



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. English Literature
Semester VI (Batch 2023-26)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY				PRACTICAL				
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BAENG601	Major	Short Stories 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 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 introduce the students to short story as a form of literature with reference to the texts prescribed.
- CEO2 develop analytical skills and critical thinking through close reading of literary texts.
- CEO3 enable students to understand that literature is an expression of human values within a historical and social context
- CEO4 develop literary competence among students.
- CEO5 understand concepts of socialism and individuality in literature.

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

- CO1 identify concepts of class, race and gender as social constructs and interrelated throughout character's lives.
- CO2 analyze psychological concepts
- CO3 recognize the culture and context of the work of literature
- CO4 write clearly, coherently and effectively about various genres of literature.
- CO5 develop sensitivity to nature and fellow human beings.

BAENG 601
Short Stories II

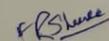
COURSE CONTENTS:

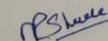
Unit I

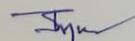
Rabindranath Tagore: Home Coming, Atithi -The Guest, Kabuliwala - The Vendor from Kabul

Unit II

Premchand: The Holy Panchayat, The Child
Mulk Raj Anand: Duty


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Unit III

Ruskin Bond: Blue Umbrella, The Night Train at Deoli
Mrinal Pandey: Girls

Unit IV

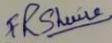
R.K Narayan: An Astrologer's Day
Sudha Murthi: Wise and Otherwise: Idealists at Twenty, Realists at Forty, Woman with a Mind.

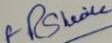
Unit V

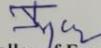
Ismat Chughtai: The Quilt
Mahasweta Devi: Draupadi

SUGGESTED READINGS:

- Bond Ruskin. (1989) *The Train at Deoli and Other Short Stories*. Delhi: Penguin Books.
- Chakraborty Debadiya, Utpal Rakshit & Rajarshi Bagchi (edited) (2000) Mahasweta Devi's Draupadi : A Critical Companion. Kolkatta: Book Valley
- Desai S. K. (2009) *Contemporary Indian Short Stories: Series 1*. Sahitya Akademi.
- Murthi Sudha.(2006) *Wise and Otherwise: A Salute to Life*. Madras: East West Books Pvt Ltd.
- Narasimhachar Sudha. (2016) *Selected Stories of Munshi Premchand*. New Delhi: Unicorn Books.
- Pandey, Mrinal. (edited) (2018) *Sampoorna Kahaniyan:Shivani:Vol1 -2*. New Delhi: Radhakrishna Prakashan
- Sundaram P.S. (1988) *R. K. Narayan as a Novelist*. Delhi: B.R. Publishing Corporation.
- Tahira Naqvi & Syeda S Hamced. (1991) *A Chughtai Collection: The Quilt and Other Stories*. London: Women's Press.
- Tagore Rabindranath. (ed 2013) *Selected Stories of Rabindranath Tagore*. Delhi: Penguin Books.


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BAENG602	Major	Indian Writings in English 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

- CEO 1 Study about the genres of the early Indian Writings in English.
- CEO 2 Identify the relationship between Indian Writing in English and its social context with special reference Indian short stories.
- CEO 3 Understand diverse socio-political movements that shaped literary genres of the period with special reference to North East poetry.
- CEO 4 Learn the art of narration and storytelling in the works of R. K Narayan and Upamanyu Chatterjee.
- CEO 5 Identify the relationship between Indian Writing in English and its social context in the writing of Jhumpa Lahiri.

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

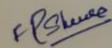
- CO1 Introduce learners to the various phases of evolution in Indian Writing in English.
- CO2 Acquaint learners to the pluralistic dimensions of this literature.
- CO3 Help them understand the different genres of this elective.
- CO4 Sensitize them to the value system of this literature and narrative patterns.
- CO5 Demonstrate competence to identify social context in the Indian Writing in English.

