



**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 specialised 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 of society, its different aspects are 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 students' language and linguistic skills, enabling them to read critically, write analytically, speak effectively, and evaluate rhetorical strategies. The CDOE provides a conducive teaching-learning atmosphere that enables students to develop a holistic understanding of literature in English by strengthening their ability to analyse all forms of literary expression. 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, guides students in pursuing Education, Scholarship and Research. All these activities are directed towards the larger aim of applying these scholarships, ideas, and information in the public interest.

In keeping with this grand vision, the syllabus for the programme is carefully designed so that the requirements of different levels of society can be well addressed. The curriculum of this programme is a unique mix of courses that cater to local, national, and international requirements. Despite the fact that literature is a comprehensive discipline, with its facts and issues universal and applicable to all situations, our courses are diverse, keeping in mind the interests of students at 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, courses like “Term Paper”, “Research Methodology”, “Practical English for Professionals” give emphasis on professional ethics.

It is in this way that 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 to preserve what the great poet Rabindranath Tagore defines as the "Fullness of man". The CDOE not only aims to inculcate sensitivity to human values among students so that they are firmly rooted, but also to impart to them proficiency in languages so that they fly high.

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VISION AND MISSION

VISION:

Through online education, Manav Rachna stands tall, providing the most productive environment for higher-quality, research-oriented education to aspirants. Manav Rachna Online Education facilitates the goal of increasing access to enduring learning opportunities for students and of 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 students' language and linguistic skills, enabling them to read critically, write analytically, speak effectively, and evaluate rhetorical strategies. The CDOE provides a conducive teaching-learning atmosphere that enables students to develop a holistic understanding of literature in English by strengthening their ability to analyse all forms of literary expression. The students are endowed with a literary insight that fosters a lifelong attitude of continuous learning, enabling them to pursue advanced research in English Studies and to further develop their research and career opportunities.

PROGRAM EDUCATIONAL OBJECTIVES

Program Educational Objectives (PEOs):

1. To impart proficiency in the English language to students, teachers and the 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 analyse, synthesise, and evaluate ideas and texts; conduct and understand the process of research through identifying, analysing, synthesising, 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 by identifying the assumptions that frame our thinking and actions, assessing the degree to which these assumptions are accurate and valid, and examining 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 of 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

A credit-based system of study, and a 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, the grade point average is calculated

a) Course credits assignment

Each course has a certain number of credits assigned to it depending on the number of 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 for partial fulfilment of the award of a 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 in the computation of the grade point average; however, they shall be mandatory for passing as partial fulfilment of the award of the 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 are notified from the office of the Dean-Academics.
- Massive Open Online Courses (MOOCs) available on the SWAYAM Platform or any other platform as recommended by UGC/AICTE and notified by the office of Dean-Academics.

Each course shall have credits assigned to it. Student shall be required to register for 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 the timetable) 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 ineligible on the basis of attendance or he/she could not clear the course within the 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	O4.5ENG100C04	Academic Writing and Composition	30	70	100	3
Ability Enhancement Course	O4.5SBS S100C04	Indian Knowledge System	30	70	100	2
Ability Enhancement Course	O4.5SET100C04	Environmental Studies	30	70	100	3+1*
Ability Enhancement Course	O4.5JMC103C04	Democracy, Governance & Indian Political System	30	70	100	2
Foundation Course	O4.5ENG101C00	Science Fiction	30	70	100	3
Skill Enhancement Course	O4.5CDC190C05	Professional Communication -I	30	70	100	1
Foundation Course	O4.5QA100C04	Introduction to Sustainable Development Goals	30	70	100	2

Credits – 17

Generic Elective	O4.5ENG100E03	English Language: Grammar, Syntax, and Composition	30	70	100	3
	O4.5ENG101E03	Soft Skills	30	70	100	

Total Credits – 20

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 Course	O4.5ENG 203C04	Technical Writing	30	70	100	3

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

Credits – 16

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

Total Credits – 19

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

Credits – 18

Discipline Electives	O5.0EN G100E0 2	Modern Indian Writing in English Translation	30	70	100	3
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	O5.0EN G100E0 2	Travel Writing	30	70	100	
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Total Credits – 21

SEMESTER -4

COURSE TYPE	COURSE CODE	TITLE OF COURSE	INTERNAL/CONTINUOUS ASSESSMENT	END TERM EXAMINATION	TOTAL	CREDITS
Core Course	O5.0EN G200C01	British Romantic Poetry	30	70	100	4
Core Course	O5.0EN G201C01	British Literature: Victorian Age	30	70	100	4
Core Course	O5.0EN G202C01	European Classical Literature	30	70	100	4
Core Course	O5.0EN G203C01	Women's Writing	30	70	100	3
Skill Enhancement Course	O5.0CD C290C05	Placement Competency Enhancement-II	30	70	100	1

Credits – 16

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

Total Credits – 19

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

Credits – 12

Discipline Elective Discipline Elective	O5.5ENG1 00E02	Partition Literature	30	70	100	3
	5.5ENG10 1E02	Essay Writing	30	70	100	

Total Credits – 15

SEMESTER -6

COURSE TYPE	COURSE CODE	TITLE OF COURSE	INTERNAL/CONTINUOUS ASSESSMENT	END TERM EXAMINATION	TOTAL	CREDITS
Internship	O5.5ENG2 51C06	Internship	100	-	100	4
Core Course	O5.5ENG2 00C01	Modern European Drama	30	70	100	4
Skill Enhancement Course	O5.5ENG2 52C05	Project Work and Demonstration	100	-	100	2
Term Paper	O5.5ENG2 53C08	Term Paper	100	-	100	

Credits – 10

Discipline Elective	O5.5ENG2 00E02	Human and Gender Right Studies	30	70	100	3
	O5.5ENG2 01E02	Literature of Indian Diaspora	30	70	100	

Total Credits – 13

Detailed Syllabus

SEMESTER- I

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**ACADEMIC WRITING AND COMPOSITION
COURSE CODE: O4.5ENG100C04**

Credits: 3

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

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 arguments in their writing.
- 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.

Assessment Tools

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

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

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation 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 per cent. Categorisation 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: 04.5SBSS100C04

Credits: 2

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

Course Outcomes

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

04.5SBSS100C04.1: This course will provide the scientific value of the traditional knowledge of Bhārata.

04.5SBSS100C04.2: To sensitize the students to the contributions made by ancient Indians schools.

04.5SBSS100C04.3: The course will promote the youths to do research in the various fields of Bhāratiya knowledge system.

04.5SBSS100C04.4: It will introduce the relevance of the Indian Knowledge System to the world.

04.5SBSS100C04.5: 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. 11
- 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:

- (iv) Continuous or formative assessments (in the form of end semester examination or term examination.
- (v) 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%

- (vi) 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

Credits: 4

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

Prerequisite: 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

1. The students will be able to understand the significance of equitable use of natural resources and will be able to utilise the knowledge of biodiversity conservation and protection of the environment.
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.
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.
4. The students will have knowledge of different ecosystems and energy flow in the ecosystem.
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.

Assessment Tools

- Distribution of Continuous Evaluation:** The evaluation will include two types of assessments:
- (vii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
 - (viii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (ix) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

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

INTRODUCTION TO SUSTAINABLE DEVELOPMENT GOALS
COURSE CODE: O4.5QA100C04

Credits: 2

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

Course Outcomes:

The student will be able to:

CO1: Describe the UNESCOs 17 Sustainable Development Goals (SDGs) and their importance.

CO2: Identify major Sustainability Challenges by understanding the Environmental, Social and Economic dimensions of SDGs.

CO3: Demonstrate an ability to participate in building Sustainable Communities by applying the concepts of Sustainable Development.

CO4: Recognize the global implications of their actions by understanding their social, environmental, and economic responsibility as future professionals and citizens.

Unit 1: Introduction to Sustainable Development

1.1 Introduction to sustainable development, aspects of sustainability, developments vs sustainable development

1.2 Transition from Millenium Development Goals (MDPs) to Sustainable Development Goals (SDGs), Development and adoption of SDGs by the United Nations, India and SDGs: A vision for 2030

1.3 SDGs overview: Goals and targets, Status (Global and Indian), overview of key global sustainability challenges (inequality, climate change, poverty) including modern world social, environmental and economic structures and crises.

Sample Assignment/Case Study Topics:

Short essay on the significance of sustainable development.

Summary of each of the 17 SDGs and their importance.

Unit 2: Overview of Goal 1: No Poverty, Goal 2: Zero Hunger and Goal 3: Good Health & Well Being

2.1 Understanding SDG 1 and its targets, understanding poverty: absolute, relative and multidimensional, Causes of poverty, Key indicators of poverty, global and local perspectives: rural and urban poverty, eradication of poverty for access to basic services, role of community anti-poverty programmes and strategies for inclusive economic growth.

2.2 Understanding SDG 2 and its targets, types of hunger and malnutrition: global and local perspectives, the global hunger index, components of food security, food insecurity: barriers to food security, solutions to improve food access and support local farmers, emerging trends in sustainable agriculture and food security.

2.3 Understanding SDG 3 and its targets, means of implementation for the targets, sustainable health and lifestyle practices, global health trends, threats and challenges, public health strategies and systems for controlling communicable and non-communicable diseases, maternal and child health: reducing maternal and child mortality rates, mental health: awareness and access to care, occupational health: safety and work- life balance, reproductive health and rights, environmental health and protection, health education and promotion, policies for inclusive and equitable health access.

Sample Assignment/Case Study Topics:

Case study analysis on a successful poverty or hunger alleviation initiative.

