



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

### PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

B.A (HONS) ENGLISH | Academic Year: 2020-21

#### PROGRAM OUTCOMES


- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
- [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
- [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
- [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
- [PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.
- [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
- [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

#### PROGRAM SPECIFIC OUTCOMES

- [PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.
- [PSO.2]. **Understand and apply** literary, linguistic, and/or rhetorical theories.
- [PSO.3]. **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.
- [PSO.4]. **Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.
- [PSO.5]. **Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skill of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences

  
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Course CODE	P01	P02	P03	P04	P05	P06	P07	PS01	PS02	PS03	PS04
LN1101	2	1	1	1	3	0	0	2	1	1	2
LN1102	1	2	2	0	0	0	1	0	2	1	3
LN1103	2	0	2	1	1	0	1	3	3	3	2
LN1105	1	3	2	0	0	0	1	0	2	2	3
LN1106	3	3	1	0	0	1	2	0	0	0	0
CY1003	3	2	3	2	3	3	3	3	3	2	0
AT1141	3	1	2	1	1	1	3	0	0	0	0
EO1105	2	3	2	1	0	1	2	0	0	0	0
PS1140	2	2	2	2	2	0	2	0	0	0	0
AT1151	1	0	0	1	1	0	1	0	0	0	0
AT1161	3	2	2	3	3	2	3	3	3	3	3
LN1201	3	3	1	0	0	1	1	2	3	2	2
LN1202	3	1	2	1	1	0	3	3	1	3	1
LN1203	1	1	1	0	1	0	0	2	2	3	2
LN1204	3	1	2	1	1	0	3	3	1	3	1
AT1271	2	0	0	3	3	0	2	3	3	0	2
AT1262	2	1	1	2	2	1	2	2	2	2	2
AT1263	2	1	1	2	2	1	2	2	2	2	2
AT1252	3	1	1	0	0	0	1	0	0	0	0
AT1253	1	0	1	0	0	0	1	0	0	0	0
EO1205	2	2	2	0	0	0	2	0	0	1	0
EO1206	2	1	1	1	1	0	2	2	1	2	0
PS1240	2	2	2	0	0	0	2	0	0	0	0
PS1241	3	0	3	0	0	0	2	0	0	0	0
LN2101	1	1	3	1	1	1	1	1	1	1	1
LN2102	3	2	3	2	2	2	2	2	2	3	3
LN2103	2	1	2	1	1	2	2	2	2	2	3
LN2104	0	0	0	0	0	0	1	2	2	0	0
PS2140	3	0	3	2	0	0	3	0	0	0	0
PS2142	2	0	3	2	2	3	2	0	0	0	0
EO2105	2	1	3	1	3	2	1	0	0	0	0
EO2106	2	0	2	2	1	0	3	0	0	0	0
AT2154	0	1	1	0	1	0	1	0	0	0	0
AT2155	0	0	0	0	0	0	0	0	0	0	0
AT2164	3	2	2	3	3	2	3	3	3	3	3
AT2165	3	3	3	3	3	3	3	2	3	3	3

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LN2201	3	1	3	1	1	1	1	3	2	2	2	3	3
LN2202	3	3	2	1	2	1	2	2	1	2	1	3	2
LN2203	3	1	1	1	1	1	1	1	1	1	1	1	1
LN2204	3	1	1	0	0	1	1	1	1	1	1	1	1
LN2205	3	3	1	1	0	1	1	1	1	1	3	1	2
AT2256	1	0	0	1	1	1	0	0	0	0	0	0	0
AT2266	3	1	1	1	1	1	1	1	1	1	1	1	1
PS2240	0	2	3	3	2	3	2	2	2	0	0	0	0
EO2206	2	0	1	1	0	0	0	3	0	0	0	0	0
EN1507	3	2	2	1	1	2	2	2	3	2	2	3	1
EN1508	3	2	2	1	1	2	2	2	3	2	3	3	1
EN1521	1	1	1	1	1	2	1	1	1	1	1	1	1
PO1507	1	1	1	1	1	1	1	1	0	0	0	0	0
PO1508	1	0	0	1	1	0	1	1	0	0	0	0	0
PS1507	2	0	0	3	3	3	3	3	0	0	0	0	0
PS1508	2	0	3	2	2	3	2	2	0	0	0	0	0
SO1507	3	3	3	3	3	1	3	3	3	3	3	2	2
SO1508	3	3	3	3	3	1	3	3	3	3	3	2	2
PS1609	0	3	3	3	3	3	3	3	0	0	0	0	0
PS1610	0	2	3	3	2	3	2	2	0	0	0	0	0
EN1609	2	2	2	1	1	2	2	2	3	2	3	3	1
EN1610	2	2	3	1	1	1	2	2	2	3	3	3	2
EN1621	2	3	1	1	0	0	1	1	1	1	1	2	1
SO1609	1	1	1	1	0	0	0	0	1	1	1	1	1
SO1610	3	0	3	0	0	0	1	1	0	0	0	0	0
PO1609	3	0	1	1	1	0	1	1	0	0	0	0	0
PO1610	1	0	0	1	1	1	0	0	0	0	0	0	0

  
  
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 Al-Farabi International University, Jember



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

Introduction to Literary Forms | LN 1101 | 4 Credits | 3 | 0 | 4

Session: Aug 20-Dec 20 | Faculty: Dr Deepa Sarabhai | Class: BA ENGLISH (HONS) | SEM

- A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA (Hons.) English in first Semester. The course offers an introduction to literary forms as an important base for the students of English literature. It orients students about concepts like forms of poetry, origin and elements of novel, short story, and drama. There is no specific prerequisite on the part of students as the course begins with the very basics of the field of study.
- B. Course Outcomes:** At the end of the course, students will be able to:
- [LN 1101.1] Interpret historicity of literary genres and forms.
  - [LN 1101.2] Recognize the main elements of different literary genres and assess their significance.
  - [LN 1101.3] Apply literary terminology to poetry, prose, fiction, and drama.
  - [LN 1101.4] Analyse different genres of literature and trace the development of various movements, trends in English Literature for enhancing their employability skills.
  - [LN 1101.5] Compare and contrast the differences in various forms of poetry, prose, fiction, drama and develop their skills.
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
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[PSO.5]. **Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who miss a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

E. **SYLLABUS: Poetry:** Forms of poetry: Sonnet; Elegy; Ode; Epic; Ballad; Lyric; Dramatic monologue; Interior monologue; Allegory; Stanza forms: Chaucerian stanza; heroic couplet; Spenserian stanza; Alexandrine; Shakespearean stanza; Blank verse; Free verse; Terza rima; Iambic Pentameter; **Prose and Fiction:** Elements of novel; Elements of short story; Picaresque novel; Historical novel; Psychological novel; Gothic novel; Epistolary novel; Regional novel; **Non-Fiction:** Auto/biography; Memoir; Diary writing; Stream of consciousness; Characterization, **Drama:** Comedy; Comedy of manners; Comedy of humours; Tragedy; Tragicomedy; Melodrama; Problem play; Kitchen-sink-drama; Theatre of absurd.

#### F. REFERENCE BOOKS

1. Abrams, M H. A Glossary of Literary Terms, 11/E, Wadsworth Publication 2015.
2. Boulton, M. The Anatomy of Drama, Kalyani Publishers, 2010.
3. Boulton, M. The Anatomy of Poetry, Kalyani Publishers, 2010.
4. Boulton, M. The Anatomy of the Novel, Kalyani Publishers, 2010.
5. Chandra, N D R and A Sebastian. Literary Terms in Drama, Theatre and Cinema, Authors P, 2002.
6. Childs, P and R Fowler. The Routledge Dictionary of Literary Terms, Routledge, 2006.
7. Cuddon, J A. A Dictionary of Literary Terms and Literary Theory, 4/E, Penguin, 2000.
8. Fowler, R (ed.), Dictionary of Modern Critical Terms, Routledge, 1987.
9. Prasad, B. A Background to the Study of English Literature, Revised Edition, Trinity, 2018.

**G. Lecture Plan:**

Class Number	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear teachers expectations and understand student expectations	Lecture Interaction	-	NA
1	<b>Introduction to Literary Forms</b>	To acquaint the learners with the major developments of literary forms	Interaction, Discussion & Question Answer Session	[LNI101.1] [LNI101.2]	In Class Quiz ( Not Accounted)
2 -3	<b>Poetry:</b> Forms of poetry: Sonnet	To recall learners' understanding of the different forms of poetry		[LNI101.1] [LNI101.2] [LNI101.3]	Sessionals ET Exam Home Assignment
	<b>Poetry:</b> Elegy	To evaluate learners' understanding of elegy as one of the forms of poetry		[LNI101.1] [LNI101.3]	
	<b>Poetry:</b> Ode	To probe learners' understanding of ode as one of the forms of poetry		[LNI101.1] [LNI101.2] [LNI101.3]	
4-5	<b>Poetry:</b> Epic	To enquire learners' understanding of epic as one of the forms of poetry		[LNI101.1] [LNI101.3] [LNI101.4]	Sessionals ET Exam
	<b>Poetry:</b> Ballad	To recall learners' understanding of ballad as one of the forms of poetry		[LNI101.2] [LNI101.3]	Home Assignment
	<b>Poetry:</b> Lyric	To evaluate learners' understanding of the different forms of poetry		[LNI101.1] [LNI101.3]	
	<b>Poetry:</b> Dramatic monologue, & Allegory	To enquire learners' comprehension of dramatic monologue, & allegory as forms of poetry		[LNI101.1] [[LNI101.4]	
6-7	<b>Stanza forms:</b> Chaucerian stanza & heroic couplet	To evaluate learners' application of Chaucerian stanza & heroic couplet		[LNI101.1] [LNI101.2] [LNI101.5]	Sessionals ET Exam Home Assignment
	<b>Stanza forms:</b> Spenserian stanza, & Alexandrine	To understand and critically analyse the text		[LNI101.1] [LNI101.2] [LNI101.3]	
	<b>Stanza forms:</b> Shakespearean stanza & Blank verse	To help the learners to analyse, describe, and contextualize the stanza forms		[LNI101.1] [LNI101.2] [LNI101.4]	
	<b>Stanza forms:</b> Free verse; Terza rima	To enquire learners' understanding of the different the stanza forms		[LNI101.1] [LNI101.2] [LNI101.5]	
	<b>Stanza forms:</b> Iambic Pentameter	To evaluate learners' comprehension of use of metre in poetry		[LNI101.1] [LNI101.2]	Sessionals

				[LN1101.3] [LN1101.4]	ET Exam Home Assignment
8	<b>Prose and Fiction:</b> Elements of novel	To enquire learners' understanding of the elements of novel		[LN1101.3] [LN1101.4]	
9	<b>Prose and Fiction:</b> Elements of short story	To probe learners' understanding of the elements of short story		[LN1101.3] [LN1101.1] [LN1101.5]	
10	<b>Prose and Fiction:</b> Picaresque novel	To evaluate learners' understanding of the Picaresque novel		[LN1101.1] [LN1101.2] [LN1101.3]	
11	<b>Prose and Fiction:</b> Historical novel	To examine learners' understanding of the Historical novel		[LN1101.1] [LN1101.2] [LN1101.5]	Sessionals ET Exam Home Assignment
12-14	<b>Prose and Fiction:</b> Psychological novel	To evaluate learners' understanding of the Psychological novel		[LN1101.1] [LN1101.3] [LN1101.4]	
15-17	<b>Prose and Fiction:</b> Gothic novel	To view learners' understanding of the Gothic novel		[LN1101.1] [[LN1101.2] LN1101.5]	
18-20	<b>Prose and Fiction:</b> Epistolary novel & Regional novels	To make the learners to reflect their understanding of Epistolary novel & Regional novels		[LN1101.1] [LN1101.2]	Sessionals ET Exam Home Assignment
21-24	<b>Non-Fiction:</b> Auto/biography, & Memoir;	To review learners' understanding of the Stream of consciousness, and Characterization		[LN1101.2] [LN1101.4] [LN1101.5]	
25-27	<b>Non-Fiction:</b> Diary writing;	To Trace the historicity of literary genres and forms		[LN1101.2] [LN1101.5]	
28-30	<b>Drama:</b> Comedy	To apply literary terminology to drama		[LN1101.1] [LN1101.2]	Sessional
31-33	<b>Drama:</b> Comedy of Manners, & Comedy of Humours	To analyze different types of comedy		[LN1101.1] [LN1101.2] [LN1101.4]	
34-36	<b>Drama:</b> Tragedy;	To Recognize tragedy as form of literature (drama) and assess its significance		[LN1101.2] [LN1101.3] [LN1101.5]	

					ET Exam Home Assignment
37-39	<b>Drama:</b> Tragicomedy, & Melodrama	To analyze different genres of drama and trace the		[LN1101.1] [LN1101.2] [[LN1101.5]	Sessionals ET Exam Home Assignment
40-42	<b>Drama:</b> Problem play	To Compare and contrast the differences in various forms of drama		LN1101.1 [LN1101.2] [LN1101.4]	
43-45	<b>Drama:</b> Kitchen-sink-drama	To Compare and contrast the differences in various forms of drama		[LN1101.1] [LN1101.3] [LN1101.4]	
46-48	<b>Drama:</b> Theatre of Absurd	To Compare and contrast the differences in various forms of drama		[LN1101.1] [LN1101.2] [LN1101.5]	



### H. Course Articulation Matrix: (Mapping of COs with POs & PSOs)

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
LN 1101.1	Interpret historicity of literary genres and forms.		2						2	2			
LN 1101.2	Recognize the main elements of different literary genres and assess their significance.			1									
LN 1101.3	Apply literary terminology to poetry, prose, fiction, and drama.		1					1			1		
LN 1101.4	Analyse different genres of literature and trace the development of various movements, trends in English Literature for enhancing their employability skills.	1		2	1	1			1	2			
LN 1101.5	Compare and contrast the differences in various forms of poetry, prose, fiction, drama and develop their skills.	2						1	1				



HISTORY OF ENGLISH LITERATURE (Chaucer to Dryden) | LN I 102 | 4 Credits | 3 | 0 | 4

Session: Aug' 20 – Dec' 20 | Faculty: Dr Neerja Vyas | Class: BA (HONS) ENGLISH I SEM

### A. Introduction:

This course is offered by the Department of Languages as a core course to the students of BA (Hons) English in Semester-I. The course offers the origin, background, traditions, and development of English literature. It covers the literary ages, recognized by the most prominent writer or monarch of that age, of English literature beginning with Geoffrey Chaucer to John Dryden. There is no specific prerequisite on the part of students as the course begins with the very basics of the field of study.

**B. Course Outcomes:** At the end of the course, students will be able to

[LN I 102.1] Recognize basic knowledge of the social, political, and literary history of England.

[LN I 102.2] Interpret English thoughts, culture, and history reflected in the study of literature.

[LN I 102.3] Comprehend the changing environment in the history of England and English literature.

[LN I 102.4] Enhance their employability skills through analyzing salient literary trends and movements of the given period.

[LN I 102.5] Discuss the major writers and their works.

### C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

[PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

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**E. Syllabus:**

**The Age of Chaucer (1340– 1400):** Characteristics of the age; Poets; Prose writers; **The Age of Shakespeare (1557 –1625):** Characteristics of the age; Poets; University Wits; Dramatists; Prose writers; **The Age of Milton (1625– 1660):** Characteristics of the age; Poets; Dramatists; Prose writers; **The Age of Dryden (1660– 1700):** Characteristics of the age; Poets; Dramatists; The Rise of Modern Prose writers.

**F. References:**

1. Albert, Edward. *History of English Literature*, OUP India, 1997.
2. Long, W. J. *A Short History of English Literature*, Maple P, 2000.
3. Hudson, W. H. *An Outline History of English Literature*, Atlantic Publishers, 2007.

**G. Lecture Plan:**

LEC NO	TOPICS	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
I	Introduction and Course Hand-out briefing	NA	Lecture & Interface	NA	NA

2-5	The Age of Chaucer (1340–1400): Characteristics of the age	<p>Recognize basic knowledge of the social, political, and literary history of England.</p> <p>Interpret English thoughts, culture, and history reflected in the study of literature.</p> <p>Comprehend the changing environment in the history of England and English literature.</p>	Lecture & Discussion	[LNI102.1] [LNI102.2] [LNI102.3]	Class Tests, Assignments, Sessionals, End Term Examination
6-9	The Age of Chaucer (1340–1400): Poets	<p>Recognize basic knowledge of the social, political, and literary history of England.</p> <p>Interpret English thoughts, culture, and history reflected in the study of literature.</p> <p>Enhance their employability skills through analyzing salient literary trends and movements of the given period.</p> <p>Discuss the major writers and their works.</p>	Lecture & Discussion	[LNI102.1] [LNI102.2] [LNI102.4] [LNI102.5]	Class Tests, Assignments, Sessionals, End Term Examination
10-13	The Age of Chaucer (1340–1400): Prose writers	<p>Recognize basic knowledge of the social, political, and literary history of England.</p> <p>Interpret English thoughts, culture, and history reflected in the study of literature.</p> <p>Enhance their employability skills through analyzing salient literary trends and movements of the given period.</p> <p>Discuss the major writers and their works.</p>	Lecture, Discussion, and Power Point Presentation	[LNI102.1] [LNI102.2] [LNI102.4] [LNI102.5]	Class Tests, Assignments, Sessionals, End Term Examination
14-17	The Age of Shakespeare (1557 –1625): Characteristics of the age	<p>Recognize basic knowledge of the social, political, and literary history of England.</p> <p>Interpret English thoughts, culture, and history reflected in the study of literature.</p> <p>Comprehend the changing environment in the history of England and English literature.</p>	Lecture & Discussion	[LNI102.1] [LNI102.2] [LNI102.3]	Class Tests, Assignments, Sessionals, End Term Examination
18-21	The Age of Shakespeare (1557 –1625): Poets; Prose writers	<p>Recognize basic knowledge of the social, political, and literary history of England.</p> <p>Interpret English thoughts, culture, and history reflected in the study of literature.</p>	Lecture & Discussion	[LNI102.1] [LNI102.2] [LNI102.4] [LNI102.5]	Class Tests, Assignments, Sessionals, End Term Examination

		<p>Enhance their employability skills through analyzing salient literary trends and movements of the given period.</p> <p>Discuss the major writers and their works.</p>			
22-25	The Age of Shakespeare (1557 –1625): University Wits; Dramatists	<p>Recognize basic knowledge of the social, political, and literary history of England.</p> <p>Interpret English thoughts, culture, and history reflected in the study of literature.</p> <p>Enhance their employability skills through analyzing salient literary trends and movements of the given period.</p> <p>Discuss the major writers and their works.</p>	Lecture, Discussion, and Power Point Presentation	[LNI102.1] [LNI102.2] [LNI102.4] [LNI102.5]	Class Tests, Assignments, Sessionals, End Term Examination
26-29	The Age of Milton (1625– 1660): Characteristics of the age	<p>Recognize basic knowledge of the social, political, and literary history of England.</p> <p>Interpret English thoughts, culture, and history reflected in the study of literature.</p> <p>Comprehend the changing environment in the history of England and English literature.</p>	Lecture & Discussion	[LNI102.1] [LNI102.2] [LNI102.3]	Class Tests, Assignments, Sessionals, End Term Examination
30-33	The Age of Milton (1625– 1660): Poets	<p>Recognize basic knowledge of the social, political, and literary history of England.</p> <p>Interpret English thoughts, culture, and history reflected in the study of literature.</p> <p>Enhance their employability skills through analyzing salient literary trends and movements of the given period.</p> <p>Discuss the major writers and their works.</p>	Lecture & Discussion	[LNI102.1] [LNI102.2] [LNI102.4] [LNI102.5]	Class Tests, Assignments, Sessionals, End Term Examination
34-37	The Age of Milton (1625– 1660): Dramatists; Prose writers	<p>Recognize basic knowledge of the social, political, and literary history of England.</p> <p>Interpret English thoughts, culture, and history reflected in the study of literature.</p> <p>Enhance their employability skills through analyzing salient literary trends and movements of the given period.</p> <p>Discuss the major writers and their works.</p>	Lecture, Discussion, and Power Point Presentation	[LNI102.1] [LNI102.2] [LNI102.4] [LNI102.5]	Class Tests, Assignments, Sessionals, End Term Examination

38-41	The Age of Dryden (1660–1700): Characteristics of the age	Recognize basic knowledge of the social, political, and literary history of England.  Interpret English thoughts, culture, and history reflected in the study of literature.  Comprehend the changing environment in the history of England and English literature.	Lecture & Discussion	[LN1102.1] [LN1102.2] [LN1102.3]	Class Tests, Assignments, Sessionals, End Term Examination
42-45	The Age of Dryden (1660–1700): Poets; Dramatists	Recognize basic knowledge of the social, political, and literary history of England.  Interpret English thoughts, culture, and history reflected in the study of literature.  Enhance their employability skills through analyzing salient literary trends and movements of the given period.  Discuss the major writers and their works.	Lecture & Discussion	[LN1102.1] [LN1102.2] [LN1102.4] [LN1102.5]	Class Tests, Assignments, Sessionals, End Term Examination
46-49	The Age of Dryden (1660–1700): The Rise of Modern Prose writers	Recognize basic knowledge of the social, political, and literary history of England.  Interpret English thoughts, culture, and history reflected in the study of literature.  Enhance their employability skills through analyzing salient literary trends and movements of the given period.  Discuss the major writers and their works.	Lecture, Discussion, and Power Point Presentation	[LN1102.1] [LN1102.2] [LN1102.4] [LN1102.5]	Class Tests, Assignments, Sessionals, End Term Examination
50-52	Revision and problem solving	NA	Discussion	NA	NA

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
LN1102.1	Recognize basic knowledge of the social, political, and literary history of England.		1	2					3	2			
LN1102.2	Interpret English thoughts, culture, and history reflected in	3		2	1		2	1		2			

	the study of literature.												
<b>LN 1102.3</b>	Comprehend the changing environment in the history of England and English literature.			<b>2</b>				<b>2</b>		<b>2</b>	<b>1</b>		
<b>LN 1102.4</b>	Enhance their employability skills through analyzing salient literary trends and movements of the given period	<b>3</b>		<b>2</b>				<b>2</b>	<b>3</b>	<b>2</b>			
<b>LN 1102.5</b>	Discuss the major writers and their works.	<b>3</b>	<b>1</b>					<b>2</b>		<b>2</b>	<b>2</b>	<b>1</b>	

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

ENGLISH POETRY- I | LN 1103 | 4 Credits | 3 | 0 | 4

Session: July 19-Dec 19 | Faculty: Dr Arun Kumar Poonia | Class: BA ENGLISH (HONS) I SEM

- A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA English Hons, in II Semester. English poetry is one of the richest poetic traditions in the world. The course provides, through selected representative samples, an understanding of the development of British poetry from Elizabethan period, its evolution, and departure through Renaissance, Neo-classical, and Romantics to the moderns. It enables learners to identify the distinctive characteristics from the early British poets and poetry to the modern times, relating it to specific social, cultural, religious and historical contexts/themes and style of writing/expression.
- B. Course Outcomes:** At the end of the course, students will be able to
- [LN1101.1] Demonstrate an awareness of English language and Poetry in different national, historical, social, political, and cultural contexts.
  - [LN1101.2] Understand the significance of historical, socio-cultural perspectives and traditions that shapes poetry.
  - [LN1101.3] Identify various elements of poetry, figures of speech, etc. employed by a poet.
  - [LN1101.4] Critically analyse texts using different critical approaches (e.g., historically-informed readings, readings based on theoretical perspectives, form-based criticism, rhetorical analysis, etc.).
  - [LN1101.5] Apply the principles of literary criticism to develop interpretive arguments both in writing and discussion.
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
  - [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
  - [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
  - [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
  - [PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.
  - [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
  - [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.
  - [PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.
  - [PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.



**[PSO.3]. Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

**Shakespeare's** Sonnet 18: "Shall I Compare Thee"; **J Donne's** "A Valediction: Forbidding Mourning"; **J Milton's** "On His Twenty - Third Birthday"; **J Dryden's** "A Song for St. Cecilia's Day"; **W Blake's** "The Lamb and the Tiger"; **L Byron's** "There is a Pleasure in the Pathless Woods"; **P B Shelley's** "Ode to the West Wind"; **J Keats'** "To Autumn"; **W Wordsworth's** "The Solitary Reaper"; **R Browning's** "My Last Duchess"; **M Arnold's** "Dover Beach"; **G M Hopkins'** "The Sea and the Skylark"; **W B Yeats'** "The Second Coming" and "A Prayer for My Daughter"; **T S Eliot's** "The Love Song of J. Alfred Prufrock".

#### F. REFERENCE BOOKS

- Carey, J. John Donne: The Major Works. Oxford, 2008.
- Dryden, J. John Dryden: Poems and Fables. Milestone Publication, 1980.
- Ford, B. (ed). Pelican Guide to English Literature Vol. 1-8, Penguin, 1960.
- Jain, Jasbir. Strings of Gold (3 Volumes). Macmillan, 1994.
- Milton, J. Minor Poems in English. Milestone Publication, 2000.
- Shakespeare, W. Complete Works of William Shakespeare. Oxford and IBH, 2015.
- Trevelyan, G.M. A Social History of England. Longman, 1942.

**Lecture Plan:**

Class Number	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing  Reading and understanding Poetry.	To acquaint and clear teachers expectations and understand student expectations	Lecture  Interaction	-	NA
2	Reciting/Sharing favourite poem/song  Types of poems and literary devices used	To ascertain the interest and recapitulate the understanding and the existing knowledge about poetry	Interaction, Discussion & Question Answer Session	CO 1	In Class Quiz ( Not Accounted)
3	<b>Shakespeare's</b> Sonnet 18: "Shall I Compare Thee"- An Introduction about the poet, poem and the times	To know about the socio-cultural conditions of the period. To know about the concepts of love, courtship, place of women, etc. To know about the major works of the poet and the main contemporaries. To know about the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture  Q & A  Power Point	CO 1 & 2	
4	Poem " <b>Shall I Compare Thee</b> "- A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem.  Lecture  Discussion	CO 2, 3 & 4	1 <sup>st</sup> Sessional  ET Exam  Home Assignment
5	Poem <b>Shall I Compare Thee</b> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion  Written exercise  Evaluation	CO 2 & 5	
6	<b>J Donne's</b> "A Valediction: Forbidding Mourning" - An Introduction about the poet, poem and the times	To know the socio-cultural conditions of the period. To know about the concepts of love, courtship, place of women, etc. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture  Q & A	CO 1 & 2	1 <sup>st</sup> Sessional  ET Exam  Home Assignment
7	<b>J Donne's</b> "A Valediction: Forbidding Mourning"- A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions.	Audio-Video-Recitation of the poem.  Lecture	CO 2, 3 & 4	

		To critically analyse the poem.	Discussion		
8	<b>J Donne's</b> "A Valediction: Forbidding Mourning" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	CO 2 & 5	
9	<b>J Milton's</b> "On His Twenty - Third Birthday" - An Introduction about the poet, poem and the times	To know about the social, cultural, religious conditions of the period. To know about the major works of the poet and the main contemporaries. To know about the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A Power Point	CO 1 & 2	
10	<b>J Milton's</b> "On His Twenty - Third Birthday" - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem. Lecture Discussion	CO 2, 3 & 4	1 <sup>st</sup> Sessional ET Exam Home Assignment
11	<b>J Milton's</b> "On His Twenty - Third Birthday" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	CO 2 & 5	
12	<b>W Blake's</b> "The Lamb and the Tiger" - An Introduction about the poet, poem and the times	To know the social, cultural, religious conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A Biblical Quotes and References	CO 1 & 2	1 <sup>st</sup> Sessional
13	<b>W Blake's</b> "The Lamb and the Tiger" - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem. Lecture Discussion	CO 2, 3 & 4	ET Exam Home Assignment
14	<b>W Blake's</b> "The Lamb and the Tiger" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society.	Discussion Written exercise Evaluation	CO 2 & 5	

		To critically comment upon the content, structure and theme(s) of the poem.			
15	<b>J Dryden's</b> "A Song for St. Cecilia's Day" - An Introduction about the poet, poem and the times	To know about the socio-cultural conditions of the period. To know about the major works of the poet and the main contemporaries. To know about the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A Power Point	CO 1 & 2	
16	<b>J Dryden's</b> "A Song for St. Cecilia's Day" - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem. Lecture Discussion	CO 2, 3 & 4	1 <sup>st</sup> Sessional ET Exam Home Assignment
17	<b>J Dryden's</b> "A Song for St. Cecilia's Day" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	CO 2 & 5	
18	<b>L Byron's</b> "There is a Pleasure in the Pathless Woods" - An Introduction about the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know about the concern for mother nature/environment. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A Documentary on love for nature	CO 1 & 2	
19	<b>L Byron's</b> "There is a Pleasure in the Pathless Woods" - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem. Lecture Discussion	CO 2, 3 & 4	1 <sup>st</sup> Sessional ET Exam Home Assignment
20	<b>L Byron's</b> "There is a Pleasure in the Pathless Woods" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	CO 2 & 5	
21	<b>P B Shelley's</b> "Ode to the West Wind" - An Introduction about the poet, poem and the times	To know about the social, cultural, political conditions of the period. To understand the state of despair and resentment among masses.	Lecture Q & A Power Point	CO 1 & 2	

		To know about the major works of the poet and the main contemporaries. To know about the background/incident/reason/mood that lead to the writing/creation of the poem.			1 <sup>st</sup> Sessional
22	<b>P B Shelley's</b> "Ode to the West Wind" - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem.  Lecture  Discussion	CO 2, 3 & 4	ET Exam  Home Assignment
23	<b>P B Shelley's</b> "Ode to the West Wind" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion  Written exercise  Evaluation	CO 2 & 5	
<b>FIRST SESSIONAL EXAM</b>					
24	<b>J Keats' "To Autumn"</b> - An Introduction about the poet, poem and the times	To know the socio-cultural conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture  Q & A  Multimedia Resources  Online Resources	CO 1 & 2	2 <sup>nd</sup> Sessional
25	<b>J Keats' "To Autumn"</b> - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem.  Lecture  Discussion	CO 2, 3 & 4	ET Exam  Home Assignment
26	<b>J Keats' "To Autumn"</b> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion  Written exercise  Evaluation	CO 2 & 5	
27	<b>W Wordsworth's</b> "The Solitary Reaper" - An Introduction about the poet, poem and the times	To know about the socio-cultural conditions of the period. To know about the major works of the poet and the main contemporaries. To know about the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture  Q & A  Power Point	CO 1 & 2	

28	<b>W Wordsworth's</b> "The Solitary Reaper" - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem.  Lecture  Discussion	CO 2, 3 & 4	2 <sup>nd</sup> Sessional  ET Exam  Home Assignment
29	<b>W Wordsworth's</b> "The Solitary Reaper" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion  Written exercise  Evaluation	CO 2 & 5	
30	<b>R Browning's</b> "My Last Duchess" - An Introduction about the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture  Q & A  Multimedia Resources	CO 1 & 2	2 <sup>nd</sup> Sessional  ET Exam
31	<b>R Browning's</b> "My Last Duchess" - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem.  Lecture  Discussion	CO 2, 3 & 4	Home Assignment
32	<b>R Browning's</b> "My Last Duchess" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion  Written exercise  Evaluation	CO 2 & 5	
33	<b>M Arnold's</b> "Dover Beach" - An Introduction about the poet, poem and the times	To know about the social, cultural, economic, political conditions of the period. To know about the major works of the poet and the main contemporaries. To know about the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture  Q & A  Power Point	CO 1 & 2	2 <sup>nd</sup> Sessional
34	<b>M Arnold's</b> "Dover Beach" - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem.  Lecture  Discussion	CO 2, 3 & 4	ET Exam  Home Assignment

35	<b>M Arnold's</b> "Dover Beach" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	CO 2 & 5	
36	<b>G M Hopkins'</b> "The Sea and the Skylark" - An Introduction about the poet, poem and the times	To know the social, cultural, religious conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A Multimedia Resources	CO 1 & 2	2 <sup>nd</sup> Sessional ET Exam Home Assignment
37	<b>G M Hopkins'</b> "The Sea and the Skylark" - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem. Lecture Discussion	CO 2, 3 & 4	
38	<b>G M Hopkins'</b> "The Sea and the Skylark" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	CO 2 & 5	
39	<b>W B Yeats'</b> "The Second Coming" - An Introduction about the poet, poem and the times	To know about the social, cultural, economic, political conditions of the period. To know about the major works of the poet and the main contemporaries. To know about the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A Power Point	CO 1 & 2	2 <sup>nd</sup> Sessional ET Exam Home Assignment
40	<b>W B Yeats'</b> "The Second Coming" - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem. Lecture Discussion	CO 2, 3 & 4	
41	<b>W B Yeats'</b> "The Second Coming" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society.	Discussion Written exercise Evaluation	CO 2 & 5	

		To critically comment upon the content, structure and theme(s) of the poem.			
<b>SECOND SESSIONAL EXAM</b>					
42	<b>W B Yeats'</b> "A Prayer for My Daughter" - An Introduction about the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A Multimedia Resources	CO 1 & 2	ET Exam Home Assignment
43	<b>W B Yeats'</b> "A Prayer for My Daughter"- A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem. Lecture Discussion	CO 2, 3 & 4	
44	<b>W B Yeats'</b> "A Prayer for My Daughter"- Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	CO 2 & 5	
45	<b>T S Eliot's</b> "The Love Song of J. Alfred Prufrock" - An Introduction about the poet, poem and the times	To know about the social, cultural, economic, political conditions of the period. To know about the major works of the poet and the main contemporaries. To know about the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A Power Point	CO 1 & 2	
46	<b>T S Eliot's</b> "The Love Song of J. Alfred Prufrock" - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions. To critically analyse the poem.	Audio-Video-Recitation of the poem. Lecture Discussion	CO 2, 3 & 4	ET Exam Home Assignment
47	<b>T S Eliot's</b> "The Love Song of J. Alfred Prufrock" - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	CO 2 & 5	
48	<b>T S Eliot's</b> "The Love Song of J. Alfred Prufrock" – Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own	Discussion Written exercise	CO 2 & 5	



		experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Evaluation		
49	Revision & Discussions	-			
50	Revision & Discussions	-	-	-	-
51	Revision & Discussions	-	-	-	-
52	Revision & Discussions	-	-	-	-
<b>END TERM EXAM</b>					

**G. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
[LN1101.1]	Demonstrate an awareness of English language and Poetry in different national, historical, social, political, and cultural contexts.	1		1					2			1	
[LN1101.2]	Understand the significance of historical, socio-cultural perspectives and traditions that shapes poetry	2		1		1		1		1		1	
[LN1101.3]	Identify various elements of poetry, figures of speech, etc. employed by a poet	1	1						1		2	2	
[LN1101.4]	Critically analyse texts using different critical approaches (e.g., historically-informed readings, readings based on theoretical perspectives, form-based criticism, rhetorical analysis, etc.)	2		1	1						3		
[LN1101.5]	Apply the principles of literary criticism to develop interpretive arguments both in writing and discussion		2					1		1			2

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Handout

Soft Skills | LNI 105 | 2 Credits | 2 0 0 2

Session: Aug 20 – Dec 20 | Faculty: Dr Arun Dev Pareek | Class: BA (Hons) English, Semester-I

- A. Introduction:** The course is offered as a Skill Enhanced Course for the students of BA (Hons) English in Sem-I. Soft skills are a cluster of productive personality traits that characterize one's relationships in a milieu. These skills include communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, team-work and leadership traits. This course is designed to help increase a persons' self-esteem, to develop cognitive skills, to instil the trait of not giving-up when faced with a challenge. The course also helps to develop reading and communication skills.
- B. Course Outcomes:** At the end of the course, students will be able to:
- [LNI 105.1] Describe the fundamental principles of effective communication and presentation skills.
  - [LNI 105.2] Interpret critical and creative thinking abilities for communicative competence.
  - [LNI 105.3] Articulate enhanced competence in oral and written communication.
  - [LNI 105.4] Assess effective communication skills in a variety of public and interpersonal settings.
  - [LNI 105.5] Analyze the importance of communication skills like listening, speaking, reading and writing for employability.
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
  - [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
  - [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
  - [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
  - [PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.
  - [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
  - [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.
- [PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.
  - [PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.
  - [PSO.3]. **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	MTE I (Closed Book)	20
	MTE II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Student who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

**Communication Skills:** Components of Effective Communication Skills, Verbal and Non Verbal Communication;  
**Team Building:** Team Building concept, Team Tasks, Group Exercises, Role Play, Ability to Work Together;  
**Telecommunication Skills:** Telephone Etiquettes, Tone and Pitch of the voice; **Self- Management:** Identifying one's Strengths and Weaknesses, Planning and Goal Setting, Self- Discipline, Self-Evaluation; **Time Management:** Planning and Scheduling, Multitasking, Meeting deadlines; **Emotional Intelligence:** Self- Motivation, Self-Awareness, Self-Regulation, Empathy, Social Skills; **Thinking Skills:** Creativity & Innovation; **Presentation Skills:** Knowing the Audience and their requirements, Effective Ways to deliver the Presentation, Multi-Media Presentation; **Group Discussion:** Understanding the nature of discussion, Difference between debate and discussion, Ways to form and present the arguments, Ways to defend; **Personal Interview:** To learn the skills of appearing in an interview and being successful in it; **Public Speaking:** To get acquainted with the art of public speaking, To know the rhetoric of making a public speech, Exploring rhetorical elements through various videos.

#### F. TEXT / REFERENCE BOOKS

1. Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003.
2. Ajmani, J. C. *Good English: Getting it Right*. New Delhi: Rupa Publications, 2012.
3. Klaus, Peggy. *The Hard Truth about Soft Skills*. Harper, 2008.
4. Palmer, Wendy and Janet Crawford. *Leadership Embodiment*. CSIPP, 2013.
5. Sasikumar, V., Dutta and Rajeevan, *A Course in Listening and Speaking* –Foundation Books. 2005.
6. Sawhney, Panja and Verma eds. *English at the Workplace*. Macmillan 2003.
7. Singh, R.P. *Professional Communication*. OUP. 2004.

**G. LECTURE PLAN:**

L.No.	Topics	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear the teacher's expectation and understand the students' expectations	Lecture	NA	NA
2-4	<b>Communication Skills:</b> Components of Effective Communication Skills, Verbal and Non Verbal Communication	Describe the fundamental principles of effective communication and presentation skills	Lecture & Discussion	LN1105.1	Assignment MTE I ETE
5-7	<b>Team Building:</b> Team Building concept, Team Tasks, Group Exercises, Role Play, Ability to Work Together	Develop critical and creative thinking abilities for communicative competence	Lecture & Discussion	LN1105.2	Assignment MTE I ETE
8-9	<b>Telecommunication Skills:</b> Telephone Etiquettes, Tone and Pitch of the voice	Describe the fundamental principles of effective communication and presentation skills	Lecture & Discussion	LN1105.1	Assignment MTE I ETE II
10-11	<b>Self- Management:</b> Identifying one's Strengths and Weaknesses, Planning and Goal Setting, Self-Discipline, Self-Evaluation	Develop critical and creative thinking abilities for communicative competence	Lecture & Discussion	LN1105.2	Assignment MTE I ETE
12,13	<b>Time Management:</b> Planning and Scheduling, Multitasking, Meeting deadlines	Apply effective communication skills in a variety of public and interpersonal settings	Lecture & Discussion	LN1105.4	Assignment MTE I ETE
14-15	<b>Emotional Intelligence:</b> Self-Motivation, Self-Awareness, Self-Regulation, Empathy, Social Skills	Apply effective communication skills in a variety of public and interpersonal settings	Lecture & Discussion	LN1105.4	Assignment MTE I ETE
16	<b>Thinking Skills:</b> Creativity & Innovation	Develop critical and creative thinking abilities for communicative competence	Lecture & Discussion	LN1105.2	Assignment MTE II ETE

17-18	<b>Presentation Skills:</b> Knowing the Audience and their requirements, Effective Ways to deliver the Presentation, Multi-Media Presentation	Describe the fundamental principles of effective communication/ presentation skills and display enhanced competence in oral and written communication	Participation & Discussion	LNI 105.1 LNI 105.3	Assignment MTE II ETE
19-21	<b>Group Discussion:</b> Understanding the nature of discussion, Difference between debate and discussion, Ways to form and present the arguments, Ways to defend	Display enhanced competence in oral communication	Participation & Discussion	LNI 105.3	Assignment MTE II ETE
22-23	<b>Personal Interview:</b> To learn the skills of appearing in an interview and being successful in it	Recognize the importance of communication skills like listening, speaking, reading and writing for employability	Participation & Discussion	LNI 105.5	Assignment Assignment MTE II ETE
24-25	<b>Public Speaking:</b> To get acquainted with the art of public speaking, To know the rhetoric of making a public speech, Exploring rhetorical elements through various videos	Apply effective communication skills in a variety of public and interpersonal settings	Participation & Discussion	LNI 105.4	MTE II ETE
26	<b>Revision and Discussion</b>	NA	Participation and Discussion	NA	NA

**H. Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs) and Program Specific Outcomes (PSOs)												
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
LNI105.1	Describe the fundamental principles of effective communication and presentation skills.	1	2						1		2		2	
LNI105.2	Interpret critical and creative thinking abilities for communicative competence.	1	1	2					1		2	2	1	
LNI105.3	Articulate enhanced competence in oral and written communication.		3	2					1		1		3	
LNI105.4	Assess effective communication skills in a variety of public and interpersonal settings.		2	2								1	2	
LNI105.5	Analyze the importance of communication skills like listening, speaking, reading and writing for employability.		2	2					1		1	1	2	

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

Communicative English| LNI 106| 2 Credits | 2 0 0 2

Session: Aug 20 – Dec 20 | Faculty: Dr Arpit Kothari | Class: BA (Hons) English & Economics I Semester

### A. Introduction to the Course:

This course is offered by Department of Languages as a common course to the students of Semester-I of non-Engineering disciplines. The course offers an in-depth knowledge of language as an important branch of English language studies. It covers basic concepts such as role of communication, word formation, English Grammar, comprehension, composition. It also focuses on the enhancement of the LSRW skills.

### B. Course Outcome: At the end of this course student will be able to:

- [LNI 106.1] Recognize the fundamental principles of effective communication and presentation skills.
- [LNI 106.2] Apply critical and creative thinking abilities for communicative competence.
- [LNI 106.3] Demonstrate enhanced competence in oral and written communication for employability.
- [LNI 106.4] Estimate ideas with precision and coherence in LSRW skills.
- [LNI 106.5] Cite the importance of grammar in written communication.

### C. PROGRAM OUTCOMES

- [PO1] **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
- [PO2] **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
- [PO3] **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
- [PO4] **Effective Citizenship:** Inculcate values of patriotism and of unity and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
- [PO5] **Ethics:** Recognize the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.
- [PO6] **Environment and Sustainability:** Study and understand Nature and the environment based on important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
- [PO7] **Self-directed Life-Long Learning:** Taking initiatives and challenges to choose learning opportunities and programs, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40



	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

### E. Syllabus:

Communication- Definition, Process, Types, Flow, Modes, Barriers; Types of Sentences; Modal Auxiliaries; Tenses and its Usage; Voice; Reported Speech; Articles; Subject-Verb Agreement; Spotting Errors; Synonyms and Antonyms; One Word Substitution; Reading Comprehension; Précis Writing; Essay Writing; Formal Letter Writing; Email Etiquettes; Résumé & Curriculum Vitae; Statement of Purpose; Presentations

### F. Reference Books:

1. *Collins English Usage*. Harpers Collins, 2012.
2. Hobson, Archie Ed. *The Oxford Dictionary of Difficult Words*. Oxford, 2004.
3. Jones, Daniel. *English Pronouncing Dictionary*. ELBS, 2011.
4. Krishnaswamy, N. *Modern English: A Book of Grammar Usage and Composition*, Macmillan India, 2015.
5. *Longman Dictionary of Contemporary English*. Pearson, 2008.
6. McCarthy, M. *English Idioms in Use*. Cambridge UP, 2002.
7. Mishra, S. and C. Muralikrishna. *Communication Skills for Engineers*. Pearson, 2004.
8. *Oxford Dictionary of English*. Oxford UP, 2012.
9. Turton, N. D. and J.B. Heaton. *Longman Dictionary of Common Errors*. Pearson, 2004.