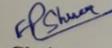
BAENG602
Indian Writings in English II

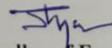
COURSE CONTENTS:

Unit I

Pre-independence fiction, The Partition as portrayed in the Novel and Short Story, Diasporic Fiction, Postcolonial fiction, The Postmodernist Indian English Novels


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Unit II

Short Stories:

R. K. Narayan: The Martyr 's Corner, Salman Rushdie: Good Advice Is Rarer than Rubies

Unit III

Poetry and Fiction (North East):

Robin Ngangom: A Poem for Mother, Desmond Kharmawplang: Letter to a Dear Friend, Siddhartha Deb: The Point of Return

Unit IV

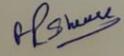
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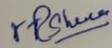
R. K Narayan : The Guide
 Upamanyu Chatterjee: English, August

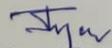
Unit V

Diasporic Writing:

Jhumpa Lahiri: The Interpreter of Maladies


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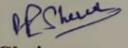
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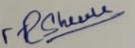
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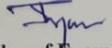
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SUGGESTED READINGS:

- Dangle, Arjun. (2009). The Poisoned Bread. Pune: Orient Blackswan.
- Deb, Siddhartha. (2004). The Point of Return: A Novel. New York City: Harper Collins Publishers.
- Dharwadker, Vinay. (1999). The Collected Essays Of A. K. Ramanujan. Oxford University Press.
- Narayan, R. K. (2006) The Guide . Penguin books.
- Rushdie, Salman. (1994). East West Canada: Penguin Books.
- Chatterjee, U. (1988). English August: An Indian story. Faber and Faber.


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BAENG603 1	DSE	Fantasy Literature	60	20	20	-	-	4	0	0	4	

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 Taught the basic framework about fantasy fiction and its various approach through the lens of literature
- CEO2 Briefed the variety of genres and how the place and manner of representation of fantasy literature emerges out of a cultural and aesthetic sense
- CEO3 Taken through Text to familiarize with the narrative patterns of Fantasy fiction
- CEO4 Made cognizant of the varieties of perspectives in the realm of fantasy fiction
- CEO5 Taught to analyse fantasy novels in order to enhance their writing skills

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

- CO1 Become familiar with the central theoretical approaches to the study of Fantasy through the lens of literature, Survey major contemporary trends and discourses in the fantasy genre
- CO2 Practice writing in a variety of genres, Consider and contextualize fantasy's engagement with contemporary society, Place representative works of fantasy fiction and fantasy in a larger cultural, intellectual, and aesthetic context.
- CO3 Analyze and criticize several notable texts in contemporary fantasy. Acquire general knowledge of how various traditions intersect with the development of fantasy literature
- CO4 Think about fantasy literature and religion from a variety of perspectives, including production, consumption, and adaptation, Learn to navigate the scholarly literature on the fantasy genre
- CO5 Write a critical investigation of a fantasy novel, film, or game of your choice, Describe and analyze common fiction and fantasy themes, tropes, and modes of expression.

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BAENG603 1	DSE	Fantasy Literature	60	20	20	-	-	4	0	0	4

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BAENG603 1
Fantasy Literature

COURSE CONTENTS:

UNIT I

What is Fantasy, Origin of Fantasy and its historical background, Forms of Fantasy, Impact of folklore and fairy tales on children and Treatment of Fantasy, *Solid Objects* by Virginia Woolf.

UNIT II

George MacDonald: *Phantastes* (1858)

UNIT III

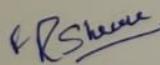
Lewis Carroll: *Alice in Wonderland* (1865)

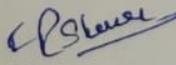
UNIT IV

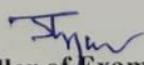
John Ronald Reuel Tolkien: *The Hobbit* (1937)

UNIT V

J. K. Rowling: *Harry Potter and the Chamber of Secrets* (1998)


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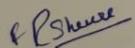
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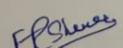
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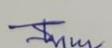
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SUGGESTED READING:

- Armit, Lucie. (2005). *Fantasy Fiction: An Introduction*. Continuum
- Dundes, Alan. 1982. *Cinderella, A Folklore Casebook*. New York: Garland.
- Fabrizi, Mark. (2016) *Fantasy Literature: Challenging Genres*. Critical Literacy Teaching Series. Sense Publishers.
- Harvey, Colin.(2015) *Fantastic Transmedia: Narrative, Play and Memory Across Science Fiction and Fantasy Storyworlds*. Palgrave Macmillan.
- McArthur, Sian.(2015) *Gothic Science Fiction: 1818 to the Present*. Palgrave.
- Roberts, Jude and Esther McCallum-Stewart. (2016) *Gender and Sexuality in Contemporary Popular Fantasy: Beyond Boy Wizards and Kick-ass Chicks*. Routledge.
- Young, Helen. (2016) *Race and Popular Fantasy Literature: Habits of Whiteness*. Routledge.


