



**MANAV RACHNA INTERNATIONAL INSTITUTE OF
RESEARCH AND STUDIES**

(Deemed to be University under section 3 of the UGC Act, 1956)

CENTRE FOR DISTANCE AND ONLINE EDUCATION

CURRICULUM

AND

SCHEME OF EXAMINATION

B.A (HONS) ENGLISH (As per NEP 2020)

BATCH: 2024-27 & ONWARDS

PREAMBLE

B.A. (Honours) English is a specialized Programme aimed at inculcating in the students a better understanding of man and his socio-cultural milieu by providing a thorough study of English literature. Since literature is a mirror to society, the society and its different aspects get reflected in a work of literature. Similarly, language is required to render literary works. Hence the study of literature provides better proficiency in language skills. Thus language, literature and society- all come under the purview of this programme.

The CDOE strives to enable the students to acquire competence, excellence, and proficiency in language and literature along with human values and ethics. Its objective is to enhance the language and linguistic skills of the students to enable them to read critically, write analytically, speak effectively and evaluate rhetorical strategies. The CDOE provides a conducive teaching-learning atmosphere to enable the students develop a holistic understanding of literature in English by strengthening their ability to analyse all forms of literary expressions. The students are endowed with a literary insight that makes them develop an attitude of continuous and lifelong learning thus enabling them to pursue advanced research in English Studies and to carry forward their research and career opportunities further.

Hence, the programme, in accordance with the vision and mission of the CDOE, directs the students in pursuit of Education, Scholarship and Research. All these activities are directed towards the bigger aim of

application of all these scholarship, ideas and information in the larger interest of society.

In keeping with this grand vision, the syllabus for the programme is carefully designed so that the requirements of different levels of society can well be addressed. The curriculum of this programme is a unique mix of courses catering to local, national and international requirements. Despite the fact that literature is a comprehensive discipline and the facts and issues of the same are universal and applicable to all situations, our courses are diverse in nature, keeping in mind the interests of all levels. We have the courses, such as those related with basic English literature, "British Literature: 14-17th Century", "British Romantic Literature", "British Literature: in the Early 20th Century", "Greek Classical Literature" etc.- these are in keeping with the demands and patterns, we have globally. Again, the courses, such as "Indian Writing in English", "Indian Classical Literature", "Modern Indian Writing in English Translation"- these meet the aspirations and demands of national level, At the same time, courses like "Popular Literature", "Literature in Cinematic Adaptations", have distinctive local flavours.

B.A. (Hons.) English is a ONLINE degree course. However, in keeping with the trends and preferences of recent times, the curriculum is a blend of courses that have direct bearings on employability, entrepreneurship and skill enhancement. We have the courses like, "British Literature: 17th to 17th Century", "British Romantic Poetry", "American Literature", "Post-colonial Literature", "Women's Writings", etc. – these are in much demands in job industry. The courses like, "Academic Writing and Composition", "Literary Theory", "Literary Criticism", etc. focus on skill enhancement. We also offer courses like, "Research Methodology" and "Term Paper" etc. that develop such aptitude that are required for any entrepreneur.

The Programme also caters to the demands of recent socio-cultural concern about environment and sustainability, gender sensitization, human values and professional ethics. As literature is a wholesome study of human existence, it cannot ignore the socio-cultural environment. Hence most of the literary works and streams address the social and cultural issues in a big way. The courses like, "British Romantic Poetry", "British Literature: Early 20th Century", "Indian Classical Literature", "Environmental Studies", "Science

Fiction", etc. address the pertinent issues like environment and sustainability conservation of Nature. Courses like "Women Literature", "Partition Literature", "Modern Indian Writing in English Translation", etc. raise various issues related to gender equality. The courses like, "Women Literature", "Nineteenth Century European Realism", "Literature and Cinema" focus on human values. In the same way, the course like, "Term Paper", "Research Methodology", "Practical English for Professionals" give emphasis on professional ethics.

It is in this way the programme meets the criteria of imparting both targeted and sustainable learning that meets the highest International levels of excellence. The programme is a sincere effort in the direction of preserving what the great poet Rabindranath Tagore defines as the "Fullness of man". The CDOE not only aims at inculcating the sensitivity of human values among students so that they are firmly rooted but also at imparting them the proficiency in languages so that they fly high in the sky.

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VISION AND MISSION

VISION:

Through online education, Manav Rachna stands tall to bring the most productive environment for providing higher quality academic and research-oriented education to the aspirants. Manav Rachna Online Education facilitate the goal of increasing access to enduring learning prospects to students and providing opportunities to make efficient use of scarce resources in light of the new economic realities of higher education.

MISSION:

To provide an exclusive learning environment to students with flexible and meticulous online learning opportunities that will guide students to acquire the knowledge and skills as per the requirements of society at large. The aim of Manav Rachna Online Education is:

- To develop emerging skills through online learning methodologies to pursue their Academic and Professional goals.
- To impart profound knowledge and understanding of conceptual aspects of multidisciplinary learning.

ABOUT CDOE:

CDOE strives to enable the students to acquire competence, excellence, and proficiency in language and literature along with human values and ethics. Its objective is to enhance the language and linguistic skills of the students to enable them to read critically, write analytically, speak effectively and evaluate rhetorical strategies. The CDOE provides a conducive teaching-learning atmosphere to enable the students develop a holistic understanding of literature in English by strengthening their ability to analyze all forms of literary expressions. The students are endowed with a literary insight that makes them develop an attitude of continuous and lifelong learning thus enabling them to pursue advanced research in English Studies and to carry forward further their research and career opportunities.

PROGRAM EDUCATIONAL OBJECTIVES

Program Educational Objectives (PEOs):

1. To impart proficiency in English language to students, teachers and community for living and working successfully in multicultural and multilingual settings.
2. To conduct high quality research in English literature and English language teaching.
3. To serve as a think- tank in highlighting the contemporary issues and the sociological problems confronted by society.
4. To demonstrate critical thinking, especially to analyze, synthesize, and evaluate ideas and texts; conduct and understand the process of research through identifying, analyzing, synthesizing, and documenting credible source material;
5. To understand and describe the role of literature in the development of cultures

PROGRAMME OUTCOME (POS)

- PO1. **Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- PO2. **Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- PO3. **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in Oxford University Press settings.
- PO4. **Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- PO5. **Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- PO6. **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- PO7. **Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life- long learning in the broadest context socio-technological changes

PROGRAMME SPECIFIC OUTCOME (PSOs):

PSO1. Enable the students acquire a broad awareness of literary texts and their historical and cultural contexts.

PSO2. Equip them with the tools and techniques to appreciate a literary work by applying appropriate literary device so as to get aesthetic pleasure.

PSO3. Provide them with the acumen to relate the text to contemporary socio-cultural situations so as to develop better understanding of human beings and their surroundings.

MAPPING OF PEOs WITH POs and PSOs

Programme Outcome(PO)/ Programme Specific Outcome (PSO)		PEOs that are attained through concerned PO
PO1	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.	2,4
PO2	Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.	1,4
PO3	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in Oxford University Press settings.	1,5
PO4	Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.	1,3,5
PO5	Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.	3,5
PO6	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.	3,5
PO7	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes	2,3,4
PSO1	Enable the students acquire a broad awareness of literary texts and their historical and cultural contexts	1,2,4
PSO2	Equip them with the tools and techniques to appreciate a literary work by applying appropriate literary device so as to get aesthetic pleasure.	2,3,4
PSO3	Provide them with the acumen to relate the text to contemporary socio-cultural situations so as to develop better understanding of human beings and their surroundings.	3,4,5

SEMESTER SYSTEM AND CHOICE BASED CREDIT SYSTEM

Credit based system of study and student's performance/progress is measured by the number of credits that he/she has earned, i.e. completed satisfactorily. Based on the course credits and grade obtained by the student, grade point average is calculated

(a) Course credits assignment

Each course has a certain number of credits assigned to it depending upon its duration in periods for lecture, tutorial and laboratory/clinical practice in a week. A few courses/activities are without credit (s) and are referred to as Audit Pass Courses (APC) but are mandatory to pass as a partial fulfillment of award of degree.