### G. Lecture Plan:

DAY	TOPICS	Programme Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
Day 1	Introduction about the course hand-out/ Examination scheme/Internal Assessment and Communication skills.	Review communication as a process with greater awareness	NA	NA	NA
Day 2-3	Definition, process, features, types, modes, and barriers	Understand the fundamental principles of effective communication and presentation skills	Lecture, PPT, Discussion	1106.1, 1106.5	Quizzes, I Sessional, End Term Examination
Day 4	Types of Sentences	Recognize the importance of grammar in written communication	Lecture, PPT, Discussion	1106.2, 1106.4	Quizzes, I Sessional, End Term Examination

Day 5	Modal Auxiliaries	Recognize the importance of grammar in written communication	Lecture, PPT, Discussion	1106.2, 1106.4	Quizzes, 1 Sessional, End Term Examination
Day 6 - 10	Tenses and its Usage	Recognize the importance of grammar in written communication	Lecture, PPT, Discussion	1106.2, 1106.4	Quizzes, 2 Sessional, End Term Examination
Day 11-13	Voice	Recognize the importance of grammar in written communication	Lecture, PPT, Discussion	1106.2, 1106.4	Quizzes, 2 Sessional, End Term Examination
Day 14-17	Articles, Subject-Verb Agreement	Recognize the importance of grammar in written communication	Lecture, PPT, Discussion	1106.2, 1106.4	Quizzes, 2 Sessional, End Term Examination
Day 18	Spotting Errors	Recognize the importance of grammar in written communication	Lecture, PPT, Discussion	1106.2, 1106.4	Quizzes, 2 Sessional, End Term Examination
Day 19	Synonyms and Antonyms; One Word Substitution	Improve ideas with precision and coherence in LSRW skills	Lecture, PPT, Discussion	1106.3, 1106.4	Quizzes, 2 Sessional, End Term Examination
Day 20-21	Reading Comprehension; Précis Writing; Essay Writing	Improve ideas with precision and coherence in LSRW skills	Lecture, PPT, Discussion	1106.1, 1106.3, 1106.4, 1106.5	Quizzes, 2 Sessional, End Term Examination
Day 22-23	Formal Letter Writing; Email Etiquettes	Improve ideas with precision and coherence in LSRW skills	Lecture, PPT, Discussion	1106.1, 1106.3, 1106.4, 1106.5	Quizzes, 2 Sessional, End Term Examination
Day 24-25	Résumé & Curriculum Vitae	Develop critical and creative thinking abilities for communicative competence	Lecture & discussion	1106.1, 1106.3, 1106.4, 1106.5	Quizzes and ETE
Day 26	Statement of Purpose	Develop writing skills of students	Lecture and discussion	1106.1, 1106.3, 1106.4, 1106.5	Quizzes and ETE
Day 27-28	Presentations	Develop presentation skills of students	Lecture and discussion	1106.1, 1106.3, 1106.4, 1106.5	NA

**H. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
[LN1106.1]	Recognize the fundamental principles of effective communication and presentation skills.	3	3	1			1	1
[LN1106.2]	Apply critical and creative thinking abilities for communicative competence.			1			1	1
[LN1106.3]	Demonstrate enhanced competence in oral and written communication for employability.	1	3	1				2
[LN1106.4]	Estimate ideas with precision and coherence in LSRW skills.	3	3	1			1	2
[LN1106.5]	Cite the importance of grammar in written communication.	2	3	1				1

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

Faculty of Science

School of Basic Sciences

Department of Chemistry

Course Hand-out

Environmental Science| CY 1003 | 3 Credits | 3 0 0 3

Session: Oct 20 – Feb 21| Faculty: Naveen Kumar Singh | Class: B. A. Hons | Semester I

**A. Introduction:** This course is offered by Dept. of Chemistry as a Compulsory Course, targeting students who are studying in undergraduate courses of higher education of all branches including Science, Arts, Social Sciences, Design, Business and Commerce, Journalism and Mass Communication. Offers the knowledge of how natural world works, Environmental and natural processes which effects humans and how human activities and developmental processes change the environment and natural systems. Conservation of nature and natural resources, ecosystems and their services, biodiversity loss and its conservation, environmental pollution, effects and control, environmental policies and practices, human communities and the environment. Students are expected to have basic knowledge of science and social sciences for a better learning.

**B. Course Outcomes:** At the end of the course, students will be able to

[1003.1] Remember environmental components and their processes to make aware and sensitive.

[1003.2] Understand environmental problems concerning with human activities and developmental processes.

[1003.3] Acquire skills for identifying and solving environmental problems.

[1003.4] Apply strategies for conservation of nature and natural resources and to solve the emerging problems related to environmental degradation.

[1003.5] Evaluate physical and chemical processes required for environmental sustainability.

[1003.6] Design developmental plans and strategies in the perspective of sustainable development.

## C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

[PO1]. **Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

[PO2]. **Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

[PO3]. **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

[PO4]. **Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

[PO5]. **Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

[PO6]. **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

[PO7]. **Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio technological changes.

**[PSO.1]:** To Recognize and apply the fundamental concepts of chemistry and their applications.

**[PSO.2]:** To Employ critical thinking and scientific inquiry in the interpretation of theoretical knowledge at a level suitable to succeed at an entry-level position in chemical industry or a post graduate chemistry program.

**[PSO.3]:** Understand the applications of chemical sciences in the areas of organic synthesis, synthesis of materials, corrosion inhibition, environment sustainability etc.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

**INTRODUCTION** Multidisciplinary Nature of Environmental Studies, Scope and importance, concept of sustainability and sustainable development **ECOSYSTEMS** Concept, structure and function, energy flow in an ecosystem, food chain, food webs and ecological succession, examples. **NATURAL RESOURCES (RENEWABLE & NON RENEWABLE RESOURCES)** Land Resources and land use change, Land degradation, soil erosion and desertification; Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state). Energy resources: Renewable and non- renewable energy sources, use of alternate energy sources, growing energy needs, case studies **BIODIVERSITY AND CONSERVATION** Levels, Biogeographic zones ,Biodiversity patterns and hot spots, India as a mega-biodiversity nation; Endangered and endemic species, threats, conservation, biodiversity services **ENVIRONMENTAL POLLUTION** type, causes, effects, and controls of Air, Water, Soil and Noise pollution, Nuclear hazards and human health risks, ill effects of fireworks, Solid waste management, case studies **ENVIRONMENTAL POLICIES & PRACTICES** Climate change, global warming, ozone layer depletion, acid rain, Environment laws, International agreements, nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context **HUMAN COMMUNITIES AND THE ENVIRONMENT** Human population growth, human health and welfare, Resettlement and rehabilitation, case studies, Disaster management, Environmental ethics, Environmental communication and public awareness, case studies, Field work and visit.

## **F. TEXT BOOKS**

- T1. Rajagopalan, R., *Environmental Studies: From Crisis to Cure*, Oxford University Press, 2016.
- T2. De, A. K. *Environmental Studies*, New Age International Publishers, New Delhi, 2007.
- T3. Bharucha, E., *Text book of Environmental Studies for undergraduate courses*, Universities Press, Hyderabad, 2<sup>nd</sup> Edition, 2013.

## **G. REFERENCE BOOKS**

- R1. Gadgil, M., & Guha, R. *This Fissured Land: An Ecological History of India*. Univ. of California, Press, 1993.
- R2. Carson, R. *Silent Spring*. Houghton Mifflin Harcourt, 2002.
- R3. Groom, Martha J., Gary, K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
- R4. Singh, J.S., Singh, S.P., Gupta, S.R. *Ecology, Environmental Science and conservation*. S. Chand Publishing, New Delhi, 2014.
- R5. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). *Conservation Biology: Voices from the Tropics*. John Wiley & Sons, 2013.

**H. Lecture Plan:**

Lec No	Topics	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction to Environmental Studies: multidisciplinary nature of environmental studies	Explain about environment and its processes and to interpret as multidisciplinary subject	Lecture	1003.1	In Class Quiz Mid Term I End Term
2	Scope and importance, concept of sustainability and sustainable development	Recall concept of sustainability, Explain sustainable development, Scope and importance of environmental science	Lecture	1003.1	Mid Term I End Term
3,4	Ecosystem: concept, structure and function, Energy flow in an ecosystem, food chain, food webs	Explain ecosystem with structure, flow of energy, nutrients cycling in the ecosystem, food chain and food webs	Lecture	1003.1	In Class Quiz Mid Term I End Term
5,6	Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem (Ponds, Streams, Lakes, River, Oceans, Estuaries)	Explain different type ecosystem with examples of terrestrial and aquatic ecosystem and their importance	Lecture	1003.1	In Class Quiz Mid Term I End Term
7,8	Ecological succession, Natural Resources (Renewable & Non Renewable Resources): Land Resources and land use change, Land degradation	Recall Ecological succession and its type, Explain different Natural Resources including Land Resources and land use change	Lecture	1003.1	In Class Quiz Mid Term I End Term
9	Soil erosion and desertification	Recall soil degradation by erosion and desertification	Lecture	1003.2	Mid Term I End Term
10	Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations	Recall Deforestation processes and their impact on the environment and biodiversity	Lecture	1003.2	Mid Term I End Term
11	Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).	Recall distribution and consumption pattern of water across the world and its related environmental issues including overexploitation and conflicts	Lecture	1003.2	In Class Quiz Mid Term I End Term

12	Energy resources: Renewable and Non-renewable energy sources	Recall different Energy resources including coal, oil, nuclear and their environmental impacts on the environment and on human health	Lecture	1003.2	Mid Term I End Term
13	Use of alternate energy sources	Explain other energy resources including solar, water, wind, geothermal and hydrogen energy for sustainability.	Lecture	1003.2	Mid Term I End Term
14	Growing energy needs, case studies	Recall energy demand and supply in different sector and their environmental concern	Lecture	1003.2	Mid Term I End Term
15,16	Biodiversity and conservation: Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India	Recall different variety and variability of plants and animals Explain different type of biodiversity and Biogeographic zones of India	Lecture	1003.3	In Class Quiz Mid Term II End Term
17	Biodiversity patterns and global biodiversity hot spots	Compare biodiversity at national and global level and ecological hotspots for their respective biodiversity	Lecture	1003.3	Mid Term II End Term
18	India as a mega-biodiversity nation; Endangered and endemic species of India	Recall different mega-diversity nation including India Describe different Endangered and endemic species of India	Lecture	1003.3	Mid Term II End Term
19	Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions	Explain biodiversity loss and their reasons, Explain biological invasive species and their impact on biodiversity	Lecture	1120.3	Mid Term II End Term
20	Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and informational value	Explain the goods and services provided by biodiversity and the ecosystem	Lecture	1003.4	Mid Term II End Term
21	Conservation of biodiversity: <i>In-situ</i> and <i>Ex-situ</i>	Explain different measures of conservation of biodiversity, Description of National parks, wildlife sanctuaries etc.	Lecture	1003.4	Mid Term II End Term
22	Environmental pollution: type, causes, effects, and controls of Air Pollution	Recall air pollution and their effects and explain different air pollutants and their impacts on environment and human health	Lecture	1003.5	Mid Term II End Term



23	ill effects of fireworks , Controls of Air Pollution	Describe harmful impact of fireworks and control methods of air pollutants like ESP, Scrubber	Lecture	1003.5	Mid Term II End Term
24	Type, causes, effects of Water Pollution	Describe water pollutants and their effects, BOD, COD, water quality parameters, DO, TSS	Lecture	1003.5	Mid Term II End Term
25	Controls of Water Pollution	Describe conventional and advance methods for prevention and control of water pollution	Lecture	1003.5	Mid Term II End Term
26	Causes, effects of Soil and Noise Pollution, Nuclear hazards and human health risks	Explain the Causes, effects of Soil and Noise Pollution, Nuclear hazards and human health risks	Lecture	1003.5	Mid Term II End Term
27	Solid waste management: control measures of urban and industrial waste, Pollution case studies,	Describe different type of solid waste and their methods of management	Lecture	1003.5	Mid Term II End Term
28,29	Environmental Policies & Practices: Climate change and global warming, International agreements: Kyoto protocols and Convention on Biological Diversity (CBD)	Recall of environmental pollution with some case studies, Describe sources and effects of greenhouse gases in global warming and climate change and their environmental impact, Explain different treaties for reduction of greenhouse gases and conservation of biodiversity	Lecture	1003.6	Mid Term II End Term
30,31	Ozone layer depletion, Montreal protocols, Acid rain and impacts on human communities and agriculture	Explain the importance of ozone layer and causes of its depletion, control measures, Describe the Acid Rain with its effects and control	Lecture	1003.6	In Class Quiz End Term
32,33	Environment laws; Water (Prevention and control of Pollution) Act, Air (Prevention and Control of Pollution) Act, Environmental Protection Act,	Describe the provision of Water Act, 1974, Air Act, 1981 for prevention and control of water and air pollution, Explain EPA, 1986	Lecture	1003.6	End Term
34,35	Wildlife Protection Act, Forest Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context, Human	Describe the provision of Wildlife Protection Act, Forest Conservation Act, Explain Nature reserves, tribal populations and rights, and	Lecture	1003.6	In Class Quiz End Term

	communities and the Environment: Human population growth: impact on environment	human wildlife conflicts in Indian context, impact of population growth on environment			
36, 37	Human health and welfare, Resettlement and rehabilitation of project affected persons; case studies, Disaster management: flood, earthquake, cyclone and landslides	Explain human health with respect to environment, measures of disaster management, Describe natural disasters and their impact	Lecture	1003.6	In Class Quiz End Term
38	Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan,	Describe different movement in Indian continents for conserve environment and their socio-economic importance	Lecture	1003.6	End Term
39, 40	Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi). Revision on Ecosystem and Natural Resources	Describe role of ethics in preservation and conservation of environment, environmental awareness programme, green energy concept and revision	Lecture	1003.6	End Term
41-42	Revision on Biodiversity & Conservation, Environment Pollution and Environmental Policies	Revision for preparation for end term exam	Lecture	1003.6	Class quiz End Term

**I. Course Articulation Matrix: (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH PROGRAM SPECIFIC OUTCOMES		
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3
CY 1003.1	Remember environmental components and their processes to make aware and sensitive.		1	3			3	2	1	1	1
CY 1003.2	Understand environmental problems concerning with human activities and developmental processes.	2		1	1	2	3	2			2
CY 1003.3	Acquire skills for identifying and solving environmental problems.		1	2	2		3		2	2	
CY 1003.4	Apply strategies for conservation of nature and natural resources and to solve the emerging problems related to environmental degradation.	3				2	3	3	1	1	1
CY 1003.5	Evaluate physical and chemical processes required for environmental sustainability	3	2	1	1	3	3	2	3	3	1
CY 1003.6	Design developmental plans and strategies in the perspective of sustainable development.	2	1	2	1	3	3	2	3	1	2

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

**Department of Arts (Philosophy)**

Course Hand-out

Introduction to Philosophy| AT1141 | 4 Credits | 3104

Session: Aug – Dec 20 | Faculty: Dr. Meera Bainduri | Class: BA Hons, I Semester (Subsidiary & Liberal arts)

**A. Introduction:** Philosophy is a conscious and loving awareness of the human journey on the Earth and under the Sky. As the love of wisdom, Philosophy implies three dimensions of human knowing and being that is, body, mind and heart which in turn correspond to three dimensions of their being - cosmic, human and divine. In our times, there is a need for not only love of wisdom, but also a wisdom of love. Essentially this would entail an intercultural approach to tackling any of many problems that beset contemporary human societies. An introduction to Philosophy characterises as a crucial inward turn towards, intuition, insight, intelligence and intensity.

**B. Course Outcomes:** At the end of the course, students will be able to

**[AT1141.1].** Recognize and evaluate various philosophical definitions, issues, branches, methods, problems and standpoints.

**[AT1141.2].** Compare and analyse the Indian, Western and other philosophical traditions and concepts.

**[AT1141.3].** Nurture an intercultural orientation in Philosophy and Life.

**[AT1141.4].** Develop the skills of imaginative and creative thinking necessary in today's entrepreneurial context.

**C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

**[PO.1].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.

**[PO.2].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.

**[PO.3].Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**[PO.4].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.

**[PO.5].Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**[PO.6].Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7].Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

**D. ASSESSMENT PLAN**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20

End Term Exam (Summative)	End Term Exam	40
	Total	100
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. Syllabus:

**The WHAT of Philosophy:** Who Are Philosophers? Definition Of “Philosophy,” The Scope of Philosophy, The Method, and Tools of Philosophy. **The BRANCHES of Philosophy:** Logic, Epistemology, Ethics, Metaphysics, Aesthetics, Applied Philosophy. **The WHY of Philosophy:** Why study Philosophy? Nature of Philosophy: Using Philosophy in Life and Society.

**Indian View,** Outlines Of Indian Philosophy, The Reality of the World, Dukkha, Initial Pessimism and Ultimate Optimism, The Law of Karma: Reincarnation , Concept of Truth (Pramanas) , The Reality of the Self, Transmigration, Bondage and Liberation as Moksha or Nirvana, The means to Liberation through Meditation, The Philosophy of the Veda, Upanishads, and the Bhagavadgeeta. Social and Moral Concepts in Indian Philosophy such as Varna & Ashram, Four Goals of human life ( Purusharthas), Moral view: Rit, and Dharma Rin and worldly life and renunciation (Samsara, Sanyas).

**Other World View:** Basic Philosophical Concepts related to Reality, Truth, Knowledge and Goodness. Pre-Socratic Philosophers- Metaphysical Naturalism of The Milesian School, Akousmatikoi and Mathēmatiko. Transmigration of the Soul according to Pythagoreans, Heraclitus of Ephesus and his Theory of Logos- Nature and The Theory of Opposites. Eleatic School’s Premises of Truth, Deception of The Senses and Development of Argumentation, Paradoxes. Pluralists: Elementalism and Anti-Reductionism. Atomists: Reality reduced to Atom and Void.

**The HOW (Method) Of Philosophy:** Rational and Analytic, Intuitive and Experiential.

## F. References:

- Nagel, Thomas *What Does It All Mean? A Very Short Introduction to Philosophy*, Oxford: Oxford University Press, 1987.
- Harold, T. *Living Issues in Philosophy*, Oxford University Press, New York, 1995.
- Datta, D. M. & Chatterjee, S.C. *An Introduction to Indian Philosophy*, University of Calcutta, Calcutta, 1968.
- M. Hiriyanna, *Outlines of Indian Philosophy*, Motilal Banarsidas Publishers, New Delhi, 1994.
- C. D. Sharma, *A Critical Survey of Indian Philosophy*, Motilal Banarsidas Publishers, New Delhi, 2009.
- McEvelley, Thomas, *The Shape of Ancient Thought: Comparative Studies in Greek and Indian Philosophies*, Allworth press, New York, 2002
- T.M.P. Mahadevan, *Invitation to Indian Philosophy*, Arnold-Heinemann Publishers, 1974.
- Thilly, Frank. *A History of Philosophy*, H. Holt and Company, 2008.
- Stace, W. T. *Critical History of Greek Philosophy*, General Books LLC, 2010.
- Copleston, F. *A History of Philosophy*, Vol. 1. Image Books, New York, 1993.

## G. LECTURE PLAN

Lec No		Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint students with the outcome-based education (OBE) and Course outcome (CO) and program outcome (PO) assessment process	Lecture/ Discussion	NA	NA
2	<b>The WHAT of Philosophy</b>	To know the Meaning and Definition of Philosophy	Lecture/ Discussion	<b>1141.1</b>	Mid Term I Mid Term II End Term
3,	Who are Philosophers?	Indicate the characteristics of a good philosopher with examples	Lecture/ Discussion	<b>1141.1</b> <b>1141.3</b>	Mid Term I Mid Term II End Term
4	Definition of “Philosophy”	Establish the relevance of the discipline	Lecture/PPT	<b>1141.1</b>	Assignment Mid Term I End Term
5	The Scope of Philosophy	Establish the relevance of the discipline	Lecture/Discussion	<b>1141.1</b> <b>1141.4</b>	Mid Term I Mid Term II End Term
9	<b>The BRANCHES of Philosophy:</b>	Explain the sub-disciplines of the field	Lecture/ Discussion	<b>1141.1</b>	Mid Term I Mid Term II End Term
10	Metaphysics	Introduce the evolution of human thinking about the physical world	Lecture/PPT	<b>1141.1</b>	Mid Term I Mid Term II
11	Epistemology, Logic	Explain the history of knowledge systems and demonstrate the foundations of Logic in language	Lecture/PPT	<b>1141.1</b> <b>1141.3</b>	Mid Term I Mid Term II
12	Ethics	Relate morality to reason vis-à-vis philosophy	Lecture/PPT	<b>1141.1</b> <b>1141.3</b>	Mid Term I Mid Term II End Term
13,14	Applied Philosophy	To introduce students to applications of philosophy in other disciplines and problem solving	Lecture/PPT /Discussion	<b>1141.1</b> <b>1141.4</b>	Mid Term I Mid Term II
15	Aesthetics	Introduce students to the human notion of beauty and arts	Lecture/PPT	<b>1141.3</b> <b>1141.4</b>	Mid Term I Mid Term II
16	<b>The WHY of Philosophy:</b> Why Study Philosophy? Nature of Philosophy: Using Philosophy in Life and Society.	Establish the relevance of the discipline in life and other areas of study	Lecture/PPT /Discussion	<b>1141.1</b> <b>1141.4</b>	Mid Term I Mid Term II End Term

17	<b>Indian view</b> , Outlines of Indian Philosophy: Introduction	To understand basic foundations of philosophy in India and its history	Lecture/PPT	<b>1141.2</b> <b>1141.3</b>	Mid Term I Mid Term II End Term
18,19	The Reality of the world, The law of karma, reincarnation transmigration, initial pessimism and ultimate optimism,	To understand fundamental beliefs of Indian philosophy and its development	Lecture/PPT	<b>1141.2</b> <b>1141.3</b>	Mid Term II End Term
20,21	Pramanas, truth,	To understand the idea of truth and evidence in Pramana theory	Lecture/PPT	<b>1141.2</b>	Mid Term II End Term
22	The reality of the self, bondage liberation (Moksha, Nirvana), the means to liberation through meditation,	To understand the underlying idea of body mind and soul and liberation in philosophy	Lecture/ Discussion	<b>1141.2</b>	Assignment Mid Term II End Term
23	Philosophy of the Veda, Upanishads	To understand the role and importance of early philosophy texts of Indian philosophy	Lecture/ Discussion	<b>1141.2</b> <b>1141.3</b>	Assignment Mid Term II End Term
24	Philosophy of the BhagavadGeeta,	To understand the significance of the Geeta in Indian philosophy	Lecture/ Discussion	<b>1141.2</b> <b>1141.4</b>	Mid Term II End Term
25	<b>Social and Moral concepts in Indian Philosophy:</b> Introduction	To introduce the study of concepts of Social and Moral thought in Indian philosophy	Lecture/Discussion	<b>1141.2</b>	Assignment Mid Term II End Term
26	<b>Social and Moral Concepts in Indian Philosophy:</b> Varna & Ashram	To understand the philosophy behind the organization of human life in Indian social systems	Lecture/PPT/	<b>1141.2</b>	Mid Term II End Term
27, 28	<b>Concepts in Indian Social and Moral Philosophy</b> Four Goals of human life (Purusharthas)	To introduce students to the conceptualization of desire , motivation and goals of a fulfilled life as a human being	Lecture/PPT	<b>1141.2</b> <b>1141.3</b> <b>1141.4</b>	Mid Term II End Term
29,	<b>Moral view:</b> Rit, and Dharma	To discuss and know about the Moral ideas in Indian philosophy	Lecture/ Discussion	<b>1141.2</b>	Mid Term II End Term
30	<b>Moral view:</b> Rin, worldly life and renunciation (Samsara, Sanyas).	To understand the concept of liberation and its influence on philosophical thought	Lecture/ Discussion	<b>1141.2</b>	Mid Term II End Term
31,32	<b>Other World View:</b> Basic Philosophical Concepts related to Reality, Truth, Knowledge and Goodness. Pre-Socratic Philosophers	To introduce students to other world views of Pre-socratic philosophy	Lecture/Discussion	<b>1141.2</b> <b>1141.3</b>	Assignment Mid Term II End Term
33,34	Metaphysical Naturalism of The Milesian School, Akousmatikoi and Mathēmatiko.	To know and familiarize with the Greek Milesian school and naturalism	Lecture/ PPT	<b>1141.2</b>	Mid Term II End Term
35,36	Transmigration of the Soul according to Pythagoreans,	To understand the philosophical ideas of Pythagorean school	Lecture/ PPT	<b>1141.2</b>	End Term

37,38	Heraclitus of Ephesus and his Theory of Logos- Nature and The Theory of Opposites.	To introduce students to early metaphysical concepts of Greek philosophy	Lecture/ PPT	<b>1141.2</b>	End Term
39,40	Eleatic School's Premises of Truth, Deception of The Senses	To Understand the shift in philosophy towards logic	Lecture/PPT	<b>1141.2</b>	End Term
40,41	Development of Argumentation, Paradoxes.	To understand historical rgins of argument and logic	Lecture/ PPT	<b>1141.2</b>	End Term
42,43	Pluralists: Elementalism and Anti-Reductionism.	To understand the history of arly views of creation	Lecture/PPT	<b>1141.2</b>	Assignment End Term
43,44	Atomists: Reality reduced to Atom and Void.	To understand foundations of scientific thought about the world	Lecture/PPT	<b>1141.2</b>	Assignment End Term
45,46	<b>THE HOW OF PHILOSOPHY:</b> The Method, and tools of Philosophy: Rational and Analytic	Introduce dominant approaches to Philosophy	Lecture/PPT Discussion	<b>1141.1</b> <b>1141.4</b>	Assignment End Term
47,48	The Method, and tools of Philosophy: Intuitive and Experiential.	Introduce dominant approaches to Philosophy	Lecture/PPT Discussion	<b>1141.1</b> <b>1141.4</b>	End Term
49, 50	Conclusion	To conclude the relevance of main concepts and ideas learnt in the coursr	Discussion	<b>1141.1</b> <b>1141.4</b>	NA



**H. Course Articulation Matrix: (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES							CORRELATION WITH PROGRAM SPECIFIC OUTCOMES			
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
AT 1141.1	Describe the importance and application of biomechanics in the field of sports	1	1	1		1		2	2		3	1
AT 1141.2	Interpret and illustrate the linear and angular kinematics and their role in sports	1	1	1				2	1		3	1
AT 1141.3	Application of the linear and angular kinetics in the field of sports.	1						2	1		3	1
AT 1141.4	Recognize and application of Newton's law of motion, lever and force in sports	1		1				2	2		3	1
AT 1141.5	Enhance the skills for mechanical analysis of walking, running, jumping and throwing with application of mechanical principles.							2	2		3	1

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

Microeconomics | EO 1105| 4 Credits | 3 | 0 4

Session: Aug 20-Dec 20 | Faculty: Dr Oum Kumari R| Class: BA ENGLISH (HONS) I SEM

**A. Introduction:** This course is offered by Department of Economics as subsidiary course, to give the students the insight to the concepts, principles and theories of microeconomics using verbal, graphical and simple mathematical techniques. The course aims to relate the specific facts and terminologies in the principles of microeconomics with the practical world problems, to enable students to discover and comprehend problems in the key areas using appropriate tools.

**B. Course Outcomes:** At the end of the course, students will be able to

[EO 1105.1] Relate the micro-economic theory concepts to the practical world.

[EO 1105.2] Understand and interpret the prevailing market conditions

[EO 1105.3] Analyze the demand-supply scenario; production and cost scenario

[EO 1105.4] Illustrate the problems and solution for social and economic welfare of the country

[EO 1105.5] Describe the efficient distribution patterns for sustainable economy.

### C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

[PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

[PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

[PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

[PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

[PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.

[PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

[PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

### D. Assessment Plan:

Criteria	Description	Maximum Marks
	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20

Internal Assessment (Summative)	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. SYLLABUS

**Introduction to Economics:** Basic economics problems, basic elements of micro economics; **Analysis of Consumer Behaviour:** Cardinal Utility Approach, meaning and forms of utility, concept of Total and Marginal utility, Marshallian Utility Approach, law of diminishing marginal utility, Law of Equi-marginal utility, Deficiencies of Marshallian Utility Approach, Ordinal Utility Approach; **Indifference Curve Analysis:** Concepts and properties, Indifference map, marginal rate of substitution, budget line and consumer equilibrium, price, income and substitution effect; **Consumer Surplus, Demand and Supply Analysis:** Demand analysis- Introduction and meaning, Law of Demand, determinants of demand, Individual demand and supply schedules and derivation of market demand and supply; shifts in demand and supply curves; **Elasticity of Demand:** Meaning, types and factors determining elasticity of demand, its measurement and uses; **Supply Analysis:** Introduction and meaning, Law of supply, determinants, elasticity of supply; Applications of demand and supply; **Production:** production functions, law of variable proportions, returns to scale; Cobb Douglas Production function, isoquant and iso-cost lines, expansion path, marginal rate of technical substitution, cost minimizing equilibrium condition. **Cost Analysis:** Cost concepts, short run and long run costs, cost and output decisions, relationship between various cost concepts, numerical problems and cases. Learning curve; **Revenue:** meaning and types, break even analysis, Market Structure, **Perfect Competition:** Meaning, characteristics, Price – output determination in short run and long run; **Monopoly:** Meaning, characteristics, Price –output determination under monopoly, price discrimination, Introduction to Monopolistic Competition and Oligopoly.

## F. REFERENCE BOOKS

1. Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 2010.
2. H L Ahuja, Macro Economics, S Chand, 2010
3. Stiglitz and Walsh, Economics, Fourth Edition, W. W. Norton, 2005.
4. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 2010.
5. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 2009.
6. Lipsey & Chrystal, Economics, Oxford University Press, 2011.
7. Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2005.

**G. Lecture Plan:**

LEC NO	TOPICS	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Nature scope and principles of economics	Understand the basic pillar of economics	Lecture	1105.1	Mid Sem I, Assignment
2,3	Methodology in economics; Scarcity and choice; choice by command and choice by market	Understand the Problem of choice	Lecture	1105.1	Mid Sem I, Assignment
4	The role of prices in a market economy	Critically analyse the functioning of Market	Case Study	1105.1	Mid Sem I, Assignment
5,6,7	Meaning of Utility, Cardinal Utility Approach - Total and Marginal utility, law of diminishing marginal utility, Law of Equi-marginal utility, income and substitution effects	Understand the generalization of Consumer Behaviour	Lecture	1105.1	Mid Sem I, Assignment
8,9,10,11,12	Ordinal Utility Approach, The consumption decision: preferences and their representation with indifference curves; budget constraints; consumer's optimum choice. Income Consumption Curve and price consumption curve, Price, substitution and income effect.	Understand the generalization of Consumer Behaviour	Lecture	1105.1	Mid Sem I, Assignment
<b>FIRST SESSIONAL EXAM</b>					
13	Theory of Demand and supply: Demand and its determinants	Role of Demand & Supply in market	Case Study	1105.3	Mid Sem II, Assignment
14,15	Giffin Goods, Individual demand and supply schedules and derivation of market demand and supply	Role of Demand & Supply in market	Lecture	1105.3	Mid Sem II, Assignment
16	shifts in demand and supply curves	Changes in market demand & Supply	Lecture	1105.3	Mid Sem II, Assignment
17,18,19	Concept of elasticity and its application	Meaning & utility of Elasticity	Case Study	1105.3	Mid Sem II, Assignment
20,21,22	Engel curve, Applications of demand and supply: price rationing, price	Application of Elasticity concept	Lecture	1105.3	Mid Sem II, Assignment

	floors, consumer and producer surplus				
23,24,25	Production: production functions; law of variable proportions, returns to scale	Understand the nuisances of production	Lecture, Case Study	1105.2	Mid Sem II, Assignment
26,27	Isoquant and isocost lines, cost minimizing equilibrium condition	Analyse the equilibrium situation	Lecture	1105.2	Mid Sem II, Assignment
28,29,30,31,32,33	Short run and long run costs, revenue and profit maximizations, short run industry supply curve, economies and diseconomies of scale, economies of scope, long run adjustments	Understand the reasoning for change in cost revenue situation	Lecture, Case Study	1105.2	Mid Sem II, Assignment
<b>SECOND SESSIONAL EXAM</b>					
34,35,36,37,38	Price –output determination in case of perfect competition, monopolistic competition, monopoly and oligopoly	Market Behaviour (Theory of firm)	Lecture, Case Study	1105.2	End Sem, Assignment
39,40,41,42,43	Marginal productivity theory of distribution; Factor Pricing under perfect and imperfect competition in the labour market	Determination of wage rate	Lecture	1105.5	End Sem, Assignment
44,45,46,47,48	Rent — Scarcity rent; Ricardian and Modern theory of Rent. Classical Theory of interest: Risk and uncertainty theory of Profit.	Determination of Rent	Lecture	1105.5	End Sem, Assignment
49,50,51,52	Concept of Welfare Economics: Social Welfare Function, Pareto Optimality	Economics of Welfare	Lecture	1105.5	End Sem, Assignment
<b>END TERM EXAM</b>					

**H. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)						
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
[EO 1105.1]	Relate the micro-economic theory concepts to the practical world	2						
[EO 1105.2]	Understand and interpret the prevailing market conditions		3	2				
[EO 1105.3]	Analyse the demand-supply scenario; production and cost scenario				1			2
[EO 1105.4]	Illustrate the problems and solution for social and economic welfare of the country						2	
[EO 1105.5]	Describe the efficient distribution patterns for sustainable economy.			1				1

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



## MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

### DEPARTMENT OF PSYCHOLOGY

Course Hand-out

Basic Psychological Processes-I | PSI I 40 | 4 Credits | 3 | 0 | 4

Session: Aug 20 - Dec 20 | Faculty: Dr. Jyotika Sharma | Class: BA ENGLISH/ECO (HONS) I - SEM

**A. Introduction:** This course is offered by Department of Psychology as a subsidiary, targeting students who wish to acquire basic knowledge of psychology through both primary and secondary sources, and will learn relevant terms, facts, concepts, and theories. It offers in depth knowledge of various basic concepts of psychology including Psychoanalytic, Neo-Analytic, Biological, Behaviourist, Cognitive, Trait, Humanistic, and Interactionist theories in addition to role of attention and perception, learning and memory in human development.

**B. Course Outcomes:** At the end of the course, students will be able to

**[PSI I 40.1]** Gain knowledge about the basic principles, various methods used in the field of psychological research and practice and approaches of Psychology hence enhancing their skills to apply this knowledge in real settings in their professions.

**[PSI I 40.2]** Interpret the principles of perception and apply these principles in their professions.

**[PSI I 40.3]** Comprehend the principles of learning in order to understand human behaviour.

**[PSI I 40.4]** Recognize the process of memory and forgetting and apply the principles of memory and forgetting.

### C. PROGRAM OUTCOMES

**[PO1]. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**[PO2]. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

**[PO3]. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**[PO4]. Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**[PO5]. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**[PO6]. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO7]. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio- technological changes

**D. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Student who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

**E. SYLLABUS**

**Introduction and Methods of Psychology-** Definition, fields and goals of Psychology. Approaches and perspectives to understanding psychology; **Methods of study-** Observation, experiments, case study, cross-sectional and longitudinal method; **Attention and Perception:** Attention: Definition, characteristics and selective attention; Perception: Perceptual Organization: Gestalt Laws of organization, Figure and Ground perception, Depth perception Perceptual constancy, **Illusions; Learning:** Meaning and definition of learning; Operant Conditioning, classical Conditioning, Cognitive learning; Modeling and social learning, Learning Curve; **Memory and Forgetting:** Basic processes of Memory, Stages of Memory, Models of Memory, Measurement of memory, Causes of forgetting and Mnemonics.

**F. REFERENCE BOOKS:**

1. Eysenck
2. Ciccarelli, S.N. & White, J.N. *Psychology: An exploration (5<sup>th</sup> ed.)*. Pearson Publications. 2017.
3. Robert A. Baron, *Psychology, 3<sup>rd</sup> Edition*. India: PHI. 1995).
4. Wortman & Loftus, *Psychology, 4<sup>th</sup> Edition*. New Delhi: McGraw Hill International (1992).
5. Morgan, K., & Schopler, W *Introduction to Psychology, 7<sup>th</sup> Edition*. New Delhi: McGraw Hill, (1989).



**G. Lecture Plan:**

<b>L No</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of Delivery</b>	<b>Corresponding Course Outcome</b>	<b>Mode of Assessing the Outcome</b>
1	<b>Introduction and Course Hand-out briefing of Basic Psychological Processes-I</b>	To acquaint and clear teachers' expectations and understand student expectations	Lecture	-	NA
2	<b>Introduction &amp; Methods of Psychology</b>	To understand definition of psychology, fields of Psychology	Lecture	COI	MTE – I
3	<b>Introduction &amp; Methods of Psychology</b>	Goals of Psychology	Lecture	COI	ET Exam
4	<b>Introduction &amp; Methods of Psychology</b>	Approaches to Psychology: biological, psychoanalytical	Lecture	COI	Home Assignment
5	<b>Introduction &amp; Methods of Psychology</b>	Approaches to Psychology: psycho-analytical	Lecture	COI	Class Quiz
6	<b>Introduction &amp; Methods of Psychology</b>	Behavioural Approach to Psychology	Lecture	COI	
7	<b>Introduction &amp; Methods of Psychology</b>	Behavioural Approach to Psychology	Lecture	COI	
8	<b>Introduction &amp; Methods of Psychology</b>	Humanistic Approach to Psychology	Lecture	COI	
9	<b>Introduction &amp; Methods of Psychology</b>	Humanistic Approach to Psychology	Lecture	COI	
10	<b>Introduction &amp; Methods of Psychology</b>	Evolutionary and cross-cultural Approach to Psychology	Lecture	COI	
11	<b>Introduction &amp; Methods of Psychology</b>	<b>Methods:</b> Experimental method	Lecture	COI	
12	<b>Introduction &amp; Methods of Psychology</b>	<b>Methods:</b> Observation method	Lecture	COI	
13	<b>Introduction &amp; Methods of Psychology</b>	Case study method	Lecture	COI	
14	<b>Introduction &amp; Methods of Psychology</b>	Revision	Quiz		
<b>MTE I</b>					
15	<b>Attention and Perception</b>	Attention: Meaning & Definition	Lecture	CO2	MTE - II ET Exam

16	<b>Attention and Perception</b>	Attention: Characteristics and selective attention	Lecture	CO2	Assignment Class Quiz
17	<b>Attention and Perception</b>	<b>Perception- Perceptual Organization:</b>	Lecture	CO2	MTE - II ET Exam Home Assignment Class Quiz
18	<b>Attention and Perception</b>	Gestalt Laws of organization	Lecture	CO2	
19	<b>Attention and Perception</b>	Figure and ground	Lecture		
20	<b>Attention and Perception</b>	Perceptual constancy; Depth perception,	Lecture	CO2	
21	<b>Attention and Perception</b>	Illusions	Lecture	CO2	
22	<b>Attention and Perception</b>	Revision/Quiz	Quiz/dipstick		
23	<b>Learning</b>	Meaning and definition of learning	Lecture	CO3	MTE - II ET Exam Home Assignment Class Quiz
24	<b>Learning</b>	Operant conditioning	Lecture	CO3	
25	<b>Learning</b>	Operant conditioning	Lecture	CO3	
26	<b>Learning</b>	Operant conditioning	Lecture	CO3	
27	<b>Learning</b>	Revision	Quiz/dipstick		
28	<b>Learning</b>	Classical Conditioning	Lecture	CO3	
29	<b>Learning</b>	Classical Conditioning	Lecture	CO3	
30	<b>Learning</b>	Classical conditioning	Lecture	CO3	
31	<b>Learning</b>	Revision/dipstick	Lecture	CO3	
32	<b>Learning</b>	Cognitive learning	Lecture	CO3	
33	<b>Learning</b>	Modeling and social learning	Lecture	CO3	
34	<b>Learning</b>	Modeling and social learning	Lecture	CO3	
35	<b>Learning</b>	Modeling and social learning	Lecture	CO3	
36	<b>Learning</b>	Learning Curve	Lecture	CO3	
37		Revision/Quiz	Quiz/dipstick	CO3	
<b>MTE II</b>					
38	<b>Memory and Forgetting</b>	Stages of Memory: Encoding Storage, Retrieval;	Lecture	CO4	ET Exam Home Assignment Class Quiz
39	<b>Memory and Forgetting</b>	Memory and Forgetting	Lecture	CO4	
40	<b>Memory and Forgetting</b>	Memory and Forgetting	Lecture	CO4	
41	<b>Memory and Forgetting</b>	Memory and Forgetting	Lecture	CO4	
42	<b>Memory and Forgetting</b>	Memory and Forgetting	Lecture	CO4	
43	<b>Memory and Forgetting</b>	Memory and Forgetting	Lecture	CO4	
44	<b>Memory and Forgetting</b>	Memory and Forgetting	Lecture	CO4	
45	<b>Memory and Forgetting</b>	Memory and Forgetting	Lecture	CO4	
46	<b>Memory and Forgetting</b>	Memory and Forgetting	Lecture	CO4	
47	<b>Memory and Forgetting</b>	Memory and Forgetting	Lecture	CO4	
48-52		Revision/dipstick/quiz	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>END TERM EXAM</b>					

### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	Correlation with Program Outcomes (POs)						
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
[PSI I 40.1]	Recognize the basic principles and approaches of Psychology hence enhancing their skills to apply in real settings in their professions. To gain knowledge about various methods used in the field of psychological research and practice.	2			2	2		1
[PSI I 40.2]	Interpret the principles of perception and apply these principles in life.	2						
[PSI I 40.3]	Comprehend the principles of learning in order to understand human behaviour.	2	2					1
[PSI I 40.4]	Know about the process of memory and forgetting and apply the principles of memory and forgetting.	2		2				

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



**MANIPAL UNIVERSITY JAIPUR**  
School of Humanities and Social Sciences

**Department of Arts**  
Course Hand-out

Elements of Political Science | AT1151 | 4 Credits | 3 | 0 | 4  
Session: July 19 - Nov 19 | Faculty: Dr. Aditi Priya | Class: B.A. (Subsidiary)

**A. Introduction:**

The aim of this paper is to offer the students an understanding of the basic nature and elements of Political Science in order to help them grasp such basic concepts.

**B. Course Outcomes**

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

**[AT1151. 1]** To understand the nature and scope of Political Science.

**[AT1151. 2]** To identify and explain traditional and modern perspectives of Political Science study.

**[AT1151. 3]** To understand various organs and functions of government and articulate the theories of state.

**[AT1151. 4]** To develop an analytical, social scientific disposition toward elements of Political Science.

**[AT1151. 5]** To render students professionally capable for administrative services, higher education or research in think tanks and organizations.

**C. Program Outcomes**

**[PO.1] 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.

**[PO.2] 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.

**[PO.3] Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusion in group settings.

**[PO.4] 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.

**[PO.5] Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**[PO.6] Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7] Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

## D. Assessment Rubrics

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. Syllabus:

**Introduction:** Meaning, Definition, Scope and Nature of Political Science, Traditional and Modern Perspective of Political Science, Behaviouralism and Post Behaviouralism, **The State:** Elements, **The Government:** Organs: Executive: Functions, Characteristics, Expansion in the functions of the Executive, Legislature : Functions, Characteristics, its decline, Judiciary : Functions, Characteristics, Independence of the Judiciary, Its greater role, Separation of Powers, Recent trends, Parliamentary and Presidential Governments , Unitary and Federal forms of Government, Evolution of the State: **Theories** : Divine, Force, Social Contract, Evolutionary.