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BAENG603 2	DSE	Science Fiction and Detective Literature	60	20	20	-	-	4	0	0	4	

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

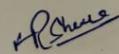
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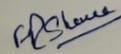
Course educational Objectives (CEOs): The students will be able to

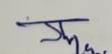
- **CEO1** understand the historical, political and cultural context in Science fiction and Detective Literature as a distinct domain of knowledge.
- **CEO2** interpret detective fiction with reference to structural aspects, setting, and character delineation
- **CEO3** develop and refine critical thinking skills in order to make the most out of the information and experiences that surround students in their daily lives
- **CEO4** understand issues of moral responsibility, race, gender, and the global community
- **CEO5** engage with the social and historical construction of science and crime

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

- **CO1** understand the meaning of science fiction and detective literature and their different social and philosophical characteristics.
- **CO2** read and comprehend the representative literary works of science fiction and detective literature
- **CO3** engage with questions about the idea of progress and the role of science and technology in human life
- **CO4** explore the meaning of naturalized words such as crime and their ubiquitous presence in human life.
- **CO5** explore the literary and artistic nuances of science fiction and detective literature


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BAENG603 2
Science Fiction and Detective Literature

COURSE CONTENTS:

UNIT I

Background Studies:

Science Fiction, Fantasy, Cyberpunk, Alien Invasions, Gothic Science Fiction,
 Crime Fiction, Genres of Crime Fiction, Golden Age of Detective Fiction, Apocalyptic and
 Post Apocalyptic Fiction

UNIT II

Mary Shelley: *Frankenstein*

H. G. Wells: *The Island of Doctor Moreau*

UNIT III

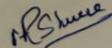
Arthur Conan Doyle: *The Hound of Baskervilles*

Agatha Christie: *And Then There were None*

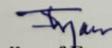
UNIT IV

William Gibson: *Neuromancer*

Ursula K. Le Guin: *The Left Hand of Darkness*


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UNIT V

Short Stories:

Edgar Allan Poe: *The Murders at Rue Morgue*

Isaac Asimov: *The Last Question*

SUGGESTED READING:

- Auden, W. H. (1948, May). The guilty vicarage: Notes on the detective story, by an addict. Harper's Magazine.
- Chandler, R. (2006). The simple art of murder. In The simple art of murder.
- Christie, A. (2011). And then there were none. HarperCollins.
- Knight, D. (Ed.). (1977). Turning points: Essays on the art of science fiction. Harper & Row.
- Mandel, E. (1984). Delightful murder: A social history of the crime story. University of Minnesota Press.
- Rzepka, C. J. (2010). Introduction: What is crime fiction? In C. J. Rzepka & L. Horsley (Eds.), Companion to crime fiction: Blackwell companions to literature and culture (pp. 1-9). Wiley-Blackwell.
- Suvin, D. (1972). On the poetics of the science fiction genre. College English, 34(3), 372-382.
- Symons, J. (1993). Bloody murder: From the detective story to the crime novel. Mysterious Press.

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Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. ENGLISH LITERATURE
Semester VI (Batch 2023-2026)

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*				
BAENG603 3	DSE	Introduction to Non-Fiction	60	20	20	-	-	4	0	0	4

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

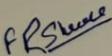
*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

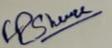
Course Educational Objectives (CEOs): The students will be able to

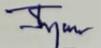
- CEO 1 demonstrate an understanding of the features and genres of Non-Fiction.
- CEO 2 analyze the roles which argument, rhetoric, fiction, photography, and available evidence play in the composing process of Non-Fiction.
- CEO 3 raise questions about the truth, factuality, objectivity, and subjectivity of Non-Fiction.
- CEO 4 analyze how an author's own ideology, social class, religion, and/or sexuality shapes reality in an Non-Fiction.
- CEO 5 analyze the significance of historical and cultural contexts in Non-Fiction.
- CEO 6 apply a range of reading strategies to analyze and interpret a variety of literary texts within their historical and literary contexts.

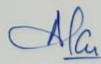
Course Outcomes (COs): The students should be able to

- CO1 Remember and recall the features and genres of Non-Fiction.
- CO2 appreciate the truth, factuality, objectivity, and subjectivity of Non-Fiction.
- CO3 understand the literary genre - drama and its techniques.
- CO4 interpret the author's own ideology, social class, religion, and/or sexuality shapes reality in Non-Fiction.
- CO5 evaluate and interpret a variety of literary texts within their historical and literary contexts.