Campus Rally on Zero Food Wastage
Analysis of Food Wastage across Campus: All Cafeterias, Hostels
Analysis of Current Health Initiatives in India
Awareness programmes on Mental Health

Unit 3: Overview of Goal 4: Quality Education, Goal 5: Gender Equality and Goal 6: Clean Water & Sanitation

- 3.1** Understanding SDG 4 and its targets, importance of quality education for sustainable development, strategies for inclusive and equitable education, role of digital education and e-learning in today's scenario, importance of vocational training and skills development, research and innovation in quality education.
- 3.2** Understanding SDG 5 and its targets, gender equality and its impact on sustainable development, basic concepts of gender, gender identity and gender roles, international conventions and frameworks supporting gender equality, indicators and metrics for measuring gender equality progress, role of community engagement and awareness training for gender equality.
- 3.3** Understanding SDG 6 and its targets, importance of water and sanitation for sustainable development, strategies to improve access to safe drinking water, factors affecting water quality, importance of sanitation and hygiene for health, water conservation: wastewater management & water resource management, sustainable agriculture practices to conserve water, role of digital tools for water management.

Sample Assignment/Case Study Topics:

Research paper on impact of quality education initiatives in India
Essay on the challenges and strategies for achieving gender equality or reducing inequality
Case studies on sustainable water and energy projects
Institution wide Pledge on Water Conservation

Unit 4: Overview of Goal 7: Affordable & Clean Energy, Goal 8: Decent Work & Economic Growth, Goal 9: Industry, Innovation & Infrastructure and Goal 11: Sustainable Cities & Communities

- 1.1** Understanding SDG 7 and its targets, types of energy sources & technologies, importance of clean energy and energy efficient technologies for sustainable development, sustainable energy management policies.
- 1.2** Understanding SDG 8 and its targets, economic growth & job creation for sustainable development, factors influencing economic growth, strategies for inclusive growth, global employment trends and challenges.
- 1.3** Understanding SDG 9 and its targets, role of innovation & infrastructure in sustainable development, strategies for sustainable industrialization, concept of industry 4.0, best practices for fostering innovation and technological advancements.
- 1.4** Understanding SDG 11 and its targets, trends & patterns of urbanization & sustainable city planning, social, economic & environmental challenges of urbanization, impact of rapid urbanization on infrastructure & services, importance of green & public spaces for urban quality of life.

Sample Assignment/Case Study Topics:

Analysis of ILO Reports on global employment trends
Examples of successful infrastructure and sustainable projects
Case study analysis on lessons learnt from successful urban initiatives
Campus wide Awareness on Energy conservation

Unit 5: Overview of Goal 12: Responsible Consumption & Production, Goal 13: Climate Action, Goal 14: Life Below Water and Goal 15: Life on Land

- 5.1** Understanding SDG 12 and its targets, importance of sustainable consumption & production for overall sustainability, strategies to promote sustainable consumption, challenges & importance of effective waste management practices (reduce, reuse, recycle), concept of green procurement practices and its benefits, strategies for raising awareness in promoting sustainable consumption.
- 5.2** Understanding SDG 13 and its targets, importance of combating climate change for sustainable development, evidence & indicators of climate change, impact of climate change in public health, strategies for climate resilient agriculture, importance of education in promoting climate action.
- 5.3** Understanding SDG 14 and its targets, importance of oceans, seas & marine resources/ diversity for global sustainability, sources & types of marine pollution, its Impact on ecosystems & human health, strategies for reducing & managing marine pollution, balancing economic development with marine conservation, importance of education & awareness in marine conservation.

5.4 Understanding SDG 15 and its targets, importance of terrestrial ecosystems & biodiversity for sustainable development, sustainable forest management & biodiversity conservation practices, combating desertification, strategies for wildlife conservation, role of technology in monitoring & conserving terrestrial ecosystems.

Sample Assignment/Case Study Topics:

Examples of successful sustainable consumption and production initiatives Best practices followed by successful action initiatives

Examples of successful marine conservation and sustainable use initiatives

Case study analysis on successful conservation and sustainable land management initiatives

Unit 6: Overview of Goal 10: Reduced Inequalities, Goal 16: Peace, Justice & Strong Institutions, Goal 17: Partnership for the Goals

1.1 Understanding SDG 10 and its targets, importance of reducing inequality for sustainable development, types of inequality (Economics, Social, Political), role of education in reducing inequality, best practices for implementing & scaling effective inequality reduction strategies.

1.2 Understanding SDG 16 and its targets, importance of peace, justice & strong institutions for sustainable development, strategies for conflict prevention, resolution & peace building, strategies for promoting fair & effective justice systems, strategies for strengthening democratic & inclusive institutions.

1.3 Understanding SDG 17 and its targets, importance of global partnerships for sustainable development, strategies for building and maintain effective partnerships, strategies for integrating the SDGs into national & local development plans. Role of governments, NGOs, and private sector in achieving SDGs.

Sample Assignment/Case Study Topics:

Case study analysis on successful policies and programs for reducing inequality Examples of successful initiatives promoting peace, justice and strong institutions

Examples of successful global partnerships, successful initiatives & best practices in global partnerships Group project on developing a partnership strategy for achieving a specific SDG

Assessment of Outcomes: Continuous Evaluation End Semester Exam

Suggested Readings:

1. The Sustainable Development Goals in Higher Education: A Transformative Agenda? 1st ed. 2021 Edition, by Wendy Steele (Author), Lauren Rickards (Author)
2. SDGs, Transformation, and Quality Growth: Insights from International Cooperation (Sustainable Development Goals Series) 1st ed. 2022 Edition, by Akio Hosono (Author)
3. United Nations document on the 2030 Agenda for Sustainable Development.
4. NPTEL course link: Education for Sustainable Development: https://onlinecourses.nptel.ac.in/noc22_hs61/preview
5. Coursera Course: The Sustainable Development Goals – A global, transdisciplinary vision for the future: <https://www.coursera.org/learn/global-sustainable-development>
6. Coursera Course: The Age of Sustainable Development: <https://www.coursera.org/learn/sustainable-development>
7. Coursera Course: The Great Sustainability Transition: Global challenges, Local actions: <https://www.coursera.org/learn/sustainability-global-challenges-and-local-actions>
8. Coursera Course: Sustainable Development - Ideas and Imaginaries: <https://www.coursera.org/learn/sustainable-development-ideas-and-imaginaries>

**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**

Credits: 2

Max. Marks: 100

Continuous Evaluation: 30

End Semester Exam: 70

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 of 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.

Assessment Tools

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

- (x) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination).
 (xi) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(xii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3	PSO 4
1	3	1	3	3	2	2	3	2	1	3	3	3	2	3	2
2	1	1	3	3	2	2	3	2	1	3	3	3	2	3	2
3	3	1	3	2	2	2	3	2	1	3	3	3	2	3	2

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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SCIENCE FICTION
COURSE CODE: 04.5ENG101C00

Credits: 3

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

Course Outcome:

The students will be able to:

04.5ENG101C00.1. List the main characteristics of Science Fiction

04.5ENG101C00.2. Explain the factors that led to the development of Science Fiction as a Popular Genre.

04.5ENG101C00.3. Show the main thematic and stylistic devices used in the given piece of Science Fiction

04.5ENG101C00.4. 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.

Assessment Tools

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

(xiii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.

(xiv) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

MCQs

30%

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

(xv) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation 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**

Credits: 3

**Max. Marks: 100
Continuous Evaluation: 30
End Term Exam: 70**

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.

Assessment Tools

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

- (xvi) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
- (xvii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation

for the same is:

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

(xviii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent.

Categorisation 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

SEMESTER- II

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**FOLK TALE AND CHILDREN LITERATURE
COURSE CODE: 04.5ENG200C00**

Credits: 3

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

Course Outcome:

The students will be able to:

04.5ENG200C00.1. Enlist major writers and books of children's literature and folk tales

04.5ENG200C00.2. Describe various literary tools, subject matters and styles used in Children's Literature.

04.5ENG200C00.3. Interpret different literary techniques and the literary styles used by the authors in the prescribed texts.

04.5ENG200C00.4. 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.

Assessment Tools

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

- (xix) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
- (xx) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (xxi) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent.

Categorisation 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: 04.5ENG201C00**

Credits: 3

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

Course Outcome:

The students will be able to:

04.5ENG201C00.1. List the main characteristics of Detective Literature.

04.5ENG201C00.2. Explain the factors that led to the development of Detective Literature as a Popular Genre.

04.5ENG201C00.3. Identify different themes, narrative techniques and socio-political ideas reflected in the given literary work by analyzing it in various parts..

04.5ENG201C00.4. 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.

Assessment Tools

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

- (xxii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination).
- (xxiii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (xxiv) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent.

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

**LITERATURE IN CINEMATIC ADAPTATION
COURSE CODE: 04.5ENG202C00**

Credits: 3

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

Course Outcome:

The students will be able to:

- 04.5ENG202C00.1.** Delve into the various tools of adaptation of a literary work in cinema.
- 04.5ENG202C00.2.** Demonstrate the theme, style and aesthetic aspect of literary work in its cinematic adaptation.
- 04.5ENG202C00.3.** Analyze the cinematic adaptation by classifying thematic, aesthetic and technical.
- 04.5ENG202C00.4.** 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: *Angeer* (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, *Junoon* (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).

Assessment Tools

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

(xxv) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.

(xxvi) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(xxvii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent.

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

**TECHNICAL WRITING
COURSE CODE: 04.5ENG203C04**

Credits: 3

**Max. Marks: 100
Continuous Evaluation: 30
End Term Exam: 70**

Course Outcome:

The students will be able to:

04.5ENG203C04.1. Demonstrate their academic writing skills by composing various types of Technical writing.