### Reference books:

1. Ray, Amal & Mohit Bhattacharya, *Political Theory: Ideas & Institutions*, The World Press Pvt.Ltd., Kolkata, 2014.
2. Eddy Asirvatham & K.K. Misra *Political Theory* ; S.Chand & Company Ltd., Delhi, 2012.
3. Kapur, A.C. *Principles of Political Science*, S. Chand & Co., New Delhi, 2008.
4. Verma, S.P. *Modern Political Theory*, Paperback, 1975.
5. Verma, S. L. *Advanced Modern Political Theory: Analysis and Technologies*, Rawat Publications,

2008.

6. Gauba, O.P. *An Introduction to Political Theory*, MacMillan, New Delhi, 2013, 2<sup>nd</sup> edition.

## F. Lecture Plan

Lecture No.	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of assessing the Outcome
1	Basic Concepts of Political Science	Basic understanding	Lecture	1151.1	Quiz of previous class, Mid Term I, End Term Examinations
2	Meaning and Definition of Political Science	Basic understanding	Lecture	1151.1	Quiz of previous class, Mid Term I, End Term Examinations
3	Nature and Significance of Political Science	Basic understanding	Lecture	1151.1	Quiz of previous class, Mid Term I, End Term Examinations
4	Traditional Perspective of Political Science	To understand traditional and modern perspective	PPT	1151.1	Quiz of previous class, Mid Term I, End Term Examinations
5	Modern Perspective of Political Science	To understand traditional and modern perspective	PPT	1151.1	Quiz of previous class, Mid Term I, End Term Examinations
6	Behavioralism and its Limitations	To understand traditional and modern perspective	Lecture	1151.1	Quiz of previous class, Mid

					Term I, End Term Examinations
<b>7</b>	David Easton's Eight basic tenets of Behaviouralism	To understand traditional and modern perspective	Lecture	1151.1	Quiz of previous class, Mid Term I, End Term Examinations
<b>8</b>	Post-Behaviouralism and its significance	To understand traditional and modern perspective	Lecture	1151.1	Quiz of previous class, Mid Term I, End Term Examinations
<b>9</b>	State: Significance of State, State and Society, State and Government, State and Nation	To understand the State: Significance of State	PPT	1151.2 and 1151.3	Quiz of previous class, Mid Term II, End Term Examinations
<b>10</b>	Elements of State	To understand traditional and modern perspective	PPT	1151.2 and 1151.3	Quiz of previous class, Mid Term II, End Term Examinations
<b>11</b>	Organs of Government: Meaning and basic understanding	Organs of Government: Meaning and basic understanding	Lecture	1151.2 and 1151.3	Quiz of previous class, Mid Term II, End Term Examinations
<b>12</b>	Executive: Meaning and characteristics of Executive	Executive: Meaning and characteristics of Executive	Lecture	1151.2 and 1151.3	Quiz of previous class, Mid Term II, End Term Examinations
<b>13</b>	Executive: Functions of the Executive	Executive: Functions of the Executive	Lecture	1151.2 and 1151.3	Quiz of previous class, Mid Term II, End

					Term Examinations
<b>14</b>	Executive: Expansion in the functions of the Executive	Executive: Expansion in the functions of the Executive	Lecture	1151.2 and 1151.3	Quiz of previous class, Mid Term II, End Term Examinations
<b>15</b>	Legislature: Meaning and Characteristics	Legislature: Meaning and Characteristics	Lecture	1151.2 and 1151.3	Quiz of previous class, Mid Term II, End Term Examinations
<b>16</b>	Legislature: Functions of Legislature	Legislature: Functions of Legislature	Lecture	1151.2 and 1151.3	Quiz of previous class, Mid Term II, End Term Examinations
<b>17</b>	Delegated Legislation, Decline of Legislature	Delegated Legislation, Decline of Legislature	Lecture	1151.2 and 1151.3	Student Recap of previous class, Mid Term Examination II
<b>18</b>	Judiciary: Meaning and Characteristics	Judiciary: Meaning and Characteristics	Lecture	1151.2 and 1151.3	Student Recap of previous class, Mid Term Examination II
<b>19</b>	Judiciary: Functions of Judiciary	Judiciary: Functions of Judiciary	Lecture	1151.2 and 1151.3	Quiz of previous class, Mid Term II, End Term Examinations
<b>20</b>	Independence of Judiciary and its greater role	Independence of Judiciary and its greater role	Lecture	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>21</b>	Legislature, Executive and Judiciary in the Indian Perspective	Legislature, Executive and Judiciary in the Indian Perspective	Lecture	1151.2 and 1151.3	Quiz of previous class, End Term Examinations



<b>22</b>	Legislature, Executive and Judiciary in the Indian Perspective	Legislature, Executive and Judiciary in the Indian Perspective	Lecture	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>23</b>	Separation of Powers: Meaning and Nature	Separation of Powers: Meaning and Nature	Lecture	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>24</b>	Montesquieu's Separation of Powers	Montesquieu's Separation of Powers	Lecture	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>25</b>	Recent trends in Separation of Powers	Recent trends in Separation of Powers	Lecture	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>26</b>	Separation of Powers in Parliamentary form of Government	Separation of Powers in Parliamentary form of Government	Lecture	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>27</b>	Separation of Powers in Presidential form of Government	Separation of Powers in Presidential form of Government	Lecture	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>28</b>	Parliamentary Government: Meaning and Characteristics	Parliamentary Government: Meaning and Characteristics	Lecture	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>29</b>	Parliamentary Government: Pros and Cons	Parliamentary Government: Pros and Cons	Lecture	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>30</b>	Presidential Government:	Presidential Government:	PPT	1151.2 and	Quiz of previous

	Meaning and Characteristics	Meaning and Characteristics		1151.3	class, End Term Examinations
<b>31</b>	Presidential Government: Pros and Cons	Presidential Government: Pros and Cons	PPT	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>32</b>	Difference between Parliamentary and Presidential Government	Difference between Parliamentary and Presidential Government	PPT	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>33</b>	Unitary Government: Meaning and Features	Unitary Government: Meaning and Features	PPT	1151.2 and 1151.3	Quiz of previous class, End Term Examinations
<b>34</b>	Unitary Government: Pros and Cons	Unitary Government: Pros and Cons	PPT	1151.2 and 1151.3	Quiz of previous class, Mid Term I, End Term Examinations
<b>35</b>	Federal Government: Meaning and Features and types of Federalism	Federal Government: Meaning and Features and types of Federalism	PPT	1151.2 and 1151.3	Quiz of previous class, Mid Term I, End Term Examinations
<b>36</b>	Federal Government: Pros and Cons	Federal Government: Pros and Cons	PPT	1151.2 and 1151.3	Quiz of previous class, Mid Term I, End Term Examinations
<b>37</b>	Difference between Unitary and Federal Government	Difference between Unitary and Federal Government	PPT	1151.2 and 1151.3	Quiz of previous class, Mid Term I, End Term Examinations
<b>38</b>	Evolution of State	Evolution of State	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term I, End Term Examinations
<b>39</b>	Rise and Government of Modern Nation State	Rise and Government of Modern Nation State	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term I, End

					Term Examination s
<b>40</b>	Divine theory of the origin of State	Divine theory of the origin of State	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term I, End Term Examination s
<b>41</b>	Limitations of Divine Theory	Limitations of Divine Theory	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term I, End Term Examinations
<b>42</b>	Relevance of Divine theory in the present times	Relevance of Divine theory in the present times	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term II, End Term Examinations
<b>43</b>	Force theory of the origin of the State	Force theory of the origin of the State	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term II, End Term Examinations
<b>44</b>	Limitations of the Force Theory	Limitations of the Force Theory	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term II, End Term Examinations
<b>45</b>	Significance of Force Theory in the present times	Significance of Force Theory in the present times	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term II, End Term Examinations
<b>46</b>	Social Contract Theory: Hobbes	Social Contract Theory: Hobbes	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term II, End Term Examinations
<b>47</b>	Social Contract Theory: Locke	Social Contract Theory: Locke	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term II, End

					Term Examinations
<b>48</b>	Social Contract Theory: Rousseau	Social Contract Theory: Rousseau	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term II, End Term Examinations
<b>49</b>	Limitations of Social Contract theory	Limitations of Social Contract theory	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term II, End Term Examinations
<b>50</b>	Evolutionary Theory of the origin of State	Evolutionary Theory of the origin of State	Lecture	1151.4 & 1151.5	Student Recap of previous class, Mid Term Examination II
<b>51</b>	Limitations of Evolutionary Theory	Limitations of Evolutionary Theory	Lecture	1151.4 & 1151.5	Student Recap of previous class, Mid Term Examination II
<b>52</b>	Doubts Clearing Class	Doubts Clearing Class	Lecture	1151.4 & 1151.5	Quiz of previous class, Mid Term II, End Term Examinations

### G. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	Program Outcomes						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
<b>AT1151.1</b>	To understand the nature and scope of Political Science	<b>3</b>						
<b>AT1151.2</b>	To identify and explain traditional and modern perspectives of Political Science study.				<b>3</b>			

<b>ATI151.3</b>	To understand various organs and functions of government and articulate the theories of state.							<b>3</b>
<b>ATI151.4</b>	To develop an analytical, social scientific disposition toward elements of Political Science.							<b>3</b>
<b>ATI151.5</b>	To render students professionally capable for administrative services, higher education or research in think tanks and organizations	<b>1</b>			<b>2</b>	<b>1</b>		<b>2</b>

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts

Course Hand-out

## INTRODUCTION TO SOCIOLOGY

| AT1161 | 4 CREDITS | [3104]

Session: July - Dec 2021 | Faculty: Dr. Ramjit Kumar | Class: B.A. Subsidiary (1<sup>st</sup> Semester)

### A. INTRODUCTION:

The course aims to illustrate the understanding social stratification and study the different types of stratification and discrimination prevalent in Indian society.

### B. COURSE OUTCOMES:

**[AT1161.1].** To understand the nature and the philosophy of the social sciences in general and sociology in particular.

**[AT1161.2].** To learn how to think sociologically and apply sociological perspective in Indian context.

**[AT1161.3].** To understand the relationship of social problems with social theory.

**[AT1161.4].** To understand the basic units of sociology.

### C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

**[PO.1]. 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.

**[PO.2]. 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.

**[PO.3]. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**[PO.4]. 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.

**[PO.5]. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**[PO.6]. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7]. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

**[PSO.1].** Apply design, critical, and mathematical thinking in communication, real life issues and in problem solving.

**[PSO.2].** Recognize and understand basics of empirical research, economics, psychology, social sphere, and heritage.

**[PSO.3].** Develop listening, speaking, creative writing, designing, artistic, theatrical, musical, dancing and concentration skills.

**[PSO.4].** Demonstrate knowledge of international and intercultural relations, law and society, holistic fitness, and film appreciation.

#### D. ASSESSMENT RUBRICS:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. SYLLABUS

Origin of Sociology as a discipline: Nature and Scope of Sociology, Difference between Sociology Common Sense; Sociological Approaches and Methods; Sociological Imagination; Basic Concepts in Sociology: Socialization, Deviance, Social Control, Roles and Identity, Community and Association; Culture, Social Capital; Education and Society; Gender, Inequality and Stratification in India

## F. REFERENCES:

- Bauman, Z. (1990). *Thinking sociologically*. Wiley-Blackwell.
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- Bierstedt, R. (1970). *Social order*. Tata Mc. Graw-Hill Publishing.
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- Chaudhuri, M. (2003). *The practice of sociology*. Orient Longman.
- Davis, K. (1961). *Human society*. MacMillan.
- Deshpande, S. (2004). *Contemporary India: A sociological view*. Penguin.
- Giddens, A. (2013). *Sociology*. Polity Press.
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- Jayaram, N. (1988). *Introductory sociology*. Macmillan India.
- Johnson, H. M. (1995). *Sociology: A systematic introduction*. (2021). Allied Publishers.
- Maclver, R. M. (1974). *Society: An introductory analysis*. Macmillan.
- Mills, C. W., & Gitlin, T. (2000). *The sociological imagination*. Oxford University Press.
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- Worsley, P. (1973). *Introducing sociology*. Penguin Books.

## G. LECTURE PLAN

Lec No	Topics	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction to Sociology	Definition of sociology	Lecture	1161.1/1161.2	NA
2	Introduction to Sociology	Nature of sociology	Lecture	1161.1/1161.2	Assignment, MTE-I, End-Term
3	Introduction to Sociology	Scope of sociology	Lecture	1161.2/1161.3	Assignment, MTE-I, End-Term
4	Introduction to Sociology	Relationship with other social sciences	Lecture	1161.2/1161.3	Assignment, End-Term
5, 6, & 7	Invitation to Sociology	Sociological Inquiry	Lecture	1161.2/1161.3	Assignment, MTE-I, End-Term
8 & 9	Invitation to Sociology	Sociological Imagination	Lecture	1161.2/1161.3	Assignment, MTE-I, End-Term



10	Emergence of Sociology	Intellectual origin of sociology	Lecture	1161.2/1161.3	Assignment, MTE-I, End-Term
11	Emergence of Sociology	Social origin of sociology	Lecture	1161.2/1161.3	Assignment, MTE-I, End-Term
12	Emergence of Sociology	Historical origin of sociology	Lecture	1161.2/1161.3	Assignment, MTE-I, End-Term
13	Emergence of Sociology	Political origin of sociology	Lecture	1161.2/1161.3	Assignment, MTE-I, End-Term
14 & 15	Sociological Approaches	Social Theory	Lecture	1161.1/1161.2	Assignment, MTE-I, End-Term
16 & 17	Sociological Approaches	Theory & Method Relationship	Discussion	1161.1/1161.2/1161.3/1161.4	Assignment, MTE-I, End-Term
18	Sociological Approaches	Functionalist Theory	Lecture	1161.3/1161.4	Assignment, MTE-I, End-Term
19	Sociological Approaches	Conflict Theory	Lecture	1161.3/1161.4	Assignment, MTE-II End-Term
20	Sociological Approaches	Interactionist Theory	Lecture	1161.3/1161.4	Assignment, MTE-II, End-Term
21	Sociological Approaches	Relationship of Micro-Macro, Agency-Structure Theory	Lecture	1161.1/1161.2/1161.3/1161.4	Assignment, MTE-II, End-Term
22, 23, & 24	Sociological Methods	Methods & Methodology	Lecture	1161.1/1161.2/1161.3/1161.4	Assignment, MTE-II, End-Term
25 & 26	Community & Association	Community and Association	Lecture	1161.3/1161.4	Assignment, MTE-II, End-Term
27 & 28	Culture	Culture	Lecture	1161.3/1161.4	Assignment, MTE-II, End-Term
29 & 30	Socialisation	Socialisation	Lecture	1161.3/1161.4	Assignment, End-Term
31	Social Control	Social Control	Lecture	1161.3/1161.4	Assignment, MTE-II, End-Term
32	Deviance	Deviance	Lecture	1161.3/1161.4	Assignment, End-Term
33, 34 & 35	Education & Society	Education and Society	Lecture	1161.1/1161.3/1161.4	Assignment, MTE-II, End-Term

36, 37, & 38	Gender	Gender	Lecture	1161.3/1161.4	Assignment, MTE-II, End-Term
39, 40, & 41	Inequality and Stratification in India	Inequality and Stratification in India	Lecture	1161.3/1161.4	Assignment, MTE-II, End-Term
42	Discussion		Discussion	1161.1/1161.2/ 1161.3/1161.4	Assignment, End-Term
43	Discussion		NA		NA
44	Revision		NA		NA

#### H. COURSE ARTICULATION MATRIX: (MAPPING OF COS WITH POS)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES										
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO2	PSO3	PSO4
AT1161.1	To understand the nature and the philosophy of the social sciences in general and sociology in particular.	3	3	3	3	3	1	3	3	3	1	1
AT1161.2	To learn how to think sociologically and apply sociological perspective in Indian context.	3	3	3	3	3	1	3	3	3	2	2
AT1161.3	To understand the relationship of social problems with social theory.	3	3	3	3	3	1	3	3	3	2	2
AT1161.4	To understand the basic units of sociology.	3	3	3	3	3	1	3	3	3	2	2

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

American Drama | LN2101 | 4 Credits | 3 | 0 4

Session: Aug 20-Dec 20 | Faculty: Dr. Rabindra Kumar Verma | Class: BA (HONS) ENGLISH III SEM

- A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA (Hons) English, III semester. The course offers an in-depth knowledge of American drama, its background, major trends, themes and developments.
- B. Course Outcomes:** At the end of the course, students will be able to:
- [LN 2101.1] Articulate orally and in writing the key concepts and theatrical practices in American drama.
  - [LN 2101.2] Critically examine and identify the significant traditions and practices of American drama.
  - [LN 2101.3] Formulate and carry out research to select and combine material concerning the American theatrical landscape.
  - [LN 2101.4] Recognize appropriate methodology for performance of selected texts.
  - [LN 2101.5] Plan role-plays, simulation, and improvisation to enhance their employability skills in the domain of theatre.
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
  - [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
  - [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
  - [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
  - [PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.
  - [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
  - [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.
  - [PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.
  - [PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.
  - [PSO.3]. **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.
  - [PSO.4]. **Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

[PSO.5]. **Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who miss a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

Introduction to American Drama and major playwrights, E. O' Neill's *Desire under the Elms*, A. Miller's *All My Sons*, P. E. Hopkins' *The Slaves' Escape*, Tennessee Williams' *A Streetcar Named Desire*.

##### References:

1. Saddik, A.J. *Contemporary American Drama*. Edinburgh: Edinburgh UP, 2007.
2. Murphy, B. *The Cambridge Companion to American Women Playwrights*. Cambridge: Cambridge UP, 1999.
3. Schluete, J. *Modern American Drama: The Female Canon*. New York: Fairleigh Dickinson UP, 1996.
4. Bordman, G.. *American Theatre: A Chronicle of Comedy and Drama, 1930-1969*. New York: Oxford UP, 1996.

#### G. Lecture Plan:

Class Number	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction to American drama, major American dramatists	To acquaint learners with the major developments in American theatre	Lecture	LN2101.1	Discussion
2 & 3	Dramatic devices, their application and identification	To recall learners' understanding and application of dramatic devices	Lecture & PPT	LN2101.1 LN2101.2	Tutorial
4-6	E. O' Neill as dramatist	To analyse, describe, and contextualize the playwright	Lecture & ICT	LN2101.1	Class Test
7 & 8	E. O' Neill's <i>Desire under the Elms</i> , discussion of major themes, and characters	To analyse, describe, and contextualize the play	Lecture	LN2101.3	Role Play
9 & 10	E. O' Neill's <i>Desire under the Elms</i> , discussion of the text	To understand and critically analyse the text	Lecture & PPT	LN2101.3	Tutorial
11 & 12	E. O' Neill's <i>Desire under the Elms</i> , discussion of the text, critical insights	To understand the critical thinking of the dramatist reflected in the text	Lecture & ICT	LN2101.2	Assignment
13-17	A. Miller's <i>All My Sons</i> , discussion of major themes, and characters	To analyse, describe, and contextualize the play	Lecture & Discussion	LN2101.3	Improvisation

18-21	A. Miller's <i>All My Sons</i> , discussion of the text	To understand and critically analyse the text	Lecture & ICT	LN2101.3	Assignment
22	A. Miller's <i>All My Sons</i> , discussion of the text	To understand and critically analyse the text	Lecture & Interaction	LN2101.1	Tutorial
<b>FIRST SESSIONAL EXAM</b>					
23	A. Miller's <i>All My Sons</i> , discussion of the text, and performance of appropriate dialogues	To analyse, describe, and contextualize the play	Lecture & PPT	LN2101.4	Class Test
24	A. Miller's <i>All My Sons</i> , discussion of the plot structure	To understand and critically analyse the text	Lecture	LN2101.3	Assignment
25	A. Miller's <i>All My Sons</i> , discussion of critical insights	To analyse, describe, contextualize, and critically analyse the play	Lecture & PPT	LN2101.2	Role Play
26-29	P. E. Hopkins' <i>The Slaves' Escape</i>	To analyse, describe, and contextualize, the play	Lecture & ICT	LN2101.1	Discussion
30	P. E. Hopkins' <i>The Slaves' Escape</i> , major themes, dramatis personae	To understand and critically analyse the text	Lecture & ICT	LN2101.3	Improvisation
31-36	P. E. Hopkins' <i>The Slaves' Escape</i> , discussion of the text, and performing appropriate dialogues	To understand and critically analyse the text	Lecture & PPT	LN2101.4	Assignment
37-41	P. E. Hopkins' <i>The Slaves' Escape</i> , discussion of the text, with role -play	To understand and critically analyse the text	Lecture	LN2101.5	Discussion
<b>SECOND SESSIONAL EXAM</b>					
42-46	P. E. Hopkins' <i>The Slaves' Escape</i> , discussion of the plot structure, and critical views	To understand and critically analyse the text	Lecture & PPT	LN2101.2	Simulation
47	Tennessee Williams' <i>A Streetcar Named Desire</i> , major themes, dramatis personae	To understand and critically analyse the text	Lecture	LN2101.3	Discussion
48	Tennessee Williams' <i>A Streetcar Named Desire</i> , discussion of the text, and improvisation	To understand and critically analyse the text	Lecture & Discussion	LN2101.5	Assignment
49-52	Tennessee Williams' <i>A Streetcar Named Desire</i> , discussion of the text, the plot structure, and critical views	To understand and critically analyse the text	Lecture & PPT	LN2101.2	ETE
<b>END TERM EXAM</b>					

**H. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
[LN2101.1]	Articulate orally and in writing the key concepts and theatrical practices in American drama.		1		1			1			1		
[LN2101.2]	Critically examine and identify the significant traditions and practices of American drama.					1			1				
[LN2101.3]	Formulate and carry out research to select and combine material concerning the American theatrical landscape.		2				1					1	
[LN2101.4]	Recognize appropriate methodology for performance of selected texts.	1			1		1			1			
[LN2101.5]	Plan role-plays simulation, and improvisation to enhance their employability skills in the domain of theatre.			1				1			1		

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Handout

American Prose and Fiction | LN2102 | 4 Credits | 3 | 0 4

Session: Aug 20 – Dec 20 | Faculty: Dr Arun Dev Pareek | Class: BA (HONS) ENG, ECO, PSY & BA (LIB ARTS) IV SEM

- A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA (Hons) English and also as a subsidiary course to the students of BA(Hons) Economics & Psychology, BA (Liberal Arts) in Sem-IV. The course presents a broad view of the literary corpus produced by the American novelists. Through selected literary texts, the course discusses issues and themes specific to the literature of the Blacks, identity consciousness etc.
- B. Course Outcomes:** At the end of the course, students will be able to
- [LN2102.1] Describe the history of American novel and its various stages of development.
  - [LN2102.2] Interpret ideas and perspectives in the works of the major American novelists.
  - [LN2102.3] Articulate literature of the Blacks and evaluate the social concerns for human rights through literature.
  - [LN2102.4] Develop competence in writing and evaluating the points-of-view to enhance employability and creative skills.
  - [LN2102.5] Assess and analyse the texts/characters/themes through close reading of the text.
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
  - [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
  - [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
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  - [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
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**[PSO.1]. Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

**[PSO.2]. Understand** literary, linguistic, and/or rhetorical theories.

**[PSO.3]. Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Mid Term I (Closed Book)	20
	Mid Term II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
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#### E. SYLLABUS

**Introduction to American Novel, its development and major novelists, M. Twain** “The Carnival of Crime in Connecticut”, **A. E. Poe** “The Fall of the House of Usher”, **N. Hawthorne** “Dr. Heidegger’s Experiment”, **E. Hemingway** *The Old Man and The Sea*, **T. Morrison** *The Bluest Eyes*, **H. James** “The Art of Fiction”, **W Irving** “The Sleepy Hollow”

#### F. REFERENCES:

1. Bloom, Harold. *Ernest Hemingway's The Old Man and the Sea*. Bloom's Literary Criticism, 2008.
2. Cutts, David, Bert Dodson, and Edgar Allan Poe. *Edgar Allan Poe's The Fall Of The House Of Usher*. Troll Associates, 1982.
3. Irving, Washington. *The Legend of Sleepy Hollow*. Infinity, 2014.
4. James, Henry. *The Art of Fiction*. Nabu Press, 2010.
5. Miller, Ev. *Dr. Heidegger's Experiment*. Eldridge Pub., 1986.
6. Morrison, Toni. *The Bluest Eye*. Random House, 1994.
7. Twain, Mark. *The Short Stories of Mark Twain*. Miniature Masterpieces. 2012. Print.
8. Ford, B. (Ed.) *A Pelican Guide to American Literature*. New York: Penguin Books, 2014.
9. Lubbock, P. *The Craft of Fiction*. Viking Press, 2007.
10. Singh, V.R. *The Written Word*. Oxford UP, 2000.
11. Spiller, R.E. et al. (eds.) *The Literary History of the United States*. Macmillan, 1999.



**G. Lecture Plan:**

<b>L No.</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of Delivery</b>	<b>Corresponding CO</b>	<b>Mode of Assessing the Outcome</b>
1	Introduction and Course Hand-out briefing	To acquaint and clear the teacher's expectation and understand the students' expectations	Lecture	NA	NA
2, 3	Introduction to American Novel, its development and major novelists	To explore the history of American novel and its various stages of development	Lecture	LN2102.1	Mid Term I End Term
4	Introduction to M. Twain's "The Carnival of Crime in Connecticut"	To articulate ideas and perspectives in the works of M. Twain	Lecture	LN2102.2	Mid Term I End Term
5-8	Discussion on M. Twain's "The Carnival of Crime in Connecticut"	To critically analyse and interpret the texts/characters/themes through close reading of the text	Lecture & discussion	LN2102.5	Mid Term I End Term
9	Introduction to A. E. Poe's "The Fall of the House of Usher"	To articulate ideas and perspectives in the works of A. E. Poe	Lecture	LN2102.2	Mid Term I End Term
10-15	Discussion on A. E. Poe's "The Fall of the House of Usher"	To critically analyse and interpret the texts/characters/themes through close reading of the text	Lecture & discussion	LN2102.5	Mid Term I End Term
16	Introduction to N. Hawthorne's "Dr. Heidegger's Experiment"	To articulate ideas and perspectives in the works of N. Hawthorne	Lecture	LN2102.2	Mid Term I End Term
17-23	Discussion on N. Hawthorne's "Dr. Heidegger's Experiment"	To critically analyse and interpret the texts/characters/themes through close reading of the text	Lecture & discussion	LN2102.5	Mid Term I End Term
24	Introduction to E. Hemingway's <i>The Old Man and the Sea</i>	To articulate ideas and perspectives in the works of E. Hemmingway	Lecture	LN2102.2	Mid Term II End Term
25-32	Discussion on E. Hemingway's <i>The Old Man and the Sea</i>	To critically analyse and interpret the texts/characters/themes through close reading of the text	Lecture & discussion	LN2102.5	Mid Term II End Term
33	Introduction to T. Morrison's <i>The Bluest Eyes</i>	To articulate ideas and perspectives in the works of T. Morrison	Lecture	LN2102.2	Mid Term II End Term
34-43	Discussion on T. Morrison's <i>The Bluest Eyes</i>	To appreciate literature of the Blacks and understand the social concerns for human rights	Lecture & discussion	LN2102.3	Mid Term II End Term
44	Introduction to H. James's "The Art of Fiction".	To articulate ideas and perspectives in the works of H. James	Lecture	LN2102.2	Mid Term II End Term
45-47	Discussion on H. James's "The Art of Fiction".	To develop competence in writing/evaluating the points-of-view to enhance employability & creative skills	Lecture & discussion	LN2102.4	Mid Term II End Term
48	Introduction to W Irving "The Sleepy Hollow"	To articulate ideas and perspectives in the works of W. Irving	Lecture	LN2102.2	Mid Term II End Term
49-50	Discussion on W Irving "The Sleepy Hollow"	To develop competence in writing/evaluating the points-of-view to enhance employability & creative skills	Lecture & discussion	LN2102.4	Mid Term II End Term

51-52	Revision/ Classes for Slow Learners	–	Revision, Activity & Presentation	NA	NA
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**H. Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs) and Program Specific Outcomes (PSOs)												
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
LN2102.1	Describe the history of American novel and its various stages of development	2		2					2		1			
LN2102.2	Interpret ideas and perspectives in the works of the major American novelists	3		2		2	1		2	2				
LN2102.3	Articulate literature of the Blacks and evaluate the social concerns for human rights through literature	1		3	2			2	1	2	2			
LN2102.4	Develop competence in writing and evaluating the points-of-view to enhance employability and creative skills		2	2			1				2	3		
LN2102.5	Assess and analyse the texts/ characters/themes through close reading of the text	2	2	1				2	2			3		

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

Indian Poetry & Drama | LN2103 | 4 Credits | 3 | 0 | 4

Session: Aug 20 – Dec 20 | Faculty: Dr Keshav Nath | Class: BA (Hons) English, | Semester-III

- A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA (Hons) English, in Semester-III. The course offers in depth knowledge of Indian English Poetry & Drama. It covers basic concepts such as various periods of Indian English Poetry, themes, and discusses the poems of selected poets and their writing styles. Students are expected to gain knowledge of different perspectives on Indian English Poetry.
- B. Course Outcomes:** At the end of the course, students will be able to:
- [LN 2103.1] Interpret the origin and development of Indian English Poetry and Drama from 1857 to post Independence;
  - [LN 2103.2] Express knowledge of different perspectives on Indian English Poetry & Drama;
  - [LN 2103.3] Critically interpret the poems and dramas through close reading of the text;
  - [LN 2103.4] Illustrate competence in evaluating the points-of-view to enhance employability and creative skills;
  - [LN 2103.5] Trace the Indianness and experimentation in Indian English Poetry & Indian English Drama;
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
- [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
- [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
- [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
- [PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.
- [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
- [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.
- [PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.
- [PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.
- [PSO.3]. **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.
- [PSO.4]. **Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.
- [PSO.5]. **Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

**D. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	MTE I (Closed Book)	20
	MTE II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
Total		100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Student who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

**E. SYLLABUS**

**Introduction to Indian poetry in English, various traditions & major poets, Kabir:** "It is Needless to Ask a Saint the Caste to Which He Belongs"; **R. N. Tagore:** "Where The Mind is Without Fear", **A K Ramanujan:** "Of Mother Among Other Things", **T. Dutt:** "The Lotus", **S. Naidu:** "Song of Radha, the Milkmaid"; **Nissim Ezekiel:** "Enterprise" & "Poet, Lover, Birdwatcher", **Kamala Das:** "My Grand Mother's House", **Arun Kolatkar:** "An Old Woman", **Imitaz Dharkar:** "Purdah", **Girish Karnad:** *Tughlaq*, **Mahesh Dattani:** *Tara: A Play in Two Acts*

**F. TEXT / REFERENCE BOOKS**

- Boulton, M. *The Anatomy of Poetry* New Delhi: Kalyani Publishers, 2010.
- Boulton, M. *The Anatomy of Drama*. Kalyani Publishers, 2010.
- Chakravarty M and U. Talwar's *Contemporary Indian Drama: Astride Two Traditions (Festschrift for Professor Santosh Gupta)*. Rawat, 2005.
- Dalmia, V. *Poetics, Plays and Performances: The Politics of Modern Indian Theatre*. Oxford UP, 2006.
- Jai., J. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Jaipur: Rawat Publishers, 2006.
- King, B. *Modern Indian Poetry in English*. New Delhi: Oxford UP, 2005.
- Myles, A. *Contemporary Indian English Drama: An Overview*. Sarup Book Publishers, 2010.
- Naik, K. M. (ed.). *Perspectives on Indian Poetry in English*. New Delhi: Abhinav Publications, 1984.
- Parthasarthy, R. (ed.) *Ten Twentieth Century Indian Poets*. Oxford: Oxford UP, 1976.
- Tandon, N, (ed). *Perspective and Challenges in Indian English Drama*. Atlantic Publishers, 2006.

**G. Lecture Plan:**

L.No.	Topics	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
I	Introduction and Course Hand-out briefing	To acquaint and clear the teacher's expectation and understand the students' expectations	Lecture	NA	NA

2	Introduction to Indian poetry in English	Understand the origin and development of Indian English Poetry from 1857 to post Independence	Lecture & Discussion	LN2103.1	MTE I ETE Quiz-I
3	Various Perspectives on Indian English Poetry	Acquire knowledge of the different perspectives on Indian English Poetry	Lecture & Discussion	LN2103.1	MTE I ETE Quiz-I
4	Various periods of Indian English Poetry from 1857 to post Independence	Understand the origin and development of Indian English Poetry from 1857 to post Independence	Lecture & Discussion	LN2103.1	MTE I ETE II Quiz-I
5	Major poets of Indian English Poetry	Acquire knowledge of the different perspectives on Indian English Poetry	Lecture & Discussion	LN2103.1	MTE I ETE Quiz-I
6	Kabir's "It is Needless to Ask a Saint the Caste to Which He Belongs"	Develop competence in evaluating and analyzing the text	Lecture & Discussion	LN2103.2 LN2103.3	MTE I ETE Quiz-I
7	R. N. Tagore's "Where The Mind is Without Fear"	Develop competence in evaluating and analyzing the text	Lecture & Discussion	LN2103.2 LN2103.3	MTE I ETE Quiz-I
8	R. N. Tagore's "Where The Mind is Without Fear"	Critically analyse and interpret the poems through close reading of the text	Lecture & Discussion	LN2103.2 LN2103.3	MTE I ETE Quiz-I
9	A K Ramanujan's "Of Mother Among Other Things",	Critically analyse and interpret the poems through close reading of the text	Lecture & Discussion	LN2103.2 LN2103.3	MTE I ETE Quiz-I
10	T. Dutt's "The Lotus"	Develop competence in evaluating and analyzing the text	Lecture & Discussion	LN2103.2 LN2103.3	MTE I ETE Quiz-I
11-12	S. Naidu's "Song of Radha, the Milkmaid"	Trace the Indianness and experimentation in Indian English Poetry	Lecture & Discussion	LN2103.2 LN2103.3	MTE I ETE Quiz-II
13-14	Nissim Ezekiel's "Enterprise"	Develop competence in evaluating and analyzing the text	Lecture & Discussion	LN2103.2 LN2103.3	MTE I ETE Quiz-II
15-16	Nissim Ezekiel's "Poet, Lover, Birdwatcher",	Develop competence in evaluating and analyzing the text	Lecture & Discussion	LN2103.2 LN2103.3	MTE I ETE Quiz-II
17-18	Kamala Das' "My Grand Mother's House"	Critically analyse and trace the Indianness and experimentation in Indian English Poetry	Lecture & Discussion	LN2103.2 LN2103.3	MTE I ETE Quiz-II
19-20	Arun Kolatkar's "An Old Woman"	Develop competence in evaluating and analyzing the text	Lecture & Discussion	LN2103.2 LN2103.3	MTE I ETE Quiz-II
21-22	Imitaz Dharkar's "Purdah".	Critically analyse and trace the Indianness and	Lecture & Discussion	LN2103.2 LN2103.3 LN2103.4	Assignment ETE

		experimentation in Indian English Poetry			
23-24	Girish Karnad's Hayavadana- Classroom reading, role playing and discussions	To know about the role of mythology in day to life.  To know about the intricacies and social implications of a mythology.	Lecture  Q & A  Power Point	LN2103.1 LN2103.2 LN2103.3 LN2103.4 LN2103.5	MTE II ETE Quiz-III
25-29	Girish Karnad's Hayavadana- Classroom reading, role playing and discussions	To understand the main theme(s) of the drama.  To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions.  To critically analyse the drama.	Lecture  Discussion	LN2103.1 LN2103.2 LN2103.3 LN2103.4 LN2103.5	MTE II ETE Quiz-III
30-34	Girish Karnad's Hayavadana- Classroom reading, role playing and discussions	To critically comment upon the content, structure and theme(s) of the drama.	Discussion  Written exercise  Evaluation	LN2103.1 LN2103.2 LN2103.3 LN2103.4 LN2103.5	MTE II ETE Quiz-III
35-41	Mahesh Dattani's Tara- Classroom reading, role playing and discussions	Understanding and exploration of dramatic techniques	Lecture  Q & A	LN2103.1 LN2103.2 LN2103.3 LN2103.4 LN2103.5	MTE II ETE Home Assignment
42-46	Mahesh Dattani's Tara- Classroom reading, role playing and discussions	To understand the main theme(s) of the drama.  To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions.  To critically analyse the drama.	Lecture  Discussion	LN2103.1 LN2103.2 LN2103.3 LN2103.4 LN2103.5	MTE II ETE Home Assignment
47-50	Mahesh Dattani's Tara- Classroom reading, role playing and discussions	To apply their understanding for correlating the drama with their own experience and the present-day society, as well as at the time of Indian independence/partition.	Discussion  Written exercise  Evaluation	LN2103.1 LN2103.2 LN2103.3 LN2103.4 LN2103.5	MTE II ETE Home Assignment
51-52	Revision & Discussions	-	-	-	-

**H. Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
LN2103.1	Interpret the origin and development of Indian English Poetry and Drama from 1857 to post Independence.	3	1		1			2	3		2		
LN2103.2	Express knowledge of different perspectives on Indian English Poetry & Drama.			2		1	2	1				1	
LN2103.3	Critically interpret the poems and dramas through close reading of the text.							1		2			
LN2103.4	Illustrate competence in evaluating the points-of-view to enhance employability and creative skills.							2		2		1	
LN2103.5	Trace the Indianness and experimentation in Indian English Poetry & Indian English Drama.		2					1		2	3		

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



**MANIPAL UNIVERSITY JAIPUR**  
School of Humanities and Social Sciences  
**DEPARTMENT OF LANGUAGES**  
Course Hand-out

**English Prose and Fiction II | LN2104 | 4 Credits | 3 1 0 4**

Session: Aug. 2020 – Dec. 2020 | Faculty: Dr Yashoda Verma | Class: BA English Hons. III Semester

**A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA English Hons, in 3rd Semester. This course is a genre-based introduction to English prose and fiction. Some representative texts have been analysed to highlight some of the characteristics of prose fiction. The texts were also chosen to reflect the different types of prose fiction, to highlight the different forms and techniques found within these major genres.

**B. Course Outcomes:** At the end of the course, students will be able to

[LN2104.1] Comprehend texts in relation to their historical and cultural contexts, and to become more aware of themselves as situated historically and culturally.

[LN2104.2] Develop an appreciation of how the formal elements of language and genre shape meaning.

[LN2104.3] Analyze and explain how different types of prose convey stories or meanings.

[LN2104.4] Articulate their own interpretations with an awareness and curiosity for other perspectives to augment employability.

[LN2104.5] Compare and contrast literary devices, styles, etc. employed by writers across various ages and genres of English prose and fiction.

**C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

[PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

[PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

[PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

[PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

[PO.5]. **Ethics:** Recognize the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.

[PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

[PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.



**[PSO.1]. Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

**[PSO.2]. Understand** literary, linguistic, and/or rhetorical theories.

**[PSO.3]. Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. SYLLABUS

### LN2104: ENGLISH PROSE AND FICTION II [3 1 0 4]

**Virginia Woolf:** “Mrs Dalloway”; **A Huxley:** “Selected Snobberies”, **J B Priestley:** “On Doing Nothing”, **E V Lucas:** “A Funeral”, **R Lynd:** “On Not Being a Philosopher”, “The Pleasure of Ignorance”, **R L Stevenson:** “The Strange Case of Dr. Jekyll & Mr. Hyde”, **Robert Lynd:** “A Disappointed Man”; **V S Pritchett:** “The Dean”; **W Golding:** “Lord of the Flies”; **G Orwell:** “Politics and the English Language”

#### References:

1. Amigoni, D. *The English Novel and Prose Narrative*. Edinburgh UP, 2000.
2. Dickens, C. *Oliver Twist*. Wordsworths Publication. 2000.
3. Huxley, A. *Brave New World*. New York: Harper Collins, 2004.
4. Orwell, G. *Politics and the English Language*. Penguin, 2011.
5. Sanders, A. *The Short Oxford History of English Literature*. Oxford UP, 2004.
6. Stevenson, R.L. *The Strange Case of Dr. Jekyll & Mr. Hyde*. Jaico Publishing House, 2012
7. Williams, W.E. (ed.). *Essays*. Penguin, 2000.
8. Woolf, V. *Mrs. Dalloway*. Martino Fine Books, 2012

#### F. Lecture Plan:

Class NO.	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing syllabus, exam scheme etc.	To acquaint and clear teachers' expectations and understand student expectations	Lecture & Interaction	NA	NA
2	Introduction modern British literature, prose and fiction of the age and	To interpret and understand the essay and doing comparison with individual's experience in society.	Lecture & Interaction	NA	NA
3-7	<b>V Woolf's Mrs. Dalloway</b>	Introducing female writers and their way of writings with analyzing theme.	Lecture & Interaction	2104.1, 2104.2, 2104.5	MTE I, End Term Exam, Home Assignment
8	Revision and discussion	Revision and discussion	Discussion	NA	NA
9-10	<b>A Huxley's "Selected Snobberies"</b>	To interpret and understand the essay and doing comparison with individual's experience in society.	Lecture & Interaction	2104.1, 2104.2, 2104.3, 2104.5	MTE I, End Term Exam, Home Assignment
11	Revision and discussion	Revision and discussion	Discussion	NA	NA
12-13	<b>JB Priestley's "On Doing Nothing"</b>	To understand modern British literature in relation with the theme of the essay and doing comparison with individual's experience in society.	Lecture & Interaction	2104.1, 2104.2, 2104.3, 2104.5	MTE I, End Term Exam, Home Assignment

14	Revision and discussion	Revision and discussion	Discussion	NA	NA
15-16	<b>E V Lucas'</b> "A Funeral"	To understand literature in relation with the theme of the essay and doing comparison with individual's experience in society.	Lecture & Interaction	2104.2, 2104.3, 2104.5	MTE I, End Term Exam, Home Assignment
17	Revision and discussion	Revision and discussion	Discussion	NA	NA
18-19	<b>R Lynd's</b> "On Not Being a Philosopher"	To understand Irish essayist's theme, belief and views in relation with society in general.	Lecture & Interaction	2104.2, 2104.3, 2104.5	MTE II, End Term Exam, Home Assignment
20	Revision and discussion	Revision and discussion	Discussion	NA	NA
21-22	<b>R Lynd's</b> "The Pleasure of Ignorance"	To understand Irish essayist's theme, belief and views in relation with society in general.	Lecture & Interaction	2104.2, 2104.3, 2104.4, 2104.5	MTE II, End Term Exam, Home Assignment
23	Revision and discussion	Revision and discussion	Discussion	NA	NA
24-29	<b>R L Stevenson's</b> <i>The Strange Case of Dr. Jekyll &amp; Mr. Hyde</i>	Introducing novella as form of writing in modern British literature	Lecture & Interaction	2104.2, 2104.3, 2104.4, 2104.5	MTE II, End Term Exam, Home Assignment
30	Revision and discussion	Revision and discussion	Discussion	NA	NA
31-33	<b>Robert Lynd:</b> "A Disappointed Man"	To understand literature in relation with the theme of the essay and doing comparison with individual's experience in society.	Lecture & Interaction	2104.2, 2104.3, 2104.5	MTE II, End Term Exam, Home Assignment
34	Revision and discussion	Revision and discussion	Discussion	NA	NA
35-36	<b>VS Pritchett's</b> "The Dean"	To understand literature in relation with the theme of the essay and doing comparison with individual's experience in society.	Lecture & Interaction	2104.2, 2104.3, 2104.5	MTE II, End Term Exam, Home Assignment
37	Revision and discussion	Revision and discussion	Discussion	NA	NA
38-43	<b>W Golding:</b> "Lord of the Flies"	To understand literature in relation with the theme of the essay and doing comparison with individual's experience in society.	Lecture & Interaction	2104.2, 2104.3, 2104.5	MTE II, End Term Exam, Home Assignment
44	Revision and discussion	Revision and discussion	Discussion	NA	NA

45-50	G Orwell's "Politics and the English Language	To understand theme, genre and history	Lecture & Interaction	2104.2, 2104.3, 2104.5	End Term Exam, Home Assignment
51-52	Revision and discussion	Revision and discussion	Discussion	NA	NA

**G. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>LN2104.1</b>	Understand texts in relation to their historical and cultural contexts, and to become more aware of themselves as situated historically and culturally.							1	2				
<b>LN2104.2</b>	Develop an appreciation of how the formal elements of language and genre shape meaning.	3		1				1	1			1	
<b>LN2104.3</b>	Analyze and explain how different types of prose convey stories or meanings.		1				1				1	2	
<b>LN2104.4</b>	Articulate their own interpretations with an awareness and curiosity for other perspectives to augment employability.	2	1 - L o w	1			1				1		
<b>LN2104.5</b>	Compare and contrast literary devices, styles, etc. employed by writers across various ages and genres of English prose and fiction.		C o				1					2	

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF PSYCHOLOGY

Course Hand-out

FUNDAMENTALS OF SOCIAL PSYCHOLOGY | PS2140 | 4 Credits | 3 | 0 | 4

Session: Aug 20-Dec 20 | Faculty: DR. SUYESHA SINGH | Class: BA ECONOMICS (HONS) III SEM (Subsidiary)

**A. Introduction:** This course is offered by Department of Psychology as subsidiary course. This course is designed around the fundamental concepts of social psychology. The aim of the course is to help students understand about the social and cultural influences on human behaviour, in the form of social cognition, attitude, prejudice, group behaviour, leadership, and the like. How individual psychology intersects with society and culture-at-large is the basic tenet on which this course has been built.