(b) Earning of credits

At the end of every course, a letter "Grade" shall be awarded in each course for which a student has registered. On obtaining a minimum Pass Grade, student shall accumulate the course credits as Earned Credits. A student's performance shall be measured by the number of credits that he/she has earned and by the weighted grade point average. Grades obtained in the audit courses shall not be counted for computation of grade point average, however shall be mandatory to pass as a partial fulfillment of award of degree.

For Award of Degree of **B.A. (Honours) English**, a student has to earn minimum **140 credits** during **3 years' duration** of the programme in **6 Semesters**.

All courses under "Compulsory Courses Basket", are required to be qualified and cleared/pass by each and every student enrolled under the programme and are semester-wise listed in the study scheme along with credits assigned to each course.

Under Elective Courses Basket, there will be three types of courses:

Semester-wise courses (Domain Elective Courses) offered by the CDOE itself

- Open/Inter-disciplinary courses offered at the Institute/University level notified from the office of Dean-Academics.
- Massive Open Online Courses (MOOCs) available on SWAYAM Platform or any other platform as recommended by UGC/AICTE and notified from the office of Dean-Academics.

Each course shall have credits assigned to it. Student shall be required to register courses every semester for as many courses/credits specified under "Elective Courses Basket" depending upon his/her interest, capability/pace of learning and availability of time slot (without any clash in time table) so as to earn all required total credits under the "Elective Courses Basket" during the entire programme duration.

However, for registration of courses [including courses under "Compulsory Courses Basket", "Elective Courses Basket" and Previous Semester Courses (wherein he/she was declared in-eligible on the basis of attendance or he/she could not clear the course within permissible given chances)], if any, the maximum limit in a semester shall be 30 credits.

SEMESTER WISE STUDY SCHEME WITH ASSIGNED CREDITS & DISTRIBUTION OF MARKS

SEMESTER-1

COURSE TYPE	COURSE CODE	TITLE OF COURSE	INTERNAL/CONTINUOUS ASSESSMENT	END TERM EXAMINATION	TOTAL	CREDITS
Ability Enhancement Course	O4.5ENG 100C04	Academic Writing and Composition	30	70	100	3
Ability Enhancement Course	O4.5SBS S100C04	Indian Knowledge System	30	70	100	2
Ability Enhancement Course	O4.5SET 100C04	Environmental Studies	30	70	100	3+1*
Ability Enhancement Course	O4.5JMC 103C04	Democracy, Governance & Indian Political System	30	70	100	2
Foundation Course	O4.5ENG 101C00	Science Fiction	30	70	100	3
Skill Enhancement Course	O4.5CDC 190C05	Professional Communication -I	30	70	100	1

Total Credits – 15

Generic Elective	O4.5ENG 100E03	English Language: Grammar, Syntax and Composition	30	70	100	3
	O4.5ENG 101E03	Soft Skills	30	70	100	

SEMESTER -2

COURSE TYPE	COURSE CODE	TITLE OF COURSE	INTERNAL/CONTINUOUS ASSESSMENT	END TERM EXAMINATION	TOTAL	CREDITS
Foundation Course	O4.5ENG 200C00	Folk Tales and Children Literature	30	70	100	3
Foundation Course	O4.5ENG 201C00	Detective Literature	30	70	100	3
Foundation Course	O4.5ENG 202C00	Literature in Cinematic Adaptation	30	70	100	3
Ability Enhancement	O4.5ENG 203C04					3

Course		Technical Writing	30	70	100	
Skill Enhancement Course	O4.5ENG 204C05	Creative Writing	30	70	100	3
Skill Enhancement Course	O4.5CDC 290C05	Professional Communication -II	30	70	100	1

Total Credits – 15

Generic Elective	O4.5EN G200E03	Mass Communication and Media	30	70	100	3
	O4.5EN G201E03	Business Communication	30	70	100	

SEMESTER -3

COURSE TYPE	COURSE CODE	TITLE OF COURSE	INTERNAL/CONTINUOUS ASSESSMENT	END TERM EXAMINATION	TOTAL	CREDITS
Audit-pass Course	O5.0SAH S100C09	Sports and Yoga	100	-	100	0
Ability Enhancement Course	O5.0SBS S100C04	Universal Human Values	30	70	100	2
Core Course	O5.0EN G100C01	British Poetry and Drama: 14th to 17th Century	30	70	100	4
Core Course	O5.0EN G101C01	British Literature:18th Century	30	70	100	4
Core Course	O5.0EN G102C01	Indian Classical Literature	30	70	100	4
Core Course	O5.0EN G103C01	Popular Literature	30	70	100	3
Skill Enhancement Course	O5.0CD C190C05	Placement Competency Enhancement-I	30	70	100	1

Total Credits – 17

Discipline Electives	O5.0EN G100E02	Modern Indian Writing in English	30	70	100	3
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		Translation				
	O5.0EN G100E0 2	Travel Writing	30	70	100	

SEMESTER -4

COURSE TYPE	COURSE CODE	TITLE OF COURSE	INTERNAL/CONTINUOUS ASSESSMENT	END TERM EXAMINATION	TOTAL	CREDITS
Core Course	O5.0EN G200C0 1	British Romantic Poetry	30	70	100	4
Core Course	O5.0EN G201C0 1	British Literature: Victorian Age	30	70	100	4
Core Course	O5.0EN G202C0 1	European Classical Literature	30	70	100	4
Core Course	O5.0EN G203C0 1	Women's Writing	30	70	100	3
Skill Enhancement Course	O5.0CD C290C0 5	Placement Competency Enhancement-II	30	70	100	1

Total Credits – 15

Discipline Elective	O5.0EN G200E02	Nineteenth-Century European Realism	30	70	100	3
	O5.0EN G201E02	Autobiography	30	70	100	

SEMESTER -5

COURSE TYPE	COURSE CODE	TITLE OF COURSE	INTERNAL/CONTINUOUS ASSESSMENT	END TERM EXAMINATION	TOTAL	CREDITS
Core Course	O5.5ENG1 00C01	British Literature: Early 20th Century	30	70	100	4
Core Course	O5.0ENG2 01C01	Indian Writing in English	30	70	100	4
Core Course	O5.5ENG1 02C01	American Literature I	30	70	100	4

Total Credits – 12

Discipline Elective Discipline Elective	O5.5ENG100E02	Partition Literature	30	70	100	3
	5.5ENG101E02	Essay Writing	30	70	100	

SEMESTER -6

COURSE TYPE	COURSE CODE	TITLE OF COURSE	INTERNAL/CONTINUOUS ASSESSMENT	END TERM EXAMINATION	TOTAL	CREDITS
Internship	O5.5ENG251C06	Internship	100	-	100	4
Core Course	O5.5ENG200C01	Modern European Drama	30	70	100	4
Skill Enhancement Course	O5.5ENG252C05	Project Work and Demonstration	100	-	100	2
Term Paper	O5.5ENG253C08	Term Paper	100	-	100	

Total Credits – 11

Discipline Elective	O5.5ENG200E02	Human and Gender Right Studies	30	70	100	3
	O5.5ENG201E02	Literature of Indian Diaspora	30	70	100	

Manav Rachna International Institute of Research and Studies

**Centre for Distance and Online Education
CDOE**

Detailed Syllabus

SEMESTER- I

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ACADEMIC WRITING AND COMPOSITION
COURSE CODE: O4.5ENG100C04

Periods/Week

Max. Marks: 100

Continuous Evaluation: 30

End Semester Exam: 70

L: T: P

3 0 0

Credits: 3

Duration of Examination: 3 Hrs

Course Outcome:

The students will be able to:

O4.5ENG100C04.1. Describe various writing processes for academic purposes.

O4.5ENG100C04.2. Demonstrate their academic writing skills by composing various types of academic writing.

