



**Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore**  
**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**BA English (2022-25)**  
**Semester V**

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*				
<b>BAENG501</b>	<b>Major</b>	<b>Short Stories I</b>	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 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

- **CEO 1** 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.
- **CEO 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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<b>BAENG501</b>	<b>Major</b>	<b>Short Stories I</b>	60	20	20	-	-	3	0	0	3

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**BAHNENG501**  
**Short Stories I**

**COURSE CONTENTS:**

**Unit I**

The Happy Prince - Oscar Wilde  
The Magic Shop- H.G.Wells

**Unit II**

The Open Window- HM Munro  
The Metamorphosis - Franz Kafka

**Unit III**

The Last Leaf – O’ Henry  
The Diamond Necklace - Guy de Maupassant

**Unit IV**

A Malefactor - Anton Chekhov  
The Tell-Tale Heart- Edgar Allan Poe

**Unit V**

The End of the Party – Graham Greene  
The Signal-Man- Charles Dickens

**SUGGESTED READINGS:**

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- Henry o'. (1988) *The Last Leaf*. Maugham. Logan: Perfection Learning.
- Kafka , Franz. (2014) *Metamorphosis*. Mumbai: Amazing Reads
- Maupassant, Guy de (2014) *The Necklace*. Createspace Independent Pub
- Poe, Edgar Allan (1983) *The Tell-Tale Heart*. Jaipur: RHUS
- Well, H.G (2022) *The Magic Shop and Other Writings*. New Delhi: Delhi Open Books
- Wilde Oscar. (2000) *The Model Millionaire, Also the Happy Prince*. Logan: Perfection Learning.

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<b>BAENG502</b>	<b>Major</b>	<b>Indian Writings in English I</b>	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 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**

- **CEO 1** Study about the genres of the early 20th Century Indian Writings in English.
- **CEO 2** Understand diverse socio-political movements that shaped literary genres of the period with special reference to early Indian English Poetry.
- **CEO 3** Gain insight into “Indianness” through representative works like *Untouchables* etc.
- **CEO 4** Determine the relationship between Indian Writings in English and its social context.
- **CEO 5** Learn the characterization, dramatic and literary techniques in the play.

**Course Outcomes (COs): The students should be able to**

- **CO 1** Recognize the major works written by Indian writers.
- **CO 2** Appreciate the philosophy of Indian thinkers that is reflected directly or indirectly in some of the selected literature written in English.
- **CO 3** Analyze major movements and figures of Indian Literature in English through the study of selected literary texts.
- **CO 4** Develop literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text.
- **CO 5** Apply the artistic and innovative use of language employed by the writers.

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<b>BAENG502</b>	<b>Major</b>	<b>Indian Writings in English I</b>	60	20	20	-	-	3	0	0	3

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**BAENG502**  
**Indian Writings in English I**

**COURSE CONTENTS:**

**Unit I**

Concepts

The Rise of English studies in India, Early Indian English poetry, Poetry after the 1950s  
Indian English non-fictional prose.

**Unit II**

Poetry

Henry Derozio: To India - My Native land, Sarojini Naidu: Indian Weaver  
Nissim Ezekiel: Poet, Lover & Birdwatcher

**Unit III**

Fiction

Mulk Raj Anand: Untouchable

**Unit IV**

Drama

Mahesh Dattani: On a Muggy Night in Mumbai

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<b>BAENG502</b>	<b>Major</b>	<b>Indian Writings in English I</b>	60	20	20	-	-	3	0	0	3

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### Unit V

Travel Writing

Sake Dean Mahomed: The Travels of Dean Mahomet

R .K. Narayan: My Dateless Diary

### SUGGESTED READINGS:

- Anand, Mulk Raj (1990). *Untouchable*. New York: Penguin Books.
- Datani, Mahesh (2000). *On a Muggy Night in Mumbai*. New York: Penguin Books.
- Iyengar, K. R. S. (1985) *Indian Writing in English*. New Delhi: Sterling.
- King, Bruce (1987). *Modern Indian Poetry in English*. New Delhi: Oxford University Press.
- Mahomed, Sake Dean (2004). *The Travels of Dean Mahomet*. California: University of California Press.
- Mehrotra, K. ed. (2003). *An Illustrated History of Indian Literature in English*. New Delhi: Permanent Black.

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<b>BAENG503 1</b>	<b>DSE</b>	<b>Partition Literature</b>	60	20	20	0	0	4	0	0	4

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

\***Teacher Assessment** shall be based 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** Learn a variety of different historical interpretations of partition.
- **CEO2** Understand contending interpretations of partition history.
- **CEO3** Define migrations and realities of causalities during partition.

**Course Outcomes (COs): The students should be able to**

- **CO1** Apply literary representations through written narratives.
- **CO2** Evaluate partition as a tragedy of subcontinent.
- **CO3** Review riots, mass casualties, and a colossal wave of migration caused due to partition.