**B. Course Outcomes:** At the end of the course, students will be able to

**[PS2140.1]** Describe and discuss the fundamental concepts of social psychology

**[PS2140.2]** Analyse and differentiate between the social and cultural influences on behaviour

**[PS2140.3]** Identify and apply research methods in social and cultural psychology

**[PS2140.4]** Acquire conceptual knowledge and skills related to concepts like social cognition and perception, attitude change, group behaviour, leadership, pro social and aggressive behaviour

**[PS2140.5]** Application of the principles of social and cultural psychology in everyday life

### C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

**[PO.1]. Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

**[PO.2]. Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

**[PO.3]. Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

**[PO.4]. Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

**[PO.5]. Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.

**[PO.6]. Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

**[PO.7]. Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

### D. Assessment Plan:

Criteria	Description	Maximum Marks
	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20

Internal Assessment (Summative)	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. SYLLABUS

**Introduction:** Nature, goal and scope of social psychology and other social sciences; Methods of social psychology-Experimental and non-experimental methods; **Social Perception and Cognition:** Perceiving ourselves- self-concept, self-esteem, self presentation and self- expression. Perceiving others-Impression formation, Attribution theory; **Attitudes:** Nature and functions of attitudes, Attitude and behaviour, formation, change and measurement of attitudes; **Leadership and Group Behaviour:** Definition, functions and types of leaders; Characteristics of an effective leader, theories of leadership. Group Structure and functions, Social facilitation and loafing, Conformity and compliance, Group cohesiveness and group think; **Pro-social and Aggressive Behaviour:** Determinants of helping behaviour, Roles of empathy, learning and attribution in helping; bystander effect, Promoting helping behaviour; Meaning and definition of aggression, Theoretical perspectives of aggressive behaviour, Role of Personal and social factors, Prevention and control of aggression.

## F. REFERENCE BOOKS

1. Baron, R. A., Branscombe, N. R., & Byrne, D. Social Psychology (12th Eds.). Boston, MA: Pearson/Allyn and Bacon,2009
2. Myers, D.G Social Psychology, 7th international, NY: McGraw Hill. (2002).

## G. Lecture Plan:

Lec No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1-4	Nature & Scope	An introduction to the nature and scope of social psychology	Lecture & Discussion	PS2140.1	Class Quiz, MTE, ETE
5-9	Methods of Social Psychology: Definition & Meaning	To discuss the various research methods used in social psychology	Lecture & Discussion	PS2140.3	Class Quiz, MTE, ETE
10	Unit Quiz	To test the understanding of the content of Unit I	Quiz	PS2140.1 PS2140.3	Class Quiz, MTE, ETE

11	Introduction to Social cognition and perception	Introduction to the concept of social cognition and attribution	Lecture & Discussion	PS2140.4	Class Quiz, MTE, ETE
12-15	Perceiving ourselves- self-concept, self-esteem, self-presentation and self-expression. Perceiving others- Impression formation	To understand and explain the different theories of social perception, cognition and attribution	Lecture & Discussion	PS2140.4	Class Quiz, MTE, ETE
16	Theories of Attribution	To learn about the role of culture in formation of attributions	Lecture & Discussion	PS2140.4	Class Quiz, MTE, ETE
17-18	Impression Formation and Management	To learn about how impressions, specifically first impressions, are formed and managed	Lecture & Discussion	PS2140.5	Class Quiz, MTE, ETE
19	Unit Quiz	To test the understanding of the content of Unit 2	Quiz	PS2140.5	Class Quiz, MTE, ETE
20	Attitudes : Nature, Definition	To define and explain the nature of attitudes	Lecture & Discussion	PS2140.1	Class Quiz, MTE, ETE
21-23	Formation of Attitudes	To learn about the different theories of attitude formation	Lecture & Discussion	PS2140.2	Class Quiz, MTE, ETE
24-25	Measurement of Attitudes	To learn about the different measurement tools of attitudes	Lecture & Discussion	PS2140.1	Class Quiz, MTE, ETE
26	Change of Attitudes	To learn about how and when attitudes can be changed	Lecture & Discussion	PS2140.4	Class Quiz, MTE, ETE
27	Unit Quiz	To test the understanding of the content of Unit 3		PS2140.5	Class Quiz, MTE, ETE
28-29	Group Behavior - Introduction and Nature	To introduce and explain the nature of groups	Lecture & Discussion	PS2140.1 PS2140.2	Class Quiz, MTE, ETE
30-31	Group Structure	To elaborate and explain the structure of groups	Lecture & Discussion	PS2140.4	Class Quiz, MTE, ETE
32-33	Functions of Group	To learn about the functions performed by groups	Lecture & Discussion	PS2140.4	Class Quiz, MTE, ETE
34	Social Facilitation and Loafing, conformity, compliance	To explain the concepts and theories of social facilitation and	Lecture & Discussion	PS2140.4	Class Quiz, MTE, ETE



		social loafing, conformity & compliance			
35	Group Cohesiveness and Group Think	To explain group cohesiveness and the phenomenon of groupthink	Lecture & Discussion	PS2140.1 PS2140.4	Class Quiz, MTE, ETE
36	Leadership - Definition, Types	To define and enumerate the types of leadership	Lecture & Discussion	PS2140.4	Class Quiz, MTE, ETE
37	Functions of Leader	To enumerate the functions of a good leader	Lecture & Discussion	PS2140.5	Class Quiz, MTE, ETE
38	Characteristics of Effective Leader	To list the characteristics of effective leadership	Lecture & Discussion	PS2140.4	Class Quiz, MTE, ETE
39	Theories of Leadership	To learn the different theories of leadership	Lecture & Discussion	PS2140.1 PS2140.4	Class Quiz, MTE, ETE
40	Unit Quiz	To test the understanding of the content of Unit 4	Quiz	PS2140.5	Class Quiz, MTE, ETE
41-45	Pro-social Behaviour	Understand the impact of pro social behaviour	Lecture & Discussion	PS2140.4	Class Quiz, MTE, ETE
45-50	Aggressive Behaviour	Understand the concept and perspectives related to aggression, its prevention & control	Lecture & Discussion	PS2140.4 PS2140.5	Class Quiz, MTE, ETE

**H. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)						
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
[PS2140.1]	Describe and discuss the fundamental concepts of social psychology	1		3				
[PS2140.2]	Analyse and differentiate between the social and cultural influences on behaviour				2			3
[PS2140.3]	Identify and apply research methods in social and cultural psychology	1						
[PS2140.4]	Acquire conceptual knowledge and skills related to concepts like social cognition and perception, attitude change, group behaviour, leadership, pro social and aggressive behaviour	3		3	2			2
[PS2140.5]	Application of the principles of social and cultural psychology in everyday life	1		1				3

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

Department of Psychology

Course Hand-out

Developmental Psychology | PS2142 | 4 Credits | 3104

Session: Aug 20 – Dec. 20 | Faculty: Dr. Meenakshi Joshi | Class: BA (Hons.)Subsidiary III SEM

**A. Introduction:** This course is offered by Dept. of Psychology as a subsidiary, targeting students who wish to acquire basic knowledge of developmental psychology through both primary and secondary sources, and will learn relevant terms, facts, concepts, and theories. It Offers in depth knowledge of various schools of Psychology including Psychoanalytic, Neo-Analytic/Ego, Biological, Behaviorist, Cognitive, Trait, Humanistic, and Interactionist theories.

**B. Course Objectives:** At the end of the course, students will be able to :

[2142.1] understand the meaning, principles and theories of human development

[2142.2] discuss the biological and environmental factors of human development

[2142.3] Explain the Biological, Physical, Cognitive, Emotional & Social Development in childhood.

[2142.4] Describe Physical, Cognitive, Emotional, moral & Social Development in Adolescents.

[2142.5] Appraise Physical, Cognitive, Emotional, moral & Social problems of adulthood and old age.

## C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

**[PO.1]. Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

**[PO.2]. Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

**[PO.3]. Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

**[PO.4]. Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

**[PO.5]. Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.

**[PO.6]. Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

**[PO.7]. Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

## D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

### E. Syllabus

**Human Development:** Introduction, Meaning, Principles; Methods & Theories of Human Development; **Biological & Environmental Factors of Development:** Relation between Hereditary & Environment; **Prenatal & Infancy stage (0-2 yrs.):** Biological, Physical, Cognitive, Emotional & Social Development; **Childhood Stage (2-11yrs) :** Physical, Cognitive , Emotional, moral & Social Development; **Adolescence Stage:** Biological, Physical, Cognitive, Emotional & Social Development; **Adulthood Stage (Early to Late Adulthood):** Physical, Cognitive, Emotional, moral & Social Development; **Old Age:** Characteristics and problems of old age.

### F. Text Books

- T1. Ellis, A., Abrams, M., & Abrams, L.D. (2009) Personality Theories Critical Perspective. New Delhi : Sage Pub. Co.  
T 2. Hall, C. S, Lindzey, G. and Campbell, (1998). Theories of Personality. New York: John Wiley and Sons

### G. Reference Books

1. Diane E Papalia & Sally Wendkos Olds (1998). Human Development, 7th International edition. McGraw Hill Publication.
2. Lois Hoffman, Scott Paris, Elizabeth Hall & Robert Scholl (1988). Developmental Psychology Today, 5th edition McGraw Hill Inc.
3. James W. Vander Zanden (1997). "Human Development" 6th International Edition, McGraw Hill Publication.

## H. Lecture Plan:

Lec No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear teachers expectations and understand student expectations	Lecture		NA
2- 7	Introduction, Meaning, Principles; Methods & Theories of Human Development;	To understand the concept of development & various theories of development .	Lecture	[PS2142.1]	Through presentation
8- 10	Biological & Environmental Factors of Development	Able to explain the various Biological & Environmental Factors.	Lecture	[ PS2142.2]	Home Assignment
11- 12	Relation between Hereditary & Environment	To explain the relation between heredity and environment.	Lecture	[PS2142.2]	Home Assignment
13-19	Prenatal stage : Biological, Physical, Cognitive, Emotional & Social Development	Describe the prenatal stages, development of brain and its physical growth development of human being.	Lecture	[PS2142 .2]	PPT Presentation
20 - 23	Infancy stage (0-2 yrs.): Cognitive, Emotional & Social Development	Discuss the main characteristics of Adler theory	Flipped class	[PS2142.2]	PPT Presentation
24- 28	Childhood Stage (2-11 yrs) : Physical & Cognitive development	Explain the physical and cognitive development of a child in relation to first stage of piaget's theory.	Lecture + Discussion	[PS 2142.3]	Class Quiz
29 - 31	Childhood Stage (2-11 yrs) Emotional, moral & Social Development	Discuss the child's Emotional, moral & Social Development	Lecture + PPT	[PS 2142.3]	Class Quiz
32 - 34	Adolescence Stage: Biological & Physical development.	Identify the biological & physical changes and how they are related to behaviour of an adolescent.	Lecture + PPT	[PS2142 .4]	Home Assignment

35- 39	Adolescence Stage: Cognitive, Emotional & Social Development	Discuss the Cognitive, Emotional & Social Development	Lecture	[PS2142 .4]	Home Assignment
40- 45	Adulthood Stage (Early to Late Adulthood): Physical, Cognitive, Emotional, moral & Social Development	Discuss various problems of life in Adulthood Stage.	Lecture	[PS2142 .5]	PPT Presentation
46- 50	Old Age: Characteristics and problems of old age.	Explain the various problems of elderly people related to their mental health.	Lecture	[PS2142 .5]	Home Assignment
51	Revision	NA	NA	NA	Class Quiz
52	Conclusion and Course Summarization	NA	NA	NA	Class Quiz

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES									
		PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PSO1	PSO2	PSO3
PS2142.1	understand the meaning, principles and theories of human development	2						2	3		
PS2142.2	discuss the biological and environmental factors of human development						3				2
PS2142.3	Explain the Biological, Physical, Cognitive, Emotional & Social Development in childhood.			3	2						3
PS2142.4	Describe Physical, Cognitive, Emotional, moral & Social Development in Adolescents.					2	1				2
PS2142.5	Appraise Physical, Cognitive, Emotional, moral & Social problems of adulthood and old age			3				2	1		



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

Development Issues in Indian economy | EO 2105| 4 Credits | 3 | 0 | 4

Session: Aug 20-Dec 20 | Faculty: Dr Poonam Mishra| Class: BA ENGLISH (HONS) III SEM

**A. Introduction:** This course is offered by Department of Economics helps in understanding the basic concepts of Indian economy along with the major problems in growth and development of the economy, also clarify the role of different economic elements and sectors life agriculture labour, foreign trade. This subject will clarify the growth process essential for economic development along with other relevant issues & history of economic growth.

**B. Course Outcomes:** At the end of the course, students will be able to

[EO 2105.1] To understand the various concept of Indian agriculture, agriculture finance and rural development policy

[EO2105.2 ] Updated with the concept, importance & problems of industrial sectors in indian economy

[EO 2105.3 ] To Understand the labour related problems along with labour security and safety schemes

[EO2105.4 ] To know the importance of service sector and infrastructure in economic development

[EO2105.5 ] To understand the various concept of foreign trade and its importance for economic growth

### C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

[PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

[PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

[PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

[PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

[PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.

[PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

[PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

### D. Assessment Plan:

Criteria	Description	Maximum Marks
	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20



Internal Assessment (Summative)	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. SYLLABUS

**Economic Growth and Development:** Meaning, Indicators and its significance; **Agriculture Sector:** agriculture policies and rural development, agricultural productivity, land reform measures, green revolution and its impact on Indian economy, Issues related to agricultural finance and agricultural marketing; **Industrial Sector:** Role and significance of industrial sector in Indian economy, industrial policies, issues related to MSME and large scale industries, industrial sickness, labor related issues, social security system and industrial unrest in the economy; Make in India initiative; **Infrastructure and Service Sector:** Role, significance and components, Micro-finance; **Economic Reforms:** Liberalization, Privatization, Globalization, Disinvestment; **Foreign Trade and Foreign Capital:** Significance of foreign trade and capital on growth of Indian economy, Issues related to volume, composition and direction of foreign trade of India, Development issues of Indian Economy related to Indian Balance of Payments, policies of foreign capital and aid, WTO and India.

## F. REFERENCE BOOKS

1. R. Dutt and K.P Sundaram, *Indian Economics*, S Chand & Co, New Delhi, 2011
2. S.K Mishra and V. K. Puri, *Indian Economics*, Himalaya Publishing House, Mumbai, 2012
3. D.M Mithani, *International Economics*, Himalaya Publishing House, New Delhi, 2010
4. Uma Kapila, *Indian Economy: Performance and Policies*, Academic Foundation, 16<sup>th</sup> Edition, 2015

## G. Lecture Plan:

Class Number	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction with the concept of economic growth and development	To understand the basic growth concepts	Lecture Interaction	-	NA
2	Indicator of growth and development along with its significance	To ascertain the interest and recapitulate the understanding and the existing knowledge about poetry	Interaction, Discussion & Question Answer Session	CO I	1 <sup>st</sup> Sessional ET Exam Home Assignment

3	agriculture policies and rural development	To understand agriculture and rural development policy	Interaction, Discussion & Question Answer Session	CO I	1 <sup>st</sup> Sessional ET Exam
4	agriculture policies and rural development	To understand agriculture and rural development policy	Interaction, Discussion & Question Answer Session	CO I	Home Assignment
5	agricultural productivity	Understanding the trends of agriculture productivity	Interaction, Discussion & Question Answer Session	CO I	
6	agricultural productivity	Understanding the trends of agriculture productivity	Interaction, Discussion & Question Answer Session	CO I	1 <sup>st</sup> Sessional ET Exam
7	land reform measures	Understanding the history of land reforms	Interaction, Discussion & Question Answer Session	CO I	Home Assignment
8	green revolution and its impact on Indian economy	assessing the concept of green revolution and transformation of indian agriculture	Interaction, Discussion & Question Answer Session	CO I	
9	green revolution and its impact on Indian economy	assessing the concept of green revolution and transformation of indian agriculture	Interaction, Discussion & Question Answer Session	CO I	1 <sup>st</sup> Sessional ET Exam
10	Issus related to agricultural finance and agricultural marketing	To introduce the concept of agriculture finance and marketing	Interaction, Discussion & Question Answer Session	CO I	Home Assignment
11	Issus related to agricultural finance and agricultural marketing	To introduce the concept of agriculture finance and marketing	Interaction, Discussion & Question Answer Session	CO I	
12	Issus related to agricultural finance and agricultural marketing	To introduce the concept of agriculture finance and marketing	Interaction, Discussion & Question Answer Session	CO I	1 <sup>st</sup> Sessional ET Exam
13	Role and significance of industrial sector in Indian economy	Introduction with the importance of industrial sectors in indian economy	Interaction, Discussion & Question Answer Session	CO II	Home Assignment
14	Role and significance of industrial sector in Indian economy	Introduction with the importance of industrial sectors in indian economy	Interaction, Discussion & Question Answer Session	CO II	
15	Role and significance of industrial sector in Indian economy	Introduction with the importance of industrial sectors in indian economy	Interaction, Discussion & Question	CO II	1 <sup>st</sup> Sessional

			Answer Session		ET Exam
16	industrial policies	Introduction with the importance of industrial sectors in indian economy	Interaction, Discussion & Question Answer Session	CO II	Home Assignment
17	industrial policies	Introduction with the importance of industrial sectors in indian economy	Interaction, Discussion & Question Answer Session	CO II	
18	industrial policies	Introduction with the importance of industrial sectors in indian economy	Interaction, Discussion & Question Answer Session	CO II	1 <sup>st</sup> Sessional ET Exam
19	issues related to MSME and large scale industries	Introduction with the importance & problems of industrial sectors in indian economy	Interaction, Discussion & Question Answer Session	CO II	Home Assignment
20	issues related to MSME and large scale industries	Introduction with the importance & problems of industrial sectors in indian economy	Interaction, Discussion & Question Answer Session	CO II	
21	issues related to MSME and large scale industries	Introduction with the importance & problems of industrial sectors in indian economy	Interaction, Discussion & Question Answer Session	CO II	1 <sup>st</sup> Sessional ET Exam
22	industrial sickness	Introduction with the importance & problems of industrial sectors in indian economy	Interaction, Discussion & Question Answer Session	CO II	Home Assignment
23	industrial sickness	Introduction with the importance & problems of industrial sectors in indian economy	Interaction, Discussion & Question Answer Session	CO II	

**FIRST SESSIONAL EXAM NOTE- Note-Delete this note after editing. Your number of classes may vary, this is just a sample. Dates not yet out.**

24	labour related issues	Introduction with labour related problems along with labour security and safety schemes	Interaction, Discussion & Question Answer Session	CO III	2 <sup>nd</sup> Sessional ET Exam
25	labour related issues	Introduction with labour related problems along with labour security and safety schemes	Interaction, Discussion & Question Answer Session	CO III	Home Assignment
26	social security system and industrial unrest in the economy;	Introduction with labour related problems along with labour security and safety schemes	Interaction, Discussion & Question Answer Session	CO III	
27	social security system and industrial unrest in the economy;	Introduction with labour related problems along with labour security and safety schemes	Interaction, Discussion & Question	CO III	2 <sup>nd</sup> Sessional

			Answer Session		ET Exam
28	social security system and industrial unrest in the economy;	Introduction with labour related problems along with labour security and safety schemes	Interaction, Discussion & Question Answer Session	CO III	Home Assignment
29	Make in India initiative	Informing regarding self sufficient economic growth policy	Interaction, Discussion & Question Answer Session	CO III	
30	Make in India initiative	Informing regarding self sufficient economic growth policy	Interaction, Discussion & Question Answer Session	CO III	
31	Infrastructure and Service Sector: Role, significance and components	Understanding the importance of service sector and infrastructure in economic development	Interaction, Discussion & Question Answer Session	CO IV	2 <sup>nd</sup> Sessional ET Exam
32	Infrastructure and Service Sector: Role, significance and components	Understanding the importance of service sector and infrastructure in economic development	Interaction, Discussion & Question Answer Session	CO IV	Home Assignment
33	Infrastructure and Service Sector: Role, significance and components	Understanding the importance of service sector and infrastructure in economic development	Interaction, Discussion & Question Answer Session	CO IV	2 <sup>nd</sup> Sessional ET Exam
34	Micro-finance	Understanding the role and importance of micro finance	Interaction, Discussion & Question Answer Session	CO IV	Home Assignment
35	Micro-finance	Understanding the role and importance of micro finance	Interaction, Discussion & Question Answer Session	CO IV	
36	Economic-Reforms: Liberalization, Privatization, Globalization, Disinvestment	Understanding the role of economic reforms in development process	Interaction, Discussion & Question Answer Session	CO IV	2 <sup>nd</sup> Sessional ET Exam
37	Economic Reforms: Liberalization, Privatization, Globalization, Disinvestment	Understanding the role of economic reforms in development process	Interaction, Discussion & Question Answer Session	CO IV	Home Assignment
38	Economic Reforms: Liberalization, Privatization, Globalization, Disinvestment	Understanding the role of economic reforms in development process	Interaction, Discussion & Question Answer Session	CO IV	
39	Foreign Trade and Foreign Capital: Significance of foreign trade and capital on growth of Indian economy,	To understand the Significance of foreign trade and capital on growth of Indian economy,	Interaction, Discussion & Question Answer Session	CO V	

					2 <sup>nd</sup> Sessional  ET Exam  Home Assignment
<b>SECOND SESSIONAL EXAM</b>					
42	Issues related to volume, composition and direction of foreign trade of India,	To understand the concept of foreign trade and direction for economic growth	Interaction, Discussion & Question Answer Session	CO V	End term
43	Development issues of Indian Economy related to Indian Balance of Payments	To understand the concept of foreign trade and direction for economic growth	Interaction, Discussion & Question Answer Session	CO V	
44	Development issues of Indian Economy related to Indian Balance of Payments	To understand the concept of foreign trade and direction for economic growth	Interaction, Discussion & Question Answer Session	CO V	
45	policies of foreign capital and aid	To understand the concept of foreign trade and direction for economic growth	Interaction, Discussion & Question Answer Session	CO V	
46	policies of foreign capital and aid	To understand the concept of foreign trade and direction for economic growth	Interaction, Discussion & Question Answer Session	CO V	End term
47	WTO and India.	To understand the concept of foreign trade and direction for economic growth	Interaction, Discussion & Question Answer Session	CO V	
48	WTO and India.	To understand the concept of foreign trade and direction for economic growth	Interaction, Discussion & Question Answer Session	CO V	
49	Revision		Interaction, Discussion & Question Answer Session	CO V	
50	Revision				
51	Revision				
52	Revision				
<b>END TERM EXAM</b>					

**H. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)						
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
[EO2105.1]	To understand the various concept of Indian agriculture, agriculture finance and rural development policy.	2	1	3	1	2	2	1
[EO2105.2]	Updated with the concept, importance & problems of industrial sectors in indian economy	1		2	1			1
[EO2105.3]	To Understand the labour related problems along with labour security and safety schemes	2		3	1	3		1
[EO2105.4]	To know the importance of service sector and infrastructure in economic development	2	1	2			1	1
[EO2105.5]	To understand the various concept of foreign trade and its importance for economic growth	1	1	1				1

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

Money Banking and Public Finance | EO 2106| 4 Credits | 3 | 0 | 4

Session: Aug 20-Dec 20 | Faculty: Dr Aparna Makkar and Ms. Varuni Sharma| Class: BA ENGLISH (HONS) III SEM

**A. Introduction:** This course is offered by Department of Economics as Study of Money, Banking and Public Finance helps students to discern incentives behind public and private economic interventions. Tools thus learnt, can be applied to policy analysis in areas as diverse as education, environment, commerce, Students will recall different types of public revenue systems, public expenditure, trends in tax revenue of the central and state governments in India.

**B. Course Outcomes:** At the end of the course, students will be able to

[EO 2106.1] Describe the concept, functions and types of money.

[EO 2106.2] Interpret the banking system in general with special reference to India so as to enhance skill employability.

[EO 2106.3] Aware of the principles of monetary policy concerning Indian economy..

[EO 2106.4] Recognize different principles, roles and canons of public finance and taxes.

[EO 2106.5] Recall different types of public revenue systems, public expenditure, trends in tax revenue of the central and state governments in India.

### C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

[PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

[PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

[PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

[PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

[PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.

[PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

[PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

### D. Assessment Plan:

Criteria	Description	Maximum Marks
	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20

Internal Assessment (Summative)	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. SYLLABUS

**Introduction: Money and Banking:** Money — meaning, functions and classification. Meaning and types; Functions of commercial banks; the process of credit creation — Purpose and limitations. **Central Bank:** Functions of a central bank; Quantitative and qualitative methods of credit control: bank rate policy, open market operations, variable reserve ratio and selective methods; Role and functions of the Reserve Bank of India; Objectives and limitations of monetary policy with special reference to India; **Public Finance:** Meaning and scope of public finance; Distinction between private and public finance; Public goods vs. private goods; The Principle of maximum social advantage; Market failure; Role of the government. Meaning, classification and principle of public expenditure; Canons and effects of public expenditure; Trends in public expenditure and causes of growth of public expenditure in India; **Taxation:** Sources of public revenue; Taxation — Meaning, canons and classification of taxes; Division of tax burden — The benefit and ability-to-pay approaches; Impact and incidence of taxes; Taxable capacity; Effects of taxation; Characteristics of a good tax system; Major trends in tax revenue of the central and state governments in India.

## F. REFERENCE BOOKS

1. T.N. Haleja, *Money, Banking and Public Finance*, Ane Books Private Limited, New Delhi, 8<sup>th</sup> Edition, 2015
2. R K Lekhi, *Public Finance*, Kalyani Publishers, 19<sup>th</sup> Edition, 2010
3. S K Singh, *Public Finance in theory and practice*, S Chand and company pvt. limited, New Delhi, 9<sup>th</sup> Edition, 2015
4. Varshney & Malhotra, *Principles of Banking*, Sultan Chand & Sons, 2005
5. R A Musgrave and P B Musgrave, *Public Finance in theory and practice*, McGraw Hill Education, 5<sup>th</sup> Edition, 2016
6. D M Mithani, *Modern Public Finance: Theory and Policy*, Himalaya Publishing House, 1<sup>st</sup> Edition, 2014

## G. Lecture Plan:

Class Number	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing  Reading and understanding the meaning of money and public finance	To acquaint and clear teachers expectations and understand student expectations	Lecture  Interaction	-	NA
2, 3, 4	<b>Introduction: Money and Banking:</b> Money — meaning, functions and classification.	To let students understand the basics of Money and its functions and types. How money is related to economy.	Lecture  Interaction	CO 1, CO3	In Class Quiz ( Not Accounted)



5, 6, 7	<b>Meaning</b> and types; Functions of commercial banks;	To understand the meaning of term bank. How different kinds of banks can be differentiated in real world as per the basis of functioning.		CO1	1 <sup>st</sup> Sessional ET Exam Home Assignment	
8, 9	Process of <b>credit creation</b>	To let students aware how credit is created in real world. What is the purpose and limitations of credit creation?	Lecture Real world illustrations	CO1		
10, 11	<b>Public Finance:</b> Meaning and scope of public finance; Distinction between private and public finance;	To understand the meaning of public finance, why it is important for any economy? Why any economy considers finance while formulating policies.	Lecture Interaction Govt. Reports	CO4		
12,13	Types of Goods	To find out different types of goods available in real world.	Lecture Interaction	CO4		
14,15, 17	The Principle of maximum social advantage;	To let understand the principle of maintaining maximum social benefit to society.	Lecture Interaction	CO4		
18, 19,20	Market failure; Role of the government.	To understand the reasons why optimum utilization of resources doesn't occur in real world.	Lecture Interaction	CO4		
21, 22, 23	Meaning, classification and principle of public expenditure; Canons and effects of public expenditure;	To understand about canons or principles of govt. spending	Lecture Interaction	CO5		
24, 25	Trends in public expenditure and causes of growth of public expenditure in India;	To know about the trends and causes of growth of public expenditure	Lecture Interaction	CO4		
<b>FIRST SESSIONAL EXAM</b>						
26, 27	<b>Central Bank</b>	To understand the basic functioning of central bank and rest of the banking structure in India.	Lecture Interaction	CO2, CO3		2 <sup>nd</sup> Sessional ET Exam
28, 29, 30, 31	<b>Credit Control</b>	To learn the Quantitative and qualitative methods of credit control: bank rate policy, open market operations, variable reserve ratio and selective methods;	Lecture Interaction	CO2, CO3		
32	<b>Taxation</b>	To understand Sources of public revenue. Taxation — Meaning, canons and classification of taxes	Lecture Interaction	CO5		

33, 34	<b>Division of tax burden;</b>	To understand about the benefit and ability-to-pay approaches	Lecture Interaction	CO5	Home Assignment
35, 36, 37	<b>Impact and incidence of Taxes</b>	To know about Impact and incidence of taxes and to analyse the same in real world	Lecture Interaction	CO5	2 <sup>nd</sup> Sessional  ET Exam  Home Assignment

**SECOND SESSIONAL EXAM**

38, 39, 40	Role and functions of the Reserve Bank of India	To understand the basic functioning of RBI. To learn how it regulates money supply in India	Lecture Interaction	CO2	ET Exam  Home Assignment
41, 42, 43, 44	Objectives and limitations of monetary policy with special reference to India	To let student be aware of what the monetary policy is, how it affects Indian economy and other sectors of economy.	Lecture Interaction	CO2	Home Assignment
45, 46, 47	Taxable capacity	To understand the meaning of taxable capacity, the importance of this concept while talking about Taxes in India.	Lecture Interaction	CO5	ET Exam  Home Assignment
48, 49	Effects of taxation	To understand the taxation effect on any economy with special reference to Indian Economy. Also to understand the characteristics of good tax	Lecture Interaction	CO5	
50	Major trends in tax revenue	To understand the major trends in tax revenue the central and state governments in India.	Lecture Interaction	CO5	
51	Problem solving Sessions		Group discussions		
52	Revision of all topics		Presentation		

**END TERM EXAM**

**H. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)						
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
[EO 2106.1]	Describe the concept, functions and types of money.	1						1
[EO 2106.2]	Interpret the banking system in general with special reference to India so as to enhance skill employability.	2		1	2			2
[EO 2106.3]	Aware of the principles of monetary policy concerning Indian economy.			2	2			2
[EO 2106.4]	Recognize different principles, roles and canons of public finance and taxes.	1		1	2	1		3
[EO 2106.5]	Recall different types of public revenue systems, public expenditure, trends in tax revenue of the central and state governments in India.				2	1		2

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts

Course Hand-out

Western Political Thought | AT2154 | 4 Credits | 3014

Session: Aug 20 – Dec 20 | Faculty: Dr Radhika Mohan Gupta | Class: B.A. ENGLISH(HON)

## A. Introduction

Political thought is the study of questions concerning power, justice, rights, law, and other issues pertaining to governance. This course examines major texts in the history of political thought. Many of these texts pose difficult questions concerning the political community, social order, and human nature. This course asks how different views on human nature and the uses of history inform the design of government. It also considers the ways in which thinkers like Plato, Machiavelli, and Rousseau have responded to the political problems of their times, and the ways in which they contribute to a broader conversation about human goods and needs, justice, democracy, and the ever-changing relationship between the citizen and the state.

**B. COURSE OUTCOMES:** At the end of the course, students will be able to :

[AT2154.1] Explain the different versions of, and importance of, the state of nature to political thought.

[AT2154.2] Enable students to not only understand these thinkers in the historical context but also in the present.

[AT2154.3] Assist students appreciate the relevance and significance of the political thought and philosophy of these specific Western political thinkers.

[AT2154.4] Compare and contrast the concepts of justice, freedom, equality, citizenship, and sovereignty in the works of different western political thinkers.

[AT2154.5] Render students professionally capable for administrative services, higher education or research in think tanks and organizations

## C. PROGRAM OUTCOMES

[PO.1]. **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

[PO.2]. **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

[PO.3]. **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings

[PO.4]. **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

**[PO.5]. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them

**[PO.6]. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7]. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus

**Plato:** Ideal State, Philosopher King, Education, Justice and Communism; **Aristotle:** State, Examining the statement ,“Sub ideal state of Plato is the ideal state of Aristotle” ,Citizenship, Slavery, Revolution ; **Machiavelli :** Machiavelli as a child of his own age, father of modern age, teachings to the Prince, Machiavelli and Kautilya, **Social Contractualists :** **Hobbes, Locke and Rousseau:** Human Nature, State of Nature, Social Contract Theory, Idea of the Sovereign; **Jean Bodin :** Idea of State and Sovereignty, **Karl Marx :** Dialectical Materialism, Theory of Surplus Values, Communism.

#### F. References:

1. Sabine, George H. (1973) *A History of Political Thought*, Oxford University Press : Oxford.
2. Barker, Ernest, (2013) *Greek Political Theory : Plato and his Predecessors*, 1st Edition, Routledge : London.
3. Ramaswamy, Sushila and Subrata Mukherjee (2011) *A History of Political Thought: Plato to Marx* , Prentice Hall India : Delhi.
4. Johari, J.C. (2012) *Political Thought : Ancient and Medieval*, Metropolitan Book Co.Pvt Ltd. : New Delhi.
5. Nelson, B. (2008) *Western Political Thought*, Pearson Longman:Delhi.

## G. Lecture Plan

Lec. No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction about the course	Clarity of basic concepts	Lecture		Quiz of previous class, Mid Term I, End Term Examinations
2	<b>Plato</b>	To understand why political thought is important	Lecture	1405.1	Class interaction, Mid Term I, End Term Examinations
3,4	<b>Plato</b>	To understand the relevance of ancient thinkers	Lecture	1405.1	Class interaction, Mid Term I, End Term Examinations
5,6	<b>Plato</b>	To understand why political thought is important	Presentations	1405.1	Quiz of previous class, Mid Term I, End Term Examinations
7.8	<b>Plato</b>	To understand why political thought is important	Lecture	1405.1	Quiz of previous class, Mid Term I, End Term Examinations
9	<b>Plato</b>	To understand why political thought is important	Lecture	1405.1	Quiz of previous class, Mid Term I, End Term Examinations
10	<b>Plato</b>	To understand the correlation of ancient thought and modern times	Lecture	1405.1	Quiz of previous class, Mid Term I, End Term Examinations
11	<b>Plato</b>	To understand the correlation	Lecture and illustrations	1405.1	Quiz of previous class, Mid Term I, End Term Examinations

		of ancient thought and modern times			
12	<b>Aristotle</b>	To understand the relevance of ancient thinkers	Lecture	1405.2	Quiz of previous class, Mid Term II, End Term Examinations
13	<b>Aristotle</b>	To understand why political thought is important	Lecture	1405.2	Quiz of previous class, Mid Term II, End Term Examinations
14	<b>Aristotle</b>	To understand the relevance of ancient thinkers	Lecture and case illustrations	1405.2	Quiz of previous class, Mid Term II, End Term Examinations
15,16	<b>Aristotle</b>	To understand the correlation of ancient thought and modern times	Lecture and case illustrations	1405.2	Quiz of previous class, Mid Term II, End Term Examinations
17	<b>Aristotle</b>	To understand the correlation of ancient thought and modern times	Lecture	1405.2	Quiz of previous class, Mid Term II, End Term Examinations
18	<b>Aristotle</b>	To understand the correlation of ancient thought and modern times	Lecture	1405.2	Quiz of previous class, Mid Term II, End Term Examinations
19	<b>Aristotle</b>	To understand the practical aspects of	Lecture	1405.2	Quiz of previous class, Mid Term II, End Term Examinations

		a theory in the era it was written in			
20	<b>Aristotle</b>	To understand the practical aspects of a theory in the era it was written in	Lecture and case illustrations	1405.2	Quiz of previous class, Mid Term II, End Term Examinations
21	<b>Aristotle</b>	To understand the practical aspects of a theory in the era it was written in	Lecture	1405.2	Student Recap of previous class, Mid Term Examination II
22	<b>Machiavelli</b>	To understand why political thought is important	Lecture	1405.2	Student Recap of previous class, Mid Term Examination II
23	<b>Machiavelli</b>	To understand the relevance of ancient thinkers	Lecture and case illustrations	1405.2	Quiz of previous class, Mid Term II, End Term Examinations
24	<b>Machiavelli</b>	To understand the relevance of ancient thinkers	Lecture	1405.2	Quiz of previous class, End Term Examinations
25	<b>Machiavelli</b>	To understand the relevance of ancient thinkers	Lecture	1405.2	Quiz of previous class, End Term Examinations
26	<b>Machiavelli</b>	To understand the relevance of ancient thinkers	Presentations	1405.2	Quiz of previous class, End Term Examinations
27	<b>Machiavelli</b>	To understand the	presentations and case studies	1405.2	Quiz of previous class, End Term Examinations



		correlation of ancient thought and modern times			
28	<b>Machiavelli</b>	To understand the relevance of ancient thinkers	Lecture	1405.2	Quiz of previous class, End Term Examinations
29	<b>Machiavelli</b>	To understand the relevance of ancient thinkers	Lecture	1405.2	Quiz of previous class, End Term Examinations
30	<b>Social Contractualists</b>	To understand why political thought is important	Lecture	1405.3	Quiz of previous class, End Term Examinations
31	<b>Hobbes</b>	To understand why political thought is important	Lecture	1405.3	Quiz of previous class, End Term Examinations
32	<b>Hobbes</b>	To understand the correlation of ancient thought and modern times	Presentations	1405.3	Quiz of previous class, End Term Examinations
33	<b>Hobbes</b>	To understand the relevance of ancient thinkers	Lecture	1405.3	Quiz of previous class, End Term Examinations
34	<b>Hobbes</b>	To understand the relevance of ancient thinkers	Lecture	1405.3	Quiz of previous class, End Term Examinations
35	<b>Locke</b>	To understand	Lecture	1405.3	Quiz of previous class, End Term Examinations

		d the relevance of ancient thinkers			
36	<b>Locke</b>	State of Nature	Case studies	1405.3	Quiz of previous class, End Term Examinations
37	<b>Locke</b>	Social Contract Theory	Lecture	1405.1 1405.2 1405.3	Quiz of previous class, End Term Examinations
38	<b>Locke</b>	Idea of the Sovereign	Lecture	1405.1 1405.2 1405.3	Quiz of previous class, Mid Term I, End Term Examinations
39	<b>Rousseau</b>	Life Sketch and Human Nature	Lecture	1405.3	Quiz of previous class, Mid Term I, End Term Examinations
40	<b>Rousseau</b>	State of Nature	Lecture	1405.3, 4 and 5	Quiz of previous class, Mid Term I, End Term Examinations
41	<b>Rousseau</b>	To understand the correlation of ancient thought and modern times	Lecture	1405.3, 4 and 5	Quiz of previous class, Mid Term I, End Term Examinations
42	<b>Rousseau</b>	Idea of Sovereign	Lecture	1405.3, 4 and 5	Quiz of previous class, Mid Term I, End Term Examinations
43	<b>Jean Bodin</b>	Life Sketch	Movie screening	1405.3, 4 and 5	Quiz of previous class, Mid Term I, End Term Examinations
44	<b>Jean Bodin</b>	Idea of State	Lecture	1405.3, 4 and 5	Quiz of previous class, Mid Term I, End Term Examinations
45	<b>Jean Bodin</b>	Idea of State	Movie screening	1405.3, 4 and 5	Quiz of previous class, Mid Term I, End Term Examinations
46	<b>Jean Bodin</b>	To understand the correlation of ancient thought and modern times	Movie screening and discussion	1405.3, 4 and 5	Quiz of previous class, Mid Term II, End Term Examinations
47	<b>Jean Bodin</b>	To understand the relevance of ancient	Lecture	1405.3, 4 and 5	Quiz of previous class, Mid Term II, End Term Examinations

		thinkers			
48	<b>Karl Marx</b>	To understand the relevance of ancient thinkers	Screening & discussion	1405.3, 4 and 5	Quiz of previous class, Mid Term II, End Term Examinations
49	<b>Karl Marx</b>	To understand the relevance of ancient thinkers	Lecture	1405.3, 4 and 5	Quiz of previous class, Mid Term II, End Term Examinations
50	<b>Karl Marx</b>	To understand the correlation of ancient thought and modern times	Screening & discussion	1405.3, 4 and 5	Quiz of previous class, Mid Term II, End Term Examinations
51	<b>Karl Marx</b>	To understand the correlation of ancient thought and modern times	Screening & discussion	1405.3, 4 and 5	Quiz of previous class, Mid Term II, End Term Examinations
52	<b>Karl Marx</b>	To understand the correlation of ancient thought and modern times	Screening & discussion	1405.3, 4 and 5	Quiz of previous class, Mid Term II, End Term Examinations

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
AT 2154.1	Explain the different versions of, and importance of, the state of nature to political thought.	2						
AT 2154.2	To enable students to not only understand these thinkers in the historical context but also in the present.		1					
AT 2154.3	To help students appreciate the relevance and significance of the political thought and philosophy of these specific Western political thinkers.	2						
AT 2154.4	Compare and contrast the concepts of justice, freedom, equality, citizenship, and sovereignty in the works of different western political thinkers.					2		
AT 2154.5	To render students professionally capable for administrative services, higher education or research in think tanks and organizations	1	2		2	1		1

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



**MANIPAL UNIVERSITY JAIPUR**  
School of Humanities and social science

**Department of Arts**  
Course Hand-out

International Affairs | AT2155| 4 Credits | 3104  
Session: Aug-Dec 2020 | Faculty: Dr Aditi Priya| Class: Subsidiary for B.A.

**A. Introduction**

The world today is becoming a small space where the individual, nation and the international system are in constant interaction. The dynamics of each affects the other. International Relations is the study of relationship and interactions among various state and non-state actors. It is an essential branch of knowledge for students of Political Science as it helps to understand the activities and policies of national governments, international organizations etc.

**B. Course Outcomes**

On completion of the course the students will be able to:

**[PO1406.1]** understand and analyse the International System along with its institutions and features in past and present.

**[PO1406.2]** analyse the causes and consequences of the World Wars.

**[PO1406.3]** comprehend various international issues, Indian foreign policy and issues of global concerns.

**[PO1406.4]** To render students professionally capable for administrative services, higher education or research in think tanks and organisations.