O4.5ENG100C04.3. Develop critical thinking and successfully structure an argument in their writings.

O4.5ENG100C04.4. Edit various types of academic writings and composition materials.

UNIT-I

Introduction to the Writing Process: Developing writing skills, Writing and comprehension

UNIT-II

Writing in one's own words: Summarizing, Paraphrasing, Condensation, Making arguments

UNIT-III

Critical Thinking: Syntheses, Analyses, Evaluation

Structuring an Argument: Introduction, Interjection, Conclusion

UNIT-IV

Citing Resources: Editing, Book and Media Review

Submission of an assignment on given topic of Academic writing

Assessment of Outcome:

Continuous Class Assessment

Class Tests

Sessional Tests

End Term Examination

Suggested reading:

1. Lyons, Liz Hamp Lyons and Ben Heasley. 2006. Study writing: A Course in Writing Skills for Academic Purposes. Cambridge University Press.
2. Renu Gupta. 2010. A Course in Academic Writing. Orient BlackSwan.
3. Ilona Leki. 1998. Academic Writing: Exploring Processes and Strategies. 2nd Edition, Cambridge University Press.
4. Gerald Graff and Cathy Birkenstein,. 2009. They Say/I Say: The Moves That Matter in Academic Writing. Orient BlackSwan.

Note (Guidelines for Question-paper Setting):

Five Questions are to be set in total. All questions will be compulsory. The first question will consist of 10 small conceptual questions covering the entire syllabus and all the COs (and BLs up to Level 3). In part B, there will be four questions each (Q2-Q5) covering all the Course Outcomes and the complete syllabus. There can be an internal choice between each of the questions covering the same (set) of COs and BLs. The questions will be of 20 marks each.

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

- (i) Continuous or formative assessments (in the form of end semester examination or term examination.
- (ii) Weightage of assessments are as follows:

9

For continuous or Formative assessment (in semester): Maximum 30 percent. The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%

Discussion/Presentation 15%
 Projects/Group Activities etc 15%

- (iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent. Categorization for the same is:
 Objective Type Questions: 30%
 Short/Long Questions: 70%

(Course Articulation Matrix)

CO Statement (O4.5ENG100C04)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5ENG100C04.1		1								
O4.5ENG100C04.2	1	2					2	2	1	2
O4.5ENG100C04.3	3	3		2			3	3	3	
O4.5ENG100C04.4	2	3	3				3	3	3	

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INDIAN KNOWLEDGE SYSTEM
COURSE CODE: 04.5BSS100C04

Periods/week Credits

L:1 T:1 P:0 2

Duration of examination: 2Hrs

Pre-requisites: NIL

Course Type: Compulsory Courses

Maximum marks: 100

Continuous Assessment: 30

End Semester Examination: 70

Course Outcomes

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

04.5BSS100C04.1: This course will provide the scientific value of the traditional knowledge of Bhārata.

04.5BSS100C04.2: To sensitize the students to the contributions made by ancient Indians schools.

04.5BSS100C04.3: The course will promote the youths to do research in the various fields of Bhāratīya knowledge system.

04.5BSS100C04.4: It will introduce the relevance of the Indian Knowledge System to the world.

04.5BSS100C04.5: Know the contribution of the Indian Knowledge system in science, engineering, and technology.

Module 1: Introduction to IKS

- 1.1. What is Indian Knowledge System
- 1.2. Indian Culture & Civilization
- 1.3. Indian Architecture
- 1.4. Indian Philosophical System

Module 2: Kalas and Vidyas of Ancient India

- 2.1. 64 Kalas
- 2.2. 14 Vidyas (Vedas, UpaVedas, Vedangas)

Module 3: Introduction to Health Regimen

- 3.1. Understanding Swastha vritta
- 3.2. Healthy regimen to maintain state of wellbeing Dinacharya
- 3.3. Daily regimen including Daily detoxification, exercise, Intake of Food, Water, Air and Sunlight, work and ergonomics, Rest and sleep hygiene
- 3.4. Ritu charya, the seasonal regimen
- 3.5. Sadvritta and the concept of social wellbeing
- 3.6. Concept of Shadrasa in choosing appropriate nourishment to the body and mind.

Module 4: Introduction to Indian Psychology

- 4.1. Concept of Manas in Ayurveda and understanding Mind Body harmony
- 4.2. Triguna based Psychology in Ayurveda and Yoga
- 4.3. Influence of Tri dosha on Mind, Mind body intellect and consciousness complex
- 4.4. Understanding Consciousness and solution to issues within Human Mind

Module 5: Engineering, Technology and Architecture

- 5.1. Pre-Harappan and Sindhu Valley Civilization
- 5.2. Laboratory and Apparatus, Juices, Dyes
- 5.3. Paints and Cements
- 5.4. Glass and Pottery

List of Suggested Textbooks/Reference Books

- Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavana R.N. (2022), "Introduction to Indian Knowledge System: Concepts and Applications", PHI Learning Private Ltd. Delhi.
- Pride of India: A Glimpse into India's Scientific Heritage, Samskrita Bharati, New Delhi.
- Sampad and Vijay (2011). "The Wonder that is Sanskrit", Sri Aurobindo Society, Puducherry.
- Acarya, P.K. (1996). Indian Architecture, Munshiram Manoharlal Publishers, New Delhi.
- Kapoor Kapil, Singh Avadhesh (2021). "Indian Knowledge Systems Vol – I & II", Indian Institute of Advanced Study, Shimla, H.P.
- Dasgupta, S. (1975). A History of Indian Philosophy- Volume 1, Motilal Banarsidass, New Delhi.
- P Lofker, K. (1963). Mathematics in India, Princeton University Press, New Jersey, USA"

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

- (i) Continuous or formative assessments (in the form of end semester examination or term examination.
- (ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent. The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%
Discussion/Presentation	15%
Projects/Group Activities etc	15%

- (iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent. Categorization for the same is:

Objective Type Questions:	30%
Short/Long Questions:	70%

Course Articulation Matrix

CO Statements	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3
O4.5SBSS100C04.1	3	3	3		3	3		3
O4.5SBSS100C04.2	3		2	3		3	3	3
O4.5SBSS100C04.3		3	2	3	2	3	3	2
O4.5SBSS100C04.4	3	2	2		3	3	3	2
O4.5SBSS100C04.5	2			3	2	2	2	3

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ENVIRONMENTAL STUDIES
COURSE CODE: O4.5SET100C04

Periods/week Credits

L: T: P
3 0 0

Duration of Examination: 3 Hrs

Max. Marks: 100

Continuous Evaluation: 30

End Term Evaluation: 70

Prerequisite: The students should have knowledge of the environment, biodiversity, atmospheric pollution and the importance of environmental studies. They should have knowledge of the causes and effects of disasters and various environmental problems.

Course Outcome

O4.5SET100C04.1. The students will be able to understand the significance of equitable use of natural resources and will be able to utilize the knowledge of biodiversity conservation and protection of the environment.

O4.5SET100C04.2. The students will learn about atmospheric pollution and global issues related to the environment, like natural disasters, and will be able to understand the different acts for pollution control.

O4.5SET100C04.3. The students will be able to develop an understanding of major health issues of women and children and will gain knowledge of Mortality and Mortality rate.

O4.5SET100C04.4. The students will have knowledge of different ecosystems and energy flow in the ecosystem.

O4.5SET100C04.5. The students will gain knowledge of disaster management.

PART A

Unit 1: Multidisciplinary Nature of Environmental Studies

Definition, scope and importance.

Need for Public Awareness.

Unit 2: Natural Resources

Renewable and non-renewable resources:

- 2.1 Natural resources and associated problems.
- 2.2 Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.
- 2.3 Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- 2.4 Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- 2.5 Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- 2.6 Energy resources: Growing energy needs, renewable and non-renewable energy sources, and use of alternate energy sources. Case studies.
- 2.7 Land resources: Land as a resource, land degradation, man-induced landslides, soil erosion and desertification.
- 2.8 Role of an individual in the conservation of natural resources. Equitable use of resources for sustainable lifestyles.