**BAHNENG503 1**  
**Partition Literature**

**COURSE CONTENTS:**

**Unit I**

Khushwant Singh: Train to Pakistan

**Unit II**

Bapsi Sidhwa: Ice Candy Man

**Unit III**

Amitav Ghosh: The Shadow Lines

**Unit IV**

Salman Rashdi: Midnight's Children

**Unit V**

Anita Desai: Clear Light of Day

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<b>BAENG503 1</b>	<b>DSE</b>	<b>Partition Literature</b>	60	20	20	0	0	4	0	0	4

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

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

**SUGGESTED READINGS:**

- Agarwal, B R and M.P. Sinha. *Indian English Fiction*. New Delhi: Atlantic, 2003.
- Daiya, Kavita. *Violent Belongings: Partition, Gender, and National Culture in Postcolonial India*. Delhi: Oxford UP, 2000.
- Desai, Anita. *Clear Light of Day*. 1st Mariner Books edition, New York: Mariner Books, 2000.
- Deschaumes, Ghislaine Glasson and Rada Ivekovic, Eds. *Divided Countries, Separated Cities*:
- Dhawan, R. K. 1943-. *The Novels of Amitav Ghosh*. New Delhi: Prestige Books, 1999. Print.
- Ghosh, Amitav. *The Circle of Reason*. 1986. New Delhi: Permanent black, 2000. Print.
- Hasan, Mushirul, Ed., *Inventing Boundaries: Gender, Politics, and the Partition of India*. New
- Jassal, Smita Tewari and Eyal Ben-Ari Eds. *The Partition Motif in Contemporary Conflicts*
- Khan, Yasmin. *The Great Partition: The Making of India and Pakistan*. New Haven: Yale
- Khushwant, Singh, Margaret Bourke-White, and Pramod Kapoor. *Train to Pakistan*. Delhi: Roli Books, 2006. Print.  
London: Sage, 2007. Print.  
Philadelphia: Temple University Press, 2012.
- Singh, Khushwant. *A Train to Pakistan*. New Delhi: Ravi Dayal Publishers, 1956. Print.  
*The Modern Legacy of Partition*, New Delhi: Oxford UP, 2003.  
University Press, 2007. Print.

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<b>BAENG503 2</b>	<b>DSE</b>	<b>Contemporary World Literature</b>	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 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** Understand the historical, political, and cultural context in World literature as a distinct domain of knowledge
- **CEO2** define multiculturalism, diaspora, globalization, hybridity, alienation, acculturation, assimilation, identity crisis.
- **CEO3** introduce a few modern and contemporary writings, in all its diversity to study the issues and experiences that dominated the world in the twentieth century and after
- **CEO4** discuss critical terms to be used to analyse the texts prescribed for the study.

**Course Outcomes (COs): The students should be able to**

- **CO1** examine the representation of contemporary trends, thematic concerns and innovations in genres
- **CO2** identify key concepts like, multiculturalism, globalization, acculturation, displacement, alienation and identity crisis in contemporary texts post World War II
- **CO3** categorize major streams of thought, literary styles and issues that dominate the world
- **CO4** analyze the inter-connectedness of human experiences with a developed understanding of their social, cultural and aesthetic contexts.

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<b>BAENG503 2</b>	<b>DSE</b>	<b>Contemporary World Literature</b>	60	20	20	-	-	3	0	0	3	

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**BAENG503 2**  
**Contemporary World Literature**

**COURSE CONTENTS:**

**UNIT I**

**Poetry:**

Blackberry Picking- Seamus Heaney  
Talking to Myself-KishwarNaheed  
Latin Women Pray- Judith Ortiz (Cofer)  
Home -Arundhati Subramania  
My Father's Sadness-Shirley Lim  
A Dog has Died-Pablo Neruda  
A Great Number-Wislawa Szymborska  
I Know Why the Caged Bird Sings-Maya Angelou

**UNIT II**

**Prose:**

The Joys and Dangers of Exploring Africa on the Back of an Elephant” - Paul Theroux  
That Crafty Feeling” (from Changing My Mind: Occasional Essays)- Zadie Smith  
Mother Tongue- Amy Tan  
Freedom from the Known- Chapter 6- J. Krishnamurti

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<b>BAENG503 2</b>	<b>DSE</b>	<b>Contemporary World Literature</b>	60	20	20	-	-	3	0	0	3

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### UNIT III

#### Short Story:

At the Auction of the Ruby Slippers-Salman Rushdie

Birth Day Girl -Haruki Murakami

Distant Relations-Orhan Pamuk

The Handsomest Drowned Man in the World- Gabriel García Márquez

### UNIT IV

#### Fiction:

Yukio Mishima -The Sound of Waves

Nikolai Gogol- The Government Inspector (specified edition: edited by Richard Peace, OUP Oxford 2008)

### UNIT V

#### Drama:

Bertolt Brecht Mother Courage and Her Children (Germany)

William Shakespeare Romeo and Juliet (England)

Federico Garcia Lorca: The House of Bernarda Alba (Spain)