**C. PROGRAM OUTCOMES**

**[PO.1] 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.

**[PO.2] 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.

**[PO.3] Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusion in group settings.

**[PO.4] 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.

**[PO.5] Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**[PO.6] Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7] Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

**Theories of International Relations:** Realism vs. Non Realism, **World Wars and their impact:** World War I and II, **International Organisations:** League of Nations; United Nations; South Asian Association for Regional Cooperation (SAARC), BRICS, G20 and G7; **World Orders:** Cold War; Détente , Etente, Unipolar world vs. Multipolar world; **India's foreign policy:**, its major determinants, Non-Alignment, Policy with neighbours, Foreign Policy with U.S., China and Pakistan, Non-Aligned-Movement (NAM), **Major international issues post-Cold War :** Regionalism, Globalisation, the role and importance of transnational actors such as regional organisations and others.

#### Text/ Reference Books:

I. Morgenthau, Hans J. (2007) *Politics Among Nations: The Struggle for Power and Peace*, Kalyani Publishers: Ludhiana.

2. Baylis, John, Smith, Steve and Owens, Patricia (2013) *The Globalization of World Politics: An Introduction to International Relations*, 6<sup>th</sup> Edition, Oxford University Press: Oxford.
3. Khanna, V. N. (2009), *International Relations*, 4<sup>th</sup> Edition, Vikas Publishing House: Mumbai.
4. Palmer and Perkins (2001) *International Relations*, 3<sup>rd</sup> Edition, CBS Publishers: Delhi.
5. Goldstein, Joshua S. and Jon, Pevehouse C. (2008), *International Relations*, Pearson Longman: London.
6. Viotti, Paul R. and Kauppi, Mark V. (2012) *International Relations Theory*, 4<sup>th</sup> Edition, Pearson Longman: London.
7. Art, Robert J. and Jervis, Robert, (2005) *International Politics: Enduring Concepts*, Pearson Longman: London
8. Nye, Joseph S. Jr. and Welch, David A. (2012) *Understanding Global Conflict And Cooperation*, 9<sup>th</sup> Edition, Pearson Longman: London.

## F. Lecture Plan

Lec. No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	<b>Levels of analysis</b>	Understanding how International Relations functions through levels of analysis	Lecture	1406.1	Quiz of previous class, Mid Term I, End Term Examinations
2	<b>Theories of International Relations</b>	Different theories of International Relations in general	Ppt	1406.1, 1406.3	Quiz of previous class, Mid Term I, End Term Examinations
3,4	<b>Realism</b>	Understanding the theory	Lecture	1406.1, 1406.3	Quiz of previous class, Mid Term I, End Term Examinations
5,6	<b>Realism</b>	Variants of Realism and their critical appreciation	Lecture	1406.1, 1406.3	Quiz of previous class, Mid Term I, End Term

					Examinations
7,8	<b>Liberalism</b>	How Realism is different from Liberalism	Lecture	1406.1, 1406.3	Quiz of previous class, Mid Term I, End Term Examinations
9	<b>World Wars</b>	Condition of Europe before First World War	Lecture	1406.2	Quiz of previous class, Mid Term I, End Term Examinations
10	<b>World Wars</b>	Causes of the First World War	Ppt	1406.2	Quiz of previous class, Mid Term I, End Term Examinations
11	<b>World Wars</b>	Sequence of Events of the First World War	Presentation	1406.2	Quiz of previous class, Mid Term I, End Term Examinations
12	<b>League of Nations</b>	Consequences of the First World War	Lecture	1406.2	Quiz of previous class, Mid Term II, End Term Examinations
13, 14,15,16,17,18	<b>World Wars; United Nations</b>	Impact of the First World War on Europe and World	Lecture	1406.2	Quiz of previous class, Mid Term II, End Term Examinations
19	<b>The UN</b>	Structure and Functions	Ppt	1406.1, 1406.3	Quiz of previous class, Mid Term II, End Term



					Examinations
20	<b>Cold War</b>	Reasons	ppt	1406.1, 1406.3	Quiz of previous class, Mid Term II, End Term Examinations
21	<b>Détente</b>	Sequence of Events	Lecture	1406.1, 1406.3	Quiz of previous class, Mid Term II, End Term Examinations
22	<b>Unipolar vs. Multipolar</b>	Explanation of both	Lecture	1406.1, 1406.3	Quiz of previous class, Mid Term II, End Term Examinations
23	<b>Unipolar vs. Multipolar</b>	Explanation of both	Lecture	1406.1, 1406.3	Quiz of previous class, Mid Term II, End Term Examinations
24	<b>Unipolar vs. Multipolar</b>	Explanation of both	Lecture	1406.1, 1406.3	Quiz of previous class, Mid Term II, End Term Examinations
25	<b>Regionalism</b>	Meaning of the term and its significance	Lecture	1406.1, 1406.3	Student Recap of previous class, Mid Term Examination II
26	<b>Globalisation</b>	Meaning of the term and its significance	Lecture	1406.1, 1406.3	Student Recap of previous class, Mid Term

					Examination II
27	<b>The role and importance of transnational actors such as regional organisations and others</b>	Transnational actors as new regional bodies - analysis	Lecture and case illustrations	1406.1, 1406.3 and 1406.4	Quiz of previous class, Mid Term II, End Term Examinations
28	<b>India's foreign policy:</b> at the time of independence	Atmosphere of independence and emerging foreign policy goals	Lecture	1406.1, 1406.3 and 1406.4	Quiz of previous class, End Term Examinations
29	<b>India's foreign policy:</b> its major determinants	Understanding determinants	Lecture	1406.1, 1406.3 and 1406.4	Quiz of previous class, End Term Examinations
30	<b>Non Aligned Movement</b>	Reasons and sequence	Lecture	1406.1, 1406.3 and 1406.4	Quiz of previous class, End Term Examinations
31	<b>Foreign Policy with U.S</b>	Determinants seen in the context of the US	Lecture	1406.1, 1406.3 and 1406.4	Quiz of previous class, End Term Examinations
32	<b>Foreign Policy with China</b>	Determinants seen in the context of the US	Lecture	1406.1, 1406.3 and 1406.4	Quiz of previous class, End Term Examinations
33	<b>Foreign Policy with Pakistan</b>	Determinants seen in the context of the US	Lecture	1406.1, 1406.3 and 1406.4	Quiz of previous class, End Term Examinations
34	<b>SAARC</b>	Reasons for origin	Lecture	1406.1, 1406.3	Quiz of previous class, End Term

					Examinations
35	<b>SAARC</b>	Sequence of summits	Lecture	1406.1, 1406.3	Quiz of previous class, End Term Examinations
36	<b>SAARC</b>	Relevance today	presentations	1406.1, 1406.3	Quiz of previous class, End Term Examinations
37	<b>BRICS</b>	Significance	Lecture	1406.1, 1406.3	Quiz of previous class, End Term Examinations
38	<b>G20 &amp; G7</b>	Significance	Lecture	1406.1, 1406.3	Quiz of previous class, End Term Examinations
39	<b>India and Major Powers</b>	A brief look on the current relationship	Lecture	1406.1, 1406.3	Quiz of previous class, End Term Examinations
40	<b>India and Major Powers</b>	A brief look on the current relationship	Presentation	1406.1, 1406.3	Quiz of previous class, End Term Examinations
41	<b>India and Neighbourhood</b>	A brief look on the current relationship	Lecture	1406.1, 1406.3	Quiz of previous class, End Term Examinations
42	<b>India and Pakistan Relations</b>	A brief look on the current relationship	Lecture	1406.1, 1406.3	Quiz of previous class, Mid Term I, End Term

					Examinations
43	<b>CBM</b>	A brief look on the current relationship	Lecture	1406.1, 1406.3	Quiz of previous class, Mid Term I, End Term Examinations
44	<b>CBM</b>	A brief look on the current relationship	Lecture	1406.1, 1406.3	Quiz of previous class, Mid Term I, End Term Examinations
45	<b>Terrorism</b>	A look at the problem understanding its reasons	Lecture	1406.1, 1406.3 and 1406.4	Quiz of previous class, Mid Term I, End Term Examinations
46	<b>Nuclear Proliferation</b>	A look at the current state of affairs	Lecture	1406.1, 1406.3 and 1406.4	Quiz of previous class, Mid Term I, End Term Examinations
47	<b>Human Rights</b>	A look at the current state of affairs	Lecture	1406.1, 1406.3 and 1406.4	Quiz of previous class, Mid Term I, End Term Examinations
48	<b>Democracy and Environment</b>	A look at the current state of affairs	Lecture	1406.1, 1406.3 and 1406.4	Quiz of previous class, Mid Term I, End Term Examinations

## G. COURSE ARTICULATION MATRIX

### Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
PO1406.1	To understand and analyse the International System along with its institutions and features in past and present.	2	2	3	2	2	1	2
PO1406.2	To analyse the causes and consequences of the World Wars	2	2	3	3	3	1	3
PO1406.3	To comprehend various international issues, Indian foreign policy and issues of global concerns	3	2	2	2	2	1	3
PO1406.4	To render students professionally capable for administrative services, higher education or research in think tanks and organisations	1	2		1	1		1

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts

Course Hand-out

Introduction to Indian Society and Culture| AT2164| 4 Credits | [3104]

Session: July -November 20| Faculty: Mr. Ramjit Kumar | Class: B.A. Subsidiary (III Sem)

**A. Introduction:** The course aims to illustrate the understanding of Indian society and culture. The course objective is to study the need of studying changes in our society and the stratification processes.

**B. Course Outcomes:** At the end of the course, students will be able to

[2164.1] The course will enable students to get accustomed to the basic foundations of Indian society and culture.

[2164.2] Acquaint students with the diverse components that are collectively addressed as Indian Society.

[2164.3] Learn what is Indian culture and the uniqueness contained in it.

[2164.4] Equip students to understand, analyse how forces of modernity interact with Indian Society and Culture.

[2164.5] Develops the skill to scientifically study social issues confronting the society and formulate effective social policies to address them.

### C. Program Outcomes and Program Specific Outcomes

[PO.1]. **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.

[PO.2]. **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.

[PO.3]. **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings

[PO.4]. **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

[PO.5]. **Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them

[PO.6]. **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

[PO.7]. **Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

[PSO.1]. Apply design, critical, and mathematical thinking in communication, real life issues and in problem solving.

[PSO.2]. Recognize and understand basics of empirical research, economics, psychology, social sphere, and heritage.

[PSO.3]. Develop listening, speaking, creative writing, designing, artistic, theatrical, musical, dancing and concentration skills.

[PSO.4]. Demonstrate knowledge of international and intercultural relations, law and society, holistic fitness, and film appreciation.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus

**Evolution of Indian society and Culture:** Characteristics of Indian Society, Tribal, Rural, Urban, Industrial and Post Industrial societies in India; **Culture:** Definition and Nature, Types- Material and Non- Material; **Socialization:** Its importance, Process and Stages; **Social Control:** Its Types and Means; **Processes of Social Change:** Characteristic Features of Industrialization, Modernization, Globalization and Secularization, Fundamentalism, Identity Crisis, Communalism, Regionalism, Universalization and Parochialization.

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## G. Lecture Plan

Classes	Topics	Session Outcome	Mode of delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction to the course	Introduce students to the course and the timeline of classes, topics, and test schedules	Lecture	NA	NA
2	Evolution of Indian Society and Culture	Introducing topics in broad strokes.	Lecture	2164.1/2164.2	Quiz, MTE 1, End Term
3 – 8	Caste, class, Middle class, Working class, Village society	Learning the components of Indian Society	Lecture	2164.1/2164.2	Quiz, MTE 1, End Term
9- 13	Rural, Tribal, Urban Society.	Understanding the various elements of Indian Society and their interactions and continuities.	Lecture	2164.1/2164.2	Quiz, MTE 1, End Term
14- 19	Industrial and Post- industrial societies- Discuss the case of Mumbai city	Understanding the major changes to have affected Indian economy, society, and culture.	Lecture	2164.1/2164.2	Quiz, MTE- 2, End term
20 - 21	Definition of culture, Components of culture	Learning the key ideas of culture	Lecture	2164.3	Quiz, MTE- 2, End term
22-27	Socialization in Indian Society- Theoretical aspects. Its change with change in type of society	Learning the elementary process at micro and macro scales	Lecture	2164.3	Quiz, MTE 1, End Term
28-29	New modes of Social Control	Learning adaptability of society through transformation in modes of social control	Lecture	2164.2/ 2164.4//2164.5	Quiz, MTE- 2, End term
30 – 35	Change in Indian Society- Industrialization, Globalization, Secularization.	Understanding the most recent changes and their varied aspects.	Lecture	2164.2/ 2164.4//2164.5	Quiz, MTE- 2, End term
36- 37	Fundamentalism	Learning the continuity of fundamentalism in society	Lecture and discussions	2164.2/ 2164.4/2164.5	Quiz, MTE- 2, End term
38	Identities transformation	Learning how identities are	Lecture	2164.2/ 2164.4//2164.5	NA



		being challenged and are being transformed			
<b>39- 44</b>	Communalism, Regionalism- concepts, Indian experience of rural, tribal, and urban society	Understanding the identity driven movements in Indian society and their transitions	Lecture	2164.2/ 2164.4//2164.5	End term
<b>45</b>	Social Movements	Understanding the identity driven movements in Indian society and their transitions	Discussions	2164.2/ 2164.4/2164.5	End term
<b>46</b>	Doubt clearance	Clearing the doubts	Discussions, revision	NA	NA
<b>47</b>	Class activity / Presentations/ Mock tests.	Internal assessments.	Activity	NA	NA

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
SOI406.1	The course will enable students to get accustomed to the basic foundations of Indian society and culture.	2	1	2	1	2	0	0
SOI406.2	Acquaint students with the diverse components that are collectively addressed as Indian Society.	2	0	2	0	1	0	1
SOI406.3	Learn what is Indian culture and the uniqueness contained in it.	2	0	1	1	2	0	1
SOI406.4	Equip students to understand, analyse how forces of modernity interact with Indian Society and Culture.	1	0	1	1	2	0	1
SOI406.5	Develops the skill to scientifically study social issues confronting the society and formulate effective social policies to address them.	1	1	1	1	1	0	1

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts

Course Hand-out

## UNDERSTANDING RURAL SOCIETY: CONTINUITY AND CHANGE

| AT2165 | 4 CREDITS | [3104]

Session: July-November 2020| Faculty: Mr. Ramjit Kumar| Class: B.A. Subsidiary (III Sem)

### A. Introduction:

The course aims provide an understanding and experiences of different aspects of Rural Development.

The course objective is to provide a holistic perspective of schemes/programmes of central govt. in general and state governments.

The course also aims to attract bright students to the discipline of rural development. Thus, ensuring University – Industry interface under different Programmes.

### B. Course Outcomes: At the end of the course, students will be able to

[2165.1] The course will enable students to get familiar with different aspects of rural society.

[2165.2] Acquaint students with the diverse components that are collectively addressed as Indian Society.

[2165.3] Equip students to understand, analyse different problems and dilemmas of Indian rural social structure.

[2165.4] Learn what makes rural society attractive to newcomers.

[2165.5] Develops the skill to scientifically study social issues confronting the rural parts of the country and formulate effective social policies to address them.

### C. Program Outcomes and Program Specific Outcomes

[PO.1]. **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

[PO.2]. **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

[PO.3]. **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings

[PO.4]. **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

[PO.5]. **Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them

[PO.6]. **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

[PO.7]. **Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

[PSO.1]. Apply design, critical, and mathematical thinking in communication, real life issues and in problem solving.

[PSO.2]. Recognize and understand basics of empirical research, economics, psychology, social sphere and heritage.

[PSO.3]. Develop listening, speaking, creative writing, designing, artistic, theatrical, musical, dancing and concentration skills.

[PSO.4]. Demonstrate knowledge of international and intercultural relations, law and society, holistic fitness, and film appreciation.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

AT2165

Understanding Rural Society: Continuity and Change

[3104]

**Field of Rural Sociology:** Nature, Scope and Importance of Rural Sociology; Agrarian structure and its transformation; Rural-urban continuum and contrast; Sociocultural changes in rural society in the backdrop of Globalization and Modernisation, **Rural Social Framework in India:** Polity and Dynamics; **Rural Planning & Development:** Concepts, Principles and Approaches, Development Theories, Rural Development Experiences, Perspectives: Gandhi and Tagore, Green Revolution, **Gender, Livelihood and Development:** Sustainable Development and Gender, Changing pattern of women's participation; **Rural Economy:** Recent trends in agriculture growth in India: Inter-regional variations, Rural Marketing and Agri-Business; **Rural Ecology:** Environmental Sustainability, Social Actions, & Advocacy; **Rural Innovation:** Social & Financial Inclusion, Problems and Prospects of Rural Entrepreneurship in India, Livelihood Systems; **Science and Technology for Rural Development;** The role of civil society and Agrarian Movements in grassroots Development; **Social Problems:** Rural Distress, Land Reforms & Distribution, Migration, Rural Education, Rural Health Care, Sanitation, and Rural Connectivity

#### Reference

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11. Singh, Katar (1999). *Rural Development: Principles, Policies and Management*. SAGE Publications
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## **F. LECTURE PLAN**

<b>Classes</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of Delivery</b>	<b>Corresponding CO</b>	<b>Mode of Assessing the Outcome</b>
<b>1-4</b>	Introduction to the Course	Introduce students to the course and the timeline of classes, topics, and test schedules	Lecture	NA	NA
<b>5-9</b>	Nature, Scope, and Importance of Rural Sociology	Introducing nature and scope of the course	Lecture	2164.1/2164.2	Quiz, MTE 1, End Term
<b>10-11</b>	Agrarian Structure and its Transformation	Learning about the factors of social change	Lecture	2164.1/2164.2	Quiz, MTE 1, End Term
<b>12</b>	Rural-Urban Continuum and Contrast	Understanding the reasons behind the yawning gap between rural and urban	Lecture	2164.1/2164.2	Quiz, MTE 1, End Term
<b>13- 17</b>	Sociocultural Changes in Rural Society in the backdrop of Globalization and Modernisation	Understanding the major changes in the wake of modernisation and globalisation	Lecture	2164.1/2164.2	Quiz, MTE- 2, End term
<b>18</b>	Rural Social Framework in India: Polity and Dynamics	Understanding how rural class respond to polity	Lecture	2164.3	Quiz, MTE- 2, End term
<b>19-23</b>	Social Problems: Rural Distress, Land Reforms & Distribution, Migration, Rural Education, Rural Health Care, Sanitation, and Connectivity	Learning the key problems affecting Indian Society	Lecture	2164.3	Quiz, MTE 1, End Term
<b>24-32</b>	Rural Planning & Development: Concept, Principles and Approaches, Development Theories, Rural Development Experiences, Perspectives: Gandhi and Tagore, Green Revolution	Learning ideas, experiences, and lessons of development paradigm	Lecture	2164.2/ 2164.4//2164.5	Quiz, MTE- 2, End term
<b>33- 36</b>	Gender, Livelihood and Development: Sustainable Development and Gender, Changing pattern of women's participation	Gender component of livelihood issues and rural dev	Lecture	2164.2/ 2164.4//2164.5	Quiz, MTE- 2, End term
<b>37-38</b>	Rural Economy: Recent trends in	Learning the	Lecture and	2164.2/	Quiz, MTE- 2, End

	agriculture growth in India: Inter-regional variations, Rural Marketing and Agri-Business,	economic aspects Rural India	discussions	2164.4/2164.5	term
39	Rural Ecology: Environmental Sustainability, Social Actions, & Advocacy	Learning the ecological aspect of rural people living	Lecture	2164.2/2164.4//2164.5	NA
40- 42	Rural Innovation: Social & Financial Inclusion, Problems and Prospects of Rural Entrepreneurship in India, Livelihood Systems	Understanding social and financial inclusion aspects of Innovation	Lecture	2164.2/2164.4//2164.5	End term
43-45	Science and Technology for Rural Development; The role of Civil society and Agrarian Movements in grassroots Development	Learning the roles of science & technology, civil society, and agrarian movements	Discussions	2164.2/2164.4/2164.5	End term
46	Doubt clearance	Clearing the doubts	Discussions, revision	NA	NA
47	Class activity / Presentations/ Mock tests.	Internal assessments.	Activity	NA	NA

### G. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
AT2165.1	The course will enable students to get familiar with different aspects of rural society.	2	1	2	1	2	0	0
AT2165.2	Acquaint students with the diverse components that are collectively addressed to Indian Society.	2	0	2	0	1	0	1
AT2165.3	Equip students to understand, analyse different problems and dilemmas of Indian rural social structure.	2	0	1	1	2	0	1
AT2165.4	Learn what makes rural society attractive to newcomers.	1	0	1	1	2	0	1
AT2165.5	Develops the skill to scientifically study social issues confronting the rural parts of the country and formulate effective social policies to address them.	1	1	1	1	1	0	1

**1- LOW CORRELATION; 2- MODERATE CORRELATION; 3- SUBSTANTIAL CORRELATION**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

Indian English Poetry | EN1507 | 4 Credits | 3 | 0 | 4

Session: July 20 – Dec 20 | Faculty: Dr Priyanka Chaudhary | Class: BA English (Hons), Semester V

- A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA (Hons) English, in Semester-V. The course offers in depth knowledge of Indian English Poetry. It covers basic concepts such as various periods of Indian English Poetry, themes, and discusses the poems of selected poets and their writing styles. Students are expected to gain knowledge of different perspectives on Indian English Poetry.
- B. Course Outcomes:** At the end of the course, students will be able to:
- [EN1507.1] Interpret the origin and development of Indian English Poetry from 1857 to post Independence.
  - [EN1507.2] Express knowledge of different perspectives on Indian English Poetry.
  - [EN1507.3] Critically analyse and interpret the poems through close reading of the text.
  - [EN1507.4] Develop competence in evaluating the points-of-view to enhance employability and creative skills.
  - [EN1507.5] Trace the Indianness and experimentation in Indian English Poetry.
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
- [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
- [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
- [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
- [PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.
- [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
- [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.
- [PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.
- [PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.
- [PSO.3]. **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.
- [PSO.4]. **Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.
- [PSO.5]. **Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

**D. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	MTE I (Closed Book)	20
	MTE II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam (Closed Book)	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Student who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

**E. SYLLABUS**

**Introduction to Indian poetry in English, various traditions & major poets, Kabir's "It is Needless to Ask a Saint the Caste to Which He Belongs", R. N. Tagore's "Where The Mind is Without Fear", A K Ramanujan's "Self Portrait" & "Of Mother Among Other Things", T. Dutt's "The Lotus", S. Naidu's "Song of Radha, the Milkmaid", Aurobindo's "The Pilgrim of the Night", Nissim Ezekiel's "The Hill", "Enterprise" & "Poet, Lover, Birdwatcher", Kamala Das' "My Grand Mother's House" & "A Hot Noon in Malabar", Arun Kolatkar's "An Old Woman", "The Bus and The Butterfly", Shiv K Kumar's "Indian Women" & "Pilgrimage" and Imitaz Dharkar's "Purdah".**

**F. TEXT / REFERENCE BOOKS**

1. B. King. *Modern Indian Poetry in English*. New Delhi: Oxford UP, 2005.
2. J. Jain. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Jaipur: Rawat Publishers, 2006.
3. M. Boulton. *The Anatomy of Poetry* New Delhi: Kalyani Publishers, 2010.
4. M. K. Naik. (ed.). *Perspectives on Indian Poetry in English*. New Delhi: Abhinav Publications, 1984.
5. R. Parthasarthy. (ed.) *Ten Twentieth Century Indian Poets*. Oxford: Oxford UP, 1976.

**G. Lecture Plan:**

L.No.	Topics	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear the teacher's expectation and understand the students' expectations	Lecture	NA	NA
2	Introduction to Indian poetry in English	Understand the origin and development of Indian English Poetry from 1857 to post Independence	Lecture & Discussion	EN1507.1	MTE I ETE

3	Various Perspectives on Indian English Poetry	Acquire knowledge of the different viewpoints and influences on Indian English Poetry from past to present	Lecture & Discussion	ENI507.2	MTE I ETE
4	Various periods of Indian English Poetry from 1857 to post Independence	To understand the difference of past writing styles and generation of themes in poetry writing with the passage of time	Lecture & Discussion	ENI507.1	MTE I ETE II
5	Major poets of Indian English Poetry	To recall the contribution, biography and particular writing style along with themes in major Indian English Poets. knowledge of the different perspectives on Indian English Poetry	Lecture & Discussion	ENI507.2	MTE I ETE
6	<b>Kabir's</b> "It is Needless to Ask a Saint the Caste to Which He Belongs"	To recall class struggle and negating the idea of class and race in reference to Kabir's writings in Indian context.	Lecture & Discussion	ENI507.3 ENI507.4	MTE I ETE
7-8	<b>R. N. Tagore's</b> "Where The Mind is Without Fear"	To recognize the idea of nationalism and postcolonialism and motivational factor.	Lecture & Discussion	ENI507.3 ENI507.4	MTE I ETE
9	<b>R. N. Tagore's</b> "Where The Mind is Without Fear"	To critically analyse and interpret the poem through close reading of the text and application of theoretical framework	Lecture & Discussion	ENI507.3	MTE I ETE
10-11	<b>A K Ramanujan's</b> "Self Portrait"	To acquaint with identity formation, specifically the identity of a son to his father which the children lack of focus in their own life.	Lecture & Discussion	ENI507.3	MTE I ETE
12-13	<b>A K Ramanujan's</b> "Of Mother Among Other Things",	To analyse and interpret the imagery of senses and memory in the poem.	Lecture & Discussion	ENI507.3	MTE I ETE
14-16	<b>T. Dutt's</b> "The Lotus"	To analyze poetess' cultural encounters while living in Western Europe and interlaces her Western experiences in order to create herself as her beautiful native Indian.	Lecture & Discussion	ENI507.3 ENI507.4	MTE I ETE
17-18	<b>S. Naidu's</b> "Song of Radha, the Milkmaid"	To trace the Indian cultural interfaces and devotion in deities.	Lecture & Discussion	ENI507.5	MTE I ETE
19-21	<b>Aurobindo's</b> "The Pilgrim of the Night",	To judge the element of beauty and divine manifestation in the theme like night as a metaphor.	Lecture & Discussion	ENI507.3 ENI507.4	MTE I ETE



<b>22-25</b>	<b>Nissim Ezekiel's</b> "Enterprise"	To describes a metaphorical journey toward a specific goal.  To observe the narrative and didactic element of the poem.	Lecture & Discussion	ENI 507.3 ENI 507.4	MTE II ETE
<b>26-30</b>	<b>Nissim Ezekiel's</b> "Poet, Lover, Birdwatcher",	To point out the elements of lucidity and evocative and satisfyingly sensuousness.	Lecture & Discussion	ENI 507.3 ENI 507.4	MTE II ETE
<b>31-34</b>	<b>Kamala Das' "My Grand Mother's House"</b>	To analyze and recall childhood memories and reconstruction of the past.	Lecture & Discussion	ENI 507.3 ENI 507.5	MTE II ETE
<b>35-36</b>	<b>Kamala Das' "A Hot Noon in Malabar"</b>	To analyze and recall childhood memories and reconstruction of the past.	Lecture & Discussion	ENI 507.3 ENI 507.4	MTE II ETE
<b>37-39</b>	<b>Arun Kolatkar's "An Old Woman"</b>	To get the theme of keeping what is important in perspective for an old woman and her heritage—the land from which she comes.	Lecture & Discussion	ENI 507.3 ENI 507.4	MTE II ETE
<b>40-41</b>	<b>Arun Kolatkar's "The Bus and The Butterfly"</b>	To investigate subjective and the objective flow in and out of one another, modifying, correcting and dissolving each other.	Lecture & Discussion	ENI 507.3 ENI 507.4	MTE II ETE
<b>42-43</b>	<b>Shiv K Kumar's "Indian Women"</b>	To critically analyse the plight of rural Indian women while they go through a triple-baked suffering at the hands of the sun , sex and poverty.	Lecture & Discussion	ENI 507.3 ENI 507.5	MTE II ETE
<b>44-45</b>	<b>Shiv K Kumar's "Pilgrimage"</b>	To trace the futility of concepts like pilgrimage.	Lecture & Discussion	ENI 507.3 ENI 507.4	Assignment ETE
<b>46-50</b>	<b>Imitaz Dharkar's "Purdah".</b>	To understand a preoccupying theme of veil - the symbol of orthodox imposition on a woman to hide what's shameful or outrageous.	Lecture & Discussion	ENI 507.3 ENI 507.5	Assignment ETE
<b>51-52</b>	<b>Revision and Discussion</b>	NA	Participation of students and Discussion	NA	NA

**H. Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs) and Program Specific Outcomes (PSOs)												
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
ENI507.1	Interpret the origin and development of Indian English Poetry from 1857 to post Independence.	2		2						3				
ENI507.2	Express knowledge of different perspectives on Indian English Poetry.	2		2	2	2	1	1	3	1		1		
ENI507.3	Critically analyse and interpret the poems through close reading of the text.		1	1			1				3	3		
ENI507.4	Develop competence in evaluating the points-of-view to enhance employability and creative skills	1	2	2	1	2			2	1	2	2		
ENI507.5	Trace the Indianness and experimentation in Indian English Poetry	2	1	2	1		1	1	1	1	2			

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

INDIAN ENGLISH DRAMA | EN 1508 | 4 Credits | 3 | 0 | 4

Session: Aug 20 – Dec 20 | Faculty: Dr Arpit Kothari | Class: BA (HONS) ENGLISH V SEM

**A. Introduction:** This course is offered by Department of Languages as a subsidiary course to the students of BA (Hons) English, BA (Hons) Economics, BA (Hons) Psychology, and BA (Liberal Arts) in V Semester. The course offers in depth knowledge of Indian writing in English Drama. It covers study of Drama from various periods and by various writers. The student is expected to have read writings by prominent Indian dramatists in earlier semesters to be able to rise to the next level of understanding.

**B. Course Outcomes:** At the end of the course, students will be able to

**[EN1508.1]** Demonstrate a working knowledge of historic, socio-political, and dramatic trends in Indian English plays by the most important playwrights from differing time periods.

**[EN1508.2]** Identify and describe distinct literary forms in works of dramatic literature.

**[EN1508.3]** Match their analytical skills with employability skills through analyzing salient features of plays for their structure and meaning, using correct terminology.

**[EN1508.4]** Effectively communicate ideas related to the dramatic works during class and group activities.

**[EN1508.5]** Write analytically about dramatic literature.

### C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

**[PO.1]. Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

**[PO.2]. Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

**[PO.3]. Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

**[PO.4]. Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

**[PO.5]. Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.

**[PO.6]. Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

**[PO.7]. Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

**[PSO.1]. Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

**[PSO.2]. Understand** literary, linguistic, and/or rhetorical theories.

**[PSO.3]. Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam (Closed Book)	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Student who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

Introduction to Indian Drama in English and major playwrights; **Dharamveer Bharti:** *Andha Yug*;

**Vijay Tendulkar:** *Silence! The Court is in Session*; **Girish Karnad:** *Hayavadana*; **Mahesh Dattani:** *Tara*

#### F. References

1. Boulton, M. *The Anatomy of Drama*. Kalyani Publishers, 2010.
2. Chakravarty and U. Talwar's *Contemporary Indian Drama: Astride Two Traditions (Festschrift for Professor Santosh Gupta)*. Rawat, 2005.
3. Dalmia, V. *Poetics, Plays and Performances: The Politics of Modern Indian Theatre*. Oxford UP, 2006.
4. Myles, A. *Contemporary Indian English Drama: An Overview*. Sarup Book Publishers, 2010.
5. Tandon, N, (ed). *Perspective and Challenges in Indian English Drama*. Atlantic Publishers, 2006.

**G. Lecture Plan:**

<b>Class Number</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of Delivery</b>	<b>Corresponding Course Outcome</b>	<b>Mode of Assessing the Outcome</b>
1	Introduction and Course Hand-out briefing  Reading and understanding Drama.	To acquaint and clear teacher's expectations and understand student expectations	Lecture  Interaction	-	NA
2	Sharing favourite drama/movie.  Types of Drama and literary devices used	To ascertain the interest and recapitulate the understanding and the existing knowledge about drama	Interaction, Discussion & Question Answer Session	CO 1	In Class Quiz (Not Accounted)
3-5	Vijay Tendulkar's <b>Silence! The Court is in Session</b> - Classroom reading, role playing and discussions	To know about the socio-cultural conditions of the period.  To know about the concepts of marriage, courtship, place of women, etc. in Indian society of 1960s.  To know about the major works of the dramatist and the main contemporaries.  To know about the background/incident/reason/mood that lead to the writing/creation of the drama.	Lecture  Q & A  Power Point	CO 1 & 2	1 <sup>st</sup> Sessional  ET Exam  Home Assignment
6-9	Vijay Tendulkar's <b>Silence! The Court is in Session</b> - Classroom reading, role playing and discussions	To understand the main theme(s) of the drama.  To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions.  To critically analyse the drama.	Video excerpts of the drama.  Lecture  Discussion	CO 3, 4 and 5	
10-14	Vijay Tendulkar's <b>Silence! The Court is in Session</b> - Classroom reading, role playing and discussions	To discuss and write critically about the drama, situations, characters, etc. according to their own understanding.  To apply their understanding for correlating the drama with their own experience and the present day society.  To critically comment upon the content, structure and theme(s) of the drama.	Discussion  Written exercise  Evaluation	CO 2 & 5	
15-17	D. Bharti's <b>Andha Yug</b> - Classroom reading, role playing and discussions	To know about the political conditions of the period of Mahabharata.	Lecture  Q & A	CO 1 & 2	2 <sup>nd</sup> Sessional

		<p>To know about the intricacies and social implications of the epic Mahabharata in Indian society.</p> <p>To know about the major works of the dramatist and the main contemporaries.</p> <p>To know about the background/incident/reason/mood that lead to the writing/creation of the drama.</p>			<p>ET Exam</p> <p>Home Assignment</p>
18-21	D. Bharti's <b>Andha Yug</b> - Classroom reading, role playing and discussions	<p>To understand the main theme(s) of the drama.</p> <p>To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions.</p> <p>To critically analyse the drama.</p>	<p>Lecture</p> <p>Discussion</p>	CO 2, 3 & 4	
22-27	D. Bharti's <b>Andha Yug</b> - Classroom reading, role playing and discussions	<p>To discuss and write critically about the drama, historical-mythological situations, characters, etc. according to their own understanding.</p> <p>To apply their understanding for correlating the drama with their own experience and the present day society, as well as at the time of Indian independence/partition.</p> <p>To critically comment upon the content, structure and theme(s) of the drama.</p>	<p>Discussion</p> <p>Written exercise</p> <p>Recording of the paly</p> <p>Evaluation</p>	CO 4 & 5	
28-30	Girish Karnad's <b>Hayavadana</b> - Classroom reading, role playing and discussions	<p>To know about the role of mythology in day to life.</p> <p>To know about the intricacies and social implications of a mythology.</p> <p>To know about the major works of the dramatist and the main contemporaries.</p> <p>To know about the background/incident/reason/mood that lead to the writing/creation of the drama.</p>	<p>Lecture</p> <p>Q &amp; A</p> <p>Power Point</p>	CO 1 & 2	<p>2<sup>nd</sup> Sessional</p> <p>ET Exam</p>
31-34	Girish Karnad's <b>Hayavadana</b> - Classroom reading, role playing and discussions	<p>To understand the main theme(s) of the drama.</p> <p>To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions.</p> <p>To critically analyse the drama.</p>	<p>Lecture</p> <p>Discussion</p>	CO 3 & 4	Home Assignment

35-38	Girish Karnad's <b>Hayavadana</b> - Classroom reading, role playing and discussions	To discuss and write critically about the drama, historical-mythological situations, characters, etc. according to their own understanding.  To apply their understanding for correlating the drama with their own experience and the present day society, as well as at the time of Indian independence/partition.  To critically comment upon the content, structure and theme(s) of the drama.	Discussion  Written exercise  Evaluation	CO 3, 4, & 5	
39-41	Mahesh Dattani's <b>Tara</b> - Classroom reading, role playing and discussions	To know about the socio-cultural-political conditions of the period.  To know about the major works of the dramatist and the main contemporaries.  To know about the background/incident/reason/mood that lead to the writing/creation of the drama.	Lecture  Q & A	CO 1 & 2	ET Exam
42-46	Mahesh Dattani's <b>Tara</b> - Classroom reading, role playing and discussions	To understand the main theme(s) of the drama.  To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions.  To critically analyse the drama.	Lecture  Discussion	CO 3 & 4	Home Assignment
47-50	Mahesh Dattani's <b>Tara</b> - Classroom reading, role playing and discussions	To discuss and write critically about the drama, historical-mythological situations, characters, etc. according to their own understanding.  To apply their understanding for correlating the drama with their own experience and the present day society, as well as at the time of Indian independence/partition.  To critically comment upon the content, structure and theme(s) of the drama.	Discussion  Written exercise  Evaluation	CO 3, 4 & 5	
51-52	Revision & Discussions	-	-	-	-

H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
EN 1508.1	Demonstrate a working knowledge of historic, socio-political, and dramatic trends in Indian English plays by the most important playwrights from differing time periods	3	1		1			2	3		2		
EN 1508.2	Identify and describe distinct literary forms in works of dramatic literature			2		1	2	1				1	
EN 1508.3	Match their analytical skills with employability skills through analyzing salient features of plays for their structure and meaning, using correct terminology							1		2			
EN 1508.4	Effectively communicate ideas related to the dramatic works during class and group activities							2		2		1	
EN 1508.5	Write analytically about dramatic literature		2					1		2	3		

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation





# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

European Drama | EN1521 | 4 Credits | 3 | 0 4

Session: Aug 20-Dec 20 | Faculty: Dr. Rabindra Kumar Verma | Class: BA (HONS) ENGLISH V SEM

**A. Introduction:** This course is offered by Department of Languages as core course to the students of BA (Hons) English in the V semester. The course offers an in-depth knowledge of European drama, its background, major trends, themes and developments.

**B. Course Outcomes:** At the end of the course, students will be able to:

[EN1521.1] Understand and describe the literary texts critically.

[EN1521.2] Demonstrate the range and vitality of European drama imaginatively and creatively.

[EN1521.3] Analyse and participate in pair and group dramatizations on a variety of topics to enhance their employability skills.

[EN1521.4] Construct plot structure and review the use of dramatic devices in the prescribed plays.

[EN1521.5] Recall the knowledge of different cultural practices, social milieus, philosophy, religion, race, ethnicity, caste, class, gender inequalities.

**C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

[PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

[PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

[PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

[PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

[PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.

[PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

[PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

[PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

[PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.

[PSO.3]. **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

[PSO.4]. **Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

[PSO.5]. **Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

**D. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam (Closed Book)	50
Total		100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who miss class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

**E. SYLLABUS**

**H Ibsen's A Doll's House, Sophocles' Oedipus the King, A Strindberg's Miss Julie, E Ionesco's Rhinoceros, B Brecht's The Life of Galileo.**

**F. REFERENCE BOOKS**

1. H. Ibsen. *A Doll's House* (Paperback). New York: Dover Publications, 1992.
2. E. Ionesco. *Rhinoceros*. London: Faber & Faber, 2007.
3. Sophocles. *Oedipus the King*. Trans. David Grene. Chicago: University of Chicago Press, 2010.
4. A. Strindberg. *Miss Julie* (Paperback). New York: Dover Publication, 1992.
5. B. Brecht. *The Life of Galileo*. London: Penguin Classics, 2008.

**G. Lecture Plan:**

Class Number	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction to European drama, major European dramatists	To acquaint learners with the major developments in European theatre	Lecture	EN1521.1	Discussion
2 & 3	Dramatic devices, their application and identification	To recall learners' understanding and application of dramatic devices	Lecture & PPT	EN1521.2	Tutorial
4-6	Henrik Ibsen's <i>A Doll's House</i> discussion of major themes, and characters	To analyse, describe, and contextualize the playwright	Lecture & ICT	EN1521.1	Class Test
7 & 10	Henrik Ibsen's <i>A Doll's House</i> , discussion of the text	To analyse, describe, and contextualize the play	Lecture	EN1521.3	Role Play
11 & 12	Henrik Ibsen's <i>A Doll's House</i> , discussion of the text, critical insights	To understand and critically analyse the text	Lecture & PPT	EN1521.3	Tutorial
13-17	Sophocles' <i>Oedipus the King</i> , discussion of major themes, and characters	To understand the critical thinking of the dramatist reflected in the text	Lecture & ICT	EN1521.2	Assignment
18-21	Sophocles' <i>Oedipus the King</i> , discussion of the text	To analyse, describe, and contextualize the play	Lecture & Discussion	EN1521.3	Improvisation

22	Sophocles' <i>Oedipus the King</i> , discussion of the text	To understand and critically analyse the text	Lecture & ICT	EN1521.3	Assignment
23	A Strindberg's <i>Miss Julie</i> major themes, dramatis personae	To understand and critically analyse the text	Lecture & Interaction	EN1521.1	Tutorial
<b>FIRST SESSIONAL EXAM</b>					
24	A Strindberg's <i>Miss Julie</i> , discussion of the text, and performing appropriate dialogues	To analyse, describe, and contextualize the play	Lecture & PPT	EN1521.4	Class Test
25	A Strindberg's <i>Miss Julie</i> , discussion of the text, with role -play	To understand and critically analyse the text	Lecture	EN1521.3	Assignment
26-29	A Strindberg's <i>Miss Julie</i> , discussion of the plot structure, and critical views	To analyse, describe, contextualize, and critically analyse the play	Lecture & PPT	EN1521.2	Role Play
30	E Ionesco's <i>Rhinoceros</i> , major themes, dramatis personae	To analyse, describe, and contextualize, the play	Lecture & ICT	EN1521.1	Discussion
31-36	E Ionesco's <i>Rhinoceros</i> , discussion of the text, and improvisation	To understand and critically analyse the text	Lecture & ICT	EN1521.3	Improvisation
37-41	E Ionesco's <i>Rhinoceros</i> , discussion of the text, the plot structure, and critical views	To understand and critically analyse the text	Lecture & PPT	EN1521.4	Assignment
42	E Ionesco's <i>Rhinoceros</i> , major themes, dramatis personae	To understand and critically analyse the text	Lecture	EN1521.5	Discussion
<b>SECOND SESSIONAL EXAM</b>					
43-46	Brecht's <i>The Life of Galileo</i> , major themes, dramatis personae	To understand and critically analyse the text	Lecture & PPT	EN1521.2	Simulation
47	Brecht's <i>The Life of Galileo</i> , major themes, dramatis personae	To understand and critically analyse the text	Lecture	EN1521.3	Discussion
48	Brecht's <i>The Life of Galileo</i> , discussion of the text, and improvisation	To understand and critically analyse the text	Lecture & Discussion	EN1521.5	Assignment
49-52	Brecht's <i>The Life of Galileo</i> , discussion of the text, the plot structure, and critical views	To understand and critically analyse the text	Lecture & PPT	EN1521.2	ETE
<b>END TERM EXAM</b>					

**H. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>ENI521.1</b>	Understand and describe the literary texts critically.		1		1			1			1		
<b>ENI521.2</b>	Demonstrate the range and vitality of European drama imaginatively and creatively.								1				
<b>ENI521.3</b>	Analyse and participate in pair and group dramatizations on a variety of topics to enhance their employability skills.			2			1					1	
<b>ENI521.4</b>	Construct plot structure and review the use of dramatic devices in the prescribed plays.	1								1			
<b>ENI521.5</b>	Recall the knowledge of different cultural practices, social milieus, philosophy, religion, race, ethnicity, caste, class, gender inequalities.			1				1			1		

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



**MANIPAL UNIVERSITY JAIPUR**  
School of Humanities and Social Sciences

Department of Arts  
**Course Hand-out**

Political Theory | PO 1507 | 4 Credits |3|04  
Session: July-Dec 2020| Faculty: Dr Aditi Priya| Class: BA (Subsidiary)

**A. Introduction:**

Everything studied in political Science stems from an understanding of these theoretical concepts, termed as 'Political Theory.'