04.5ENG203C04.2. Differentiate between various types of written communication.

04.5ENG203C04.3. Develop skills in writing for technical, scientific and business purposes.

04.5ENG203C04.4. 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 Reagents.
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.

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:
(xxviii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.

(xxix) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(xxx) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent.

Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O4.5ENG203C04)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O4.5ENG203C04. 1	1	2					2	2	1	2
O4.5ENG203C04. 2	2	2					3	2	2	2
O4.5ENG203C04. 3	3	3		2			3	3	3	
O4.5ENG203C04. 4	2	3	3				3	3	3	

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**CREATIVE WRITING
COURSE CODE: 04.5ENG204C05**

Credits: 3

**Max. Marks: 100
Continuous Evaluation: 100
End Semester Exam: 100**

Course Outcomes:

The students will be able to:

- 04.5ENG204C05.1.** Know and distinguish different literary genres
- 04.5ENG204C05.2.** Write for various literary and social media
- 04.5ENG204C05.3.** Appreciate different forms of creative work of writing
- 04.5ENG204C05.4.** 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 Presentations Preparing for Publication (Copywriting)

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,

Assessment Tools

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

(xxxi) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.

(xxxii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(xxxiii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent.

Categorisation 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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BUSINESS COMMUNICATION
COURSE CODE: O4.5ENG201E03

Credits: 3

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.

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:
(xxxiv) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
(xxxv) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(xxxvi) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent.

Categorisation 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	

SEMESTER-III

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

**SPORTS AND YOGA
COURSE CODE: 5.0SAHS100C09**

Credits: 3

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

Course Outcomes: The course will enable the student to-

BHM-MC-002.1. Understand the importance of sound health and fitness principles as they relate to better health.

BHM-MC-002.2. Participate in variety of physical and yogic activities aimed at stimulating their continued inquiry about Yoga, physical education, health and fitness.

Unit 1: Introduction to Physical Education, Wellness & Lifestyle (2 Lectures)

Meaning & definition of Physical Education, Aims & Objectives of Physical Education, changing trends in Physical Education, Meaning & Importance of Physical Fitness & Wellness, Components of Physical fitness, Health related fitness and wellness, Preventing Health Threats through Lifestyle Change, Concept of Positive Lifestyle.

Unit 2: Fundamentals of Anatomy & Physiology in Physical Education, Sports & Yoga (2+5 labs)

Define Anatomy, Physiology & Its Importance, Effect of exercise on the functioning of Various Body Systems (Circulatory System, Respiratory System, Neuro-Muscular System etc.), Meaning and Concept of Postures, Causes of Bad Posture, Advantages & disadvantages of weight training., Concept & advantages of Correct Posture, Common Postural Deformities–KnockKnee; FlatFoot; Round Shoulders; Lordosis, Kyphosis, BowLegs and Scoliosis, Corrective Measures for Postural Deformities.

Unit 3: Yoga & Lifestyle (1+6 labs)

Elements of Yoga, Introduction-Asanas, Pranayama, Meditation & Yogic Kriyas, Yoga for concentration & related Asanas, Relaxation Techniques for improving concentration -Yog-nidra, Asanas as preventive measures.

Unit 4: On the Ground (Sports Activities) 14 Hrs

Text Books / Reference Books:

1. Ajmer Singh and Rachhpal Singh Brar, 2019, Essentials of Physical Education, Kalyani Publishers.
2. B.K.S. Iyengar, 2015, Yoga for Sports, Westland publications.

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**UNIVERSAL HUMAN VALUES
COURSE CODE: 5.0SBSS100C04**

Credits: 3

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

Pre-Requisites: NA

Course Outcomes:

At the end of the course, the students will be able to:

- 5.0SBSS100C04.1 Understand the usefulness of values in personal and professional lives
- 5.0SBSS100C04.2 Acknowledge the importance of having harmonious relationships build on mutual respect and trust in both personal and professional lives.
- 5.0SBSS100C04.3 Understand how human contribute to maintaining peace in both the environment and society.
- 5.0SBSS100C04.4 Explore ways to integrate human values in happiness and material achievements.
- 5.0 SBSS100C04.5 Help to tackle various day-to-day situations in real life, or at least take a step in that direction.

Module 1: Understanding Human Values

- 1.1 : Characteristics of Universal Human Values
- 1.2 Difference between value-based education and skill-based education.
- 1.3 Content of value education
- 1.4 Self-Exploration– Meaning and Process
- 1.5 Basic Human Aspirations – Meaning and Basic Requirements for fulfilling.
- 1.6 Measures to fulfil basic human aspirations in the current scenario.

Module 2: Understanding Harmony: Self and other people

- 1.7 Recognising the human person as a coexistence of the material 'Body' and the conscious 'I'
- 1.8 Understanding the requirements of one's body and oneself or Sukh and Suvridha.
- 1.9 Recognising the body as a tool of 'I' (the performer, observer, and admirer)
- 1.10 Recognising the traits and pursuits of 'I' and harmony within 'I' realising the balance between the body and the self—Sanyam and Swasthya—as well as the proper evaluation of one's physical demands, the precise definition of prosperity, and programmes that uphold Sanyam and Swasthya.

Module 3: Human-Human Relationships and in Families and Society

- 1.11 Understanding harmony in the Family- the basic unit of human interaction.
- 1.12 Understanding values in human-human relationship: 'Respect' is the proper attitude, and 'trust' is the fundamental value.
- 1.13 Justice, trust (Vishwas) and Respect (Samman) as the foundational values of relationship in human-to-human relationships.
- 1.14 Understanding social harmony (because society is a family): Samadhan, Samridhi, Abhay, and Sah-astitva as all-encompassing human goals.
- 1.15 Envisioning an unbroken, peaceful society (Akhand Samadhi), a universal order (Sarvabhaum Vyawastha), and moving from the family to the global family!

Module 4: Harmony in nature and existence—the coexistence of all things

- 1.16 Understanding the harmony in the Nature
- 1.17 Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space
- 1.18 Holistic perception of harmony at all levels of existence

Module 5: Implications of Harmony on Professional Ethics

- 1.19 The universal order of humanism, the constitution, the universal order, the basis for education and the acceptance of human values
- 1.20 Proficiency in Corporate Ethics
- 1.21
- 1.22 Books and Articles
- 1.23 Gaur, R R, Asthana, R and Bagaria G P (2019), A Foundation Course in Human Values and Professional Ethic, Excel Books; New Delhi.
- 1.24 Gaur, R R, Asthana, R and Bagaria G P (2019), The Teacher's Manual for A Foundation Course in Human Values and Professional Ethics, Excel Books; New Delhi.
- 1.25 Nagaraj, A (1999), Jeevan Vidya: Ek Parichaya, Jeevan Vidya Prakashan: Amar kantik.
- 1.26 Tripathi, A, N (2004), Human Values, New Age International Publishers: New Delhi.
- 1.27 Donella H. Meadows, Dennis L. Meadows (eds.) 1972, Limits to Growth – Club of Rome's report, Universe Books.
- 1.28 P L Dhar, RR Gaur (1990), Science and Humanism, Commonwealth Publishers: New Delhi.
- 1.29 E G Seebauer & Robert L. Berry (2000), Fundamentals of Ethics for Scientists & Engineers, Oxford University Press: London.
- 1.30 Banerjee, B. P(2005), Foundations of Ethics and Management, Excel Books: New Delhi.
- 1.31 Bajpai, B L(2004), Indian Ethos and Modern Management, New Royal Book Company Lucknow.

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURY
COURSE CODE: O5.0ENG100C01

Credits: 4

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

Course Outcome:

The students will be able to:

- O5.0ENG100C01.1.** Describe various literary trends, tools, terminologies prevalent in the age.
O5.0ENG100C01.2. Demonstrate the themes and styles used by different authors in their texts.
O5.0ENG100C01.3. Deconstruct themes, ideas and styles used in the literary texts.
O5.0ENG100C01.4. Appraise the literary work by using critical and aesthetic acumen.

PART A

UNIT-I

Geoffrey Chaucer: *The Parson's Tale* (Non-Detailed)

UNIT-II

Edmund Spenser: Selections from *Amoretti*:
Sonnet LXVII- 'Like a huntsman...'
Sonnet LVII- 'Sweet warrior...'
Sonnet LXXV- 'One day I wrote her name...'

UNIT-III

John Donne: 'The Sunne Rising'
'Batter My Heart'
'Valediction: forbidding mourning'

PART B

UNIT-IV

Christopher Marlowe: *Doctor Faustus*

UNIT-V

William Shakespeare: *Macbeth*

UNIT-VI

William Shakespeare: *Twelfth Night* (Non-Detailed)

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

Renaissance Humanism
The Stage, Court and City
Religious and Political Thought
Ideas of Love and Marriage
The Writer in Society

Suggested Readings

1. Mirandola Pico Della. 1953. 'Excerpts from the Oration on the Dignity of Man' in *The Portable Renaissance Reader*, (ed. James Bruce Ross and Mary Martin McLaughlin ed.) , Penguin Books.
2. John Calvin. 1953. 'Predestination and Free Will', in *The Portable Renaissance Reader*, (ed.) James Bruce Ross and Mary Martin McLaughlin). Penguin Books.
3. Baldassare, Castiglione. 1983. 'Longing for Beauty' and 'Invocation of Love', in Book 4 of "*The Courtier*. (tr. George Bull). Penguin.
4. Philip Sidney. 1970. *An Apology for Poetry*, (ed. Forrest G. Robinson). Bobbs-Merrill.

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments: (xxxvii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.