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**SUGGESTED READING:**

**(Web Sources)**

- <http://jiddu-krishnamurti.net/en/freedom-from-the-known/1968-00-00-jiddu-krishnamurti-freedom-from-the-known-chapter-6>
- <http://travis-brackenpoetryproject.blogspot.com/2012/05/latin-women-pray-by-judith-ortiz-cofer.html>
- <http://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf>
- <https://sites.google.com/site/soyinkawolepoetry/home/dedication-for-moremi-1963>
- <https://www.goodreads.com/book/show/6425404-changing-my-mind>
- <https://www.poemhunter.com/poem/a-dog-has-died/>
- <https://www.poemhunter.com/poem/talking-to-myself-23/>
- <https://www.smithsonianmag.com/travel/the-joys-and-dangers-of-exploring-africa-on-the-back-of-an-elephant-558778/>
- <https://www.theguardian.com/books/2009/nov/15/changing-my-mind-zadie-smith-review>
- Persepolis: The Story of a Childhood and The Story of a Return by Marjane Satrapi. Vintage 2008.

Note: Text edition is not specified so all editions are acceptable (especially for the units of Fiction and Drama)

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>BAENG503 3</b>	<b>DSE</b>	<b>Popular Literature</b>	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 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** Define popular literature and develop an understanding of their respective characteristics, themes, and cultural significance.
- **CEO2** Identify the characteristics and conventions of children's literature and young adult fiction.
- **CEO3** understand the evolution and thematic significance of detective fiction and science fiction.
- **CEO4** learn the use of visual storytelling in graphic narratives, focusing on works like "Bhimayana" and "The Blue Umbrella".
- **CEO5** Understand the themes of post-colonialism, identity, and reconstruction in contemporary fiction through works like "Civil Peace" and "Everyday Use".

**Course Outcomes (COs): The students will be able to**

- **CO1** Demonstrate a critical understanding of popular literature as a genre, including its historical development and cultural significance.
- **CO2** Analyze the use of fantasy and allegory in literature through works like "Through the Looking Glass" and "Funny Boy."
- **CO3** Understand the evolution of detective fiction and science fiction as genres, and critically analyze their thematic significance in literature and popular culture.
- **CO4** Demonstrate an understanding of visual storytelling techniques in graphic narratives, and analyze how these techniques enhance the narrative and thematic elements of works like "Bhimayana" and "The Blue Umbrella".
- **CO5** Evaluate the narrative techniques and literary devices used by Chinua Achebe and Alice Walker

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**BA English (Batch 2022-25)**  
**Semester V**

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*				
<b>BAENG503 3</b>	<b>DSE</b>	<b>Popular Literature</b>	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 following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Popular Literature**  
**BAENG503 3**

**COURSE CONTENTS:**

**UNIT I**

**Popular Literature: An Introduction**

Introduction to Popular Literature, The Notion of the Canonical and the Popular, Exploring Academic and Critical Approaches to Popular Literature, Popular Literature Today.

**UNIT II**

**Children's Literature and Young Adult Fiction**

Lewis Carroll: Through the Looking Glass

Shyam Selvadurai: Funny Boy

**UNIT III**

**Detective and Science Fiction**

Agatha Christie: The Murder of Roger Ackroyd

Ursula K Le Guin: The Ones Who Walk Away from Omelas

**UNIT IV**

**Graphic and Visual Narratives**

Bhimayana: Experiences of Untouchability

Graphic Narratives: Analysing Vyam's Bhimayana

Ruskin Bond : A Face in the Dark

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**Semester V**

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*				
<b>BAENG503 3</b>	<b>DSE</b>	<b>Popular Literature</b>	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 following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

### UNIT V

#### Contemporary Fiction

Chinua Achebe: Civil Peace

Alice Walker :Everyday Use

#### SUGGESTED READING:

- Caserio, R. L., & Hawes, C. (Eds.). (2009). *The Cambridge Companion to the Twentieth-Century English Novel*. Cambridge University Press.
- Gelder, K. (2004). *Popular Fiction: The Logics and Practices of a Literary Field*. Routledge.
- James, E., & Mendlesohn, F. (Eds.). (2003). *The Cambridge Companion to Science Fiction*. Cambridge University Press.
- McCloud, S. (1994). *Understanding Comics: The Invisible Art*. Harper Perennial.
- Reynolds, K. (2011). *Children's Literature: A Very Short Introduction*. Oxford University Press.

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Semester V

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*					
<b>BAENG504</b>	<b>MRP</b>	<b>Minor Research Project I</b>	0	0	0	30	20	0	0	6	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.

### Minor Research Project I

At the end of the semester the 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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Semester V

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*				
<b>BAENG505</b>	<b>CV</b>	<b>Comprehensive Viva -Voce</b>	0	0	0	50	0	0	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** enhance theoretical concepts of literary text and compare it with real life situations.
- **CEO2** manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

**Course Outcomes (COs): The student will be able to**

- **CO1** apply speaking skills and capabilities to demonstrate the subject knowledge.
- **CO2** demonstrate learning and understanding of their courses studied in the mentioned semester.

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