**B. The Course Outcomes (COs):** On completion of the course the students will be able to

**[PO1507.1].** To understand the relevance of theory in academics.

**[PO1507.2].** To understand various concepts of Political Science.

**[PO1507.3].** To see the connection between the various concepts of political science.

**[PO1507.4].** To connect political theory with the world around us.

**[PO1507.5].** To render students professionally capable for administrative services, higher education or research in think tanks and organizations.

**C. PROGRAM OUTCOMES**

**[PO1].**Critical thinking: Critically interpret data, write reports and apply the basics of evidence.

**[PO2].**Effective Communication: Communicate effectively by writing, connecting people, ideas, books, media and technology.

**[PO3].** Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group 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: Apply ethical principles and commit to professional ethics and responsibilities.

**[PO6].** Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

**[PO7].** Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio technological changes.

**D. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam	End Term Exam (Class Book)	50

(Summative)		
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. SYLLABUS :

**Introduction-** Meaning, Nature and Scope of Political Theory, Decline and resurgence. **Theories-** Liberalism & Neo-Liberalism, Marxism & Neo-Marxism, Socialism & Neo-Socialism, Post-Feminism, Post-Modernism **Major concepts in Political Theory-** Rights, Citizenship, Justice, Liberty, Law, Sovereignty, Power, Authority and Legitimacy: Different forms, Democracy: Procedural, Deliberative, Participatory and Representative

## References

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- 3- Kapoor A.C. (2005) *Principles of Political Science*, Sterling: New Delhi.
- 4- Agarwal, R.C. (2000) *Political Theory: Principles of Political Science*, S. Chand & Company Ltd: New Delhi.
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- 6- Heywood, Andrew (2015), *Political Theory: An Introduction*, Palgrave Macmillan: London.
- 7- Varma, S. P. (1983) *Modern Political Theory*, Vikas: New Delhi.
- 8- Laski, H. J (1948) *A Grammar of Politics*, Allen and Unwin :London
- 9- Verma, S. L. ( 2008) *Advanced Modern Political Theory*, Rawat : New Delhi.
- 10- Johari, J. C. (2012) *Contemporary Political Theory: New Dimensions, Basic Concepts & Major Trends*, Sterling : New Delhi.

## F. Lecture Plan

Lecture nos.	Topics	Session Objective	Mode of Delivery	Corresponding COs	Mode of Assessing the Outcome
1,2	Meaning of Political Theory	Understanding the meaning of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
1,2	Meaning of Political Theory	Understanding the meaning of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Meaning of Political Theory	Understanding the meaning of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Meaning of Political Theory	Understanding the meaning of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Nature of Political Theory	Understanding nature of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Nature of Political Theory	Understanding nature of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
6,7,8	Nature of Political Theory	Understanding nature of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
6,7,8	Nature of Political Theory	Understanding nature of Political Theory	Presentation	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
6,7,8	Scope of Political Theory	Understanding the scope of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
6,7,8	Scope of Political Theory	Understanding the scope of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
6,7,8	Scope of Political Theory	Understanding the scope of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
9,10	Scope of Political Theory	Understanding the scope of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
11,12	Scope of Political Theory	Understanding the scope of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
13,14	Scope of Political Theory	Understanding the scope of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
15-17	Decline of Political Theory	Understanding the decline of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
18-20	Decline of Political Theory	Understanding the decline of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
21-22	Decline of Political Theory	Understanding the decline of Political Theory	Lecture	1507.2 and 1507.3	Student Recap of previous class, Mid Term Examination II
23-24	Resurgence of Political Theory	Getting acquainted with Resurgence of Political Theory	Lecture	1507.2 and 1507.3	Student Recap of previous class, Mid Term Examination II

25-26	Resurgence of Political Theory	Getting acquainted with Resurgence of Political Theory	Lecture and case illustrations	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
27-28	Resurgence of Political Theory	Getting acquainted with Resurgence of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
29-30	Resurgence of Political Theory	Getting acquainted with Resurgence of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
30-31	Liberalism and Neo Liberalism	Differentiating Liberalism and Neo Liberalism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
32-33	Liberalism and Neo Liberalism	Differentiating Liberalism and Neo Liberalism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
34-35	Socialism and Neo Socialism	Understanding Socialism and Neo Socialism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
36-37	Socialism and Neo Socialism	Understanding Socialism and Neo Socialism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
38	Marxism and Neo Marxism	Understanding the differences between Marxism and Neo Marxism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
39	Marxism and Neo Marxism	Understanding the differences between Marxism and Neo Marxism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
40	Marxism and Neo Marxism	Understanding the differences between Marxism and Neo Marxism	presentations	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
41	Marxism and Neo Marxism	Understanding the differences between Marxism and Neo Marxism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
42	Post-Feminism, Post-Modernism	Understanding Post-Feminism, Post-Modernism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
43	Rights	Defining the concept of Rights	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
44	Rights	Discussing Nature and Component of Rights	Presentation	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
45	Citizenship	Understanding the meaning of Citizenship	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
46	Justice, Liberty, Law	Understanding the concept of Justice, Liberty, Law	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term I, End Term Examinations



47	Sovereignty	Understanding Sovereignty	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term I, End Term Examinations
48	Power, Authority and Legitimacy	Understanding the differences between Power, Authority and Legitimacy	Lecture	1507.4 & 1507.5	Quiz of previous class, Mid Term I, End Term Examinations
49	Power, Authority and Legitimacy	Understanding the differences between Power, Authority and Legitimacy	Lecture	1507.4 & 1507.5	Quiz of previous class, Mid Term I, End Term Examinations
50	Power, Authority and Legitimacy	Understanding the differences between Power, Authority and Legitimacy	Lecture	1507.4 & 1507.5	Quiz of previous class, Mid Term I, End Term Examinations
51	Different forms, Democracy: Procedural, Deliberative, Participatory and Representative	Understanding Different forms, Democracy: Procedural, Deliberative, Participatory and Representative	Lecture	1507.4 & 1507.5	Quiz of previous class, Mid Term I, End Term Examinations
52	Different forms, Democracy: Procedural, Deliberative, Participatory and Representative	Understanding Different forms, Democracy: Procedural, Deliberative, Participatory and Representative	Lecture	1507.4 & 1507.5	Quiz of previous class, Mid Term I, End Term Examinations

### G. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
PO1507.1	To understand the relevance of theory in academics	I						I
PO1507.2	understand various concepts of Political Science	I						I
PO1507.3	To see the connection between the various concepts of political science	I		I				

PO1507.4	To connect political theory with the world around us	I		I				
PO1507.5	To render students professionally capable for administrative services, higher education or research in think tanks and organizations	I			I	I		I

**Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



**MANIPAL UNIVERSITY JAIPUR**  
School of Humanities and social science

Department of Arts  
Course Hand-out

Public Administration: Theory and Practice| PO1508| 4 Credits | 3104  
Session: Aug-Dec 2020 | Faculty: Dr Aditi Priya| Class: B.A. ENGLISH (HON)

**A. Introduction**

Public Administration is concerned with the implementation of governmental policy that serves the wide population, carrying political activity and decision into actions and developing public programmes for the well-being of the society and the citizens.

**B. Course Outcomes:** At the end of the course, the students will be able to:

[PO1508.1] Analyse, synthesize, think critically, solve problems, and make decisions.

[PO1508.2] Lead and manage in public governance.

[PO1508.3] Articulate and apply a public service perspective.

[PO1508.4] Communicate and interact productively with a diverse and changing workforce and citizenry.

[PO1508.5] Be professionally capable for administrative services, higher education or research in think tanks and organisations

**C. PROGRAM OUTCOMES**

**[PO.1] 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.

**[PO.2] 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.

**[PO.3] Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusion in group settings.

**[PO.4] 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.

**[PO.5] Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**[PO.6] Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7] Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

**Meaning, Scope and Nature of Public administration , Evolution of Public Administration as a discipline – the concept of New Public Administration, Public and Private Administration :** Globalisation, **Theories of Public Administration:** Classical, Modern, Human Relations, **Principles of Administration :** Hierarchy, Staff and Line Agencies, Coordination, Delegation of Authority, Decision making, Leadership and Communication, **F.W. Riggs :** Ecological Theory, Development theory and Public Choice theory, **Control :** Legislative and Judicial, **Personnel Administration :** Position classification, Recruitment, Training and Promotion, **Financial Administration :** Budget – meaning, formation and execution

#### F. References :

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6. Singh, Hoshiar and Pardeep Singh Lamba (2012), *Public Administration: Theory and Practice*, Pearson: Delhi.
7. Maheshwari, S.R. (1991), *Theories and Concepts in Public Adminstation*, New Delhi: Allied Publishers.
8. Basu, D. D. (2004) *Introduction to the Constitution of India*, New Delhi: Prentice Hall
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10. *Public Administration*, London.
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### G. Lecture Plan

Lec. No	Topics	Session Outcome	Mode of Delivery	Correspondin g CO	Mode of Assessing the Outcome
1	Introduction about the course	Introduction about the course	Lecture		Quiz of previous class, Mid Term I, End Term Examination s
2	Definition of Public Administration and reasons for studying it	Understand the meaning, nature and scope of Public administration	Lecture	1508.1	Quiz of previous class, Mid Term I, End Term Examination s
3,4	Meaning, nature and Scope and Significance of PA	Understand the meaning, nature and scope of Public administration	Lecture	1508.1	Quiz of previous class, Mid Term I, End Term Examination s
5,6	Evolution of the Discipline	Understand the evolution of the discipline	Presentation s	1508.1	Quiz of previous class, Mid Term I, End Term

					Examinations
7,8	New Public administration	Understand the changes in the discipline	Lecture	1508.2	Quiz of previous class, Mid Term I, End Term Examinations
9	NPM Perspectives	Understand the changes in the discipline	Lecture	1508.2	Quiz of previous class, Mid Term I, End Term Examinations
10	Definition of Public and Private Administration	Differentiate between different types of Administration	Lecture	1508.2	Quiz of previous class, Mid Term I, End Term Examinations
11	Globalization	Understand administration in the context of modern times	Presentation	1508.2	Quiz of previous class, Mid Term I, End Term Examinations
12	Theories of PA	Understand PA through theories	Lecture	1508.2	Quiz of previous class, Mid Term II, End Term Examinations
13	Classical Theory	Understand PA through theories	Lecture	1508.2	Quiz of previous class, Mid Term II, End Term Examinations
14	Scientific Management	Understand PA through theories	Lecture	1508.2	Quiz of previous class, Mid Term II, End Term Examinations
15,16	Bureaucratic Theory	Understand PA through theories	Lecture	1508.2	Quiz of previous class, Mid

					Term II, End Term Examinations
17	Ideas of Follett and Barnard	Understand PA through theories	Lecture	1508.2	Quiz of previous class, Mid Term II, End Term Examinations
18	Human Relations School (Elton Mayo and others)	Understand PA through theories	Presentation	1508.2	Quiz of previous class, Mid Term II, End Term Examinations
19	Behavioural Approach	Understand PA through theories	Lecture	1508.2	Quiz of previous class, Mid Term II, End Term Examinations
20	Systems Approach	Understand PA through theories	Lecture	1508.2	Quiz of previous class, Mid Term II, End Term Examinations
21	Principles of Administration	Understand the meaning, nature and scope of Public administration	Lecture	1508.2	Student Recap of previous class, Mid Term Examination II
22	Hierarchy, Staff and Line Agencies	Understand the meaning, nature and scope of Public administration	Lecture	1508.2	Student Recap of previous class, Mid Term Examination II
23	Coordination and Delegation of Authority	Understand the meaning, nature and scope of Public administration	Lecture and case illustrations	1508.2	Quiz of previous class, Mid Term II, End Term Examinations
24	Decision-	Understand	Lecture	1508.2	Quiz of

	making	the meaning, nature and scope of Public administration			previous class, End Term Examinations
25	Leadership and Communication	Examine the different tents of PA	Presentation	1508.2	Quiz of previous class, End Term Examinations
26	Comparative Models of Riggs	Examine the different tents of PA	Lecture	1508.2	Quiz of previous class, End Term Examinations
27	Ecological Theory	Understand PA through theories	Lecture	1508.2	Quiz of previous class, End Term Examinations
28	Structural Functional and Idea Models	Understand PA through theories	Lecture	1508.2	Quiz of previous class, End Term Examinations
29	Development Theory	Understand PA through theories	Lecture	1508.2	Quiz of previous class, End Term Examinations
30	Development Administration of Riggs and its Characteristics	Development Administration of Riggs and its Characteristics	Lecture	1508.2	Quiz of previous class, End Term Examinations
31	Control over PA	Examine the different tents of PA	Lecture	1508.2	Quiz of previous class, End Term Examinations
32	Legislative Control	Examine the different tents of PA	presentations	1406.2	Quiz of previous class, End Term Examinations
33	Legislative	Examine the	Lecture	1508.3	Quiz of



	Control	different tents of PA Control			previous class, End Term Examinations
34	Judicial Control	Examine the different tents of PA	Lecture	1508.3	Quiz of previous class, End Term Examinations
35	Judicial Control	Examine the different tents of PA	Lecture	1508.3	Quiz of previous class, End Term Examinations
36	Personnel Administration	Examine the different tents of PA	Presentation	1508.3	Quiz of previous class, End Term Examinations
37	Role of Civil Services in Developing Society	Examine the different tents of PA	Lecture	1508.3	Quiz of previous class, End Term Examinations
38	Position Classification	Examine the different tents of PA	Lecture	1508.3	Quiz of previous class, Mid Term I, End Term Examinations
39	Position Classification	Examine the different tents of PA	Lecture	1508.3	Quiz of previous class, Mid Term I, End Term Examinations
40	Recruitment	Examine the different tents of PA	Lecture	1508.3	Quiz of previous class, Mid Term I, End Term Examinations
41	Training	Examine the different tents of PA	Lecture	1508.3	Quiz of previous class, Mid Term I, End

					Term Examinations
42	Promotion	Examine the different tents of PA	Lecture	1508.3	Quiz of previous class, Mid Term I, End Term Examinations
43	Pay and Service Conditions	Examine the different tents of PA	Presentation	1508.3	Quiz of previous class, Mid Term I, End Term Examinations
44	Relations with the Political Executive	Examine the different tents of PA	Lecture	1508.4 and 1508.5	Quiz of previous class, Mid Term I, End Term Examinations
45	Financial Administration	Examine the different tents of PA	Lecture	1508.4 and 1508.5	Quiz of previous class, Mid Term I, End Term Examinations
46	Budget: Concept and Forms	Examine the different tents of PA	Lecture	1508.4 and 1508.5	Quiz of previous class, Mid Term II, End Term Examinations
47	Formulation of Budget	Examine the different tents of PA	Presentation	1508.4 and 1508.5	Quiz of previous class, Mid Term II, End Term Examinations
48	Enactment of Budget	Examine the different tents of PA	Presentation	1508.4	Quiz of previous class, Mid Term II, End Term Examinations
49	Execution of Budget	Execution of Budget	Lecture	1508.4	Quiz of previous

					class, Mid Term II, End Term Examinations
50	Deficit Financing	Examine the different tents of PA	Lecture	1508.4	Quiz of previous class, Mid Term II, End Term Examinations
51	Public Debt	Examine the different tents of PA	Lecture	1508.4	Quiz of previous class, Mid Term II, End Term Examinations
52	Account and Audit	Examine the different tents of PA	Lecture	1508.4	Quiz of previous class, Mid Term II, End Term Examinations

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
PO1508.1	Students will be able to analyse, synthesize, think critically, solve problems, and make decisions.	2			1			
PO1508.2	Students will be able to lead and manage in public governance.	1						
PO1508.3	Students will articulate and apply a public service perspective.	1			3			
PO1508.4	Students will be able to communicate and interact productively with a diverse and changing workforce and citizenry.	2			1			

PO1508.5	To render students professionally capable for administrative services, higher education or research in think tanks and organisations	1			1			
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**1 Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

Department of Psychology

Course Hand-out

Environmental Psychology | PS1507 | 3 Credits 2103

Session: Aug 20-Nov 20| Faculty: Dr. Suyesha Singh| Class: B.A. (Hons) Subsidiary V Semester

- A. Introduction:** This course is offered by Dept. of Psychology as a subsidiary course, targeting students who wants to gain knowledge how environment affects an individual psychology. Offers in depth knowledge of history of environmental psychology, characteristics of environmental psychology, role of ecological model in day to day life, personal space, crowding. Students are expected to have background knowledge of factor affecting the environment. Students will be capable of giving proper solution to different environmental problems.
- B. Course Objectives:** At the end of the course, students will be able to:
- [PS1507.1]. Understand the nature & scope of environmental psychology
  - [PS1507.2]. State and understand the methods and techniques and theoretical perspectives of environmental psychology.
  - [PS1507.3]. Analyse and discuss contemporary environmental issues and their consequences on human behaviour.
  - [PS1507.4]. Acquire and apply skills related for creating environmental awareness and sensitivity.
  - [PS1507.5]. Design, analyse and apply skills for solving environmental problems.

## C. Program Outcomes and Program Specific Outcomes

**PO1. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO2. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

**PO3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4. Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio- technological changes.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	CWS	10
End Term Exam (Summative)	End Term Exam	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who miss a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

**Environmental Psychology:** Nature and Characteristics; classification of environment. Indian perspective on human- environment relationship; **Theories of Environment-Behavior relationship & Methods of study:** Arousal, Environmental Load, Adaptation Level, and Ecological approach. Methods of environmental psychology: Data collection technique, self-report, observation; **Environmental Stressors:** Nature and Characteristics; Type of stressors, Natural disasters, technological catastrophe, noise, and air pollution; **Crowding & Personal Space:** Nature and characteristics, feature, effects of crowding on animals and human beings. Nature, Function and determinants of personal space. Consequences of personal space invasion; **Environmental Perception, Cognition and Attitudes:** Nature and characteristics of Environmental perception, Social and cultural influences, Environmental Cognition and cognitive mapping, Acquisition of Environmental Attitudes; **Environmental psychology and Environmental Protection:** Role of Environmental Education, Environmental Awareness, Pro-environmental Behaviour; **Applications of environmental psychology and solution of environmental problems.**

#### F. Textbooks:

1. Bell, P.A., Greene, T. C., Fisher, J.D., & Baum A. (2001) Environmental Psychology. (V Edition) Wadsworth Group/ Thomson Learning, Belmont CA, U.S.A.
2. Bonnes, Mirilia & Secchiaroli, Gianfranco (1995). Environmental Psychology: A psychosocial Introduction. Sage Publications.

### G. Reference Books

1. Stokols, D. & Altman, Irwin (1987). Handbook of Environmental Psychology (Vol. 1 & 2) New York: John Wiley & Sons.
2. Beattie ,G.(2010). Why Aren't We Saving the Planet? A Psychologist's Perspective. Routledge Academic.
3. Winter, Deborah Du Nann , Koger, Susan M.(2010) .The Psychology of Environmental Problems: Psychology for Sustainability, 3rd Edition. Psychology Press.

### H. Lecture Plan:

Lec No.	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear teachers expectations and understand student expectations	Lecture		NA
2-3	Meaning definition environmental psychology & History of environmental psychology	Define historical background of environmental psychology	Lecture	1507.1	Written test, First sessional & End Semester
4-5	Characteristics of environmental psychology, Classification of environment & Indian perspective on human environment relation	Discuss classification of environment.	Lecture	1507.1	Class Test First sessional & End Semester
6-8	Arousal theory, Environmental load theory , Adaption theory & Ecological approach	Discuss various theories of environmental psychology	Lecture	1507.2	Home Assignment First sessional & End Semester
9-10	Research Method in environmental psychology	Explain various research methods used in environmental psychology	Lecture	1507.2	Class Test First sessional & End Semester

11-14	Data collection Methods & Ethical Consideration in environmental research	Discuss various data collection methods	Lecture	1507.2	Written test First sessional & End Semester
15	Meaning and characteristics of environmental stressor Natural disaster	Explain different types of environmental stressor	Lecture	1507.3	Class Test ,First sessional & End Semester
16	Technological catastrophe & Effect of Toxic exposure	Define Technological catastrophe	Lecture	1507.3	Class Test ,Second sessional & End Semester
17-18	Noise pollution & behaviour Air pollution & behaviour	How noise and air pollution affects human behavior?	Lecture	1507.3	Class Test, second sessional & End Semester
19	Meaning and characteristics of Personal space	Critically evaluate that personal space plays an important role.	Lecture	1507.4	Class Test ,second sessional & End Semester
20	Functions and determinants of personal space	What are main functions and determinants of personal space?	Lecture	1507.4	Class Test, second sessional & End Semester
21	Effects of crowding on human beings and animals	Discuss the adverse effects of crowding on human beings and animals	Lecture	1507.4	Home Assignment, Second Sessional & End Semester
22	Consequences of personal space invasion	Personal invasion creates problems. Discuss it.	Lecture	1507.4	Class Test, Second Sessional & End Semester



23	Meaning and characteristics of environmental perception	Discuss meaning and characteristics of environmental perception	Lecture	1507.4	Class Test, Second Sessional & End Semester
24	Perspective on environmental perception	Discuss perspective on environmental perception	Lecture	1507.4	Class Test, Second Sessional & End Semester
25	Meaning of Environmental cognition	What is environmental cognition	Lecture	1507.4	Class Test, Second Sessional & End Semester
26-27	Methods and sources of error cognitive Map	What are different Methods and sources of error cognitive Map	Lecture	1507.4	Home Assignments, Second Sessional & End Semester
28	Environmental psychology and saving environment	What are different measures of saving environment?	Lecture	1507.5	Class Test, Second Sessional & End Semester
29-30	Role of environmental education & environmental awareness	What is role of environmental education in environmental awareness	Lecture	1507.5	Class Test, Second Sessional & End Semester
31	Pro environmental behaviour	Discuss pro-environment	Lecture	1507.5	Class Test, Second Sessional & End Semester
32-33	Application of environmental psychology	How we can apply environment psychology in day to day life	Lecture	1507.5	Class Test, Second Sessional & End Semester
34-35	Solution of environmental problem	What are various measure to solve environmental problem	Lecture	1507.5	Class Test, Second Sessional & End Semester

**I. Course Articulation Matrix: (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7
PS1303.1	Understand the concept of environmental psychology.	2		1			2	2
PS1507.2	Able to analyze environment-behavior relationships and different methods of study environmental psychology	2		1			2	1
PS1507.3	Analyze various sources of environmental stressor.	2					2	1
PS1507.4	Explain nature and role of personal space, crowding environmental perception, cognition and attitudes	1			1		2	2
PS1507.5	Evaluate various applications and methods of Environmental Protection	2			1		2	1

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

Department of Psychology

Course Hand-out

Developmental Psychology | PS1508 | 3 Credits | 2103

Session: Aug 20 – Dec. 20 | Faculty: Dr. Meenakshi Joshi | Class: BA (Hons.)Subsidiary V SEM

**A. Introduction:** This course is offered by Dept. of Psychology as a subsidiary, targeting students who wish to acquire basic knowledge of developmental psychology through both primary and secondary sources, and will learn relevant terms, facts, concepts, and theories. It Offers in depth knowledge of various schools of Psychology including Psychoanalytic, Neo-Analytic/Ego, Biological, Behaviorist, Cognitive, Trait, Humanistic, and Interactionist theories.

**B. Course Objectives:** At the end of the course, students will be able to :

[I508.1] understand the meaning, principles and theories of human development

[I508.2] discuss the biological and environmental factors of human development

[I508.3] Explain the Biological, Physical, Cognitive, Emotional & Social Development in childhood.

[I508.4] Describe Physical, Cognitive, Emotional, moral & Social Development in Adolescents.

[I508.5] Appraise Physical, Cognitive, Emotional, moral & Social problems of adulthood and old age.

## C PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

**[PO.1]. Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

**[PO.2]. Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

**[PO.3]. Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

**[PO.4]. Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

**[PO.5]. Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.

**[PO.6]. Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

**[PO.7]. Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam (Closed Book)	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus

**Human Development:** Introduction, Meaning, Principles; Methods & Theories of Human Development; **Foundations of Development:** Biological & Environmental Factors of Development; Relation between Hereditary & Environment; **Prenatal & Infancy stage (0-2 yrs.):** Biological, Physical, Cognitive, Emotional & Social Development; **Childhood Stage (2-11yrs) :** Physical, Cognitive , Emotional, moral & Social Development; **Adolescence Stage:** Biological, Physical, Cognitive, Emotional & Social Development; **Adulthood Stage (Early to Late Adulthood):** Physical, Cognitive, Emotional, moral & Social Development; **Old Age:** Characteristics and problems of old age.

#### F. Text Books

- T1. Ellis, A., Abrams, M., & Abrams, L.D. (2009) Personality Theories Critical Perspective. New Delhi : Sage Pub. Co.  
T 2. Hall, C. S, Lindzey, G. and Campbell, (1998). Theories of Personality. New York: John Wiley and Sons

#### G. Reference Books

1. Diane E Papalia & Sally Wendkos Olds (1998). Human Development, 7th International edition. McGraw Hill Publication.
2. Lois Hoffman, Scott Paris, Elizabeth Hall & Robert Scholl (1988). Developmental Psychology Today, 5th edition McGraw Hill Inc.
3. James W. Vander Zanden (1997). "Human Development" 6th International Edition, McGraw Hill Publication.

## H. Lecture Plan:

Lec No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear teachers expectations and understand student expectations	Lecture		NA
2- 5	Introduction, Meaning, Principles; Methods & Theories of Human Development;	To understand the concept of development & various theories of development .	Lecture	[PSI508.1]	Through presentation
6- 9	Biological & Environmental Factors of Development	Able to explain the various Biological & Environmental Factors.	Lecture	[PSI508.2]	Home Assignment
10- 11	Relation between Hereditary & Environment	To explain the relation between heredity and environment.	Lecture	[PSI508.2]	Home Assignment
10-16	Prenatal stage : Biological, Physical, Cognitive, Emotional & Social Development	Describe the prenatal stages, development of brain and its physical growth development of human being.	Lecture	[PSI508.2]	PPT Presentation
17 - 20	Infancy stage (0-2 yrs.): Cognitive, Emotional & Social Development	Discuss the main characteristics of Adler theory	Flipped class	[PSI508.2]	PPT Presentation
21- 24	Childhood Stage (2-11 yrs) : Physical & Cognitive development	Explain the physical and cognitive development of a child in relation to first stage of piaget's theory.	Lecture + Discussion	[PSI508.3]	Class Quiz
25 - 27	Childhood Stage (2-11 yrs) Emotional, moral & Social Development	Discuss the child's Emotional, moral & Social Development	Lecture + PPT	[PSI508.3]	Class Quiz
28 - 30	Adolescence Stage: Biological & Physical development.	Identify the biological & physical changes and how they are related to behaviour of an adolescent.	Lecture + PPT	[PSI508.4]	Home Assignment

31- 33	Adolescence Stage: Cognitive, Emotional & Social Development	Discuss the Cognitive, Emotional & Social Development	Lecture	[PSI508.4]	Home Assignment
34 - 36	Adulthood Stage (Early to Late Adulthood): Physical, Cognitive, Emotional, moral & Social Development	Discuss various problems of life in Adulthood Stage.	Lecture	[PSI508.5]	PPT Presentation
37- 38	Old Age: Characteristics and problems of old age.	Explain the various problems of elderly people related to their mental health.	Lecture	[PSI508.5]	Home Assignment
39	Revision	NA	NA	NA	Class Quiz
40	Conclusion and Course Summarization	NA	NA	NA	Class Quiz

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES									
		PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PSO1	PSO2	PSO3
PS1508.1	understand the meaning, principles and theories of human development	2						2	3		
PS1508.2	discuss the biological and environmental factors of human development						3				2
PS1508.3	Explain the Biological, Physical, Cognitive, Emotional & Social Development in childhood.			3	2						3
PS1508.4	Describe Physical, Cognitive, Emotional, moral & Social Development in Adolescents.					2	1				2
PS1508.5	Appraise Physical, Cognitive, Emotional, moral & Social problems of adulthood and old age			3				2	1		



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts

Course Hand-out

## UNDERSTANDING RURAL SOCIETY: CONTINUITY AND CHANGE

| SOI507 | 4 CREDITS | [3104]

Session: July-November 2020| Faculty: Mr. Ramjit Kumar| Class: B.A. Subsidiary (Vth Sem)

### A. Introduction:

The course aims provide an understanding and experiences of different aspects of Rural Development.

The course objective is to provide a holistic perspective of schemes/programmes of central govt. in general and state governments.

The course also aims to attract bright students to the discipline of rural development. Thus, ensuring University – Industry interface under different Programmes.

### B. Course Outcomes: At the end of the course, students will be able to

[1507.1] The course will enable students to get familiar with different aspects of rural society.

[1507.2] Acquaint students with the diverse components that are collectively addressed as Indian Society.

[1507.3] Equip students to understand, analyse different problems and dilemmas of Indian rural social structure.

[1507.4] Learn what makes rural society attractive to newcomers.

[1507.5] Develops the skill to scientifically study social issues confronting the rural parts of the country and formulate effective social policies to address them.

### C. Program Outcomes and Program Specific Outcomes

[PO.1]. **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

[PO.2]. **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

[PO.3]. **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings

[PO.4]. **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

[PO.5]. **Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them

[PO.6]. **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

[PO.7]. **Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

[PSO.1]. Apply design, critical, and mathematical thinking in communication, real life issues and in problem solving.



[PSO.2]. Recognize and understand basics of empirical research, economics, psychology, social sphere and heritage.

[PSO.3]. Develop listening, speaking, creative writing, designing, artistic, theatrical, musical, dancing and concentration skills.

[PSO.4]. Demonstrate knowledge of international and intercultural relations, law and society, holistic fitness, and film appreciation.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus

SO1507

Understanding Rural Society: Continuity and Change [3104]

Field of Rural Sociology: Nature, Scope and Importance of Rural Sociology; Agrarian structure and its transformation; Rural-urban continuum and contrast; Sociocultural changes in rural society in the backdrop of Globalization and Modernisation, Rural Social Framework in India: Polity and Dynamics; **Rural Planning & Development: Concepts, Principles and Approaches**, Development Theories, Rural Development Experiences, Perspectives: Gandhi and Tagore, Green Revolution, Gender, Livelihood and Development: Sustainable Development and Gender, Changing pattern of women's participation; Rural Economy: Recent trends in agriculture growth in India: Inter-regional variations, Rural Marketing and Agri-Business; Rural Ecology: Environmental Sustainability, Social Actions, & Advocacy; Rural Innovation: Social & Financial Inclusion, Problems and Prospects of Rural Entrepreneurship in India, Livelihood Systems; Science and Technology for Rural Development; The role of civil society and Agrarian Movements in grassroots Development; Social Problems: Rural Distress, Land Reforms & Distribution, Migration, Rural Education, Rural Health Care, Sanitation, and Rural Connectivity

#### Reference

1. Beteile, Andre (1974). *Studies in Agrarian Structure*. Oxford University Press.
2. Desai, A. R. (1969). *Rural Sociology in India*, Popular Prakashan.
3. Desai, A.R. (1979). *Rural India in Transition*, Popular Prakashan.
4. Dube, S.C. (1988). *India's changing Village: Human Factor in Community Development*, Bombay Publishing House.
5. Gupta, D. (2005). Whither the Indian Village. *Economic and Political Weekly*, 40(08).
6. Jodhka, S. S. *Village Society*. Orient Blackswan.
7. Magazines: Kurukshetra and Yojana, fortnightly published by Government of India.
8. Maheshwari, S.R. (1985). *Rural Development in India*, Sage Publication.

9. Nanavati Manilal, B. and Anjaria, J. "The Indian Rural Problems", Bombay, Indian society of Agricultural Economics.
10. Pradhan, P.K. (1988). *Land, Labour and Rural Poverty*, Himalayan Publishing House Ltd.
11. Singh, Katar (1999). *Rural Development: Principles, Policies and Management*. SAGE Publications
12. Srinivas, M. N. (2017). *Social change in modern India*. Orient Blackswan.

#### **F. LECTURE PLAN**

<b>Classes</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of Delivery</b>	<b>Corresponding CO</b>	<b>Mode of Assessing the Outcome</b>
<b>1-4</b>	Introduction to the Course	Introduce students to the course and the timeline of classes, topics, and test schedules	Lecture	NA	NA
<b>5-9</b>	Nature, Scope, and Importance of Rural Sociology	Introducing nature and scope of the course	Lecture	2164.1/2164.2	Quiz, MTE 1, End Term
<b>10-11</b>	Agrarian Structure and its Transformation	Learning about the factors of social change	Lecture	2164.1/2164.2	Quiz, MTE 1, End Term
<b>12</b>	Rural-Urban Continuum and Contrast	Understanding the reasons behind the yawning gap between rural and urban	Lecture	2164.1/2164.2	Quiz, MTE 1, End Term
<b>13- 17</b>	Sociocultural Changes in Rural Society in the backdrop of Globalization and Modernisation	Understanding the major changes in the wake of modernisation and globalisation	Lecture	2164.1/2164.2	Quiz, MTE- 2, End term
<b>18</b>	Rural Social Framework in India: Polity and Dynamics	Understanding how rural class respond to polity	Lecture	2164.3	Quiz, MTE- 2, End term
<b>19-23</b>	Social Problems: Rural Distress, Land Reforms & Distribution, Migration, Rural Education, Rural Health Care, Sanitation, and Connectivity	Learning the key problems affecting Indian Society	Lecture	2164.3	Quiz, MTE 1, End Term
<b>24-32</b>	Rural Planning & Development: Concept, Principles and Approaches, Development Theories, Rural Development Experiences, Perspectives: Gandhi and Tagore, Green Revolution	Learning ideas, experiences, and lessons of development paradigm	Lecture	2164.2/ 2164.4//2164.5	Quiz, MTE- 2, End term
<b>33- 37</b>	Gender, Livelihood and Development: Sustainable Development and Gender, Changing pattern of women's	Gender component of livelihood issues and rural dev	Lecture	2164.2/ 2164.4//2164.5	Quiz, MTE- 2, End term

	participation;				
<b>37-38</b>	Rural Economy: Recent trends in agriculture growth in India: Inter-regional variations, Rural Marketing and Agri-Business,	Learning the economic aspects Rural India	Lecture and discussions	2164.2/ 2164.4/2164.5	Quiz, MTE- 2, End term
<b>39</b>	Rural Ecology: Environmental Sustainability, Social Actions, & Advocacy	Learning the ecological aspect of rural people living	Lecture	2164.2/ 2164.4//2164.5	NA
<b>40- 42</b>	Rural Innovation: Social & Financial Inclusion, Problems and Prospects of Rural Entrepreneurship in India, Livelihood Systems	Understanding social and financial inclusion aspects of Innovation	Lecture	2164.2/ 2164.4//2164.5	End term
<b>42-45</b>	Science and Technology for Rural Development; The role of Civil society and Agrarian Movements in grassroots Development	Learning the roles of science & technology, civil society, and agrarian movements	Discussions	2164.2/ 2164.4/2164.5	End term
<b>46</b>	Doubt clearance	Clearing the doubts	Discussions, revision	NA	NA
<b>47</b>	Class activity / Presentations/ Mock tests.	Internal assessments.	Activity	NA	NA

### G. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
SO1507.1	The course will enable students to get familiar with different aspects of rural society.	2	1	2	1	2	0	0
SO1507.2	Acquaint students with the diverse components that are collectively addressed to Indian Society.	2	0	2	0	1	0	1
SO1507.3	Equip students to understand, analyse different problems and dilemmas of Indian rural social structure.	2	0	1	1	2	0	1
SO1507.4	Learn what makes rural society attractive to newcomers.	1	0	1	1	2	0	1
SO1507.5	Develops the skill to scientifically study social issues confronting the rural parts of the country and formulate effective social policies to address them.	1	1	1	1	1	0	1

**1- LOW CORRELATION; 2- MODERATE CORRELATION; 3- SUBSTANTIAL CORR**

## 2- ELATION



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts

Course Hand-out

Sociology of Social Stratification in India | SOI508 | 4 Credits | [3104]

Session: July 20- November 20 | Faculty: Mr. Ramjit Kumar| Class: B.A. Subsidiary (Vth Semester)

**A. Introduction:** The course aims to illustrate the understanding social stratification and study the different types of stratification and discrimination prevalent in Indian society.

**B. Course Outcomes:** At the end of the course, students will be able to

**I508.1** Understand the central debates about social stratification.

**I508.2** Understand the social impediments and facilitators to social mobility.

**I508.3** Explain how different elements of Indian social structure shape stratification in Indian society.

**I508.4** Prepare for careers like: development planning, policy consultations, NGOs, think- tanks, governmental (at the state and central level) and international policy making agencies.

**I508.5** Develops the skill to scientifically study social development, conduct impact assessment of reformatory policies on the social structure in a professional manner devoid of biases.

## C. Program Outcomes and Program Specific Outcomes

**[PO.1].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

**[PO.2].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

**[PO.3].Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings

**[PO.4].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

**[PO.5].Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them

**[PO.6].Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7].Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

**[PSO.1].** Apply design, critical, and mathematical thinking in communication, real life issues and in problem solving.

**[PSO.2].** Recognize and understand basics of empirical research, economics, psychology, social sphere, and heritage.

**[PSO.3].** Develop listening, speaking, creative writing, designing, artistic, theatrical, musical, dancing and concentration skills.

**[PSO.4].** Demonstrate knowledge of international and intercultural relations, law and society, holistic fitness, and film appreciation.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus

**Introduction:** Concepts and Theories: This section will introduce the systems and forms of stratification and key concepts. Theories, including functionalism and its critiques; **Forms of Stratification:** Caste- Origin, Theories of Caste System, Changing nature of Caste in contemporary India. Empirical studies on Caste including in the labour market etc. SC/ST/OBC/Denotified tribes; Class- Concept, Theories, concept of Class in India; Gender and

Stratification- concepts such as sex and gender, gender inequalities in the labour market, caste and its interaction with gender.

#### **F. References:**

Davis, K. & W.E. Moore. (1945). *Some Principles of Stratification*. American Sociological Review, 10(2):242.

Gupta, D. (ed.) (1991). *Social Stratification*. Oxford University Press. [Chap. 1] 4.

Tumin, M. M. (1953). *Some Principles of Stratification: A Critical Analysis*. American Sociological Review, 18 (4): 387-945.

Tumin, M. M. (1987). *Social Stratification: the forms and functions of inequality*. Prentice Hall of India. [pp. 1-7].

Chakravarti, U. (1995). "Gender, Caste, and Labor: Ideological and Material Structure of Widowhood." *Economic and Political Weekly*: 2248-2256.

Crompton, R. & Mann, M. (ed.) (1986). *Gender and Stratification*. Cambridge: Polity Press. [Chapter 1]

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#### **G. Lecture Plan**

<b>Lec. No</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of Delivery</b>	<b>Corresponding CO</b>	<b>Mode of Assessing the Outcome</b>
1	Introduction to stratification	Inequality, Social exclusion,	Lecture	NA	NA
2	Introduction	Hierarchy and difference	Lecture	1508.1	MTE-I, End-Term
3	Introduction	Hierarchy and difference	Lecture	1508.1	MTE-I, End-Term
4&5	Theories of social stratification	Karl Marx (Class and Social Change)	Lecture	1508.1	MTE-I, End-Term
6&7	Theories of social stratification	Max Weber (Class, Status and Party)	Lecture	1508.1	MTE-I, End-Term

8&9 &10	Theories of social stratification	Functionalist position	Lecture	1508.1	MTE-I, End-Term
11	Forms of stratification:	Introduction: Caste, Class	Lecture	1508.1	MTE-I, End-Term
12	Caste	Theories of origin	Lecture	1508.1	MTE-I, End-Term
13	Caste	Varna and caste	Lecture	1508.2/1508.3	MTE-I, End-Term
14	Caste	Features of caste system	Lecture	1508.2/1508.3	MTE-I, End-Term
15&16	Discussing application of theories to explain caste		Discussion	1508.2/1508.3 1508.4/1508.5	MTE-I, End-Term
17&18	Caste in contemporary India		Lecture	1508.2/1508.3	MTE-I, End-Term
19&20	Class	concept	Lecture	1508.2/1508.3	Assignment, MTE-II, End-Term
21	Class in Indian context	Emergence of industrial labour in India	Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term
22	Working class		Lecture	1508.2/1508.3	Assignment, MTE-II, End-Term
23&24	Agrarian classes in India		Lecture	1508.2/1508.3	Assignment, MTE-II, End-Term
25	Middle class		Lecture	1508.2/1508.3	Assignment, MTE-II, End-Term
26&27	Caste, class and power		Lecture	1508.2/1508.3	Assignment, MTE-II, End-Term
28, 29 &30	Stratification	Scheduled caste, Tribe,	Lecture and case illustrations	1508.2/1508.3	Assignment, MTE-II, End-Term
31	Stratification	OBC, De-notified tribe	Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term
32-34	Gender and stratification	introduction	Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term
35, 36 &37	Patriarchy, Matriarchy- and gender inequalities		Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term
38	Caste and gender		Lecture and case illustrations	1508.2/1508.3	Assignment, MTE-II, End-Term



39	Gender and labour markets		Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term
40	<b>Discussions on religion-caste</b>		Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term
41	Discussions on class and gender		Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term
42	<b>Discussing case studies of stratification</b>		Discussion	1508.2/1508.3/ 1508.4/1508.5	Assignment, MTE-II, End-Term
43	Discussion		NA		NA
44	Revision		NA		NA

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES											
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO2	PSO3	PSO4	
SOI508.1	Understand the central debates about social stratification.	3	3	3	3	3	1	3	3	3	1	1	
SOI508.2	Understand the social impediments and facilitators to social mobility.	3	3	3	3	3	1	3	3	3	2	2	
SOI508.3	Explain how different elements of Indian social structure shape stratification in Indian society.	3	3	3	3	3	1	3	3	3	2	2	
SOI508.4	Prepare for careers like development planning, policy consultations, NGOS, think-tanks, governmental (at the state and central level) and international policy making agencies.	3	3	3	3	3	1	3	3	3	2	2	
SOI508.5	Develops the skill to scientifically study social development, conduct impact assessment of reformatory policies on the social structure	3	3	3	3	3	1	3	3	3	2	2	

	in a professional manner devoid of biases.											
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**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

British Drama | LNI201 | 4 Credits | 3 | 0 | 4

Session: Jan 21 - May 21 | Faculty: Dr Arun Kumar Poonia | Class: BA ENGLISH (HONS) II SEM

- A. Introduction:** This course is offered by the Department of Languages as a core course to the students of BA English Hons, in II Semester. The course offers an in-depth knowledge of British Drama. The course objective is to acquaint the students with selected trends and movements in the contemporary British drama. The course focuses on the most prominent British playwrights, including William Shakespeare, O. Goldsmith, G. Galsworthy etc. and their selected dramatic works. The students are expected to have ability to identify and describe distinct literary characteristics of drama, including social, cultural, and philosophical implications in representative plays.
- B. Course Outcomes:** At the end of the course, students will be able to:
- [LN 1201.1] Display a working knowledge of plays from Shakespeare to the modern times.
  - [LN 1201.2] Identify and describe distinct literary characteristics of drama emphasizing social, cultural, and philosophical implications in representative plays.
  - [LN 1201.3] Analyse plays for their structure and meaning, using correct literary terminology.
  - [LN 1201.4] Write analytically about drama- its sub genres, methods, techniques, characterization, setting etc.
  - [LN 1201.5] Effectively communicate ideas related to the works during class and group activities about dramatic literature for better **employability skills**.
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
  - [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
  - [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
  - [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
  - [PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.
  - [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
  - [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.
- [PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

[PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.

[PSO.3]. **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

[PSO.4]. **Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

[PSO.5]. **Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

##### LN1201: BRITISH DRAMA [3104]

Introduction to British Drama and major playwrights, **W. Shakespeare:** *The Merchant of Venice* **O. Goldsmith:** *She Stoops to Conquer*, **G. B. Shaw:** *Arms and the Man*, **J. Galsworthy:** *Strife*.