Unit 3: Ecosystems

- 3.1 Concept of an ecosystem, Structure and function of an ecosystem
- 3.2 Producers, consumers and decomposers, Energy flow in the ecosystem
- 3.3 Ecological succession
- 3.4 Food chains, food webs and ecological pyramids
- 3.5 Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries).

Unit 4: Biodiversity and its Conservation

- 4.1 Introduction – Definition: Genetic, species and ecosystem diversity
- 4.2 Biogeographical classification of India,
- 4.3 Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- 4.4 Biodiversity at global, National and local levels
- 4.5 India as a mega-diversity nation, Hot-spots of biodiversity
- 4.6 Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, Endangered and endemic

- species of India
4.7 Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

PART B

Unit 5: Environmental Pollution

- 5.1 Definition, causes, effects and control, measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal Pollution
5.2 Nuclear hazards
Solid waste management: Causes effects and control measures of urban and industrial wastes.
Role of an individual in the prevention of pollution.
Pollution case studies.
5.6 Disaster management: Floods, earthquakes, cyclones and landslides.

Unit 6: Social Issues and the Environment

- 6.1 From unsustainable to sustainable development, Urban problems related to energy, Water conservation, rainwater harvesting, watershed management
Resettlement and rehabilitation of people; its problems and concerns, Case Studies.
6.3 Environmental ethics: Issues and possible solutions, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, and holocaust, Case studies.
6.4 Wasteland reclamation.
Consumerism and waste products.
Environment Protection Act. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Forest Conservation Act.
6.7 Issues involved in the enforcement of environmental legislation and public awareness.

Unit 7: Human Population and the Environment

- 7.1 Population growth, variation among nations
7.2 Population Explosion – Family Welfare Programme
7.3 Environment and human health. Human Rights
7.4 Value Education. HIV/ AIDS, Women and Child Welfare
7.5 Role of Information Technology in Environment and Human Health, Case Studies.

Unit 8: Chemistry for peaceful purposes

- 8.1 The duality of chemistry: Chemistry for peaceful purposes versus Chemical Weapons
8.2 Dual-use nature of toxic and precursor chemicals
8.3 Weapons of mass Destruction, disarmament

Unit 9: Fieldwork*

- 9.1 Visit to a local area for documenting environmental assets river/ Forest/grassland/hill/mountain
9.2 Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
9.3 Study of common plants, insects, and birds
9.4 Study of simple ecosystems-pond, river, hill slopes, etc.

Text Books:

1. Sarita Sachdeva, Textbook of Environmental Studies. Manav Rachna Publishing House Pvt. Ltd.
2. R. Rajagopalan. 2015. Environmental Studies. Oxford University Press.
3. A.K. De. Wiley. 2013. Environmental Chemistry. Eastern Ltd.

Reference Books:

1. M. James Lynch & Alan Wiseman. 1988. Environmental Bio-monitoring., The Biotechnology Eco-toxicology Interface, Cambridge University Press.
2. R.K. Morgan. 1998, Impact Assessment: A Methodological Perspective, Kluwer Academic Publications.
3. V. Subramanian. 2008. A TextBook in Environmental Science. Narosa Pub.

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

- (i) Continuous or formative assessments (in the form of end semester examination or term examination.
- (ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent. The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%

Discussion/Presentation 15%
 Projects/Group Activities etc 15%

(iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent. Categorization for the same is:

Objective Type Questions: 30%
 Short/Long Questions: 70%

CO Statement (O4.5SET100C04)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5SET100C04.1		1				2				
O4.5SET100C04.2		1				2				
O4.5SET100C04.3	1	2				3	2		1	2
O4.5SET100C04.4	2	2				3	3	1		
O4.5SET100C04.5	3	3		2		3	3		1	
O4.5SET100C04.6	2	3	3			3	3	1		

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(Deemed to be University under Section 3 of the UGC Act 1956)**

**DEMOCRACY, GOVERNANCE AND INDIAN POLITICAL SYSTEM
O4.5JMC103C04**

Periods/Week
L: 2 T: 0

Credits
2

Max. Marks: 100
Continuous Evaluation: 30
End Semester Examination: 70

Course type: Ability enhancement Course:

Course Outcomes

O4.5JMC103C04.1: To understand the meaning of politics, democracy and governance.

O4.5JMC103C04.2: To familiarise with Indian Constitution and political system.

O4.5JMC103C04.3: To appreciate the role of good governance in national development.

PART A

Unit 1 (Political Theory)

1. Definitions, Emerging political thoughts and trends
2. Political ideologies
3. Forms of Governments

Unit 2 (Political Philosophy and Thoughts)

1. Concept of Democracy, India as mother of democracy
2. Western Political Thoughts: Aristotle, Machiavelli, Hobbes,
- 2.3 Indian Political Thought: Kautilya, Aurobindo, Ambedkar & Gandhi

Unit 3 (Indian Constitution and modern form of government)

1. Constitution: Preamble; Fundamental Rights and Duties; Directive Principles
- 3.2 Federalism: Centre and State Relations
- 3.3 Presidential System and Parliamentary Democracy

PART B

Unit 4 (Judiciary: Central, State, Local)

1. Role of Judiciary in Democracy
2. Duties and Powers of Supreme Court
3. Duties and Powers of Lower Courts

Unit 5 (Constitutional & Non-Constitutional Bodies)

1. Election Commission of India
2. Comptroller and Auditor General of India (Concept, Powers and Duties)
3. Niti Aayog (Meaning, Concept and current status in India)

Unit 6 (Governance)

1. Panchayati Raj
2. Media and Politics
3. National Human Rights Commission (Powers and Duties of NHRC).

Books recommended:

1. Jain M.P. (2019), Introduction to Political Theory, New Delhi: Book Age Publications
2. Asirvatham Dr. Eddy & Misra K.K. (2010), Political Theory, New Delhi: S. Chand & Company Pvt Ltd.
3. Murray Frsyth & Keens-Sopper Maurice (1988), A Guide to Political Classics: Plato to
4. Rousseau, New York: Oxford University Press.
5. Misra Aditi (1991), The Political Philosophy or Antonio Gramsci, New Delhi: Commonwealth Publishers.
6. Davidson Alastair, Antonio Gramsci (1977): Towards an Intellectual Biography, London: Merlin Press & New Jersey: Humanitarian Press
7. Mehta V.R. (1992), Foundations of Indian Political Thought: An Interpretation, New Delhi: Manohar.
8. Pantham Thomas & Deutsch Kenneth L. (Edtd.) (1986), Political Thought in Modern India, New Delhi/Beverly Hills/London: Sage Publications
9. Johari J. C. (1995), The Constitution of India: A Politico-Legal Study, New Delhi: Sterling Publishers Pvt. Ltd

10. Kashyap Subhash C. (1994), Our Constitution: An introduction to India's Constitution and constitutional law, New Delhi: National Book Trust.

11. Basu Durga Das (1966), Introduction to the Constitution of India, New Delhi: Lexis nexis.

Instructions for paper setting:

Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part-A and Part-B. Students need to attempt two questions out of three from each part. Each question will be of 20marks.

Assessment Tools:

- Assignment/Tutorials
- Sessional tests
- Surprise Test /Class Performance
- Term end examination

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

(i) Continuous or formative assessments (in the form of end semester examination or term examination.

(ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent. The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%
Discussion/Presentation	15%
Projects/Group Activities etc	15%

(iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent. Categorization for the same is:

Objective Type Questions:	30%
Short/Long Questions:	70%

Course Articulation Matrix:

CO Statement 04.5JMC10 3CO4	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PO1 1	PSO 1	PSO 2	PSO3	PSO4
04.5JMC10 3CO4	3	1	3	3	2	2	3	2	1	3	3	3	2	3	2
04.5JMC10 3CO4	1	1	3	3	2	2	3	2	1	3	3	3	2	3	2
04.5JMC10 3CO4	3	1	3	2	2	2	3	2	1	3	3	3	2	3	2

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(Deemed to be University under section 3 of the UGC Act, 1956)

SCIENCE FICTION
COURSE CODE: O4.5ENG101C00

Periods/Week

Max. Marks: 100

Continuous Evaluation: 30

End Semester Exam: 70

L: T: P

3 0 0

Credits: 3

Duration of Examination: 3 Hrs

Course Outcome:

The students will be able to:

O4.5ENG101C00.1. List the main characteristics of Science Fiction

O4.5ENG101C00.2. Explain the factors that led to the development of Science Fiction as a Popular Genre.

O4.5ENG101C00.3. Show the main thematic and stylistic devices used in the given piece of Science Fiction

O4.5ENG101C00.4. Identify different themes, narrative techniques and socio-political ideas reflected in the given literary work by analyzing it in various parts.

UNIT I

Science Fiction as a genre in Popular Literature: Background, Major writers and their works; Explaining the concept by Film: Leila by Prayaag Akbar (drama series)

UNIT II

HG Wells: The Invisible Man

Issac Asimov: A Boy's Best Friend

UNIT III

Aldous Huxley: Brave New World

Ray Bradbury: "A Sound of Thunder"

UNIT IV

Project: Submission and presentation of Project based on Science Fiction

Assessment of Outcome:

Continuous Class Assessment

Class Tests

Sessional Tests

End Term Examination

Suggested Readings

1. George Orwell, 1944, Raffles and Miss Blandish, Horizon.
2. Roberts Adam, 2005, The History of Science Fiction, Palgrave Macmillan.
3. P.D. James, 2011, Talking about Detective Fiction, Vintage Books.
4. W.H. Auden, 1948. The Guilty Vicarage, Harper's.
5. Raymond Chandler, 1950, The Simple Art of Murder, Vintage Crime.

Note (Guidelines for Question-paper Setting):

Five Questions are to be set in total. All questions will be compulsory. The first question will consist of 10 small conceptual questions covering the entire syllabus and all the COs (and BLs up to Level 3). In part B, there will be four questions each (Q2-Q5) covering all the Course Outcomes and the complete syllabus. There can be an internal choice between each of the questions covering the same (set) of COs and BLs. The questions will be of 20 marks each.

Distribution of Continuous Evaluation:

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

- (i) Continuous or formative assessments (in the form of end semester examination or term examination.
- (ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent. The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%

Discussion/Presentation 15%
 Projects/Group Activities etc 15%

(iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent. Categorization for the same is:

Objective Type Questions: 30%
 Short/Long Questions: 70%

(Course Articulation Matrix)

CO Statement (O4.5ENG101C00)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5ENG101C00. 1	1	2				2	2	3	1	2
O4.5ENG101C00. 2	2	2		2	2	2	3	3	2	2
O4.5ENG101C00. 3	3	3		2			3	3	3	3
O4.5ENG101C00. 4	2	3	3				3	3	3	3

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(Deemed to be University under section 3 of the UGC Act, 1956)**

**ENGLISH LANGUAGE: GRAMMAR, SYNTAX AND COMPOSITION
COURSE CODE: O4.5ENG100E03**

Periods/Week

Max. Marks: 100

Continuous Evaluation: 30

End Term Exam: 70

L: T: P

3 0 0

Credits: 3

Duration of Examination: 3 Hrs

Course Outcome:

The students will be able to:

O4.5ENG100E03.1. Identify different sounds, parts of speech and verb patterns.

O4.5ENG100E03.2. Select appropriate words and verb patterns to use them correctly in sentences.

O4.5ENG100E03.3. Explain and justify the vocabulary and verb forms used by them in their written and oral composition.

O4.5ENG100E03.4. Compose well-structured and grammatically correct paragraphs and letters.

UNIT-I

Sounds, Words and Word Oxford University Press: Consonants, Vowels, Articles, Nouns, Verbs, Adjectives, Adverbs, Syllables, Phrasal Verbs, Prepositional Phrases

UNIT-II

Content words and Grammar words/ Functional words: Vocabulary building, words, improving the word pattern, grammar inflexion, derivations, degrees of comparison, one-word substitution, synonyms, homophones

UNIT-III

Verb Patterns and Syntactical Structures: Types of sentences, Sentence structure and verb patterns, grammatical errors

UNIT-IV

Composition: Précis writing, Paragraph: pre-requisites of paragraph writing, Letter writing

Assessment of Outcome:

Continuous Class Assessment

Class Tests

Sessional Tests

End Term Examination

Suggested reading:

1. Arthur Waldhorn, and Faiger Arthur. 1990. English Grammar. Rupa & Co..
2. Michael McCarthy & O'Dell. 2002. English Vocabulary in Use. Cambridge University Press.
3. O'Dell & McCarthy. 2008. English Collocation in Use. Cambridge University Press.
4. Raymond Murphy. 2002. Essential English Grammar. Cambridge University Press.
5. F. T. Wood. 2014. Remedial English Grammar. BSC Publishers.
6. W.S. Allen. 2009. Living English Structure. Edition 5, Pearson Education.

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

- (i) Continuous or formative assessments (in the form of end semester examination or term examination.
- (ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent. The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%
Discussion/Presentation	15%
Projects/Group Activities etc	15%

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- (iii) For Summative assessment (End Semester Examination or End-Term

Examination): Minimum: 70 percent. Categorization for the same is:

Objective Type Questions: 30%
 Short/Long Questions: 70%

(Course Articulation Matrix)

CO Statement (O4.5ENG100E03)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5ENG100E03.1		1								
O4.5ENG100E03.2	1	1	2				2			
O4.5ENG100E03.3	2	3	2	2			3	3	3	3
O4.5ENG100E03.4	3	3	3				3	3	3	3

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(Deemed to be University under section 3 of the UGC Act, 1956)**

**SOFT SKILLS
COURSE CODE: O4.5ENG101E03**

Periods/Week

Max. Marks: 100

Continuous Evaluation: 30

End Semester Exam: 70

L: T: P

3 0 0

Credits: 3

Duration of Examination: 3 Hrs

Course Outcomes:

The students will be able to:

O4.5ENG101E03.1. Explain both the verbal and non-verbal communication skills

O4.5ENG101E03.2. Demonstrate their understanding of various techniques of Personality Development

O4.5ENG101E03.3. Analyze Communication and personality traits in the development of personality.

O4.5ENG101E03.4. Acquire better interpersonal skills.

UNIT I

Introduction to soft skills- What is soft Skills, Soft Skills vs. Hard skills, Features and functions of soft skills

UNIT II

Self-discerning and Goal-setting-

- (i) **Self Awareness and Personal Development-** Attitude, Emotional Intelligence, Adaptability, Time Management. Stress Management
- (ii) **Mannerism and Professional Etiquettes-** Grooming, workplace etiquettes, social etiquettes, telephone mannerisms, meeting and dressing etiquettes, hygiene maintenance, table manners, communication mannerisms and punctuality

UNIT III

- (i) **Interpersonal Skills and Working in Group-** Collaboration with team members, adaptability and flexibility, Assertiveness, Negotiation, conflict resolution
- (ii) **Problem Solving and Decision-making -** Positive Attitude, Critical Thinking, Creativity, Self-assertiveness, Self-confidence, Accountability, Motivation, Time Management, Problem Solving, Decision making, Stress-management

UNIT IV

Advanced Communication Skills- Verbal vs. Non-verbal Communication, Persuasive Skills, Group Discussion, Presentation Skills, Interview Skills

Assessment of Outcomes:

Continuous Class Assessment

Class Tests

Sessional Tests

End Term Examination

Suggested Topics and Background Prose Readings for Class Presentations Topics

Teamwork at the workplace
Emotional intelligence in personal relationships
Emotional Intelligence at Workplace
Characteristics of Leadership
Problem-solving in real-life situations

Suggested Readings

1. S.P. Dhanavel. 2013. English and Soft Skills, Orient BlackSwan.
2. Barun K. Mitra. 2013. Personality Development and Soft Skills Oxford University Press.
3. B.N. Gosh (ed.). 2012. Managing Soft Skills for Personality Development, Tata McGraw Hill Education Pub. Ltd.
4. Master Wallace. 2012. Personal Development for Life and Work, Cengage Learnings (Fifth Ed.).