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B.A. ENGLISH LITERATURE
Semester VI (Batch 2023-2026)

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*					
BAENG603 3	DSE	Introduction to Non-Fiction	60	20	20	-	-	4	0	0	4	

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BAENG603 3
Introduction to Non-Fiction

COURSE CONTENTS:

UNIT I

Non-Fiction: History of Nonfiction, Definition, Meaning and Types, Difference between Fiction and Non-Fiction.

UNIT II

A. P. J. Abdul Kalam: *Wings of Fire*

UNIT III

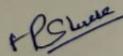
Emmanuel Acho: *Uncomfortable Conversations with a Black Man*

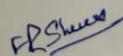
UNIT IV

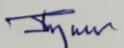
Marie Kondo: *The Life-Changing Magic of Tidying Up*

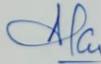
UNIT V

Sylvia Plath: *The Bell Jar*


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B.A. ENGLISH LITERATURE
Semester VI (Batch 2023-2026)

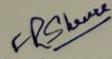
COURSE CODE	CATEGO RY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY				PRACTICAL				
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BAENG603 3	DSE	Introduction to Non-Fiction	60	20	20	-	-	4	0	0	4

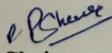
Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

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SUGGESTED READINGS:

- Acho Emmanuel 2020. *Uncomfortable Conversations with a Black Man*. Flatiron Books: An Oprah Book
- Benvenuto Cellini, tr. George Bull, *The Autobiography*, London 1966 p. 15.
- Chadwick, Henry (2008-08-14). *Confessions*. Oxford University Press. pp. 4 (ix). ISBN 9780199537822.
- Farnier, Geir (2014). *Chapter 2: What is Literary Fiction?. Literary Fiction: The Ways We Read Narrative Literature*. Bloomsbury Publishing USA. ISBN 9781623564261.
- Kalam; Tiwari. *Books: Dr. A.P.J. Abdul Kalam: Former President of India: Speeches*. www.abdulkalam.nic.in. Universities Press (India) Private Limited, Hyderabad. Retrieved 2018-05-14.
- Kondō Marie 2014. *The Life-Changing Magic of Tidying Up: The Japanese Art of Decluttering and Organizing* Hardcover. Ten Speed Press
- Plath Sylvia August 2, 2005. *The Bell Jar* (Modern Classics) Paperback - Harper Perennial Modern Classics


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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. English Literature
Semester VI (Batch 2023-26)

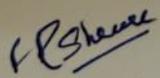
COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			SEM University Exam	Term Exam	Assessment*	SEM University Exam	Assessment*				
BA ENGL 604	MRP	Minor Research Project II	0	0	0	30	20	0	0	6	3

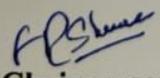
The objectives of the course is to

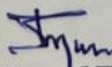
- check the ability of students in terms of their writing
- identify the problems of students' in developing their writing
- skills
- gather the opinion of the teachers on their students' writing performance
improve the writing skills of students' by suggesting some remedial measures

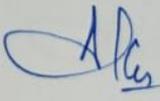
At the end of VI Semester the student will submit Project Report of his/her project on the following guidelines:

1. The students will submit the Final MRP of the proposed research and a duly constituted Committee will take the decision regarding the relevance and authenticity of MRP and allowing a student to opt for it.
2. The student will be required to submit the final project report in the hard bound form in the number specified by the Institute.
3. Minor Research Project II (MRPII) will carry a maximum of 50 marks - out of which, 20 marks will be for the Internal valuation and External will be of 30 marks A panel of external and internal examiners will jointly award both of these components of marks.
4. The Director/Head of the Institution will appoint the external examiner.


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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. English Literature Batch (2023-2026)

Semester VI

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY				PRACTICAL				
			UNIVERSITY Exam	Two Term Exam	Teachers Assessment*	UNIVERSITY Exam	Teachers Assessment*	L	T	P	CREDITS
BAENG605	CV	Comprehensive Viva -Voce	0	0	0	50	0	0	0	0	3

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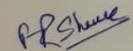
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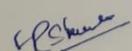
Course educational Objectives (CEOs): The students will be able to

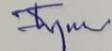
- **CE01** enhance theoretical concepts of literary text and compare it with real life situations.
- **CE02** manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

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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