(xxxviii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(xxxix) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.0ENG100C01)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.0ENG100C01.1		1						3	1	
O5.0ENG100C01.2	2	2			2	2	3	3	2	2
O5.0ENG100C01.3	3	3		2			3	3	3	3
O5.0ENG100C01.4	3	3	3	3	2		3	3	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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BRITISH LITERATURE: 18TH CENTURY
COURSE CODE: O5.0ENG101C01

Credits: 4

Max. Marks: 200
Continuous Evaluation: 100
End Semester Exam: 100

Course Outcome:

The students will be able to:

O5.0ENG101C01.1. List the historical and cultural events that influenced the development of English literature of the 18th century.

O5.0ENG101C01.2. Describe various literary trends and styles of the 18th Century literature.

O5.0ENG101C01.3. Show the themes and the literary styles as reflected in the given literary work.

O5.0ENG101C01.4. Critically analyze the text in its thematic and stylistic context.

PART A

UNIT-I

Introducing English Literature in the age of Reason: Historical and Cultural background, Historical and Cultural background, The Neo-classical school, Major thematic and stylistic trends, Development of English prose, Satirical and critical writing

UNIT-II

John Dryden: 'Alexander's Feast'

UNIT-III

Alexander Pope: 'The Rape of the Lock'

PART B

UNIT-IV

Jonathan Swift: *Gulliver's Travels* (Books I)

UNIT-V

Samuel Johnson: 'London'

UNIT-VI

Thomas Gray: 'Elegy Written in a Country Churchyard'

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. Religious and Secular Thought in the 17th Century
2. The Mock-epic and Satire
3. Restoration Comedy and The Comedy of Manners
4. The Enlightenment and Neoclassicism
5. The Country and the City
6. The Novel and the Periodical Press

Suggested Readings

1. The Holy Bible. Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
2. Niccolo Machiavelli. 1992. *The Prince*. (ed. and tr. Robert M. Adams). Norton.

3. Thomas Hobbes. 2006. Selections from *The Leviathan*. Norton.
4. John Dryden. 2012. 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th ed. Norton.
5. Jeremy Collier. 1996. *A Short View of the Immorality and Profaneness of the English Stage*. Routledge.
6. Samuel Johnson, . 2009. 'Essay 156', in "The Rambler" in *Selected Writings: Samuel Johnson*. (ed. Peter Martin). Harvard University Press.

Assessment Tools

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

- (xi) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
- (xli) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (xlii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.0ENG101C0 1)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.0ENG101C01. 1		1						3	1	
O5.0ENG101C01. 2	2	3	2	2	2	2	2	3	3	2
O5.0ENG101C01. 3	2	2			1	2	3	3	2	2
O5.0ENG101C01. 4	3	3		2			3	3	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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INDIAN CLASSICAL LITERATURE
COURSE CODE: 05.0ENG102C01

Max. Marks: 200
Continuous Evaluation: 100
End Semester Exam: 100

Credits: 4

Course Outcome:

The students will be able to:

05.0ENG102C01.1. Delineate different literary works written in India from 1st century BC to 10th century AD.

05.0ENG102C01.2. Explain different literary genres of Indian Classical Literature with examples.

05.0ENG102C01.3. Demonstrate the themes, styles and intellectual- aesthetic concerns present in a given work of Indian Classical Literature.

05.0ENG102C01.4. Appraise a given work by comparing it to other relevant texts.

PART A

UNIT-I

Classical Sanskrit Drama: Introduction, Historical and Cultural background, Features, Themes, Overview of major dramatists and their works

UNIT-II

Kalidasa: *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time*, (New Delhi: Penguin, 1989).

UNIT-III

Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarsidass, 1962). (Non-Detailed)

PART B

UNIT-IV

Indian Epic traditions (Sanskrit and Tamil): Vision, philosophy, and significance

UNIT-V

Vyasa: 'The Dicing' and 'The Sequel to Dicing', in *The Mahabharata*: tr.and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp.106–69.

UNIT-VI

Ilango Adigal: 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3. (Non Detailed)

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. The Indian Epic Tradition: Themes and Recensions
2. Classical Indian Drama: Theory and Practice
3. Alankara and Rasa
4. Dharma and the Heroic

Suggested Readings

1. Bharata. 1967, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd ed. Granthalaya.
2. Iravati Karve. 1991, 'Draupadi', in *Yuganta: The End of an Epoch*, Disha Publishers.
3. J.A.B. Van Buitenen. 2000, 'Dharma and Moksha', in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings*, Garland Publishers.
4. Vinay Dharwadkar. 1994, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer, Oxford University Press.

Assessment Tools

- Distribution of Continuous Evaluation:** The evaluation will include two types of assessments:
- (xliii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
 - (xliv) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (xlv) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.0ENG102C0 1)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.0ENG102C01. 1		1						2	1	
O5.0ENG102C01. 2	1	2				2	2	3	1	2
O5.0ENG102C01. 3	3	3		2			3	3	3	3
O5.0ENG102C01. 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)**

**POPULAR LITERATURE
COURSE CODE: 05.0ENG103C01**

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

Credits: 3

Course Outcome:

The students will be able to:

- 05.0ENG103C01.1.** Explain the socio-cultural aspects of taking popular literature as serious literature.
05.0ENG103C01.2. Relate to the texts and authors so as to produce the themes and styles used in given work of popular literature.
05.0ENG103C01.3. Evaluate popular literature citing the content, style and aesthetic quality to appraise the work as mainstream literature.
05.0ENG103C01.4. Reorganize their thoughts and put them in a well-knit written frame.

Unit I

Emergence of Popular Literature as an independent literary genre; Different genres of Popular Literature- Children's Literature, Science Fiction, Detective/ Crime Writing, Fantasy Literature.

Unit II

Lewis Carroll: *Through the Looking Glass*

Unit III

Shyam Selvadurai: *Funny Boy*

Unit IV

C.S. Lewis: *The Last Battle* (in the series of *The Chronicles of Narnia*)- (Non-Detailed)

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. Coming of Age: The Canonical and the Popular
2. Caste, Gender and Identity
3. Ethics and Education in Children's Literature
4. Sense and Nonsense
5. The Graphic Novel

Suggested Readings

1. Malashri Lal, Lamgir Hashmi, and Victor J. Ramraj, 1998, Post Independence Voices in South Asian Writings, Doaba Publications.
2. Sumathi Ramaswamy, 2003, 'Introduction', in Beyond Appearances: Visual Practices and Ideologies in Modern India, Sage Publishers.

3. Leslie Fiedler, 1975, 'Towards a Definition of Popular Literature', in Super Culture: American Popular Culture and Europe, Bowling Green University Press.

Assessment Tools

- Distribution of Continuous Evaluation:** The evaluation will include two types of assessments:
 (xvi) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
 (xvii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (xlviii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix):

CO Statement (O5.0ENG103C01)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.0ENG103C01.1	2	1						2		3
O5.0ENG103C01.2	1	2	2				2	3	2	3
O5.0ENG103C01.3	3	3	2				2	3	2	3
O5.0ENG103C01.4	3	3	2	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)**

**MODERN INDIAN WRITING IN ENGLISH TRANSLATION
COURSE CODE: 05.0ENG100E02**

Credits: 3

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

Course Outcome:

The students will be able to:

05.0ENG100E02.1. List major writers and their works of modern Indian literature.

05.0ENG100E02.2. Explain the historical and cultural background of development of modern Indian literature in translation.

05.0ENG100E02.3. Demonstrate various literary themes and writing styles of in given text.

05.0ENG100E02.4. Compare modern Indian literature with their European counterpart of the age.

UNIT I

Discuss the background of the history of translation, contextualization, theorization and canonization of Indian literature in English translation.

Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006)

UNIT II

Ismat Chughtai: 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Asaduddin (New Delhi: Penguin Books, 2009)

UNIT III

Rabindra Nath Tagore: 'Light, Oh Where is the Light?', 'When My Play was with thee', in *Gitanjali: A New Translation with an introduction* by William Radice (New Delhi: Penguin India, 2011)

UNIT IV

Krishan Chander: 'The Peshawar Express' [translated from Urdu by Jai Ratan]

Suggested Topics and Background Prose Readings for Class Presentations Topics

The Aesthetics of Translation
Linguistic Regions and Languages
Modernity in Indian Literature
Caste, Gender and Resistance
Questions of Form in 20th Century Indian Literature

The candidates will be evaluated on the basis of

- **Continuous Class Assessment**
- **Class Tests**
- **Midterm Test / Submissions**
- **End Term Examination**

Suggested Readings

Namwar Singh, 1992, 'Decolonising the Indian Mind', tr. Harish Trivedi, Indian Literature. Sahitya Akademi Publisher.

B.R. Ambedkar, 1979, Annihilation of Caste in Dr. Babasaheb Ambedkar: Writings and Speeches, Education Department of Maharashtra.

Sujit Mukherjee, 1994, 'A Link Literature for India', in Translation as Discovery, Orient Longman.

Gurdial Singh, 2002, 'A Season of No Return', in Earthy Tones, tr. Rana Nayar, Fiction House.

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:
 (xlix) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.

(l) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(li) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.0ENG100E02)	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.0ENG100E02.1		2						3	2	
O5.0ENG100E02.3	1	2	2				2	3	2	3
O5.0ENG100E02.4	3	3	2				2	3	2	3
O5.0ENG100E02.6	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)

TRAVEL WRITING
COURSE CODE: O5.0ENG101E02

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

Credits: 3

Course Outcome:

The students will be able to:

O5.0ENG101E02.1 List the major historical and cultural incidents that directly or indirectly helped, inception of travel writing as a literary genre.

