO6** analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments
-

Course Outcomes (Cos): The students will be able to

- **CO1** recognize the value of multiple perspectives and develop competence in giving and receiving constructive criticism
- **CO2** show an appreciation of the relevance and value of theoretical models in literary study
- **CO3** demonstrate an understanding of important theoretical methodologies by summarizing key concepts or arguments
- **CO4** apply these concepts or arguments successfully in a close reading of a literary text
- **CO5** demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories
- **CO6** write in an insightful and informed way about specific literary theoretical works

BAHNENG 602
Literary Criticism II

COURSE CONTENTS

Unit I

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BAHNENG 602	CC	Literary Criticism II	60	20	20	-	-	3	0	0	3	

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Matthew Arnold: Study of Poetry

Unit II

Thomas Stearns Eliot: Tradition and the Individual Talent

Unit III

Cleanth Brooks: —The Language of Paradox

Unit IV

I.A. Richards: Principles of Literary Criticism Chapters VI, XIII, XVI and XXXII

Unit V

Introduction to Modernism, New Criticism, Postmodernism and Post colonialism

Suggested Readings:

- Abrams, M. H. (2000). **A Glossary of Literary Terms**. Singapore: Harcourt Asia Pvt. Ltd.,
- Arnold, Matthew (1865). **Essays in Criticism**. New York: MacMillan and company.
- Blamire, Harry. (2001). **A History of Literary Criticism**. Delhi: Macmillan.
- Daiches, David. (2001). **Critical Approaches to Literature**, 2nd ed. Hyderabad: Orient Longman.
- Nagarajan, M.S. (2006). **English Literary Criticism & Theory: An Introductory History**. Hyderabad: Orient Longman.

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			END SEM University Exam	Two Term Exam Teachers Assessment*	END SEM University Exam Teachers Assessment*							
BAHNENG 603 1	DSE	Women's Writing	60	20	20	-	-	3	0	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

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Course Educational Objectives (CEOs): The students will be able to

- **CEO1** study women's voices articulated in literature from various countries
- **CEO2** study the evolution of the Feminist movement
- **CEO3** to familiarize them with the various issues addressed by Feminism
- **CEO4** understand issues like marginalization and subjugation of women
- **CEO5** understand concepts of feminism, individuality and gender sensitivity in literature.

Course Outcomes (Cos): The students will be able to

- **CO1** identify concepts of class, race and gender as social constructs and interrelated throughout women's lives.
- **CO2** explore the plurality of female experience in relation of these.
- **CO3** interrogate the biases in the construction of gender and patriarchal norms
- **CO4** analyze concepts of oppression and cultural and social subjugation
- **CO5** apply concepts of feminism, individuality and gender sensitivity in

BAHNENG 603 1
Women's Writing

COURSE CONTENTS

Unit I

Essays

Virginia Woolf : *Shakespeare's Sister* (From *A Room of One's Own*. London, Hogarth, 1929)

George Eliot: *Silly Novels of Lady Novelists*

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Unit II

Novels

Toni Morrison: *Beloved*

Jean Rhys: *Wide Sargasso Sea* (Novel) (Penguin, 1968)

Unit III

Poetry

Noonuccal Oodgeroo : *We Are Going*

Adrienne Rich : *Aunt Jennifer's Tiger* (From: Ferguson, Margaret et.al (eds). *The Norton Anthology of English Poetry* IV edn. New York : Norton, 1966. p. 1967)

Kishwar Naheed: *We Sinful Women: Contemporary Urdu Feminist Poetry*

Elizabeth Barrett Browning : "A Musical Instrument"

Unit IV

Drama

Mahasweta Devi : *Bayen* (Drama) (From: *Mahasweta Devi's Five Plays*. Trans. Samik Bandhopadhyay. Calcutta

Caryl Churchill- *Top Girls*

Unit V

Mary Wollstonecraft: "Introduction" from "A Vindication of the Rights of Women".

Sarala Devi: "Narira Dabi" (The Claim of the Woman) Trans. S.Mohanty, Chapters 13 & 17 from the collective novel *Basanti*(The first two in *Lost Tradition: Early Women's Writing from Orissa* and the third in *Indian Literature*No.

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Suggested Readings

- Virginia Woolf (1957). Chapter 1 and selections from Chapter 3 of *A Room of One's Own* (New York : Harvest *HGJ*) pp. 3-24 and 48-59.
- Mary, Wollstonecraft (1972). *A Vindication Of The Rights Of Women*. London, 1792. Print
- Rich, Adrienne. *Of Woman Born*. New York: Norton.

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BAHNENG 603 2	DSE	Indian Diasporic Literature	60	20	20	-	-	3	0	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

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Course Educational Objectives (CEOs): The students will be able to

- **CEO1** To understand the basic definitions and concepts of Human Diaspora.
- **CEO2** To understand the salient features of the Indian Diaspora.
- **CEO3** Learn the social and political forces shaping American culture and literature.
- **CEO4** To understand the constant evolutions and transformations that take within the Indian Diasporic literary sensibility.
- **CEO5** To understand concepts of feminism, individuality and gender sensitivity in Diasporic literature.