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Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

- (i) Continuous or formative assessments (in the form of end semester examination or term examination.
- (ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent. The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%
Discussion/Presentation	15%
Projects/Group Activities etc	15%

(iii) For Summative assessment (End Semester Examination or End-Term Examination):
Minimum: 70 percent. Categorization for the same is:

Objective Type Questions:	30%
Short/Long Questions:	70%

(Course Articulation Matrix)

CO Statement (O4.5ENG101E03)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5ENG101E03.1	1	2					2	2	1	2
O4.5ENG101E03.2	2	2					3	2	2	2
O4.5ENG101E03.3	3	3		2			3	3	3	
O4.5ENG101E03.4	2	3	3				3	3	3	

SEMESTER- II

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**FOLK TALE AND CHILDREN LITERATURE
COURSE CODE: O4.5ENG200C00**

Periods/Week

30

**L: T: P
3 0 0**

Duration of Examination: 3 Hrs

Max. Marks: 100

Continuous Evaluation:

End Semester Exam: 70

Credits: 3

Course Outcome:

The students will be able to:

O4.5ENG200C00.1. Enlist major writers and books of children's literature and folk tales

O4.5ENG200C00.2. Describe various literary tools, subject matters and styles used in Children's Literature.

O4.5ENG200C00.3. Interpret different literary techniques and the literary styles used by the authors in the prescribed texts.

O4.5ENG200C00.4. Analyze the texts by classifying each into parts to understand their nuances and literary significance.

UNIT I

Introduction to folktales and children's literature: Development, genres, major writers, various

subject matters and presentation styles.

Tales from Aesop:

'The hare and the Tortoise', 'The Boy who cried Wolf', 'Fox and the Crow', 'The Rat and the Elephant',

UNIT II

Rabindra Nath Tagore: The play, *The Land of Cards* and the short story 'Kabuliwala' in short (in Rabindranath Tagore, *The Land of Cards*, (Translated by Radha Chakravarty, Puffin Classics, 2010)

UNIT III

C.S. Lewis: *The Lion, the Witch and the Wardrobe*

UNIT IV

R.L. Stevenson: 'At the Seaside', 'Escape at Bedtime', 'The Flowers', 'A Good Boy, The Moon', 'My Bed is a Boat', 'The Swing', 'The Wind' (Selected poem from *A Child's Garden of Verses*)

Submission and presentation of Project based on Folk Tales and Children Literature

Assessment of Outcome:

Continuous Class Assessment

Class Tests

Sessional Tests

End Term Examination

Suggested Topics and Background Prose Readings for Class Presentations Topics

Children's Fantasy and Children Books

Folk Tradition and Folklores

The Child's World

Wisdom and Universality

Suggested Readings

1. Peter Hunt, 2001, *Children's literature*, 1st ed., Blackwell.
2. Anita Silvey, 1995, *Children's books and their creators*, Houghton Mifflin.
3. Ellen Handler Spitz, 2000, *Inside picture books*, Yale University Press.
4. Jack Zipes, 2006, *The Oxford encyclopedia of children's literature*, Oxford Univ. Press.

Note (Guidelines for Question-paper Setting):

Five Questions are to be set in total. All questions will be compulsory. First question will consist of 10 small conceptual questions covering the entire syllabus and all the COs (and BLs up to Level-3). In part B there will be four questions each (Q2-Q5) covering all the Course Outcomes and the complete syllabus. There can be an internal choice between each of the questions covering the same (set) of COs and BLs. The questions will be of 20 marks each.

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

(i) Continuous or formative assessments (in the form of end semester examination or term examination.

(ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent.

The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%
Discussion/Presentation	15%
Projects/Group Activities etc	15%

(iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent.

Categorization for the same is:

Objective Type Questions:	30%
Short/Long Questions:	70%

(Course Articulation Matrix)

CO Statement O4.5ENG200C00	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5ENG200C00. 1		2						3	2	
O4.5ENG200C00. 2	1	2	2				2	3	2	3
O4.5ENG200C00. 3	3	3	2				2	3	2	3
O4.5ENG200C00. 4	3	3		2	2	2	3	3	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(Deemed to be University under section 3 of the UGC Act, 1956)

DETECTIVE LITERATURE
COURSE CODE: O4.5ENG201C00

Periods/Week

Max. Marks: 100

Continuous Evaluation: 30

End Semester Exam: 70

L: T: P
3 0 0

Credits: 3

Duration of Examination: 3 Hrs

Course Outcome:

The students will be able to:

O4.5ENG201C00.1. List the main characteristics of Detective Literature.

O4.5ENG201C00.2. Explain the factors that led to the development of Detective Literature as a Popular Genre.

O4.5ENG201C00.3. Identify different themes, narrative techniques and socio-political ideas reflected in the given literary work by analyzing it in various parts..

O4.5ENG201C00.4. Rearrange the ideas, themes, plot construction, linguistic texture, and socio-cultural context reflected in the work and organize critical essays on these.

PART-A

UNIT -I

An introduction to the history of detective literature: Development as a genre and its different types.

Conceptualizing Detective literature: (Screening of Movies: *The Silence of the Lambs*, directed by Jonathan Demme and *Zodiac*, directed by David Fincher)

UNIT -II

Edgar Allen Poe: 'The Purloined Letter'

Arthur Conan Doyle: *A Study in Scarlet*

UNIT -III

Agatha Christie: *Murder on the Orient Express*

W. H. Auden: 'Detective Story' (a poem on detective fiction)

Unit- IV: Submission and presentation of Project based on Detective Literature

Assessment of Outcome:

- **Continuous Class Assessment**
- **Class Tests**
- **Sessional Tests**
- **End Term Examination**

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. Crime across the Media
2. Constructions of Criminal Identity
3. Cultural Stereotypes in Crime Fiction
4. Crime Fiction and Cultural Nostalgia
5. Crime Fiction and Ethics
6. Crime and Censorship

Suggested Readings

1. P.D. James, (2011), *Talking about Detective Fiction*, Vintage Books.
2. W.H. Auden, (1948). *The Guilty Vicarage*, Harper's.

3. Raymond Chandler, (1950), *The Simple Art of Murder*, Vintage Crime.

Note (Guidelines for Question-paper Setting):

Five Questions are to be set in total. All questions will be compulsory. The first question will consist of 10 small conceptual questions covering the entire syllabus and all the COs (and BLs up to Level 3). In part B, there will be four questions each (Q2-Q5) covering all the Course Outcomes and the complete syllabus. There can be an internal choice between each of the questions covering the same (set) of COs and BLs. The questions will be of 20 marks each.

Distribution of Continuous Evaluation:

The evaluation will include two types of assessments:

(i) Continuous or formative assessments (in the form of end semester examination or term examination.

(ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent.

The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%
Discussion/Presentation	15%
Projects/Group Activities etc	15%

(iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent.

Categorization for the same is:

Objective Type Questions:	30%
Short/Long Questions:	70%

(Course Articulation Matrix)

CO Statement (O4.5ENG201C00)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5ENG201C00. 1		1						2	1	
O4.5ENG201C00. 2	2	2		2	2	2	3	3	2	2
O4.5ENG201C00. 3	3	3		2			3	3	3	3
O4.5ENG201C00. 4	2	3	3				3	3	3	3

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**LITERATURE IN CINEMATIC ADAPTATION
COURSE CODE: O4.5ENG202C00**

Periods/Week

L: T: P
3 0 0

Credits: 3

Duration of Examination: 3 Hrs

Max. Marks: 100

Continuous Evaluation: 30

End Semester Exam: 70

Course Outcome:

The students will be able to:

O4.5ENG202C00.1. Delve into the various tools of adaptation of a literary work in cinema.