O5.0ENG101E02.2. Explain with examples the different techniques and terminologies used in various types of Travel Writing.

O5.0ENG101E02.3. Break down the texts to identify the thematic, stylistic and aesthetic designs.

O5.0ENG101E02.4. Appreciate the text by critically examining the ideas, literary techniques and aesthetic elements.

UNIT -I

An introduction to the history of Travel Writing and Adventure Travel, and their development in literature and society

UNIT -II

Al Biruni: *India*, Chapters LXIII, LXIV, LXV, LXVI, ('In India' by Al Biruni, edited by Qeyamuddin Ahmad, National Book Trust of India

William Dalrymple: *City of Djinns*(Prologue, Chapters I and II)

UNIT –III

Vikram Seth: *A Travelogue: From Heaven Lake*

Frederick Douglass: *Narrative of the Life of Frederick Douglass*

UNIT –IV

Project work demonstrating the art of writing travelogues.

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. Travel Writing and Ethnography
2. Gender and Travel
3. Globalization and Travel
4. Travel and Religion
5. Orientalism and Travel

Suggested Readings

1. Susan Bassnett, 2002, 'Travel Writing and Gender', in Cambridge Companion to Travel Writing, ed. Peter Hulme and Tim Young, Cambridge University Press.

2. Tabish Khai, 2011, 'An Interview with William Dalrymple and Pankaj Mishra' in Postcolonial Travel Writings: Critical Explorations, ed. Justin D Edwards and Rune Graulund, Palgrave Macmillan.
3. Casey Balton, 2012, 'Narrating Self and Other: A Historical View', in Travel Writing: The Self and The Other, Routledge.
4. Sachidananda Mohanty, 2004, 'Introduction: Beyond the Imperial Eyes' in Travel Writing and Empire, Katha

Assessment Tools

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

- (ii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
- (iii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (iv) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.0ENG101E0 2)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.0ENG101E02. 1		1						2	1	
O5.0ENG101E02. 2	1	2				2	2	3	1	2
O5.0ENG101E02. 3	2	2		2	2	2	3	3	2	2
O5.0ENG101E02. 4	2	3	3				3	3	3	3

SEMESTER-IV

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

BRITISH ROMANTIC POETRY
COURSE CODE: 05.0ENG200C01

Credits: 4

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

Course Outcome:

The students will be able to:

05.0ENG200C01.1. Explain different features of Romanticism with examples.

05.0ENG200C01.2. Demonstrate the characteristics, such as spontaneity, intensity of emotions, selection of common language etc. in a given poem.

05.0ENG200C01.3. Compare Romanticism with Classicism by separating various features

05.0ENG200C01.4. Appraise a piece of Romantic poetry, explaining its ideas, content, technique and rhetorical devices.

PART-A

UNIT-1

William Blake: 'The Lamb'; 'The Chimney Sweeper'; 'The Tyger';

UNIT-II

William Wordsworth: 'Tintern Abbey'; 'Ode: Intimations of Immortality'

UNIT-III

Samuel Taylor Coleridge: 'Kubla Khan' 'Dejection: An Ode'

PART-B

UNIT-IV

Lord George Gordon Noel Byron: 'She Walks in Beauty'; 'The Prisoner of Chillon'

UNIT-V

Percy Bysshe Shelley: 'Ode to the West Wind'; 'Ozymandias'; 'Hymn to Intellectual Beauty'

UNIT-VI

John Keats: 'Ode to a nightingale'; 'To Autumn'; 'On First Looking into Chapman's Homer'

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. Reason and Imagination
2. Conceptions of Nature
3. Literature and Revolution
4. The Gothic
5. The Romantic Lyric

Suggested Readings

1. William Wordsworth. 1973. 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*. (ed. Harold Bloom and Lionel Trilling) Oxford University Press.
2. John Keats. 1973 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. (ed. Harold Bloom and Lionel Trilling). Oxford University Press.
3. Jean-Jacques Rousseau. 1991. 'Preface' to *Emile or Education*, (tr. Allan Bloom) Penguin.
4. Samuel Taylor Coleridge. 1993. *Biographia Literaria*. (ed. George Watson). Norton.

Assessment Tools

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

- (iv) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
- (vi) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (vii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.0ENG200C01)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.0ENG200C01.1		1						3	1	
O5.0ENG200C01.2	2	2			1	2	3	3	2	2
O5.0ENG200C01.3	3	3		2			3	3	3	3
O5.0ENG200C01.4	3	3	3	3	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)

BRITISH LITERATURE: VICTORIAN AGE
COURSE CODE: O5.0ENG201C01

Credits: 4

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

Course Outcome:

The students will be able to:

O5.0ENG201C01.1. Outline the historical and cultural events that initiated and shaped English literature in the Victorian Age.

O5.0ENG201C01.2. Relate to the texts and authors to produce the themes and styles used therein.

O5.0ENG201C01.3. Analyze the literary texts of the age by separating the thematic, stylistic, and aesthetic elements therein.

O5.0ENG201C01.4. Evaluate the poetry and novels of the age by citing the content, style, and aesthetic quality inherent in them.

PART A

UNIT-I

Jane Austen: *Pride and Prejudice*

UNIT II

Charlotte Bronte: *Jane Eyre*

UNIT III

Charles Dickens: *Hard Times*

PART B

UNIT IV

Alfred Tennyson: 'The Lady of Shalott', 'Ulysses', 'The Defense of Lucknow'

UNIT V

Robert Browning: 'My Last Duchess', 'The Last Ride Together', 'Fra Lippo Lippi'

UNIT VI

Christina Rossetti: 'The Goblin Market'

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. Utilitarianism
2. The 19th Century Novel
3. Marriage and Sexuality
4. The Writer and Society
5. Faith and Doubt
6. The Dramatic Monologue

Suggested Readings

1. Karl Marx and Friedrich Engels,. 1963, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in A Reader in Marxist Philosophy, ed. Howard Selsam and Harry Martel, International Publishers.
2. Charles Darwin, 2006, 'Natural Selection and Sexual Selection', in The Descent of Man in The Norton Anthology of English Literature, 8th edn, vol. 2, Northon.
3. John Stuart Mill,2006, The Subjection of Women in Norton Anthology of English Literature, 8th edn, vol. 2, Norton.

Assessment Tools

- Distribution of Continuous Evaluation:** The evaluation will include two types of assessments:
- (lviii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
 - (lix) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (lx) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (05.0ENG218C0 1)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
05.0ENG201C01 .1		1						3	1	
05.0ENG201C01 .2	2	2			1	2	3	3	2	2
05.0ENG201C01 .3	3	3		2			3	3	3	3
05.0ENG201C01 .4	3	3	3	3	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)

EUROPEAN CLASSICAL LITERATURE
COURSE CODE: O5.0ENG202C01

Credits: 4

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

Course Outcome:

The students will be able to:

O5.0ENG202C01.1. Explain different literary genres of Greek Classical Literature with examples.

O5.0ENG202C01.2. Demonstrate the themes, styles and intellectual- aesthetic concerns present in given work of Greek Classical Literature.

O5.0ENG202C01.3. Appraise a given work by comparing it to other relevant texts.

O5.0ENG202C01.4. Summarize the philosophical, intellectual and aesthetic ideas reflected in the texts and organize forms of critical thinking to produce written composition.

PART-A

Unit I

Introduction to Classical Greek Literature: Poetry and Drama- The socio-cultural environment of Development of Classical Greek Drama; Classical Greek Dramaturgy- Classical Tragedy; Classical Comedy; Satyr; Trilog

Unit II

Sophocles: *Antigone*

Unit III

Aristophanes: *Lysistrata*

PART-B

Unit IV

Introduction to European Classical Literature: Epic- The Classical Greek Epics- Characteristics; The Epic Hero: The Epic Wars, Background of Development of Classical Roman Literature- Epics and Sermons or Satire

Unit V

Homer: *The Iliad* (Non-Detailed)

Unit VI

Ovid: *from Metamorphoses- 'Bacchus'* (Book III)

Horace Satires I

Assessment of Outcome:

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

Suggested Topics and Background Readings for Class Presentations Topics

1. The Epic
2. Comedy and Tragedy in Classical Drama
3. The Athenian City State
4. Catharsis and Mimesis
5. Satire
6. Literary Cultures in Augustan Rome

Suggested Readings

1. Aristotle, 1996, Poetics translated with an introduction and notes by Malcolm Heath, Penguin.
2. Plato, 2007, The Republic, Book X, tr. Desmond Lee , Penguin.
3. Horace, 2005, Ars Poetica, tr. H. Rushton Fairclough, Horace: Satires, Epistles and Ars Poetica, Harvard University Press.

Assessment Tools

- Distribution of Continuous Evaluation:** The evaluation will include two types of assessments:
- (Ixi) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
 - (Ixii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (Ixiii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (05.0ENG202C01)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
05.0ENG202C01 .1	1	2	2				2	3	2	3
05.0ENG202C01 .2	3	3	2				2	3	2	3
05.0ENG202C01 .3	3	3	3	2	1	2	3	3	3	3
05.0ENG202C01 .4	3	3		2	2	2	3	3	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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WOMEN'S WRITING
COURSE CODE: O5.0ENG203C01

Credits: 3

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

Course Outcome:

The students will be able to:

- O5.0ENG203C01.1.** Outline the Social and cultural milieu that impacted and shaped women's writings.
- O5.0ENG203C01.2.** Relate to the texts and authors so as to produce the themes and styles used by women writers of various ages
- O5.0ENG203C01.3.** Evaluate the women's writings, citing the content, style and aesthetic quality inherent in them.
- O5.0ENG203C01.4.** Reorganize their thoughts and put them in a well-knit written frame.