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Course Outcomes (Cos): The students will be able to

- **CO1** Analyze how diasporic sensibility can be developed by the intermingling of gender and culture.
- **CO2** Demonstrate how socio-political movements can have the ability to influence the cultural and literary understanding of a text.
- **CO3** Discuss concepts of immigration, race, aboriginality, etc. and their connection to the Indian literary sensibility.
- **CO4** Analyze concepts of alienation and cultural ostracization. To examine the struggle, anxiety and bias required to chronicle the nuances of immigrant psychology and behaviour.
- **CO5** Apply concepts of feminism, individuality and gender sensitivity in Diasporic literature

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BAHNENG 603 2	DSE	Indian Diasporic Literature	60	20	20	-	-	3	0	0	3	

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BAHNENG 603 2
Indian Diasporic Literature

COURSE CONTENTS

UNIT I

M. G. Vassanji: The Book of Secrets

Unit II

Rohinton Mistry: A Fine Balance

UNIT III

Meera Syal: Anita and Me

Unit IV

Jhumpa Lahiri: The Namesake

Unit V

Bharati Mukherjee: Wife

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SUGGESTED READINGS:

- Vassanji M.G. *The Book of Secrets*. McClelland & Stewart. 2006
- Mistry Rohinton *A Fine Balance*. *CBC Books*. Canadian Broadcasting Corporation. July 1, 2014. Retrieved 12 January 2016.
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B.A. Honors English
Semester VI
(Batch 2021-24)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY				PRACTICAL		L	T	P	CREDITS
			University	Term	Internal Examinations	Assessments	University	Assessments				
BAHN 606	Project/Dissemination	Major Research Project II	60	20	20	-	-	3	0	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Major Research Project II

At the end of the semester students have to submit a minor research project in the subject in genre of their choice. The students should do the project under the supervision of faculty member.

The objectives of the course is

- To check the ability of students in terms of their writing
- To identify the problems of students' in developing their writing skills
- To gather the opinion of the teachers on their students' writing performance
- To improve the writing skills of students' by suggesting some remedial measures

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY				PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAHNENG 603 3	DSE	Creative Writing in English	60	20	20	-	-	3	0	0	3	

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Course Educational Objectives (CEOs): The students will be able to

- **CEO1** Understand the various aspects of creative writing.
- **CEO2** Know the representative English writers and their works.
- **CEO3** Attempt in practical creative writing.
- **CEO4** appreciate creative talents and writing skills.

Course Outcomes (Cos): The students will be able to

- **CO1** Identify different aspects of creative forms.
- **CO2** Analyze and appreciate poems and short stories of different writers
- **CO3** Write book and film reviews.
- **CO4** Appreciate literary works of writers and poets

BAHNENG 603 3
Creative Writing in English

COURSE CONTENTS

UNIT – I

Introduction to Creative Writing, Mechanism of Writing, Blogs, Diary Entry, Writing on themes, Figurative use of Language, Editing Grammatical Errors

Unit- II

Writing Poetry: Poetry - introduction: Chief elements: theme, structure, imagery and symbols, rhythm – reference to major poetic forms [with representative/select examples] like Lyric, Sonnet, Ode, Ballad, Epic, Dramatic Monologue And Free Verse.

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Practice sessions: Critical Appreciation Of The Given Poems - Emphasis On Theme, Structure, Style, Symbols, Images, Rhythm And Diction.

- William Blake - “The Lamb”
- Emily Dickinson - “I Heard a Fly Buzz When I Died”
- Rabindranath Tagore - “Where the Mind is Without Fear”
- Kamala Das - “A Hot Noon in Malabar”

Poetry writing sessions: based on common/everyday themes in various forms – to initiate students in poetry writing

Unit –III

Creating Short Story: Introduction: Characteristic features of short stories in general – plot construction, characterization, narration, local colour, atmosphere and title.

Practice sessions :Short story appreciation: critical appreciation of the given stories and their authors - emphasis on theme, structure, style, images and dialogue.

- Edgar Allan Poe - “The Oval Portrait”
- Chinua Achebe - “The Voter”
- Kushwanth Singh - “The Portrait of my Grandmother”

Short story writing sessions: based on topics/themes - to be given in the class - from everyday life and situations.

Unit –IV

Writing for Children: Varieties – themes – fantasy - language – imparting values and morals – illustrative examples.

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BAHNENG 603 3	DSE	Creative Writing in English	60	20	20	-	-	3	0	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

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Unit- V

Book and Film reviewing: Elements of book/film reviewing – pertinent questions that a good review must answer – aim/purpose of book and film reviews - sample book/film reviews from newspapers and magazines.

Practice sessions: Writing book and film reviews - of classics and recently published/released books/films.

Suggested Readings

- Abrams, M.H.(1968). A Glossary of Literary Terms. Seventh Edition.
- Bernays, Anne and Pamela Painter.(1991) What If: Writing Exercises for Fiction Writers. William Morrow. Paperback
- Carroll Lewis – Alice in Wonderland [Abridged version]
- C.S. Lewis - The Chronicles of Narnia: The Lion, the Witch and the Wardrobe.

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