O4.5ENG202C00.2. Demonstrate the theme, style and aesthetic aspect of literary work in its cinematic adaptation.

O4.5ENG202C00.3. Analyze the cinematic adaptation by classifying thematic, aesthetic and technical.

O4.5ENG202C00.4. Critically examine the differences between a given literary work with its cinematic adaptation.

UNIT I

Linda Hutcheon: *Beginning To Theorize Adaptation: What? Who? Why? How? Where? When?* (2006)

UNIT II

William Shakespeare: *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).

UNIT III

Bapsi Sidhwa: *Ice Candy Man* and its adaptation *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.)

UNIT IV:

Amrita Pritam: *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).

Assessment of Outcome:

Continuous Class Assessment

Class Tests

Sessional Tests

End Term Examination

Suggested Topics and Background Prose Readings for Class Presentations Topics

Theories of Adaptation

Transformation and Transposition

Hollywood and 'Bollywood'

The 'Two Ways of Seeing'

Adaptation as Interpretation

Suggested Readings

1. Linda Hutcheon, 2004, *On the Art of Adaptation*, Daedalus.
2. Thomas Leitch, 2008, 'Adaptation Studies at Crossroads', *Adaptation*.
3. Poonam Trivedi, 2007, 'Filmi Shakespeare', *Lit Film Quarterly*, vol. 35, issue 2.
4. Tony Bennett and Janet Woollacott, 1990, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet, Routledge.

Other films that may be used for class presentations:

1. William Shakespeare, *Comedy of Errors*, *Macbeth*, and *Othello* and their adaptations: *Angoor* (dir. Gulzar, 1982), *Maqbool* (dir. Vishal Bhardwaj, 2003), *Omkara* (dir. Vishal Bhardwaj, 2006) respectively.
2. Jane Austen, *Pride and Prejudice* and its adaptations: BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004).
3. *Rudaali* (dir. Kalpana Lajmi, 1993) and *Gangor* or 'Behind the Bodice' (dir. Italo Spinelli, 2010).
4. Ruskin Bond, *Juno* (dir. Shyam Benegal, 1979), *The Blue Umbrella* (dir. Vishal Bhardwaj, 2005), and *Saat Khoon Maaf* (dir. Vishal Bhardwaj, 2011).
5. E.M. Forster, *Passage to India* and its adaptation dir. David Lean (1984).

Note:

For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation.

(Total: 12 hours)

To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical materials:

1. Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007).
2. John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).
3. Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).
4. J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).
5. B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

Note (Guidelines for Question-paper Setting):

Five Questions are to be set in total. All questions will be compulsory. The first question will consist of 10 small conceptual questions covering the entire syllabus and all the COs (and BLs up to Level 3). In part B, there will be four questions each (Q2-Q5) covering all the Course Outcomes and the complete syllabus. There can be an internal choice between each of the questions covering the same (set) of COs and BLs. The questions will be of 20 marks each.

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

(i) Continuous or formative assessments (in the form of end semester examination or term examination.

(ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent.

The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%
Discussion/Presentation	15%
Projects/Group Activities etc	15%

(iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent.

Categorization for the same is:

Objective Type Questions:	30%
Short/Long Questions:	70%

(Course Articulation Matrix)

CO Statement (O4.5ENG202C00)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5ENG202C00.1		1						2	1	
O4.5ENG202C00.2	1	2				2	2	3	1	2
O4.5ENG202C00.3	2	2		2	2	2	3	3	2	2
O4.5ENG202C00.4	2	3	3				3	3	3	3

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**TECHNICAL WRITING
COURSE CODE: O4.5ENG203C04**

Periods/Week

L: T: P
3 0 0

Credits: 3

Duration of Examination: 3Hrs

Max. Marks: 100

Continuous Evaluation: 30

End Term Exam: 70

Course Outcome:

The students will be able to:

O4.5ENG203C04.1. Demonstrate their academic writing skills by composing various types of Technical writing.

O4.5ENG203C04.2. Differentiate between various types of written communication.

O4.5ENG203C04.3. Develop skills in writing for technical, scientific and business purposes.

O4.5ENG203C04.4. Edit various types of writings and composition.

UNIT I

Communication & Writing Skills: Forms of Writing (introduction), Fundamentals of Language and Communication, Basics of Oral and Written Communication, Tenets of Persuasive Writing

UNIT II

Technical Writing: Techniques in approaching scientific and technical subjects, Formal and informal writings

UNIT III

Technical Writing (writing-intensive): Writing reports, Letters, Memorandum, Notices, Agenda, and Minutes, Common errors (grammatical errors) to be avoided.

UNIT IV

Project: Submission and presentation of a Formal Report on an assigned topic

Assessment of Outcomes:

- Continuous Class Assessment
- Class Tests
- Sessional Tests
- End Term Examination

Suggested Readings:

1. M. Frank. Writing as thinking: *A guided process approach, Englewood Cliffs,* Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley: *Study Writing; A course in written English.* For academic and professional purposes, Cambridge Univ. Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: *A comprehensive grammar of the English language,* Longman, London.
4. Daniel G. Riordan & Steven A. Panley: "*Technical Report Writing Today*"- Biztantra.
5. Daniel G. Riordan, Steven E. Pauley, Biztantra: *Technical Report Writing Today,* 8th Edition (2004).
6. Meenakshi Raman & Sangeeta Sharma: *Professional Communication,* Oxford University Press, 2014.

Note (Guidelines for Question-paper Setting):

Five Questions are to be set in total. All questions will be compulsory. The first question will consist of 10 small conceptual questions covering the entire syllabus and all the COs (and BLs up to Level 3). In part B, there will be four questions each (Q2-Q5) covering all the Course Outcomes and the complete syllabus. There can be an internal choice between each of the questions covering the same (set) of COs and BLs. The questions will be of 20 marks each.

Distribution of Continuous Evaluation:

The evaluation will include two types of assessments:

(i) Continuous or formative assessments (in the form of end semester examination or term examination.

(ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent.

The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%
Discussion/Presentation	15%
Projects/Group Activities etc	15%

(iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent.

Categorization for the same is:

Objective Type Questions:	30%
Short/Long Questions:	70%

(Course Articulation Matrix)

CO Statement (04.5ENG203C04)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
04.5ENG203C04.1	1	2					2	2	1	2
04.5ENG203C04.2	2	2					3	2	2	2
04.5ENG203C04.3	3	3		2			3	3	3	
04.5ENG203C04.4	2	3	3				3	3	3	

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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CREATIVE WRITING
COURSE CODE: O4.5ENG204C05

Periods/Week

L: T: P
3 0 0

Credits: 3

Duration of Examination: 3 Hrs

Max. Marks: 100

Continuous Evaluation: 30

End Semester Exam: 70

Course Outcomes:

The students will be able to:

O4.5ENG204C05.1. Know and distinguish different literary genres

O4.5ENG204C05.2. Write for various literary and social media

O4.5ENG204C05.3. Appreciate different forms of creative work of writing

O4.5ENG204C05.4. Make innovative use of their creative and critical faculties

UNIT I: Fundamentals of Creative Writing:

Meaning and Significance of Creative Writing

Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms

UNIT II: Elements of Creative Writing:

Plot, Setting, Character, Dialogue, Point of View

Literary Devices and Figurative Language

Elements of Style

Grammar and the Structure of Language

Proof Reading and Editing

Unit III: Traditional Forms of Creative Writing:

Fiction: short story, novella and novel

Poetry

Drama

Essay

Fable

Biography, Memoire and Autobiography

Travelogues, Diaries, Self-Narrative Writing

Unit IV: New Trends in Creative Writing:

Web Content Writing and Blog Writing

Script Writing

Writing for the Media

Preparing for Publication (Copywriting)

Assessment of Outcomes:

Continuous Class Assessment

Class Tests

Sessional Tests

End Term Examination

Suggested Topics and Background Prose Readings for Class Presenta Preparing for Publication (Copywriting)

tions Topics

Importance of Creative Writing

Types of Creative Writing

Media and Creative writing

How to get published

Suggested Readings

1. Anjana Neira Dev (Ed.). 2009. *Creative writing: A Beginner's Manual*. Pearson, Delhi.
2. Linda Anderson. 2006. *Creative Writing*, Routledge.
3. Lajos Egri, 2001. *The Art of Creative Writing*, Citadel Pub.
4. Atwood, Margaret. *Negotiating with the Dead: A Writer on Writing*. Cambridge: CUP
5. Abrams, M.H. (2005) *Glossary of Literary Terms*. Boston: Wadsworth Publishing Company,

Note (Guidelines for Question-paper Setting):

Five Questions are to be set in total. All questions will be compulsory. The first question will consist of 10 small conceptual questions covering the entire syllabus and all the COs (and BLs up to Level 3). In part B, there will be four questions each (Q2-Q5) covering all the Course Outcomes and the complete syllabus. There can be an internal choice between each of the questions covering the same (set) of COs and BLs. The questions will be of 20 marks each.

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

(i) Continuous or formative assessments (in the form of end semester examination or term examination.

(ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent.

The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%
Discussion/Presentation	15%
Projects/Group Activities etc	15%

(iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent.

Categorization for the same is:

Objective Type Questions:	30%
Short/Long Questions:	70%

(Course Articulation Matrix)

CO Statement (O4.5ENG204C05)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5ENG204C05. 1	1	2					2	2	1	2
O4.5ENG204C05. 2	2	2					3	2	2	2
O4.5ENG204C05. 3	3	3		2			3	3	3	
O4.5ENG204C05. 4	2	3	3				3	3	3	

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**MASS COMMUNICATION AND MEDIA
COURSE CODE: O4.5ENG200E03**

Periods/Week

**L: T: P
3 0 0**

Credits: 3

Duration of Examination: 3 Hrs

Max. Marks: 100

Continuous Evaluation: 30

End Term Exam: 70

Course Outcome:

The students will be able to:

O4.5ENG200E03.1. List the similarity/ dissimilarity between literary works and media.

O4.5ENG200E03.2. Describe various communication tools used in Media.

O4.5ENG200E03.3. Analyze the cinema/ Theatre texts by classifying thematic, aesthetic and technical

O4.5ENG200E03.4. Compare the literary work with its Media products. cinematic adaptation.

UNIT- I

Introduction to Mass Communication:

1. Mass Communication and Globalization,
2. Forms of Mass Communication

Topics for Student Presentations:

- a. Case studies on current issues Indian journalism
- b. Performing street plays
- c. Writing pamphlets and posters, etc.

UNIT- II

Advertisement:

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards

Topics for Student Presentations:

- a. Creating an advertisement/visualization
- b. Enacting an advertisement in a group
- c. Creating jingles and taglines

UNIT- III

Media Writing:

1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
3. Editing for Print and Online Media

Topics for Student Presentations:

- a. Scriptwriting for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c. Editing articles
- d. Writing an editorial on a topical subject

UNIT- IV

Introduction to Cyber Media and Social Media:

1. Types of Social Media

2. The Impact of Social Media
3. Introduction to Cyber Media

Assessment of Outcomes:

- Continuous Class Assessment
- Class Tests
- Sessional Tests
- End Term Examination

Suggested Readings:

1. Paddy Scannell 2012. *Media and Communication*. SAGE Pub.
2. Melvin L. DeFleur. 2010. *Mass Communication Theories: Explaining Origins, Processes and Effects*, The Manship School of Mass Communication, Louisiana State University.

Note (Guidelines for Question-paper Setting):

Five Questions are to be set in total. All questions will be compulsory. The first question will consist of 10 small conceptual questions covering the entire syllabus and all the COs (and BLs up to Level 3). In part B, there will be four questions each (Q2-Q5) covering all the Course Outcomes and the complete syllabus. There can be an internal choice between each of the questions covering the same (set) of COs and BLs. The questions will be of 20 marks each.

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

(i) Continuous or formative assessments (in the form of end semester examination or term examination.

(ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent.

The categorization for the same is:

MCQs	30%
Subjective (Short/Long)	40%
Discussion/Presentation	15%
Projects/Group Activities etc	15%

(iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent.

Categorization for the same is:

Objective Type Questions:	30%
Short/Long Questions:	70%

(Course Articulation Matrix)

CO Statement (O4.5ENG200E03)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5ENG200E03.1		1						2	1	
O4.5ENG200E03.2	1	2				2	2	3	1	2
O4.5ENG200E03.3	3	3		2			3	3	3	3

O4.5ENG200E03.4	2	3	3				3	3	3	3
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MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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BUSINESS COMMUNICATION
COURSE CODE: O4.5ENG201E03

Periods/Week

L: T: P
3 0 0

Credits: 3

Duration of Examination: 3 Hrs

Max. Marks: 100
Continuous Evaluation: 30
End Semester Exam: 70

Course Outcome:

The students will be able to:

- O4.5ENG201E03.1.** Explain skills involved in Business correspondence
- O4.5ENG201E03.2.** Acquire skills in Report writing and Oral presentation
- O4.5ENG201E03.3.** Apply skills in using technology for Business Communication
- O4.5ENG201E03.4.** Draft and present different genres of Business communication

UNIT I

Introduction to the essentials of Business Communication: Theory and practice

UNIT II

Report Writing: Writing a project report. Writing reports on field work/visits to industries, business concerns etc. /business negotiations, Business Etiquette, Summarizing annual reports of companies, Citing references

UNIT III

Writing minutes of meetings, Agenda, Letter Writing, Resume Writing, Proposal Writing

UNIT IV

Spoken English for business communication: Public Speaking, Group Discussion, Presentation, Extempore (Viva for internal assessment), Making oral presentations (Viva for internal assessment), Interview

Assessment of Outcomes:

Continuous Class Assessment
Class Tests
Sessional Tests
End Term Examination

Suggested Readings:

1. O. Scot. (1997). *Contemporary Business Communication*. Biztantra.
2. R.V. Lesikar & M.E. Flatley (2007). *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
3. R. Ludlow. & F. Panton (1990). *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd.
4. R. C. Bhatia (2004). *Business Communication*, Ane Books Pvt Ltd.
5. R.C. Sharma & Krishna Mohan (2013). *Business Corresponding and Report Writing*. McGraw Hill.
6. Horyshankar Mukherjee (2014). *Business Communication*, Oxford University Press.

Note (Guidelines for Question-paper Setting):

Five Questions are to be set in total. All questions will be compulsory. The first question will consist of 10 small conceptual questions covering the entire syllabus and all the COs (and BLs up to Level 3). In part B, there will be four questions each (Q2-Q5) covering all the Course Outcomes and the complete

syllabus. There can be an internal choice between each of the questions covering the same (set) of COs and BLs. The questions will be of 20 marks each.

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:

(i) Continuous or formative assessments (in the form of end semester examination or term examination.

(ii) Weightage of assessments are as follows:

For continuous or Formative assessment (in semester): Maximum 30 percent.

The categorization for the same is:

MCQs 30%

Subjective (Short/Long) 40%

Discussion/Presentation 15%

Projects/Group Activities etc 15%

(iii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 percent.

Categorization for the same is:

Objective Type Questions: 30%

Short/Long Questions: 70%

(Course Articulation Matrix)

CO Statement (O4.5ENG201E03)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5ENG201E03 .1	1	2					2	2	1	2
O4.5ENG201E03 .2	2	2					3	2	2	2
O4.5ENG201E03 .3	3	3		2			3	3	3	
O4.5ENG201E03 .4	2	3	3				3	3	3	