UNIT I

Emily Dickinson: 'I cannot live with you';
Sylvia Plath: 'Lady Lazarus'
Eunice De Souza: 'Advice to Women',

UNIT II

Alice Walker: *The Color Purple*
Charlotte Perkins Gilman: 'The Yellow Wallpaper'

UNIT III

Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

UNIT IV

Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988), chap. 1, pp. 11-19; chap. 2, pp. 19-38.
Katherine Mansfield: 'Bliss'

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. The Confessional Mode in Women's Writing
2. Sexual Politics
3. Race, Caste and Gender
4. Social Reform and Women's Rights

Suggested Readings

1. Virginia Woolf, 1957, *A Room of One's Own*, Harcourt.
2. Simone de Beauvoir, 2010, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany- Chevallier, Vintage.
3. Kumkum Sangari and Sudesh Vaid, 1989, eds., 'Introduction', in *Recasting Women: Essays in Colonial History*, Kali for Women. Zubaan.
4. Chandra Talapade Mohanty. 1996, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia, Arnold. Hodder Education.

Assessment Tools

- Distribution of Continuous Evaluation:** The evaluation will include two types of assessments:
- (lxiv) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
- (lxv) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (lxvi) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (05.0ENG203C01)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
05.0ENG203C01.1	2	2						3	2	
05.0ENG203C01.2	1	2	2				2	3	2	3
05.0ENG203C01.3	3	3	2				2	3	2	3
05.0ENG203C01.4	3	3	2	2	2	2	3	3	3	3

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**NINETEENTH CENTURY EUROPEAN REALISM
COURSE CODE: 05.0ENG200E02**

Credits: 3

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

Course Outcome:

The students will be able to:

05.0ENG200E02.1. Identify the historical and cultural events that influenced the development of European Realism during the mid - nineteenth century.

05.0ENG200E02.2. Describe various literary art and movements that affected subject matters and the narrative techniques of the writers of this genre.

05.0ENG200E02.3. Show various themes and different literary techniques used by the authors in the prescribed texts.

05.0ENG200E02.4. Write analytical and critical essays on various topics related to this period in English Literature.

UNIT-I

The Development of English literature after the Romantic Age till the second half of the Nineteenth Century - An overview of social background, literary events, religious and cultural movements and notable writers of the period.

UNIT-II

Gustave Flaubert *Madame Bovary*

Unit III

Ivan Turgenev *Fathers and Sons*

Fyodor Dostoevsky *Crime and Punishment* (Non-detailed)

UNIT IV

Wilfred Owen: *Dulce et Decorum est*

The candidates will be evaluated based on

- **Continuous Class Assessment**
- **Class Tests**
- **Midterm Test / Submissions**
- **End Term Examination**

BACKGROUND/SUGGESTED READINGS:

1. Sigmund Freud, 1965, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. Oxford University Press.
2. T.S. Eliot, 2006, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, Norton.
3. Raymond Williams, 1984, 'Introduction', in *The English Novel from Dickens to Lawrence*, Hogarth Press.

Assessment Tools

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

(I xvii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.

(I xviii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(I xix) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.0ENG200E0 2)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.0ENG200E02. 1		2						3	2	
O5.0ENG200E02. 2	1	2	2				2	3	2	3
O5.0ENG200E02. 3	3	3	2				2	3	2	3
O5.0ENG200E02. 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)

AUTOBIOGRAPHY
COURSE CODE: O5.0ENG201E02

Credits: 3

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

Course Outcome:

The students will be able to:

- O5.0ENG201E02.1.** Explain the forms, features and influences applied in autobiography.
O5.0ENG201E02.2. Demonstrate the reporting technique and different influences in each autobiography.
O5.0ENG201E02.3. Appraise the given autobiography by comparing it with other genre of writings.
O5.0ENG201E02.4. Apply different influences and styles of autobiography increasing their own impression about different aspects of life.

Unit I: Background and cultural importance of autobiography Literature

Unit II

M. K. Gandhi: *Autobiography or the Story of My Experiments with Truth*, Part I, Chapter II to IX pp. 5-26 (Ahmedabad: Navajivan Trust, 1993)

UNIT III

Binodini Dasi: *My Story and Life as an Actress*, pp. 61-83 (New Delhi: Kali for Women, 1998).

Unit IV

Richard Wright: *Black Boy*, Chapter 1, pp. 9-44 (United Kingdom: Picador, 1968).

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for class Presentations Topics:

1. Self and society
2. Role of memory in writing autobiography
3. Autobiography as resistance
4. Autobiography as rewriting history

Suggested Readings:

1. James Olney, 1972, 'A Theory of Autobiography' in *Metaphors of Self: the meaning of autobiography*, Princeton University Press.
2. Laura Marcus, 1994, 'The Law of Genre' in *Auto/biographical Discourses*, Manchester University Press.
3. Linda Anderson, 2001, 'Introduction' in *Autobiography*, Routledge.
4. Mary G. Mason, 1988, 'The Other Voice: Autobiographies of women Writers' in *Life/Lines: Theorizing Women's Autobiography*, Edited by Bella Brodzki and Celeste Schenck, Cornell University Press.

Assessment Tools

- Distribution of Continuous Evaluation:** The evaluation will include two types of assessments:
- (lxx) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
 - (lxxi) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (lxxii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement O5.0ENG201E02	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.0ENG201E02 .1	1							2	1	
O5.0ENG201E02 .2	1	2	2				2	3	2	3
O5.0ENG201E02 .3	3	3	2				2	3	2	3
O5.0ENG201E02 .4	3	3		2	2	2	3	3	3	3

SEMESTER-V

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

BRITISH LITERATURE: EARLY 20TH CENTURY
COURSE CODE: O5.5ENG100C01

Credits: 4

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

Course Outcome:

The students will be able to:

O5.5ENG100C01.1. Explain various literary art and movements that affected the writing styles of the writers during this period.

O5.5ENG100C01.2. Demonstrate different literary techniques and the literary styles used by the authors in the prescribed texts.

O5.5ENG100C01.3. Analyze the texts by classifying each into parts to ideate their basic didactics and relative concerns.

O5.5ENG100C01.4. Write analytical and critical essays on various topics as related to this period in English Literature.

PART A

UNIT-I

The Development of English literature since the Edwardian Age to the first half of the Twentieth Century - An overview of social background, literary events, religious and cultural movements and notable writers of the period.

UNIT-II

D.H. Lawrence: *Sons & Lovers*

Unit III

W.B. Yeats: *Leda and the Swan, The Second Coming*

PART B

UNIT IV

Joseph Conrad: *Heart of Darkness*

UNIT V

T.S. Eliot: *The Love Song of J. Alfred Prufrock, Sweeney among the Nightingales*

UNIT VI

Wilfred Owen: *Futility*

The candidates will be evaluated on the basis of

- **Continuous Class Assessment**
- **Class Tests**
- **Midterm Test / Submissions**

- **End Term Examination**

BACKGROUND/SUGGESTED READINGS:

1. Sigmund Freud, 1965, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in The Modern Tradition, ed. Richard Ellman et. al., Oxford University Press.
2. T.S. Eliot, 2006, 'Tradition and the Individual Talent', in Norton Anthology of English Literature, 8th ed, Norton.
3. Raymond Williams, 1984, 'Introduction', in The English Novel from Dickens to Lawrence Hogarth Press.

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:
 (lxxiii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
 (lxxiv) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(lxxv) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.5ENG100C01)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.5ENG100C01.1		2						3	2	
O5.5ENG100C01.2	1	2	2				2	3	2	3
O5.5ENG100C01.3	3	3	2				2	3	2	3
O5.5ENG100C01.4	3	3		2	2	2	3	3	3	3

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**INDIAN WRITING IN ENGLISH
COURSE CODE: 05.5ENG201C01**

Credits: 4

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

Course Outcome:

The students will be able to:

05.5ENG201C01.1. Outline the Social and cultural milieu that impacted the emergence of Indian Writing in English.

05.5ENG201C01.3. Relate to the texts and authors to produce the themes and styles used by Indian writers in English

05.5ENG201C01.4. Analyze the literary texts by unraveling the thematic, stylistic, and aesthetic elements therein.

05.5ENG201C01.5. Evaluate Indian Writing in English citing the content, style, and aesthetic quality inherent in them.

PART-A

UNIT I

Socio-cultural Background of Development of Indian Writing in English in late 19th and early 20th Centuries- The Importance of English Education, The Western Influences, The Indianness of Indian English Literature, The famous three of Indian English Literature, 'The Twice born Literature'

UNIT II

R.K. Narayan: *Swami and Friends*

UNIT III

Kiran Desai: *Inheritance of Loss*

PART-B

UNIT IV

H.L.V. Derozio: 'Freedom to the Slave'

Nissim Ezekiel: 'Enterprise'

Kamala Das: 'My Grandmother's House'

UNIT V

Mahesh Duttani *Dance Like A Man*

UNIT VI

Mulk Raj Anand: 'Two Lady Rams'

Rohinton Mistry 'Swimming Lesson'

Shashi Despande 'The Intrusion'

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. Indian English
2. Indian English Literature and its Readership
3. Themes and Contexts of the Indian English Novel
4. The Aesthetics of Indian English Poetry
5. Modernism in Indian English Literature

Suggested Readings

1. Raja Rao, 1989, Foreword to Kanthapura, Oxford University Press.
2. Salman Rushdie, 1991, 'Commonwealth Literature does not exist', in Imaginary Homelands, Granta Books.
3. Meenakshi Mukherjee, 2000, 'Divided by a Common Language', in The Perishable Empire, Oxford University Press.
4. Bruce King, 2005, 'Introduction', in Modern Indian Poetry in English, 2nd edition, Oxford University Press.