#### F. References:

1. Alexander, N. *A critical commentary on Bernard Shaw's 'Arms and the man' and Pygmalion*. Macmillan, 1968.
2. Cerasano, S.P.. *A Routledge Literary Sourcebook on William Shakespeare's the Merchant of Venice*. Routledge, 2004.
3. Jeffares, A.N.. *Oliver Goldsmith Oliver Goldsmith, She Stoops to Conquer: Notes*. Longman, 1980.
4. Murphy, R.E. *Critical Companion to T. S. Eliot: A Literary Reference to His Life and Work*. New York, 2007.

**G. Lecture Plan:**

<b>Lec. No</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of Delivery</b>	<b>Corresponding CO</b>	<b>Mode of Assessing the Outcome</b>
1	Introduction and Course Hand-out briefing.	To acquaint and clear teacher's expectations and understand students' expectations	Lecture & Discussion	NA	NA
2- 3	Introduction to British Drama and major playwrights	To familiarize students about British drama and playwrights	Lecture & Discussion	[LN1201.1]	NA
4-5	Introduction to English Renaissance	To acquaint about Renaissance in history	Lecture & Discussion	[LN1201.4] [LN1201.5]	NA
6-16	W. Shakespeare's The Merchant of Venice-	To teach the play concerned	Class room reading, role play and discussions	[LN1201.2] [LN1201.3]	MTE-1, ETE, Assignment
17	In-depth analysis of chief tenets of a Shakespearean play	To increase analytical skills of students	Lecture & Discussion	[LN1201.2] [LN1201.3]	NA
18	Introduction to Comedy of Manners	To impart knowledge about the term	Lecture & Discussion	[LN1201.2] [LN1201.3]	NA
19- 28	O. Goldsmith's She Stoops to Conquer	To give knowledge about Goldsmith	Class room reading, role play and discussions	[LN1201.2] [LN1201.3]	MTE-2 ETE, Assignment
29	Introduction to Problem Play	To familiarize about Problem Play	Lecture & Discussion	[LN1201.2] [LN1201.3]	NA
30- 39	G. B. Shaw's Arms and the Man.	To familiarize about G B Shaw	Class room reading, role play and discussions	[LN1201.2] [LN1201.3]	MTE-2, ETE
40	Introduction to G. Galsworthy	To acquaint students about drama	Lecture & Discussion	[LN1201.1] [LN1201.2]	NA
41- 50	G. Galsworthy's Strife	About the play concerned	Class room reading, role play and discussions	[LN1201.2] [LN1201.3]	ETE
51	Tracing the history of theatre over the past 500 years through the plays	To give literature review	Lecture & Discussion	[LN1201.3] [LN1201.4] [LN1201.5]	NA
52	In-depth discussion on similarities, dissimilarities between plays	To give literature review	Lecture & Discussion	[LN1201.1]	NA

**H. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
[LN1201.1]	Display a working knowledge of plays from Shakespeare to the present	2							1	2			
[LN1201.2]	Identify and describe distinct literary characteristics of drama emphasizing the social, cultural, and philosophical implications in representative plays	2							1	1		2	
[LN1201.3]	Analyse plays for their structure and meaning, using correct terminology	1	1						2	3	1	1	
[LN1201.4]	Write analytically about drama- its sub genres, methods, techniques, characterization, setting etc.	3		1						1	2	1	
[LN1201.5]	Effectively communicate ideas related to the works during class and group activities about dramatic literature for better employability skills.		3	1			1	1	1	1	1		

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



**MANIPAL UNIVERSITY JAIPUR**  
School of Humanities and Social Sciences  
**DEPARTMENT OF LANGUAGES**  
Course Hand-out

History of English Literature | LN I202 | 4 Credits | 3 | 0 4

Session: Jan 21 – May 21 | Faculty: Dr Arpit Kothari | Class: BA (Hons) English II Semester

**A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA (Hons) English in the II Semester. The course offers the origin, background, traditions, and development of English literature. It covers the literary ages from Alexander Pope to present day writers of English literature recognized by the most prominent writer or monarch of that age. There is no specific prerequisite on the part of students as the course begins with the very basics of the field of study.

**B. Course Outcomes:** At the end of the course, students will be able to

[LNI202.1] Show basic knowledge of the social, political, and literary history of England.

[LNI202.2] Develop skills of understanding English thought, culture, and history reflected in the study of literature.

[LNI202.3] Explain the changing environment in the history of England and English literature.

[LNI202.4] Analyze salient literary trends and movements from 18<sup>th</sup> century till the present day.

[LNI202.5] Outline major writers and their works in a chronological order.

**C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

[PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

[PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

[PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

[PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

[PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.

[PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

[PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

[PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

[PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.

[PSO.3]. **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

[PSO.4]. **Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

[PSO.5]. **Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

**D. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	MTE I (Closed Book)	20
	MTE II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Student who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments	



(Formative)

with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.

## E. SYLLABUS

**The Age of Pope (1700 – 1745):** Characteristics of the age; Poets; Prose writers; **The Age of Johnson (1745– 1798):** Characteristics of the age; Poetry of Transition; Naturalism; Romantic Revival; Poets; Prose Writers; **The Age of Wordsworth (1798-1832):** Characteristics of the age; Romantic Poetry, Prose writers and Novelists; **The Age of Tennyson (1832 – 1887):** Characteristics of the age; Pre Raphaelite Poetry; Prose writers; Novelists; **The Age of Hardy (1887 – 1928):** Irish Poets and Dramatists; Novelists; Prose writers; **The Modern Age (1930 – 1955):** Characteristics of the age; Prose writers; Novelists; Drama; **Introduction to Postmodern Literature (1956– Present):** Characteristics of the age; Jean Francois Lyotard, John Baudrillard, Philip Larkin etc.

## F. TEXTBOOKS/ REFERENCE BOOKS

1. Albert, Edward, *History of English Literature*, New Delhi: OUP India, 1997.
2. W J Long, *A Short History of English Literature*, New Delhi: Maple Press, 2000.
3. W H Hudson, *An Outline History of English Literature*, New Delhi: Atlantic Publishers, 2007.

## G. Lecture Plan:

LEC NO	TOPICS	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction to Course Handout.	To introduce the course and brief the outline of syllabus to the students.	Lecture, Discussion, audio-video aids		
2-6	<b>The Age of Pope (1700 – 1745):</b> Characteristics of the age; Poets; Prose writers;	To acquaint and comprehend the socio-political and literary history of the Age of Pope.	Lecture, Discussion, audio-video aids	[LN   202.1] [LN   202.2] [LN   202.3] [LN   202.4] [LN   202.5]	Quiz, Assignments, and Mid-Term and End-Term Examinations

7-13	<b>The Age of Johnson (1745–1798):</b> Characteristics of the age; Poetry of Transition; Naturalism; Romantic Revival; Poets; Prose Writers;	To understand English thought, culture, and history with reference to Romantic Revival. To recognize major writers and their works.	Lecture, Discussion, audio-video aids	[LN   202.1] [LN   202.2] [LN   202.3] [LN   202.4] [LN   202.5]	Quiz, Assignments, and Mid-Term and End-Term Examinations
14-20	<b>The Age of Wordsworth (1798-1832):</b> Characteristics of the age; Romantic Poetry, Prose writers and Novelists;	To recall the impact of French revolution on British writers and the emergence of Romantic writings in the poetry of Wordsworth till Keats.	Lecture, Discussion, audio-video aids	[LN   202.1] [LN   202.2] [LN   202.3] [LN   202.4] [LN   202.5]	Quiz, Assignments, and Mid-Term and End-Term Examinations
21-27	<b>The Age of Tennyson (1832 – 1887):</b> Characteristics of the age; Pre Raphaelite Poetry; Prose writers; Novelists;	To compare the writings of writers of Romantic and Victorian period. To know the major movements and the term Victorian Compromise.	Lecture, Discussion, audio-video aids	[LN   202.1] [LN   202.2] [LN   202.3] [LN   202.4] [LN   202.5]	Quiz, Assignments, and Mid-Term and End-Term Examinations
28-34	<b>The Age of Hardy (1887 – 1928):</b> Irish Poets and Dramatists; Novelists; Prose writers;	To recognize major writers and their works in a chronological order.	Lecture, Discussion, audio-video aids	[LN   202.1] [LN   202.2] [LN   202.3] [LN   202.4] [LN   202.5]	Quiz, Assignments, and Mid-Term and End-Term Examinations
35-41	<b>The Modern Age (1930 – 1955):</b> Characteristics of the age; Prose writers; Novelists; Drama;	To discuss the characteristics of the Modern period with Fin-de-siecle. To know the major changes in the writings of the writers in all the genres.	Lecture, Discussion, audio-video aids	[LN   202.1] [LN   202.2] [LN   202.3] [LN   202.4] [LN   202.5]	Quiz, Assignments, and Mid-Term and End-Term Examinations
42-48	<b>Introduction to Postmodern Literature (1956–Present):</b> Characteristics of the age; Jean Francois Lyotard, John Baudrillard, Philip Larkin etc.	To understand salient features of the socio-political and literary historical events of 20 <sup>th</sup> century and its reflection in the literature.	Lecture, Discussion, audio-video aids	[LN   202.1] [LN   202.2] [LN   202.3] [LN   202.4] [LN   202.5]	Quiz, Assignments, and Mid-Term and End-Term Examinations
49-50	Revision				

### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)			
		PO1	P O2	P O3	P O4	P O5	P O6	PO 7	PSO 1	PS O 2	PS O 3	PSO 4
LNI202.1	To Show basic knowledge of the social, political, and literary history of England.	1					2		2		2	
LNI202.2	To Develop skills of understanding English thought, culture, and history reflected in the study of literature.				2			1	1			
LNI202.3	To Explain the changing environment in the history of England and English literature.		2				2				2	
LNI202.4	To analyze salient literary trends and movements from 18 <sup>th</sup> century till the present day.			2				2	2	1		1
LNI202.5	To Outline major writers and their works in a chronological order.	1				1			1	2		

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

ENGLISH POETRY- II | LNI203 | 4 Credits | 3 | 0 | 4

Session: Jan'21-May 21 | Faculty: Dr Keshav Nath | Class: BA ENGLISH (HONS) II SEM

**A. Introduction:** This course is offered by the Department of Languages as a core course to the students of BA English Hons, in II Semester. English poetry is one of the richest poetic traditions in the world. The course provides, through selected representative samples, an understanding of the development of Victorian, Modern, and Modernist British poetry, its evolution, and departure from earlier poetic forms such as the Renaissance, Neo-classical and Romantic. It enables learners to identify the distinctive characteristics of 20th century British poets and poetry, relating it to specific cultural and historical contexts.

**B. Course Outcomes:** At the end of the course, students will be able to

**[LNI203.1] Demonstrate** an awareness of English language and Poetry in different national, historical, social, political, and cultural contexts.

**[LNI203.2] Understand** the significance of historical, socio-cultural perspectives and traditions that shapes poetry

**[LNI203.3] Identify** various elements of poetry, figures of speech, etc. employed by a poet

**[LNI203.4] Critically** analyze texts using different critical approaches (e.g., historically-informed readings, readings based on theoretical perspectives, form-based criticism, rhetorical analysis, etc.)

**[LNI203.5] Apply** the principles of literary criticism to develop interpretive arguments both in writing and discussion to enhance employability skills.

### PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

**[PO.1]. Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

**[PO.2]. Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

**[PO.3]. Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

**[PO.4]. Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

**[PO.5]. Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.

**[PO.6]. Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

**[PO.7]. Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

**[PSO.1]. Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

**[PSO.2]. Understand** literary, linguistic, and/or rhetorical theories.

**[PSO.3]. Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

### C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	MTE I (Closed Book)	20
	MTE II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Student who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

### D. SYLLABUS

**A Tennyson:** "Ulysses"; **E B Browning:** "A Woman's Shortcomings"; **R Kipling:** "If"; **A E Housman:** "When I was One-and-Twenty"; **Thomas Gray:** "Elegy Written in a Country Churchyard"; **William Collins:** "Ode to Evening"; **D H Lawrence:** "New Heaven and Earth"; **Rupert Brooke:** "The Soldier"; **W H Auden:** "The Unknown Citizen"; **D Thomas:** "Fern Hill"; **P Larkin:** "Toads"; **T Hughes:** "Hawk Roosting"; **T Gunn:** "My Sad Captains"; **S Heaney:** "Digging"; **S Spender:** "The Express"; **J Betjeman:** "In Westminster Abbey".

### E. References:

- Allott, K. (ed.). *Penguin Book of Contemporary Verse*, London: Penguin, 1953.
- Jones, P.M. (ed.). *Modern Verse 1900-1950*, Oxford UP, 1969.
- Press, J. (ed.). *Palgrave's Golden Treasury*, Oxford UP, 2012.
- Tuma, K. (ed.). *Anthology of Twentieth-Century British and Irish Poetry*, Oxford UP, 2011.
- Wain, J. (ed.). *The Oxford Anthology of English Poetry: Blake to Heaney*, Vol 2, Oxford UP, 2008.
- Corcoran, N. (ed.). *The Cambridge Companion to the Twentieth Century English Poetry*, Cambridge UP, 2007.

7. Ramachandran, C.N. and Radha Achar (eds.), *Five Centuries of Poetry*, Macmillan, 1994.
8. Schmidt, M. *An Introduction to Fifty Modern British Poets*. Pan Books, 1979.
9. Williams, H.M. (ed.). *Six Ages of English Poetry*, Blackie Associates, 1984.

#### F. Lecture Plan:

Class No.	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear teachers expectations and understand student expectations	Lecture Interaction	NA	NA
2	Types of poems and literary devices used	To ascertain the interest and recapitulate the understanding and the existing knowledge about poetry	Interaction, Discussion & Question Answer Session	LN1203.3	In Class Quiz ( Not Accounted)
3	Poem <i>Ulysses</i> - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A	LN1203.1 LN1203.2	
4 & 5	Poem <i>Ulysses</i> - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture Discussion	LN1203.3 LN1203.4	1 <sup>st</sup> Sessional ET Exam
6	Poem <i>Ulysses</i> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	LN1203.5	Home Assignment
7	Poem <i>When I was One and Twenty</i> - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A	LN1203.1 LN1203.2	
8	Poem <i>When I was One and Twenty</i> - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture Discussion	LN1203.3 LN1203.4	1 <sup>st</sup> Sessional ET Exam Home Assignment

9	Poem <i>When I was One and Twenty</i> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	LN1203.5	
10	Poem <i>If</i> - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A Online resources	LN1203.1 LN1203.2	1 <sup>st</sup> Sessional ET Exam Home Assignment
11	Poem <i>If</i> - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture Discussion	LN1203.3 LN1203.4	
12	Poem <i>If</i> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	LN1203.5	
13	Poem - <i>Elegy</i> Written in a Country Churchyard- An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A	LN1203.1 LN1203.2	1 <sup>st</sup> Sessional ET Exam Home Assignment
14	Poem <i>Elegy</i> Written in a Country Churchyard - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture Discussion	LN1203.3 LN1203.4	
15	Poem <i>Elegy</i> Written in a Country Churchyard Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	LN1203.5	

16	Poem Ode to Evening - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A	LN1203.1 LN1203.2	1 <sup>st</sup> Sessional  ET Exam  Home Assignment
17	Poem Ode to Evening - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture  Discussion	LN1203.3 LN1203.4	
18	Poem Ode to Evening - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion  Written exercise  Evaluation	LN1203.5	
19	Poem New Heaven and Earth - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A	LN1203.1 LN1203.2	1 <sup>st</sup> Sessional  ET Exam  Home Assignment
20	Poem New Heaven and Earth - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture  Discussion	LN1203.3 LN1203.4	
21	Poem New Heaven and Earth - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion  Written exercise  Evaluation	LN1203.5	
22	Poem A Woman's Shortcomings- An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A	LN1203.1 LN1203.2	1 <sup>st</sup> Sessional
23	Poem A Woman's Shortcomings- A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem.	Lecture	LN1203.3 LN1203.4	



		To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Discussion		ET Exam  Home Assignment
24	Poem <i>A Woman's Shortcomings</i> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion  Written exercise  Evaluation	LNI203.5	
<b>FIRST SESSIONAL EXAM</b>					
25	Poem <i>Toads</i> - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture  Q & A  Online Resources	LNI203.1 LNI203.2	
26	Poem <i>Toads</i> - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture  Discussion	LNI203.3 LNI203.4	2 <sup>nd</sup> Sessional  ET Exam  Home Assignment
27	Poem <i>Toads</i> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion  Written exercise  Evaluation	LNI203.5	
28	Poem <i>The Unknown Citizen</i> - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture  Q & A	LNI203.1 LNI203.2	
29	Poem <i>The Unknown Citizen</i> - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture  Discussion	LNI203.3 LNI203.4	2 <sup>nd</sup> Sessional  ET Exam  Home Assignment
30	Poem <i>The Unknown Citizen</i> - Review	To discuss and write critical review of the poem according to their own understanding.	Discussion  Written exercise	LNI203.5	

		To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Evaluation		
31	Poem <i>Hawk Roosting</i> - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A	LN1203.1 LN1203.2	2 <sup>nd</sup> Sessional  ET Exam  Home Assignment
32	Poem <i>Hawk Roosting</i> - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture Discussion	LN1203.3 LN1203.4	
33	Poem <i>Hawk Roosting</i> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	LN1203.5	
34	Poem <i>My Sad Captains</i> - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A	LN1203.1 LN1203.2	2 <sup>nd</sup> Sessional  ET Exam  Home Assignment
35	Poem <i>My Sad Captains</i> - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture Discussion	LN1203.3 LN1203.4	
36	Poem <i>My Sad Captains</i> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	LN1203.5	
37	Poem <i>The Soldier</i> - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries.	Lecture Q & A	LN1203.1 LN1203.2	

		To know the background/incident/reason/mood that lead to the writing/creation of the poem.			
38	Poem - The Soldier A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture Discussion	LN1203.3 LN1203.4	2 <sup>nd</sup> Sessional  ET Exam  Home Assignment
39	Poem The Soldier - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	LN1203.5	
<b>SECOND SESSIONAL EXAM</b>					
40	Poem <i>Digging</i> - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A	LN1203.1 LN1203.2	
41	Poem <i>Digging</i> - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture Discussion	LN1203.3 LN1203.4	ET Exam  Home Assignment
42	Poem <i>Digging</i> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion Written exercise Evaluation	LN1203.5	
43	Poem <i>In Westminster Abbey</i> - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture Q & A	LN1203.1 LN1203.2	
44	Poem <i>In Westminster Abbey</i> - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions.	Lecture Discussion	LN1203.3 LN1203.4	ET Exam

		To critically analyse the poem.			Home Assignment
45	Poem <i>In Westminster Abbey</i> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion  Written exercise  Evaluation	LN1203.5	
46	Poem <i>The Express</i> - An Introduction to the poet, poem and the times	To know the social, cultural, economic conditions of the period. To know the major works of the poet and the main contemporaries. To know the background/incident/reason/mood that lead to the writing/creation of the poem.	Lecture  Q & A	LN1203.1 LN1203.2	
47	Poem <i>The Express</i> - A Critical Analysis of the poem.	To understand the main theme(s) and the gist of the poem. To analyse the techniques/words/structure, etc., used for expressing the ideas and the emotions. To critically analyse the poem.	Lecture  Discussion	LN1203.3 LN1203.4	ET Exam  Home Assignment
48	Poem <i>The Express</i> - Review	To discuss and write critical review of the poem according to their own understanding. To apply their understanding for correlating the poem with their own experience and the present day society. To critically comment upon the content, structure and theme(s) of the poem.	Discussion  Written exercise  Evaluation	LN1203.5	
49-52	Revision	<b>END TERM EXAMONATION</b>			

**G. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
LNI203.1	<b>Demonstrate</b> an awareness of English language and Poetry in different national, historical, social, political, and cultural contexts.	I		I					2				
LNI203.2	<b>Understand</b> the significance of historical, socio-cultural perspectives and traditions that shapes poetry	I		I		I				2			
LNI203.3	<b>Identify</b> various elements of poetry, figures of speech, etc. employed by a poet	I							I				
LNI203.4	<b>Critically</b> analyse texts using different critical approaches (e.g., historically-informed readings, readings based on theoretical perspectives, form-based criticism, rhetorical analysis, etc.)	I				I					3		
LNI203.5	<b>Apply</b> the principles of literary criticism to develop interpretive arguments both in writing and discussion to enhance employability skills.	I	I	I						I		2	

**I-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out



English Prose and Fiction I | LNI204 | 4 Credits | 3 | 0 | 4

Session: Jan 21-May 21 | Faculty: Dr Arun Dev Pareek | Class: BA (Hons) English Sem-II

- A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA (Hons) English, in the 2<sup>nd</sup> Semester. This course is a genre-based introduction to English prose and fiction. The course explores representative English-language literary texts like novels, short stories, essays, etc. from Elizabethan period to the Victorian age, so as to illuminate various types, forms and techniques utilized in these prime generic groups. The course exposes students to varied literary and scholarly approaches to the study of literary texts.
- B. Course Outcomes:** At the end of the course, students will be able to
- [LNI204.1] Review texts in relation to their historical and cultural contexts, and to become more aware of themselves as situated historically and culturally.
  - [LNI204.2] Recall a selection of important works within English-language prose literature.
  - [LNI204.3] Differentiate how different types of prose convey stories or meanings.
  - [LNI204.4] Interpret literary prose texts critically and independently for developing employability skills.
  - [LNI204.5] Assess the literary devices, styles, etc. employed by writers across various ages and genres of English prose and fiction.
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
  - [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
  - [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
  - [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
  - [PO.5]. **Ethics:** Recognize the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.
  - [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
  - [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

**[PSO.1]. Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

**[PSO.2]. Understand** literary, linguistic, and/or rhetorical theories.

**[PSO.3]. Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Mid Term I (Closed Book)	20
	Mid Term II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Student who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus:

**F Bacon:** "Of Studies"; **R Steele:** "The Spectator Club", "The Art of Conversation"; **Dr Johnson:** "Letter To Lord Chesterfield"; **Henry Fielding:** "Joseph Andrews"; **C Lamb:** "Dream Children", "Chimney Sweepers"; **T De Quincey:** "Literature"; **B Russell:** "Machine and Emotions"; **H Belloc:** "On Educational Reform"; **V Woolf:** "Flush: A Biography"; **K Mansfield:** "A Cup of Tea"; **A Chekhov:** "A Work of Art"; **L Tolstoy:** "How Much Land Does a Man Need?"; **T Hardy:** "Tess of the d'Urbervilles"

#### F. References:

1. Bryfonski, D. *Violence in William Golding's Lord of the Flies*. Green Haven P, 1998.
2. Elliott, R.W.V. *A Critical Commentary on Thomas Hardy's Far from the Madding Crowd*, Macmillan, 2006.
3. *English Prose Selection*. Oxford UP, 1990.
4. Fielding, Joseph. *Joseph Andrews*. Atlantic Publishers, 2014.
5. Hardy, Thomas. *Tess of the d'Urbervilles*. Atlantic Publishers, 2012.
6. Nayar, M.G. (ed.). *A Galaxy of English Essayists: From Bacon to Beerbohrn*. Macmillan, 2006.
7. *Popular Short Stories*. Oxford UP, 1988.



**G. Lecture Plan:**

<b>L No.</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of Delivery</b>	<b>Corresponding CO</b>	<b>Mode of Assessing the Outcome</b>
1	Introduction and Course Hand-out briefing	Introduction	Lecture & Interface	NA	NA
2	Introduction to Prose-Genres	To acquaint students with the genre.	Lecture & Discussion	[LN1204.1] & [LN1204.2]	Assignments, Sessionals, ETE
3 & 4	Characteristics and socio-cultural conditions of particular ages of English Literature with reference to Prose writings	To familiarize students with socio-cultural conditions of various ages. To acquaint students about the impact of society on literature and writers.	Lecture & Discussion	[LN1204.1] & [LN1204.2]	Assignments, Sessionals, ETE
5 & 6	<b>F Bacon's</b> "Of Studies"	To know about the author and his mainworks. To learn about the ideas shared by the author.	Lecture, self-study, & Discussion	[LN1204.3] & [LN1204.4]	Assignments, Sessionals, ETE
7-9	<b>Dr Johnson's</b> "Letter to Lord Chesterfield"	To know about the author and his mainworks. To learn about the ideas shared by the author.	Lecture & Discussion	[LN1204.1] & [LN1204.2]	Assignments, Sessionals, ETE
10-12	<b>R Steele's</b> "The Spectator Club"	To know about the author and his mainworks. To learn about the ideas shared by the author.	Lecture, self-study, & Discussion	[LN1204.3] & [LN1204.4]	Assignments, Sessionals, ETE
13-15	"The Art of Conversation"	To know about the author and his mainworks. To learn about the ideas shared by the author.	Lecture, self-study, & Discussion	[LN1204.3] & [LN1204.4]	Assignments, Sessionals, ETE
16-18	<b>C Lamb's</b> "Dream Children" and "Chimney Sweepers";	To know about the author and his mainworks. To learn about the ideas shared by the author.	Lecture, self-study, & Discussion	[LN1204.3] & [LN1204.4]	Assignments, Sessionals, ETE
19-21	<b>T De Quincey's</b> "Literature"	To know about the author and his mainworks. To learn about the ideas shared by the author.	Lecture, self-study, & Discussion	[LN1204.3] & [LN1204.4]	Assignments, Sessionals, ETE
22-24	<b>H Belloc's</b> "On Educational Reform"	To know about the author and his mainworks. To learn about the ideas shared by the author.	Lecture, self-study, & Discussion	[LN1204.3] & [LN1204.4]	Assignments, Sessionals, ETE
25-27	<b>K Mansfield's</b> "A Cup of Tea"	To know about the author and her mainworks. To learn about the ideas shared by the author.	Lecture, self-study, & Discussion	[LN1204.3] & [LN1204.4]	Assignments, Sessionals, ETE
28-30	<b>A Chekhov's</b> "A Work of Art"	To know about the author and his mainworks. To learn about the ideas shared by the author.	Lecture, self-study, & Discussion	[LN1204.3] & [LN1204.4]	Assignments, Sessionals, ETE
31- 33	<b>L Tolstoy's</b> "How Much Land Does a Man Need?"	To know about the author and his mainworks. To learn about the ideas shared by the author.	Lecture, self-study, & Discussion	[LN1204.3] & [LN1204.4]	Assignments, Sessionals, ETE
34-38	<b>V Woolf's</b> <i>Flush: A Biography</i>	To know about the author and her mainworks. To familiarize the students about	Lecture, self-study, & Discussion	[LN1204.3], [LN1204.4]	Assignments, Sessionals, ETE

		thisgenre of literary writing. To learn about the ideas shared by theauthor.		& [LN1204.5]	
39-44	<b>T Hardy's</b> <i>Tess of the d'Urbervilles</i>	To know about the author and his mainworks. To know about the times and socio-cultural conditions during author's life. To familiarize the students about thisgenre of literary writing. To learn about the ideas shared by theauthor.	Lecture, self-study, Discussion& Movie screening (on availability)	[LN1204.3], [LN1204.4] & [LN1204.5]	Assignments, Sessionals, ETE
45-49	<b>Henry Fielding's</b> <i>Joseph Andrews</i>	To know about the author and his mainworks. To know about the times and socio-cultural conditions during author's life. To familiarize the students about thisgenre of literary writing. To learn about the ideas shared by theauthor.	Lecture, self-study, Discussion& Movie screening (on availability)	[LN1204.3], [LN1204.4] & [LN1204.5]	Assignments, Sessionals, ETE
50-51	<b>B. Russell's</b> <i>Machine and Emotions</i>	To know about the author and his mainworks. To know about the times and socio-cultural conditions during author's life. To familiarize the students about thisgenre of literary writing. To learn about the ideas shared by the author.	Lecture, self-study, Discussion& Movie screening (on availability)	[LN1204.3] & [LN1204.4]	Assignments, Sessionals, ETE
52	Revision and Remedial Class	NA	Discussion	NA	NA

#### H. Course Articulation Matrix: (Mapping of COs with POs and PSOs)

CO	STATEMENT	Correlation with Program Outcomes (POs) and Program Specific Outcomes (PSOs)												
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
LN1204.1	Review texts in relation to their historical and cultural contexts, and to become more aware of themselves as situated historically and culturally.	2		2	1	1		3	3		1			
LN1204.2	Recall a selection of important works within English-language prose literature.	1		1							2	1		
LN1204.3	Differentiate how different types of prose convey stories or meanings.	1				1		2	1			1		
LN1204.4	Interpret literary prose texts critically and independently for developing employability skills.	3	1					2	1		3			
LN1204.5	Assess the literary devices, styles, etc. employed by writers across various ages and genres of English prose and fiction.		1	2				2	2	1	2	1		

I-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Science

Department of Arts

Course Hand-out

Value Education | AT1271 | 2 Credits | 2002

Session: Feb -June 2021 | Faculty: Dr. Anjalee Narayan | Class: B.A. (Hons.)–English & Economics; BPES II Semester

- A. Introduction:** This course is offered to improve understanding of values and ethics. To make the students responsible citizens in the personal and social life. This course develop proper attitude towards self and others. Students will demonstrate understanding of values and ethics in general. This course covers basic concepts of living in harmony.
- B. Course Outcomes:** At the end of the course, students will be able to :
- [AT1271.1] Understand the concept of value education and ethics; realise the significance of values in self-development.
  - [AT1271.2] Identify and analyze an ethical issue in the subject matter under investigation or in a relevant field.
  - [AT1271.3] Understand the concepts of happiness and prosperity through self exploration.
  - [AT1271.4] Understand harmony within self and the entire existence.

## C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
- [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
- [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
- [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
- [PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.
- [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
- [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.
- [PSO.1]. **Understanding Human Values and Ethics:** Developing Knowledge of Values and Ethics, Developing a positive and responsible attitude to their own well-being
- [PSO.2]. **Developing Ethical attitudes and** make students responsible for society.
- [PSO.3]. **Positive change** in behaviour and Developing care and concern for their community and environment.

**D. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who miss a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

**E. Syllabus:** Meaning of Value, Meaning of Education, Meaning of Value Education, Classification of Values, The Need and Role of Professional Ethics, Understanding Value Education, Self-Exploration as the Process for Value Education, The Basic Human Aspirations -Continuous Happiness and Prosperity, The Program to Fulfill Basic Human Aspirations, Understanding the Harmony at Various Levels: Understanding the Human Being as Co-existence of Self ('I') and Body, Harmony in the Self ('I'), Understanding oneself, Harmony with the Body, Harmony with the Family, Harmony in the Society, Harmony in Nature, Harmony in Existence.

**F. References:**

1. Gaur, R. R. (2010). *A Foundation Course in Human Values and Professional Ethics: Presenting a Universal Approach to Value Education through Self-exploration*. New Delhi: Excel Books.
2. Naagarajan, Dr. R S. (2016). *A Textbook on Professional Ethics and Human Values*: New Delhi: New Age International Pvt Ltd.

**G. Lecture Plan:**

Lecture No	Topics	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear teachers expectations and understand student expectations	Lecture	NA	NA
2	Meaning of Values	To understand the meaning of Values	Lecture	AT1271.1	Mid term I End term
3	Meaning of Education	To know the meaning of Education	Lecture	AT1271.1	Mid term I End term
4	Meaning of Value Education	To learn the meaning of Value Education	Lecture	AT1271.1	Mid term I End term
5	Classification of Values	To explain various classification of Values	lecture	AT1271.1	Mid term I End term
6, 7	Need and role of professional ethics.	To understand the need and role of professional ethics.	Lecture	AT1271.2	Mid term I End term
8, 9	Understanding Value Education	To understand what is Value Education	Lecture	AT1271.2	Mid term I End term
10, 11	Happiness and Prosperity	To get an insight into the meaning of Happiness and Prosperity.	Lecture	AT1271.3	Mid term I End term
12	Self exploration as the process for Value Education	To understand the process of self exploration towards learning Value Education.	Lecture	AT1271.3	Mid term I End term
13, 14	The program to fulfil basic human aspirations	Understanding the process to fulfilling basic human aspirations.	Lecture	AT1271.3	Mid term 2 End term
15, 16	Case Study methods for problem solving	Learning and discussing case studies for problem solving.	Lecture, practice and practical	AT1271.3	Mid term 2 End term
17	Understanding the Harmony at various levels	Learning and understanding the process of bringing about Harmony at various levels.	Lecture	AT1271.1	Mid term 2 End term
18	Harmony with Self	Learning and understanding the process of bringing about Harmony with Self	Lecture	AT1271.4	Mid term 2 End term
19	Harmony with Body	Learning and understanding the process of bringing about Harmony with Body	Lecture	AT1271.4	Mid term 2 End term
20	Harmony with Family	Learning and understanding the process of bringing	Lecture	AT1271.4	Mid term 2 End term

		about Harmony with Family			
21	Harmony with Society	Learning and understanding the process of bringing about Harmony with Society	Lecture	AT1271.4	End term
22	Harmony with Nature and Environment	Learning and understanding the process of bringing about Harmony with Nature and Environment	Lecture	AT1271.4	End term
23	Harmony in entire existence	Learning and understanding the process of bringing about Harmony in entire existence	Lecture	AT1271.4	End term
24	Understanding World Family	Understanding the concept of a World Family and community living.	Lecture	AT1271.4	End term
25	Revision	Revision			

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)		
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
AT1271.1	Understand the concept of value education and ethics; realise the significance of Values in Self-development.				3	3			3	1	
AT1271.2	Identify and analyze an ethical issue in the subject matter under investigation or in a relevant field.				3	3		1	2	3	
AT1271.3	Understand the concepts of happiness and prosperity through self exploration.					2		2			1
AT1271.4	Understand harmony within self and the entire existence.					1	1	1			2

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science



Department of Arts

Course Hand-out

## SOCIOLOGICAL THINKERS

| AT 1262 | 4 Credits | [3104]

Session: Jan-May 2021 | Faculty: Dr. Ramjit Kumar| Class: B.A. Subsidiary

**A. Introduction:** The course aims to illustrate the understanding social stratification and study the different types of stratification and discrimination prevalent in Indian society.

**B. Course Outcomes:** On successful completion of this course students will be able to:

**1262.1.** The course aims to illustrate the understanding of sociological thinkers and the foremost arguments of key sociological thinkers.

**1262.2.** The course objective is to study a range of key concepts and theoretical approaches given by classical and modern sociologists within sociology.

**1262.3.** Drawing upon key sociologists the students will be able to get a deeper understanding of processes that underpin social processes and dynamics.

### C. Program Outcomes and Program Specific Outcomes

**[PO.1].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

**[PO.2].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

**[PO.3].Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings

**[PO.4].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

**[PO.5].Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them

**[PO.6].Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7].Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

**[PSO.1].** Apply design, critical, and mathematical thinking in communication, real life issues and in problem solving.

**[PSO.2].** Recognize and understand basics of empirical research, economics, psychology, social sphere and heritage.

**[PSO.3].** Develop listening, speaking, creative writing, designing, artistic, theatrical, musical, dancing and concentration skills.

**[PSO.4].** Demonstrate knowledge of international and intercultural relations, law and society, holistic fitness, and film appreciation.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus

Sociological Foundation: Theory, Logic and Methods in Sociology; Auguste Comte: Historical context, The Ideas of Positivism, Law of Three Stages of Society; Emile Durkheim: Historical context, The Division of Labour in Society, The Rules of Sociological Method, The Elementary Forms of Religious Life, Moral Education; Karl Marx: Historical context, Materialist Theory of History, Theory of Ideology, Theory of Alienation, Dialectical view of History; Post-Marxism; Max Weber: Theme of Rationalization in Weber's work, The Protestant Ethic and the Spirit of Capitalism, Theory of Action, Bureaucracy, G. Simmel: Philosophy of Money, Individuality and Social Forms; Herbert Spencer: Social Darwinism; V. Pareto: Circulation of Elites; Structuration Theory



## F. References:

- Aron, R. 1967. *Main Currents in Sociological Thought*-Vol. I. & II. UK: Penguin
- Calhoun, C. et.al. (eds) 2002. *Classical Sociological Theory*. Blackwell
- Coser, L. A. 1977. *Masters of Sociological Thought*. New York: Harcourt Brace.
- Durkheim, E. 1982. *The Rules of Sociological Method*, Macmillan.
- Giddens, A. 1971. *Capitalism and Modern Social Theory*, Cambridge University Press.
- Marx, K. 1967. *Capital*, Vol. I., Progress Publishers.
- Merton, R.K. 1970. *Social Theory and Social Structure*, Free Press.
- Morrison, K. 2006. *Marx, Durkheim, Weber: Formations of Modern Social Thought*, New Delhi: Sage Publications
- Ritzer, G. & Goodman, D.J. 2003. *Sociological Theory*, McGraw-Hill.
- Turner, J. et.al. 2012. *The Emergence of Sociological Theory*, New Delhi: Sage Publications
- Turner, J.H. 2004. *The Structure of Sociological Theory*, Jaipur: Rawat Publications
- Weber, M. 1978. *Economy and Society*. Berkeley: University of California Press.
- Weber, W. 1949. *The Methodology of the Social Sciences*, Free Press.

## G. Lecture Plan

Lec. No	Topics	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1- 5	Sociological Foundation	Theory, Logic, and Methods in Sociology; Ontology and Epistemology	Lecture	1262.1/ 1262.2	MTE-I, End Term
6- 10	Auguste Comte	The Ideas of Positivism, Law of Three Stages of Society etc.	Lecture	1262.1/ 1262.2	MTE-I, End-Term
11- 18	Emile Durkheim	The DoL in Society, The Rules of Sociological Method, Education & Society, The Elementary Forms of Religious Life etc.	Lecture	1262.1/ 1262.2	MTE-I, End-Term
19- 30	Karl Marx	Ideology, Dialectical view of History, Materialist Theory of History, Alienation	Lecture	1262.1/ 1262.2/1262.3/ 1262.4	MTE-II, End-Term
31- 34	Post-Marxism	Critical theory	Lecture	1262.1/ 1262.2/1262.3/ 1262.4	MTE-II, End-Term
35- 39	Max Weber	Theme of Rationalization in Weber's work, The Protestant Ethic and the Spirit of Capitalism, Theory of Action, Bureaucracy	Lecture	1262.1/ 1262.2/1262.3/ 1262.4	MTE-II, End-Term
39- 42	G. Simmel, Herbert Spencer, V Pareto	Philosophy of Money, Individuality and Social Forms; Social Darwinism; Circulation of elites;		1262.1/ 1262.2/1262.3/ 1262.4	MTE-II, End-Term
42 & 43	Structuration Theory	Structuration Theory	Lecture	1262.1/ 1262.2/1262.3/	MTE-II, End-Term

				1262.4	
44 & 45	Discussion, Doubt Clearance & Revision		Discussion	NA	NA

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES										
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO2	PSO3	PSO4
AT1262.1	The course aims to illustrate the understanding of sociological thinkers and the foremost arguments of key sociological thinkers.	3	3	2	3	3	1	3	3	3	1	1
AT1262.2	The course objective is to study a range of key concepts and theoretical approaches given by classical and modern sociologists within sociology.	3	3	2	3	3	1	3	3	3	2	2
AT1262.3	Drawing upon key sociologists the students will be able to get a deeper understanding of processes that underpin social processes and dynamics.	3	3	2	3	3	1	3	3	3	2	2

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science



Department of Arts  
Course Hand-out

## SOCIETY AND POLITY

| AT1263 | 4 Credits | [3104]

Session Jan-May 2021 | Faculty: Dr. Ramjit Kumar | Class: B.A. Subsidiary

**A. Introduction:** The course aims to illustrate the understanding social stratification and study the different types of stratification and discrimination prevalent in Indian society.

**B. Course Outcomes:** At the end of the course, students will be able to

**1263.1.** The course aims to illustrate the understanding of polity and political structures.

**1263.2.** The course aims to explicate the understanding of factor structure affecting the political bodies of our country.

**1263.3.** The course offers to stimulate views on present day politics of India.

**1263.4.** The course objective is to study the changing scenario affecting our society and polity.

### C. Program Outcomes and Program Specific Outcomes

**[PO.1].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

**[PO.2].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

**[PO.3].Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings

**[PO.4].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

**[PO.5].Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them

**[PO.6].Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7].Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

**[PSO.1].** Apply design, critical, and mathematical thinking in communication, real life issues and in problem solving.

**[PSO.2].** Recognize and understand basics of empirical research, economics, psychology, social sphere and heritage.

**[PSO.3].** Develop listening, speaking, creative writing, designing, artistic, theatrical, musical, dancing and concentration skills.

**[PSO.4].** Demonstrate knowledge of international and intercultural relations, law and society, holistic fitness, and film appreciation.

#### **D. Assessment Rubrics:**

<b>Criteria</b>	<b>Description</b>	<b>Maximum Marks</b>
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### **E. Syllabus**

**Introduction to Political Sociology: Nature, Context, Concepts and Paradigms; Citizenship, Value Pluralism, and Civic Participation; Civil Society and State; Welfare State; Democracy: Meanings, Types, and Practice of Democracy, Feminism and Gender Critiques, Procedural Democracy & Its Critiques, Substantive Democracy, Deliberative Democracy; The Grammar of Democracy: Participation, Representation, and Democracy in Post-Colonial States; Culture and Power: Gramsci, Luckas, Adorno, Althusser; The Rise of Market Society; New Social Movements; Double Movements, Political Ecology; Constitutional Provisions for Marginalised Groups**

#### **F. References:**

Bottomore, T. (1983). Political Sociology, Bombay: BI Publications.

- Bowles, Samuel and Herbert Gintis. (1986). *Democracy and Capitalism*. Routledge, New York.
- Carolyn, M. Elliott. (ed.) (2003). *Civil Society and Democracy*. OUP, New Delhi.
- Dahl, R. (1989). *Democracy and Its Critics*. Yale University Press, New Heaven.
- G. Duncan (ed.) (1983). *Democratic Theory and Practice*. Cambridge University Press, Cambridge.
- Hunt, Alan (1980). *Marxism and Democracy*. Lawrence and Wishart, London.
- Janoski, T., Alford, R. R., Hicks, A. M., & Schwartz, M. A. (Eds.). (2005). *The handbook of political sociology: states, civil societies, and globalization*. Cambridge University Press.
- Lukes, S. (2005). *Power: A Radical View*, Hampshire: Palgrave.
- Mouffe, Chantal. (G.C.). *Dimensions of Radical Democracy*. Verso, London.
- Nash, K., & Scott, A. (Eds.). (2008). *The Blackwell companion to political sociology*. John Wiley & Sons.
- Omvedt, G. 1993. *Reinventing Revolution: New Social Movements and the Social Tradition in India*. London: Sharpe
- Orum, Anthony. 1989. *Introduction to Political Sociology: The Social Anatomy of the Body Political* New Jersey: Prentice Hall.
- Parekh, Bhiku. (1989). *Gandhi's Political Philosophy*. Macmillan.
- Weber, M. (1978). *Economy and Society: An Outline of Interpretive Sociology, Volume I*, Berkley: University of California Press.