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:
 (lxxvi) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
 (lxxvii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(lxxviii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.5ENG201C01)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.5ENG201C01.1		2						3	2	
O5.5ENG201C01.2	1	2	2				2	3	2	3
O5.5ENG201C01.3	3	3	2				2	3	2	3
O5.5ENG201C01.4	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)**

**AMERICAN LITERATURE
COURSE CODE: O5.5ENG102C01**

Credits: 4

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

Course Outcome:

The students will be able to:

O5.5ENG102C01.1. Enlist the historical and cultural events that influenced the development of American Literature since its inception to the present day.

O5.5ENG102C01.2. Describe various literary art and movements that affected the writing styles of different American writers.

O5.5ENG102C01.3. Interpret different literary techniques and the literary styles used by the authors in the prescribed texts.

O5.5ENG102C01.4. Analyze the texts by classifying each into parts to ideate their basic didactics and compare the prescribed texts to other relevant texts produced in different ages.

PART-A

UNIT-I

The Development of American literature in America after he got established as an Independent sovereign till his present history- An overview of social background, literary events, religious and cultural movements and notable writers.

Unit II

Tennessee Williams *The Glass Menagerie*

Unit III

Toni Morrison *Sula*

PART-B

UNIT IV

William Faulkner 'Dry September'

UNIT V

F. Scott Fitzgerald 'The Crack-up'

UNIT IV

Walt Whitman Selections from *Leaves of Grass*: 'O Captain, My Captain'; 'Passage to India' (lines 1–68)

Alexie Sherman Alexie 'Crow Testament', 'Evolution'

The candidates will be evaluated on the basis of

- **Continuous Class Assessment**

- **Class Tests**
- **Midterm Test / Submissions**
- **End Term Examination**

BACKGROUND/SUGGESTED READINGS:

1. Hector St John Crevecoeur, 1982, 'What is an American', (Letter III) in Letters from an American Farmer , Penguin.
2. Frederick Douglass, 1982, A Narrative of the life of Frederick Douglass, Penguin.
3. Henry David Thoreau, 1997, 'Battle of the Ants' excerpt from 'Brute Neighbours', in Walden , Oxford University Press.
4. Ralph Waldo Emerson, 1964. 'Self Reliance', in The Selected Writings of Ralph Waldo Emerson, ed. with a biographical introduction by Brooks Atkinson, The Modern Library.
5. Toni Morrison, 1993, 'Romancing the Shadow', in Playing in the Dark: Whiteness and LiteraryImagination, Picador.

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:
 (lxxix) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
 (lxxx) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(lxxxi) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.5ENG102C01)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.5ENG102C01.1								2	1	
O5.5ENG102C01.2		2						3	2	
O5.5ENG102C01.3	1	2	2				2	3	2	3
O5.5ENG102C01.4	3	3	2				2	3	2	3

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

PARTITION LITERATURE
COURSE CODE: O5.5ENG100E02

Credits: 3

Max. Marks: 100

Continuous Evaluation: 30

End Term Exam: 70

Course Outcome:

The students will be able to:

O5.5ENG100E02.1. List the historical and cultural events that resulted in the Partition of India and subsequent inception of Partition Literature.

O5.5ENG100E02.2. Describe various literary trends, themes and terminologies prevalent in the partition Literature.

O5.5ENG100E02.3. Relate the historical events to the literary works by using their critical and aesthetic acumen.

O5.5ENG100E02.4. Generate the ideas to reorganize their learning into written composition.

UNIT I

The Partition of India and Emergence of Partition Literature: Historical and Social implications of the Partition of India; Thematic understanding of partition literature - women and partition; Violence; Dislocation; Trauma ; Memory; Regeneration

UNIT II

Khushwant Singh: Train to Pakistan(Penguin; 1st Edition (2016)

UNIT III

Manik Bandhopadhyaya: 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp.23–39

Sa'adat Hasan Manto: 'Toba Tek Singh', in *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.

UNIT IV

Amrita Pritam: "I ask Waris Shah Today"

Assessment of Outcome:

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

Suggested Topics and Readings for Class Presentation

1. Colonialism, Nationalism, and the Partition
2. Communalism and Violence

3. Homelessness and Exile
4. Women in the Partition

Background Readings and Screenings

1. Ritu Menon and Kamla Bhasin, 1998, 'Introduction', in *Borders and Boundaries*, Kali for Women. Zubaan.
2. Sukrita P. Kumar, 2004, *Narrating Partition*, Indialog.
3. Urvashi Butalia, 2000, *The Other Side of Silence: Voices from the Partition of India*, Kali for Women.
4. Sigmund Freud, 1953, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey, Hogarth Press.

Films

Garam Hawa (dir. M.S. Sathyu, 1974).

Khamosh Paani: Silent Waters (dir. Sabiha Sumar, 2003).

Subarnarekha (dir. Ritwik Ghatak, 1965)

Pinjar (dir. Chandraprakash Dwivedi, 2003) based on novel by Amrita Pritam

Tamas: Television film based on the novell by Bhishma Sahani (dir. Govind Nihlani, 1974)

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:
(lxxxii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.

(lxxxiii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(lxxxiv) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.5ENG100E02)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.5ENG100E02.1		1						2		3
O5.5ENG100E02.2	1	2						3	2	
O5.5ENG100E02.3	1	2	2		1		2	3	2	3
O5.5ENG100E02.4	3	3	2				2	3	2	3

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**ESSAY WRITING
COURSE CODE: O5.5ENG101E02**

Credits: 3

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

Course Outcomes:

The students will be able to:

O5.5ENG101E02.1. Describe the anatomy of an essay.

O5.5ENG101E02.2. Formulate topic and thesis.

O5.5ENG101E02.3. Generate argument, conduct research and record citation.

O5.5ENG101E02.4. Create an essay on given topic by introducing the topic, indulging in discussion and concluding after logical progression.

UNIT I

An Introduction to Essay- Definition, Classification and Features, Nature and structure of Essays, Anatomy of an essay and its chief components

UNIT II

Preparing for Essay Writing-

- (i) **Zeroing down on the topic** - Collecting information, initiating thought process, Generating ideas
- (ii) **Brushing up Language and Grammar Basics-** Awareness of Parts of Speech, Subject-Verb Agreement, Capitalization and Punctuation. And. the Content- The Art and Craft of Essay Writing I:

UNIT III

The Art and Craft of Essay Writing-

Level 1- Topic Selection and Drafting Thesis Statement; Developing the Argument, Undertaking Research and Putting Citation;

Level 2- Outlining the Essay by organizing the thought into three major parts- Introduction, Body and Conclusion- ensuring throughout logical flow of ideas

Level 3- Revision and Editing

UNIT IV

Project work on Essay Writing in English-

Prepare and submit an original essay of any category - Expository, Argumentative or Critical.

Assessment of Outcomes:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. Essay as loose sally of the mind

2. Fact and Perception
3. Formal Writing and Essay
4. Essay Vis-à-vis a Research Project

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.

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:
 (lxxxv) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.

(lxxxvi) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(lxxxvii) For Summative assessment (End Semester Examination or End-Term Examination):
 Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.0ENG128E02)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.5ENG101E02.1	1	2					2	2	1	2
O5.5ENG101E02.2	2	2					3	2	2	2
O5.5ENG101E02.3	3	3		2			3	3	3	
O5.5ENG101E02.4	2	3	3				3	3	3	

SEMESTER-VI

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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INTERNSHIP
COURSE CODE- 05.5ENG251C06

Credits: 4 Credits

Max. Marks: 100
Continuous Evaluation: 30
Viva Voce : 70

Course Outcome:

By the end of the course, a student will be able to:

05.5ENG251C06.1. Understand the functioning of organization/company/industry- either of education/ learning or business/ service background

05.5ENG252C06.2. Bring to practical uses the skills developed while pursuing the undergraduate degree

05.5ENG253C06.3. Apply innovative and creative skills in problem solving.

In perusal of the undergraduate course, each student will have to undergo practical training of six weeks. The student would be free for undergoing the said training in any of the approved educational/ business/ industrial/ service enterprises. The Internship Report, as well as the certificate from the organization from where the training had been undertaken, will have to be submitted to the department before the end of semester classes.

The student would be evaluated on the basis of his/her Internship Report and Presentation based on it. The whole Internship would be of 200 marks- 100 for the completion and appreciation certificate from the company and 100 for the Internship Report and presentation based on it.

Evaluation Criteria:

Final Internship Report	30%
Presentation and Viva	20%
Progress Report	20%
Employer's Evaluation	30%

INSTRUCTION FOR PREPARATION OF THE REPORTS

Students are required to follow the pattern given below in preparing the project report:

Format of the report:

1. Title Page
2. Certificate of the organization
3. Acknowledgement
4. Table of contents
5. Chapter Plan:
 - Chapter I Introduction
 - Objective of the Training Undertaken
 - Scope of the Training went for
 - Nature of the Assigned Task

Chapter II	Profile of the organization
Chapter III	Way and Mechanism of Working on the Assigned Task Major Challenges Faced
Chapter IV	Conclusion

(Course Articulation Matrix)

CO Statement (O5.5ENG251C06)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PS02	PS03
O5.5ENG251C06.1.	3	1	-	1	-	2	2	1	3	1
O5.5ENG252C06.2.	1	-	-	2	-	-	2	1	2	2
O5.5ENG253C06.3.	3	3	-	-	2	2	3	2	3	1

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

MODERN EUROPEAN DRAMA
COURSE CODE : O5.5ENG200C01

Credits: 4

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

Course Outcome:

The students will be able to:

O5.5ENG200C01.1. Recall the historical, cultural and literary events that lead to development of new themes and techniques in drama in the late 19th and early 20th century.

O5.5ENG200C01.2. Describe various forms, techniques and themes used in the dramas of this age.

O5.5ENG200C01.3. Compare the dramatists of the age with their counterparts in the 18th and 19th century.

O5.5ENG200C01.4. Rearrange different components of the drama to develop new perspectives related to the main ideas presented.

PART A

Unit I

New Bearings in Dramaturgy in the 20th Century I: New Drama & Epic Theatre- Formative influences, Development, features

Unit II

Henrik Ibsen: *A Doll's House*

Unit III

Bertolt Brecht: *The Good Person of Szechwan*

PART B

Unit IV

New Bearings in Dramaturgy in the 20th Century II: Theatre of Absurd- Formative influences, major characteristics

Unit V

Samuel Beckett: *Waiting for Godot*

Unit VI

Eugene Ionesco: *Rhinoceros*

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. Politics, Social Change and the Stage
2. Text and Performance
3. European Drama: Realism and Beyond
4. Tragedy and Heroism in Modern European Drama
5. The Theatre of the Absurd

Suggested Readings

1. Constantin Stanislavski, 1967, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood, Penguin.
2. Bertolt Brecht, 1992, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet, Methuen.
3. George Steiner, 1995, 'On Modern Tragedy', in *The Death of Tragedy*, Faber.

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:
 (lxxxviii) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.

(lxxxix) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(xc) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.5ENG200C01)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.5ENG200C01.1		1						3	1	
O5.5ENG200C01.2	2	2			1	2	3	3	2	2
O5.5ENG200C01.3	3	3		2			3	3	3	3
O5.5ENG200C01.4	3	3	3	3	2		3	3	3	3

PROJECT WORK AND DEMONSTRATION
COURSE CODE: O5.5ENG252C05

Credits: 1

Max. Marks: 100
Continuous Evaluation: 50
Viva Voce: 50

Course Outcome:

The students will be able to:

- O5.5ENG252C05.1.** know to formulate the significant topics of literary and societal concerns. how to formulate hypothesis/ thesis statement while working on a project work.
- O5.5ENG252C05.2.** Utilize primary and secondary sources deduce information related to their project.
- O5.5ENG252C05.3.** To draw inferences based on the collected information.
- O5.5ENG250C05.4.** create well-knit logically organized project work.

In partial fulfillment of perusal of the undergraduate programme, the students will have to complete a project work on any topics from literature or socio-cultural environment. For this purpose the student will have to prepare a project report on the assigned topic followed by creative demonstration of the same in form of either poster/ model presentation or any other creative art forms, such as painting, dance, drama, photography and related arts.

The project making will follow the basic project / research tools, such as collection of data, examination and analysis of the same, interpretation of the data, arriving at inferences and conclusion.

The supervisor will assess the students on the basis of:

- The quality and relevance of the topic chosen.
- His/her utilization of primary and secondary sources.
- The logical arrangement of arguments and inferences arrived.
- The representation of the idea by means of creative demonstration.

The student will have to sign an undertaking that he/she has worked sincerely and honestly all on his own. Any dishonesty and plagiarism will be viewed with disfavor.

(Course Articulation Matrix)

CO Statement (O5.5ENG252C05)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.5ENG252C05.1	2	2						3	2	2
O5.5ENG252C05.2	3	3	2				2	3	2	3
O5.5ENG252C05.3	3	3	3	2	1		3	3	3	3
O5.5ENG252C05.4	3	3	1	2	2	1	3	3	3	3

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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**TERM PAPER
05.5ENG253C08**

Credits: 1

**Max. Marks: 100
Continuous Evaluation : 50
Viva Voce: 50**

Course Outcome:

By the end of the course, a student will be able to:

05.5ENG253C08.1. To identify the different genres of creative writing.

05.5ENG253C08.2. To develop creative/ artistic aptitude.

05.5ENG253C08.3. To create creative works on literary and social relevance.

In partial fulfillment of perusal of the undergraduate programme, the students will have to get one of his/her creative work published in any of the national/ international magazine, newspaper or anthology. They need to proceed with it by means of selecting a topic from some area of their interest. The work needs to be either original creative work (in form of poem, short story, article, one act play) or a standard review article on certain literary work.

(Course Articulation Matrix)

CO Statement (05.5ENG253C08)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
05.5ENG253C08.1		2						3	2	
05.5ENG253C08.2	1	2	2				2	3	2	3
05.5ENG251C08.3	3	3		2	2	2	3	3	3	3

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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HUMAN AND GENDER RIGHT STUDIES

COURSE CODE: 05.5ENG200E02

Credits: 3

Max. Marks: 100

Continuous Evaluation: 30

End Term Exam: 70

Course Outcome:

The students will be able to:

05.5ENG229E02.1. Define the concept of Human Rights and Gender Equality.

05.5ENG229E02.2. Explain the Different factors leading to the emergence of the consciousness

05.5ENG229E02.3. Identify different features of various terms and concepts related to Human Rights and Gender Equality

05.5ENG229E02.4. Assess the impact of these two concepts on society.

UNIT I

Social Organization and Hierarchy: The Prehistoric Age, The Agrarian Society, The Feudal Society and Middle Ages, The Aborigine and Tribal Societies; Importance of power, The Male Supremacy and patriarchy, Indian Caste Hierarchy, Class and Race,

UNIT II

The Concept of Human Right and Gender Equality: European Renaissance and Rise of Individualism and Democratic Consciousness, Religious Reform Movement and Reformation, English Bill of Rights (1689); The French Revolution and Declaration of Rights for Individuals (1789); The American Declaration of Bill of Rights (1791), The Struggle for Universal franchise, The UNO and Universal Declaration of Human Rights

UNIT III

Gender and Human Rights in India: The religious reform Movements of Medieval ages, The Social Reform Movement or the Indian Renaissance of 19th Century, Reform during Indian Freedom Movement, The Indian Constitution and the concepts of Fundamental Rights.

UNIT IV

Project: Submission and presentation a research based project on the assigned topic based on Human Rights and Gender Equality

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. Individualism
2. Democracy
3. Ideas of Equality, liberty and Justice
4. Declaration of Universal Human Rights
5. Patriarchy
6. Discrimination

7. Gender Disparity

Suggested Readings:

1. Charles R. Beitz. (2009). *The Idea of Human Rights*, Oxford University Press.
2. Samuel Moyn. (2010). *The Last Utopia: Human Rights in History*, Cambridge University Press.
3. Curtis F.J. Debbier. (2006). *Introduction to International Human Rights Law*.Faber and Faber.
4. R. Michelin. (2008). *The History of Human Rights from Ancient Times to the Era of Gloibalisation*, Cambridge University Press.
5. George Orwell. (1944). 'Raffles and Miss Blandish', first published in *Horizon* in October 1944.

Assessment Tools

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

- (xci) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
- (xcii) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

- (xciii) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.5ENG229E02)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.5ENG229E02 .1		1						2	1	
O5.5ENG229E02 .2	1	2				2	2	3	1	2
O5.5ENG229E02 .3	3	3		2			3	3	3	3
O5.5ENG229E02 .4	2	3	3				3	3	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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LITERATURE OF INDIAN DIASPORA
COURSE CODE: O5.5ENG201E02

Credits: 3

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

Course Outcome:

The students will be able to:

O5.5ENG201E02.1. Outline the social and cultural milieu that initiated and shaped the Literature of Indian Diaspora

O5.5ENG201E02.2. Explain different ideas and techniques used by Diaspora writers

O5.5ENG201E02.3. Analyze the literary texts of Indian Diaspora Literature by separating the thematic, stylistic and aesthetic elements therein.

O5.5ENG201E02.4. Evaluate the Literature of the age by citing the content, style and aesthetic quality inherent in them.

UNIT I

Diaspora—Origin, Definition and Scope; Historical Background of the Indian Diaspora; Features of Indian Diaspora Literature

UNIT II

Rohinton Mistry: *A Fine Balance* (Alfred A Knopf)

UNIT III

Meera Syal: *Anita and Me* (Harper Collins)

UNIT IV

Jhuma Lahiri: *The Namesake* (Houghten Mifflin Harcourt)

Assessment of Outcome:

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

1. The Diaspora
2. Nostalgia
3. New Medium
4. Alienation

Suggested Reading

- V. Mishra, 2008, "Introduction: The Diasporic Imaginary" Literature of the Indian Diaspora, Routledge

- V. Kaur Kalra and J. Hutynuk, 2005, "Cultural Configurations of Diaspora," Diaspora & Hybridity. Sage Publications.
- Salman Rushdie, 1991, "The New Empire within Britain," Imaginary Homelands, Granta Books.

Assessment Tools

Distribution of Continuous Evaluation: The evaluation will include two types of assessments:
 (xciv) Continuous or formative assessments (in the form of an end-of-semester examination or a term examination.
 (xcv) Weightage of assessments is as follows:

For continuous or Formative assessment (in a semester): Maximum 30 per cent. The categorisation for the same is:

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

(xcvi) For Summative assessment (End Semester Examination or End-Term Examination): Minimum: 70 per cent. Categorisation for the same is:

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

(Course Articulation Matrix)

CO Statement (O5.5ENG201E02)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3
O5.5ENG201E02.1	2	1						2		3
O5.5ENG201E02.2	2	2						3	2	
O5.5ENG201E02.3	1	2	2				2	3	2	3
O5.5ENG201E02.4	3	3	2				2	3	2	3