### G. Lecture Plan

Lec. No	Topics	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1-5	Introduction to Political Sociology	Nature, Context, Concepts and Paradigms	Lecture	1263.1/ 1263.2	NA
6-10	Understanding Democracy-I	Meanings, Types, and Practice of Democracy	Lecture	1263.1/ 1263.2	MTE-I, End-Term
10-14	Understanding Democracy-II	Concepts, Procedures, and Practice of Democracy	Lecture	1263.1/ 1263.2	MTE-I, End-Term
15	Democracy & Its Critiques	Feminism and Gender Critiques	Lecture	1263.1/ 1263.2	MTE-I, End-Term
16& 17	Democracy & Its Critiques	Procedural Democracy & Its Critiques	Discussion	1263.1/ 1263.2 1263.3/1263.4	MTE-I, End-Term
18-20	Modern Forms of Democracy	Substantive Democracy, Deliberative Democracy	Lecture	1263.1/ 1263.2 1263.3/1263.4	MTE-I, End-Term
21-24	The Grammar of Democracy	Participation, Representation, and Democracy in Post-Colonial States	Lecture	1263.1/ 1263.2 1263.3/1263.4	MTE-II, End-Term

25 & 26	State, Polity, and Identity	Power and Class Relation	Lecture	I263.3/I263.4	MTE-II, End-Term
27-32	Culture	Gramsci, Luckas, Adorno, Althusser	Lecture	I263.3/I263.4	MTE-II, End-Term
33-34	The Rise of Market Society	Market & Welfare Society	Lecture	I263.1/ I263.2 I263.3/I263.4	MTE-II, End-Term
35-39	Social Movements	Protest, Movements and Resistance	Lecture and Case illustrations	I263.1/ I263.2 I263.3/I263.4	MTE-II, End-Term
40-42	New Social Movements	Double Movements	Lecture	I263.1/ I263.2 I263.3/I263.4	MTE-II, End-Term
43	Political Ecology	Politics & Interface with Social Ecology	Lecture and Case Illustrations	I263.1/ I263.2 I263.3/I263.4	MTE-II, End-Term
44	Constitutional Provisions for Marginalised Groups	Constitutional Provisions for Marginalised Groups	Lecture	I263.1/ I263.2 I263.3/I263.4	MTE-II, End-Term
45	Doubt Clearance Session		NA		NA
46	Revision		NA		NA

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES										
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO2	PSO3	PSO4
AT2163.1	The course aims to illustrate the understanding of polity and political structures.	3	3	3	3	3	1	3	3	3	2	2
AT2163.2	The course aims to explicate the understanding of factor structure affecting the political bodies of our country.	3	3	3	3	3	1	3	3	3	2	2
AT2163.3	The course offers to stimulate views on present day politics of India.	3	3	3	3	3	1	3	3	3	2	2
AT2163.4	The course objective is to study the changing scenario affecting our society and polity.	3	3	3	3	3	1	3	3	3	2	2

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**





**MANIPAL UNIVERSITY JAIPUR**  
School of Humanities and Social Sciences

Department of Arts  
Course Hand-out

Indian Political System| AT1252 | 4 Credits | 3104  
Session: Jan-May 2021 | Faculty: Dr Radhika Mohan Gupta| Class: BA (Subsi)

**A. Introduction:** The Indian political system is experienced by every individual in this country. It talks about the origin and its development before independence and then discusses its composition in terms of all its political structures

**B. The Course Outcomes (COs):** On completion of the course the students will be able

[AT1252.1]. To understand the importance of the nationalist movement in the Indian political system

[AT1252.2]. To understand the importance of the Constitution and the Preamble

[AT1252.3]. To understand the features of the Constitution

AT1252.4] To understand the connection and interlinkage between the various features of the Constitution

[AT12525] To render students professionally capable for administrative services, higher education or research in think tanks and organizations

**C. PROGRAM OUTCOMES**

[PO1].Critical thinking: Critically interpret data, write reports and apply the basics of evidence.

[PO2].Effective Communication: Communicate effectively by writing, connecting people, ideas, books, media and technology.

[PO3]. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group 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: Apply ethical principles and commit to professional ethics and responsibilities.

[PO6]. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

[PO7]. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio technological changes.

**D. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I (Closed Book)	20



(Summative)	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam (Class Book)	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. SYLLABUS :

**Brief Introduction of the Indian National Movement; Evolution of Indian Constitution** with reference to the Government Of India Acts 1909, 1919 and 1935, **The Political System:** Concept and Features, **Features of the Indian Political System :** Constitution : Preamble, Federalism, Division of Powers: Executive, Legislature and Judiciary, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties; **Indian Party System :** National and Regional Parties, Coalition Politics, Determinants of Indian Politics (Religion, Caste etc.); **State** Legislature, Executive and Judiciary, **Local Self Government in India.**

## F. References:

1. Easton, David (1953) *The Political System: An Inquiry into the State of Political Science*, Alfred A. Knopf Inc. : New York.

2. Almond G.A. and Powell B. (1966) *Comparative Politics: A Developmental Approach*, Boston: Little Brown.
3. Narain, Iqbal (1972), *Twilight or dawn: the political change in India, 1967-71*, Shiv Lal Agarwal : Agra
4. Kothari, Rajani, (2012) *Politics in India*, Orient Blackswan : Hyderabad.
5. Kothari, Rajani (2010), *Caste in Indian Politics*, Orient Blackswan : Hyderabad.
6. Basu, Durga Das (2006) , *An introduction to the Constitution of India*, Prentice Hall : New Delhi.
7. Siwach, J. R. (1990) *Dynamics of Indian government and politics*, Sterling Publishers : New Delhi.
8. Brass P. (1994), *Politics of Indian Since Independence, 2nd edition*, Cambridge University Press: Cambridge.

### G. Lecture Plan

Lecture no.	Topics	Session Objective	Mode of Delivery	Corresponding COs	Mode of Assessing the Outcome
1,2	Features : Constitution	Features : Constitution	Lecture	1303.1	Quiz of previous class, Mid Term I, End Term Examinations
1,2	Features of the Indian Political System : Constitution	Features of the Indian Political System : Constitution	Lecture	1303.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Features of the Indian Political System : Preamble	Features of the Indian Political System : Preamble	Lecture	1303.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Features of the Indian Political System : Preamble	Features of the Indian Political System : Preamble	Ppt	1303.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Features of the Indian Political System : Federalism	Features of the Indian Political System : Federalism	Ppt	1303.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Features of the Indian Political System : Federalism	Features of the Indian Political System : Federalism	Lecture	1303.1	Quiz of previous class, Mid Term I, End Term Examinations

					Examinations
6,7,8	Features of the Indian Political System : Central Executive	Features of the Indian Political System : Central Executive	Lecture	1303.1	Quiz of previous class, Mid Term I, End Term Examinations
6,7,8	Features of the Indian Political System : Central Executive	Features of the Indian Political System : Central Executive	Lecture	1303.1	Quiz of previous class, Mid Term I, End Term Examinations
6,7,8	Features of the Indian Political System : Central Executive	Features of the Indian Political System : Central Executive	ppt	1303.2 and 1303.3	Quiz of previous class, Mid Term II, End Term Examinations
6,7,8	Features of the Indian Political System : Central Executive	Features of the Indian Political System : Central Executive	Ppt	1303.2 and 1303.3	Quiz of previous class, Mid Term II, End Term Examinations
6,7,8	Features of the Indian Political System : State Executive	Features of the Indian Political System : State Executive	Lecture	1303.2 and 1303.3	Quiz of previous class, Mid Term II, End Term Examinations
9,10,11,12,13,14	Features of the Indian Political System : State Executive	Features of the Indian Political System : State Executive	Lecture	1303.3 & 1303.4	Quiz of previous class, Mid Term II, End Term Examinations
9,10,11,12,13,14	Features of the Indian Political System : Central Legislature	Features of the Indian Political System : Central Legislature	Lecture	1303.3 & 1303.4	Quiz of previous class, Mid Term II, End Term Examinations
9,10,11,12,13,14	Features of the Indian Political System : Central Legislature	Features of the Indian Political System : Central Legislature	Lecture	1303.3 & 1303.4	Quiz of previous class, Mid Term II, End Term Examinations
15-35	Features of the Indian Political System : State Legislature	Features of the Indian Political System : State Legislature	Lecture	1303.3 & 1303.4	Quiz of previous class, Mid Term II, End Term Examinations
15-35	Features of the Indian Political System : State	Features of the Indian Political System : State	Lecture	1303.4 and 1303.5	Quiz of previous class, Mid Term II,

	Legislature	Legislature			End Term Examinations
15-35	Features of the Indian Political System : Supreme Court	Features of the Indian Political System : Supreme Court	Lecture	1303.4 and 1303.5	Student Recap of previous class, Mid Term Examination II
15-35	Features of the Indian Political System : Supreme Court	Features of the Indian Political System : Supreme Court	Lecture	1303.4 and 1303.5	Student Recap of previous class, Mid Term Examination II
15-35	Features of the Indian Political System : High Court and lower courts	Features of the Indian Political System : High Court and lower courts	Lecture	1303.4 and 1303.5	Quiz of previous class, Mid Term II, End Term Examinations
15-35	Features of the Indian Political System : High Court and lower courts	Features of the Indian Political System : High Court and lower courts	Lecture	1303.4 and 1303.5	Quiz of previous class, End Term Examinations
35-48	Indian Party System	Indian Party System	Lecture	1303.4 and 1303.5	Quiz of previous class, End Term Examinations
35-48	Indian Party System	Indian Party System	Lecture	1303.4 and 1303.5	Quiz of previous class, End Term Examinations
35-48	Local Self Government in India	Local Self Government in India	Lecture	1303.4 and 1303.5	Quiz of previous class, End Term Examinations
35-48	Local Self Government in India	Local Self Government in India	Lecture	1303.4 and 1303.5	Quiz of previous class, End Term Examinations

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
AT1252.1	To understand the importance of the nationalist	I						I

	movement in the Indian political system							
AT1252.2	To understand the importance of the Constitution and the Preamble	I						I
AT1252.3	To understand the features of the Constitution	I		I				
AT1252.4	To understand the connection and interlinkage between the various features of the Constitution	I		I				
AT1252.5	To render students professionally capable for administrative services, higher education or research in think tanks and organizations	I	I	I			I	

**I Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



**MANIPAL UNIVERSITY JAIPUR**  
School of Humanities and Social Sciences

Department of Arts  
Course Hand-out

**Political Theory | AT1253 | 4 Credits |3104**

Session: Jan-May 2021| Faculty: Dr Radhika Mohan Gupta| Class: BA (Hons.) II Semester

**A. Introduction:** Everything studied in political Science stems from an understanding of these theoretical concepts, termed as 'Political Theory.'

**B. The Course Outcomes (COs):** On completion of the course the students will be able to

[AT1253.1]. To understand the relevance of theory in academics

[AT1253.2]. To understand various concepts of Political Science and Political theory

[AT1253.3]. To see the connection between the various concepts of political theory

[AT1253.4]. To connect political theory with the world around us

[AT1253.5]. To render students professionally capable for administrative services, higher education or research in think tanks and organizations

**C. PROGRAM OUTCOMES**

**[PO1].** Critical thinking: Critically interpret data, write reports and apply the basics of evidence.

**[PO2].** Effective Communication: Communicate effectively by writing, connecting people, ideas, books, media and technology.

**[PO3].** Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group 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: Apply ethical principles and commit to professional ethics and responsibilities.

**[PO6].** Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

**[PO7].** Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio technological changes.

**D. Assessment Rubrics:**

Criteria	Description	Maximum Marks
Internal Assessment	Sessional Exam I (Closed Book)	20

(Summative)	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam (Class Book)	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. SYLLABUS :

**Introduction-** Meaning, Nature and Scope of Political Theory, Decline and resurgence.**Theories-** Liberalism & Neo-Liberalism, Marxism & Neo-Marxism, Socialism & Neo-Socialism, Post-Feminism, Post-Modernism**Major concepts in Political Theory-** Rights, Citizenship, Justice, Liberty, Law, Sovereignty, Power, Authority and Legitimacy: Different forms, Democracy: Procedural, Deliberative, Participatory and Representative

## F. References

- 1- Ramaswamy ,Sushila (2003) *Political Theory: Ideas and Concepts*, Macmillan : New Delhi.
- 2- Gauba O. P. (1981) *An Introduction to Political Theory*, Macmillan: New Delhi.
- 3- Kapoor A.C. (2005) *Principles of Political Science*, Sterling: New Delhi.
- 4- Agarwal, R.C. (2000) *Political Theory: Principles of Political Science*, S. Chand & Company Ltd: New Delhi.

- 5- Bhargava Rajeev and Asok Acharya (2008) *Political Theory: An Introduction*, Pearson Education : New Delhi.
- 6- Heywood, Andrew (2015), *Political Theory: An Introduction*, Palgrave Macmillan: London.
- 7- Varma, S. P. (1983) *Modern Political Theory*, Vikas: New Delhi.
- 8- Laski, H. J (1948) *A Grammar of Politics*, ,Allen and Unwin :London
- 9- Verma, S. L. ( 2008) *Advanced Modern Political Theory*, Rawat : New Delhi.
- 10- Johari, J. C. (2012) *Contemporary Political Theory: New Dimensions, Basic Concepts & Major Trends*, Sterling : New Delhi.

## **G. Lesson Plan**



<b>Lecture nos.</b>	<b>Topics</b>	<b>Session Objective</b>	<b>Mode of Delivery</b>	<b>Corresponding COs</b>	<b>Mode of Assessing the Outcome</b>
1,2	Meaning of Political Theory	Meaning of Political Theory	Lecture	I	Quiz
1,2	Meaning of Political Theory	Meaning of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Meaning of Political Theory	Meaning of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Meaning of Political Theory	Meaning of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Nature of Political Theory	Nature of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4,5	Nature of Political Theory	Nature of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
6,7,8	Nature of Political Theory	Nature of Political Theory	Lecture	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
6,7,8	Nature of Political Theory	Nature of Political Theory	Presentation	1507.1	Quiz of previous class, Mid Term I, End Term Examinations
6,7,8	Scope of Political Theory	Scope of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term I, End Term Examinations
6,7,8	Scope of Political Theory	Scope of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
6,7,8	Scope of Political Theory	Scope of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
9,10	Scope of Political Theory	Scope of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
11,12	Scope of Political Theory	Scope of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
13,14	Scope of Political	Scope of Political	Lecture	1507.2 and	Quiz of previous

	Theory	Theory		1507.3	class, Mid Term II, End Term Examinations
15-17	Decline of Political Theory	Decline of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
18-20	Decline of Political Theory	Decline of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
21-22	Decline of Political Theory	Decline of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
23-24	Resurgence of Political Theory	Resurgence of Political Theory	Lecture	1507.2 and 1507.3	Student Recap of previous class, Mid Term Examination II
25-26	Resurgence of Political Theory	Resurgence of Political Theory	Lecture and case illustrations	1507.2 and 1507.3	Student Recap of previous class, Mid Term Examination II
27-28	Resurgence of Political Theory	Resurgence of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term II, End Term Examinations
29-30	Resurgence of Political Theory	Resurgence of Political Theory	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
30-31	Liberalism and Neo Liberalism	Liberalism and Neo Liberalism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
32-33	Liberalism and Neo Liberalism	Liberalism and Neo Liberalism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
34-35	Socialism and Neo Socialism	Socialism and Neo Socialism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
36-37	Socialism and Neo Socialism	Socialism and Neo Socialism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
38	Marxism and Neo Marxism	Marxism and Neo Marxism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
39	Marxism and Neo Marxism	Marxism and Neo Marxism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
40	Marxism and Neo	Marxism and Neo	presentations	1507.2 and	Quiz of previous

	Marxism	Marxism		1507.3	class, End Term Examinations
41	Marxism and Neo Marxism	Marxism and Neo Marxism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
42	Post-Feminism, Post-Modernism	Post-Feminism, Post-Modernism	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
43	Rights	Rights	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
44	Rights	Rights	Presentation	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
45	Citizenship	Citizenship	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
46	Justice, Liberty, Law	Justice, Liberty, Law	Lecture	1507.2 and 1507.3	Quiz of previous class, End Term Examinations
47	Sovereignty	Sovereignty	Lecture	1507.2 and 1507.3	Quiz of previous class, Mid Term I, End Term Examinations
48	Power, Authority and Legitimacy	Power, Authority and Legitimacy	Lecture	1507.4 and 1507.5	Quiz of previous class, Mid Term I, End Term Examinations
49	Power, Authority and Legitimacy	Power, Authority and Legitimacy	Lecture	1507.4 and 1507.5	Quiz of previous class, Mid Term I, End Term Examinations
50	Power, Authority and Legitimacy	Power, Authority and Legitimacy	Lecture	1507.4 and 1507.5	Quiz of previous class, Mid Term I, End Term Examinations
51	Different forms, Democracy: Procedural, Deliberative, Participatory and Representative	Different forms, Democracy: Procedural, Deliberative, Participatory and Representative	Lecture	1507.4 and 1507.5	Quiz of previous class, Mid Term I, End Term Examinations
52	Different forms, Democracy: Procedural, Deliberative, Participatory and Representative	Different forms, Democracy: Procedural, Deliberative, Participatory and Representative	Lecture	1507.4 and 1507.5	Quiz of previous class, Mid Term I, End Term Examinations

### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
AT12531	To understand the relevance of theory in academics	I						I
AT1253.2	Understand various concepts of Political Science	I						I
AT1253.3	To see the connection between the various concepts of political science	I		I				
AT12534	To connect political theory with the world around us	I		I				
AT12535	To render students professionally capable for administrative services, higher education or research in think tanks and organizations	I		I				I

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

Department of Economics

Course Hand-out

Macro Economics (Subsidiary) | EO 1205| 4 Credits | 3 | 0 4

Session: Jan 21 – May 21 | Faculty: Mrs. Minali Banerjee| Class: II SEMESTER

**A. Introduction:** This course aims to introduce the first year students to the basic concepts of macroeconomics. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments. It explores various possibilities emerging in an economy, and the role of policy in this context.

**B. Course Outcomes:** At the end of the course, students will be able to

[1205.1] describe the basics of national income accounting

[1205.2] discuss the causes and consequences of business cycles

[1205.3] analyze the roles of fiscal and monetary policy in fighting recessions and inflation

[1205.4] Apply economic reasoning to understand the operation of an economy

## C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

**PO1. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO2. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

**PO3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4. Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes and encourage entrepreneurial skills within oneself.

[PSO.1] Understand the behaviour of Indian and World Economy

[PSO.2] Analyse macroeconomics policies including fiscal and monetary policies of India

[PSO.3] Determine economic variables including inflation, unemployment and poverty, GDP, Balance of Payment using statistical methods, behavior of financial and money markets and perform cost-benefit analysis for making investment decisions.

#### **D. Assessment Plan:**

<b>Criteria</b>	<b>Description</b>	<b>Maximum Marks</b>
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	Assignments , Activity, etc.	20
End Term Exam (Summative)	End Term Exam	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

#### **E. SYLLABUS**

**Introduction to Macroeconomics and National Income Accounting:** Basic issues studied in macroeconomics, measurement of gross domestic product, income, expenditure and

the circular flow, real versus nominal GDP, price indices, national income accounting for an open economy, balance of payments- current and capital accounts; **Money:** Functions of money quantity theory of money determination of money supply and demand, credit creation- roles and objectives of central banks, qualities of effective central banks, tools of monetary policy; **Inflation:** Inflation, measurement of inflation, cost push & demand pull inflation, hyperinflation, disinflation, Phillips curve ; **The Closed Economy in the Short Run** Classical and Keynesian systems; simple Keynesian model of income determination, Fiscal and monetary multipliers; **Macro -economic policy objectives:** The centrality of growth, Difference between actual GDP and Potential GDP, Determinants of a country's growth- sources, measurement and sustainability of economic growth.

#### **F. TEXT BOOKS**

- *Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 2010.*
- *H L Ahuja, Macro Economics, S Chand, 2010*

#### **G. REFERENCE BOOKS**

- Stiglitz and Walsh, *Economics*, Fourth Edition, W. W. Norton, 2005.
- N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 2010.
- Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 2009.
- Lipsey & Chrystal, *Economics*, Oxford University Press, 2011.
- Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2005.

## H. Lecture Plan:

LEC NO	TOPICS	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1.	The roots of macroeconomics, Objectives and tools of macroeconomics	Understand Macroeconomics	Lecture	CO I	MID Term and END term
2,3	Scope of Macro Economics	Understand Macroeconomics	Lecture	CO I	MID Term and END term
4.	Concepts of National Income –Methods of Measuring National Income.	Understand Macroeconomics	Lecture	CO I	MID Term and END term
5,6	Different Approaches to measure National Income	Understand National Income	Lecture	CO I	MID Term and END term
7.	Difficulties in measuring N.I. Green Accounting	Understand National Income	Lecture	CO I	MID Term and END term
8.	Determination of National Income and output – Classical and Keynesian Approaches	Understand National Income	Lecture	CO I	MID Term and END term
9.	Circular Flow of Income	Understand National Income	Lecture	CO I	MID Term and END term
10, 11	Classical theory of demand for Money	Understand Classical theory	Lecture	CO II	MID Term and END term
12	Critical Appraisal of Classical theory of demand for Money	Understand Classical theory	Lecture	CO II	MID Term and END term



13.	Keynesian Liquidity preference theory of money demand	Understand Keynes theory	Lecture	CO II	MID Term and END term
14,15,16	Critical Appraisal of Keynes theory of demand for Money	Understand Keynes theory	Lecture	CO II	MID Term and END term
17.	Post Keynesian theories of demand for Money.	Understand Keynes theory	Lecture	CO II	MID Term and END term
18, 19, 20	Critical Appraisal of Post Keynesian theory of demand for Money	Understand Keynes theory	Lecture	CO II	MID Term and END term
21.	Supply of money – Determinants and components	Understand Supply of money	Lecture	CO II	MID Term and END term
22.	High powered money and money multiplier	Understand Supply of money	Lecture	CO II	MID Term and END term
23,24,25	Numerical related to High powered money and money multiplier	Understand Supply of money	Lecture	CO III	MID Term and END term
26, 27	Revision of all concept	Revision	Lecture	CO III	Assignment and Quiz
28,29	Introduction to Fiscal Policy and Monetary Policy	Understand Policies	Lecture	CO III	MID Term and END term
30, 31	Fiscal Policy : Types and Methods	Understand Policies	Lecture	CO III	MID Term and END term
32	Fiscal policy and crowding effect	Understand Policies	Lecture	CO III	MID Term and END term
33	role and relative effectiveness of fiscal policy	Understand Policies	Lecture	CO III	MID Term and END term
34, 35	Monetary Policy : types and Methods	Understand Policies	Lecture	CO III	MID Term and END term

36	role and relative effectiveness of monetary policy	Understand Policies	Lecture	CO III	MID Term and END term
37, 38	Revision of all concept	Revision	Lecture	COIII	Assignment and quiz
39	Introduction to Inflation : types	Understand Inflation	Lecture	CO IV	MID Term and END term
40	Inflationary Gap and its Importance	Understand Inflation	Lecture	CO IV	MID Term and END term
41	Demand Pull and Cost Push Inflation	Understand Inflation	Lecture	CO IV	MID Term and END term
42	Classical views on inflation	Understand Inflation	Lecture	CO IV	MID Term and END term
43	Keynesian views on inflation	Understand Inflation	Lecture	CO IV	MID Term and END term
44	Monetarists views on inflation	Understand Inflation	Lecture	CO IV	MID Term and END term
45	Philips curve	Understand Philips curve	Lecture	CO IV	MID Term and END term
46	Relation between unemployment and inflation	Understand Philips curve	Lecture	CO IV	MID Term and END term
47, 48	Friedman's View: Expectation augmented Philips curve	Understand Philips curve	Lecture	CO IV	MID Term and END term

### I. Course Articulation Matrix: (Mapping of COs with POs and PSOs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES	CORRELATION WITH PROGRAM SPECIFIC OUTCOMES
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		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	PO 12	PS O 1	PS O 2	PS O 3
EO 1205. 1	describe the basics of national income accounting	2			1			1						1		
EO 1205. 2	discuss the causes and consequences of business cycles	2	1				2	1								
EO 1205. 3	analyze the roles of fiscal and monetary policy in fighting recessions and inflation	2		1	1			1							1	1
EO 1205. 4	Apply economic reasoning to understand the operation of an economy	1		1				1								1

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



MANIPAL UNIVERSITY JAIPUR  
School of Humanities and Social Sciences  
Department of Economics  
Course Hand-out

**Growth and Development | EO 1206 | 4 Credits | 3104**

Session: Jan 21 – May 21 | Faculty: Dr Manas Roy / Dr Monika Mathur | Class: B.A. (Hons) Semester II

**A. Introduction:** The purpose of this course is to enable students to have an understanding of the various components of growth and development, To comprehend and critically appraise development problems, it is essential to have a good deal of understanding about the major issues of developments. The contents of the subject have been accordingly devised.

**B. Course Outcomes:** At the end of the course, students will be able to

[1206.1] Acquire the basic understanding of the issues and ongoing debates on Development Economics

[1206.2] Discuss the important models and theories in economic development and their policy implementations.

[1206.3] Apply an analytical framework to understand the important structural characteristics of development.

[1206.4] Evaluate the unevenness in Development.

[1206.5] Derive basic skills of public policy so as to enhance the development process of the nation.

**C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

[PO.1] **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

[PO.2] **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

[PO.3] **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

[PO.4] **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

[PO.5] **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.

[PO.6] **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

[PO.7] **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

[PSO.1]. Understand the behaviour of Indian and World Economy

[PSO.2]. Analyze macroeconomics policies including fiscal and monetary policies of India

[PSO.3]. Determine economic variables including inflation, unemployment and poverty, GDP, Balance of Payment using statistical methods, behaviour of financial and money markets and perform cost-benefit analysis for making investment decisions.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	Assignments , Activity, etc.	20
End Term Exam (Summative)	End Term Exam	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	

#### E. SYLLABUS

**Introduction:** Concept of economic growth and development, difference between growth and development, factors affecting growth and development ; **Growth Models :** Harrod and Domar, Neo-classical growth models – Solow Model; **Theories of Economic Development:** Schumpeter and capitalistic development , vicious circle of poverty, critical minimum effort thesis, Nelson Low level equilibrium trap, Big Push theory of Rosenstein-Rodan; **Development and Underdevelopment:** Perception of underdevelopment, poverty- absolute and relative, measuring development and development gap— per capita income, inequality of income and wealth; **Macro Economic Policy and Economic Development:** Role of monetary and fiscal policies in developing countries, external resources, foreign direct investment, multi-

national corporations activity in developing countries , International Monetary Fund (IMF) and World Bank policies in developing countries; **Problems of Labour Surplus Economy**: Lewis’ model of economic development with unlimited supply of labour and its criticism , Choice of technique in a labour surplus economy; **International aspect of Economic Development** : International trade as an engine of growth, static and dynamic gains from trade, tariffs and effective protection.

## F. TEXT BOOKS

- Meier G.M. and Rauch J.E. (1995) Leading Issues in Economic Development. Oxford University Press New York, 8th edition or latest
- Ray Debraj (2009), Development Economics, Oxford University Press
- Salvatore, D and Dowling E. (2011) Development Economics, Schaum’s Outline Series in Economics, McGraw-Hill, New York
- Thirlwall A. P (1999), Growth and Development. Palgrave McMillan. London, 8th edition or latest
- Todaro M.P. and Smith S. C (2008), Economic Development, Pearson Education

## G. Lecture Plan:

LEC NO	TOPICS	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction	To give prior information about the subject	Lecture, Discussion	N/A	N/A
2-6	Concept of economic growth and development, difference between growth and development, factors affecting growth and development	Understand difference between growth and development with examples	Lecture Case study	1206.1, 1206.2	Mid Sem I, Assignment End Sem exam
7-10	<b>Growth Models</b> : Harrod and Domar, Neo-classical growth models – Solow Model;	Understand the classical growth models	Lecture Case study	1206.1, 1206.2	Mid Sem I, Assignment, End Sem exam
11-16	<b>Theories of Economic Development:</b>	Understand the important	Lecture Case study	1206.1, 1206.2	Mid Sem I, Assignment,

	Schumpeter and capitalistic development ,	theories of development			End Sem exam
17-23	vicious circle of poverty, critical minimum effort thesis, Nelson Low level equilibrium trap, Big Push theory of Rosenstein-Rodan;	Understand the important theories of development	Lecture Case study	1206.1, 1206.3, 1206.4	Mid Sem I, Assignment, End Sem exam
24-30	<b>Development and Underdevelopment:</b> Perception of underdevelopment, poverty- absolute and relative, measuring development and development gap— per capita income, inequality of income and wealth;	To know about classical political economy	Lecture Case study	1206.1, 1206.2, 1206.3	Mid Sem I, Assignment, End Sem exam
31- 34	<b>Macro Economic Policy and Economic Development:</b> Role of monetary and fiscal policies in developing countries, external resources,	To understand role of monetary and fiscal policies in developing countries, external resources,	Lecture Case study	1206.2, 1206.3	Mid Sem II, Assignment, End Sem exam
35-40	Foreign direct investment, multi-national corporations activity in developing countries , International Monetary Fund (IMF) and World Bank policies in developing countries;	To analyse corporations activity in developing countries	Lecture Case study Policy discussion	1206.3, 1206.4	Mid Sem II, Assignment, End Sem exam
41-46	Lewis' model of economic development with unlimited supply of labour and its criticism , Choice of technique in a labour surplus economy;	To get idea about problems of Labour Surplus Economy	Lecture	1206.2, 1206.3	Mid Sem II, Assignment, End Sem exam
47-49	International trade as an engine of growth,	To get knowledge about International aspect of Economic Development	Lecture Case study	1206.3, 1206.4	Quiz, Assignment, End Sem exam
50-52	static and dynamic gains from trade, tariffs and effective protection.	To understand international trade systems	Lecture and policy discussion	1206.1, 1206.2, 1206.3, 1206.4, 1206.5	Quiz, Class Test, Assignment,

						End exam	Sem
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### H. Course Articulation Matrix: (Mapping of COs with POs and PSOs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES												CORRELATION WITH PROGRAM SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	PSO 1	PSO 2	PSO 3
1204.1	Relate the macro-economic theory concepts to the practical world.	2		2	1		1	3						1	2	2
1204.2	Understand the main contributions of the main schools of economists.	1		1	1			2						2		1
1204.3	Analyse the theories of general and partial equilibrium.	2		1				2							3	2
1204.4	Illustrate the problems and solution for social and economic welfare of the country.	2		2	1			3						2		1
1204.5	Describe the current macroeconomic debate between the neo-classical and Keynesian schools.	1						2						1		3

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**





# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF PSYCHOLOGY

Course Hand-out

Basic Psychological Processes-II | PSI 240| 4 Credits | 3 | 0 | 4

Session: Jan 21-May 21 | Faculty: Dr. Jyotika Sharma | Class: BA ENGLISH/ECO/LIBERAL ARTS - II SEM

- A. Introduction:** This course is offered by Department of Psychology as a subsidiary, targeting students who wish to acquire basic knowledge of psychology through both primary and secondary sources and to learn relevant terms, facts, concepts, and theories related to psychology. It offers in depth knowledge of various basic concepts of psychology including motivation, emotions, Intelligence, personality theories in addition to role of thinking and reasoning with stress and coping in human development.
- B. Course Outcomes:** At the end of the course, students will be able to:
- [PSI 240.1] Recognize the basic principles and approaches of motivation and implement this knowledge in daily life.
  - [PSI 240.2] Interpret the principles of emotions and apply these principles in their professions.
  - [PSI 240.3] Comprehend the concept of stress and how to manage it using coping skills in daily life.
  - [PSI 240.4] Know the meaning, approaches and assessment methods of Intelligence and implement this knowledge of Psychology hence enhancing their skills to apply in real settings in their professions.
  - [PSI 240.5] Learn the basic principles, types and approaches of personality and apply this knowledge and enhancing their skills to apply in real settings in their professions.
  - [PSI 240.6] Identify individual's thinking and reasoning, problem solving and ways to enhance divergent thinking.
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
  - [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
  - [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
  - [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
  - [PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.
  - [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
  - [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.
  - [PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.
  - [PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.

**[PSO.3]. Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

**D. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who miss a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for the day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

**E. SYLLABUS**

**Motivation:** Definition, Meaning and Types of motives; need hierarchy model, Techniques of assessing motivation; **Emotions:** Nature, types and physiology of emotions. Theories of emotions; **Stress and Coping-**Definition and Nature of stress; Types and Sources of stress; Coping and stress management techniques; **Intelligence:** Meaning, Nature and Theories of Intelligence; Determinants and Measurement of Intelligence; **Personality:** Definition, Meaning and determinants of personality; Approaches to study of personality; Assessment of personality. **Thinking and Reasoning:** Mental image and concept formation; Types of thinking-Divergent and Convergent thinking, Reasoning, Judgment, problem solving, Creativity and Problem solving.

**F. REFERENCE BOOKS**

1. Ciccarelli, S.N. & White, J.N. Psychology: An exploration (5th ed.). Pearson Publications. (2017).
2. Robert A. Baron, Psychology, 3rd Edition. India: PHI. 1995).
3. Wortman & Loftus, Psychology, 4th Edition. New Delhi: McGraw Hill International (1992)
4. Morgan, K., & Schopler, W. Introduction to Psychology, 7th Edition. New Delhi: McGraw Hill. (1989)

## G. Lecture Plan:

Class Number	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing  Understanding general principles of psychology.	To acquaint and clear teacher's expectations and understand student expectations	Lecture  Interaction	-	NA
2	Discuss some general principles of psychology and introduce Motivation by citing some examples.	To ascertain the interest and recapitulate the understanding and the existing knowledge about psychology	Interaction, Discussion & Question Answer Session	CO1	In Class Quiz (Not Accounted)
3	Motivation - Definition & meaning	To acquaint the meaning and definition of motivation	Interaction, question-answer, discussion	CO1	1 <sup>st</sup> Sessional  ET Exam
4	Motivation -Types of motives	To acquaint the types of motives and need hierarchy model	Interaction. discussion	CO1	Home Assignment
5	Motivation - techniques of assessing motivation	To explain techniques of assessing motivation	Interaction, Discussion & Question Answer Session	CO1	
6	Emotion – Nature and types of emotions	To clarify the nature and types of emotions.	Interaction, Discussion & Question Answer Session	CO2	1 <sup>st</sup> Sessional  ET Exam
7	Emotions – Physiology of emotions-	To describe the physiology of emotions by learning theories of emotion	Interaction. discussion	CO2	Home Assignment
8	Emotions – James-Lange and Canon-Bard theory	To explain about the James-Lange and Canon-Bard theory	Interaction. discussion	CO2	
9	Emotions – Physiology of emotions – Schachter & Singer	To describe Schachter-Singer's theory of emotions	Interaction. discussion	CO2	
10	Stress and Coping- definition and nature of stress	To describe the nature and meaning of stress	Interaction, Discussion & Question Answer Session	CO3	1 <sup>st</sup> Sessional  ET Exam  Home Assignment
11	Stress and Coping – Types and of stress	To explain about the types of stress	Interaction, Discussion & Question Answer Session	CO3	
12	Stress and Coping – sources of stress	To clarify about the sources of stress	Interaction. discussion	CO3	1 <sup>st</sup> Sessional
13	Stress and Coping – coping and stress management techniques	To acquaint the coping techniques	Interaction. discussion	CO3	ET Exam
14	Stress and Coping – coping and stress management techniques	To introduce the stress management techniques	Interaction. discussion	CO3	Home Assignment
15	Stress and Coping - Quiz	To evaluate the knowledge of the topic	Question and answers	CO3	
<b>1st SESSIONAL</b>					

16	Intelligence – Meaning, nature and definition	To explain the meaning, nature and definitions of Intelligence	Interaction, Discussion & Question Answer Session	CO4	2 <sup>nd</sup> Sessional
17	Intelligence -Theories of Intelligence	To Introduce the theories of Intelligence: Factor theory	Interaction. discussion	CO4	ET Exam Home Assignment
18	Intelligence -Theories of Intelligence	To Introduce the theories of Intelligence: Factor theory	Interaction. discussion	CO4	2 <sup>nd</sup> Sessional
19	Intelligence - Theories of Intelligence	To Introduce the theories of Intelligence: Cognitive models	Interaction. discussion	CO4	ET Exam
	Intelligence - Theories of Intelligence	To Introduce the theories of Intelligence: Cognitive models	Interaction. discussion	CO4	Home Assignment
20	Intelligence - Theories of Intelligence	To Introduce the theories of Intelligence: Cognitive models	Interaction. discussion	CO4	
21	Intelligence - Determinants of Intelligence: Genetic & Environmental	To explain the Genetic determinants of Intelligence	Interaction. discussion	CO4	2 <sup>nd</sup> Sessional
22	Intelligence - Determinants of Intelligence: Genetic & Environmental	To explain the Environmental determinants of Intelligence	Interaction. discussion	CO4	ET Exam
23	Intelligence- Measurement of Intelligence	To explain how to measure Intelligence: Different Tests of Intelligence	Interaction. discussion	CO4	In Class Quiz (Not Accounted)
24	Intelligence - dipstick	To evaluate the understanding of the topic	Interaction. discussion	CO4	2 <sup>nd</sup> Sessional
25	Personality – Meaning and definition	To describe the meaning and definition of Personality	Interaction. discussion	CO5	ET Exam
26	Personality – Meaning and definition	To describe the meaning and definition of Personality	Interaction. discussion	CO5	
27	Personality – Determinants of personality	To explain determinants of Personality- Heredity	Interaction. discussion	CO5	2 <sup>nd</sup> Sessional
28	Personality – Determinants of personality	To explain determinants of Personality- Environmental, Situational	Interaction, Discussion & Question Answer Session	CO5	ET Exam
29	Personality – Approaches of personality	To explain the Type approaches to personality	Interaction. discussion	CO5	
30	Personality – Approaches of personality	To introduce the Trait approaches to personality	Interaction. discussion	CO5	2 <sup>nd</sup> Sessional
31	Personality – Approaches of personality	To explain Psychodynamic Approach of personality	Interaction. discussion	CO5	ET Exam
32	Personality – Approaches of personality	To introduce Neo-Freudian Approaches to personality	Interaction. discussion	CO5	
33	Personality – Approaches of personality	To explain Humanistic Approach to personality	Interaction. discussion	CO5	2 <sup>nd</sup> Sessional
34	Personality – Approaches of personality	Learning Approach to Psychology	Interaction. discussion	CO5	ET Exam
35	Personality – Approaches of personality	Biological and evolutionary approach	Interaction. discussion	CO5	In Class Quiz (Not Accounted)
36	Personality Quiz	To evaluate the knowledge of topic	Question-Answers session	CO5	
<b>2<sup>nd</sup> SESSIONAL</b>					
37	Thinking & Reasoning - Mental image and Concept formation	To describe mental image and concept formation	Interaction. discussion	CO6	
38	Thinking & Reasoning - Types of Thinking-Divergent & Convergent thinking,	To introduced types of Thinking-Divergent & Convergent thinking,	Interaction. discussion	CO6	ET Exam

39	Thinking & Reasoning - Meaning and definition of reasoning	To explain Meaning and definition of reasoning	Interaction. discussion	CO6	In Class Quiz (Not Accounted)
40	Thinking & Reasoning – Problem solving	To explain methods and obstacles of Problem Solving	Interaction. discussion	CO6	
41	Thinking & Reasoning – Creative thinking	To describe the methods and obstacles to Creative Thinking	Interaction. discussion	CO6	
42	Thinking & Reasoning - Judgement	To explain the judgement and thinking	Interaction. discussion	CO6	
43	Thinking and Reasoning – creativity and problem solving	To introduce the association between creativity and problem solving	Interaction. discussion	CO6	
44	Thinking & Reasoning – class quiz	To assess the understanding of the topic in class	Interaction. discussion	CO6	
45	Class Activity	To evaluate student’s class work	Power point presentation	-	To be accounted
46	Class Activity	To evaluate student’s class work	Power point presentation	-	
47	Class Activity	To evaluate student’s class work	Power point presentation	-	
48	Class Activity	To evaluate student’s class work	Power point presentation	-	
49	Class Activity	To evaluate student’s class work	Power point presentation	-	

**END TERM EXAM**

**H. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
[PSI240.1]	Recognize the basic principles and approaches of motivation and implement this knowledge in daily life.	2						2					
[PSI240.2]	Interpret the principles of emotions and apply these principles in their professions.		2	2									
[PSI240.3]	Comprehend the concept of stress and how to manage it using coping skills in daily life.							1					
[PSI240.4]	Know the meaning, approaches and assessment methods of Intelligence and implement this knowledge							1					
[PSI240.5]	Learn the basic principles, types and approaches of personality and apply this knowledge and enhancing their skills to apply in real settings in their professions.			2									
[PSI240.6]	Identify individual's thinking and reasoning, problem solving and ways to enhance divergent thinking.	1	1	1									

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

Department of Psychology  
Course Hand-out

Abnormal Psychology | PS1241 | 4 Credits | 3104

Session: Jan. 21 – May 21 | Faculty: Dr. Samridhi Pareek | Class: BA Subsidiary

**Introduction:** This course is offered by Dept. of Psychology as a subsidiary, targeting students who wish to acquire basic knowledge of abnormal psychology through both primary and secondary sources, and will learn relevant terms, facts, concepts, and theories. Offers in depth knowledge of various theories, and perspectives related to abnormal psychology as well learn about the various psychological disorders.

**A. Course Objectives:** At the end of the course, students will be able to

[PS1241.1] Understand the concept, characteristics, Classification, differences and Causal factors of normality and abnormality.

[PS1241.2] Learn about the nature and types of Anxiety disorders and Obsessive compulsive disorder.

[PS1241.3] Be able to describe Schizophrenia & Delusional Disorder

[PS1241.4] Describe and explain mood disorders.

[PS1241.5] Understand the aspects of Personality disorders and substance abuse.

## Program Outcomes

**PO1. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO2. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

**PO3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4. Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio- technological changes

## B. Assessment Rubrics:

Criteria	Description	Maximum Marks
	Sessional Exam I	20
	Sessional Exam II	20

Internal Assessment (Summative)	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam (Open Book)	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

### C. Syllabus

**Introduction to Abnormality:** The concept of normality and abnormality. Characteristics of abnormal behavior; Difference between normal and abnormal behavior. Classification of abnormal behavior (DSM); Causal factors of abnormal behavior; **Anxiety Disorders and OCD:** Nature and types of Anxiety disorders-Phobias and panic disorder, Obsessive-compulsive disorders, generalized anxiety disorders; **Schizophrenia & Delusional Disorder:** General symptoms, types & causes (briefly) Delusional Disorder (paranoid) Clinical picture & causes; **Mood Disorder:** Normal depression, symptoms of mild to moderate & moderate to severe mood disorder, causal factors; **Personality Disorders & Substance Abuse:** Anti-social Personality, Crime & Delinquency; Nature, types and treatment of substance abuse.

### D. Textbook:

1. Butcher, J.N., Mineka, S., & Hooley, J.M. Abnormal Psychology, 12th Edition. Allyn & Bacon, (2004)
2. Sarason, I.G., & Sarason, B.R. Abnormal Psychology: The problem of maladaptive behavior, Tenth Edition. Prentice Hall. (2002).
3. John M Neale, Gerald, C Davidson & David A.F. Haaga Exploring Abnormal psychology (6th Ed) John Wiley & Sons. (1996)

### E. Lecture Plan:

Lec No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear teachers' expectations and understand student expectations	Lecture		NA
2,3,4	Introduction & roots of Abnormality:	To understand the the concept of normality and abnormality and Characteristics of abnormal behavior and Difference between normal and abnormal behavior.	Lecture	[PS1241.1]	Through presentation
4,5	Diagnostic and statistical manual	Able to explain the Classification of abnormal behavior (DSM); Causal factors of abnormal behavior;	Lecture	[PS1241.1]	Home Assignment



6- 16	Anxiety Disorders	To Explain the Nature and types of Anxiety disorders-Phobias and panic disorder, generalized anxiety disorders;	Lecture	[PS1241.2]	Home Assignment
17,19	OCD	Describe the classification of Obsessive-compulsive disorders	Lecture	[PS1241.2]	PPT Presentation
20, 21	Schizophrenia	Learn about the introduction and brief history of schizophrenic disorder.	Lecture+ discussion	[PS1241.3]	Class quiz
22-24	Symptoms of Schizophrenia	Explain the general symptoms of schizophrenia	Lecture + Discussion	[PS1241.3]	Class Quiz
25-26	Types of schizophrenia	Comprehend the types of schizophrenia	Lecture + PPT	[PS1241.3]	Class Quiz
27-28	Delusional Disorder:	Discuss the causes Delusional Disorder (paranoid)	PPT	[PS1241.3]	Home Assignment
29-30	Clinical picture of delusional disorder	Discuss the Clinical picture pf delusional disorder	PPT	[PS1241.3]	Home Assignment
31-33	Mood Disorder	Discuss the concepts of mood, affect and feelings	Lecture	[PS1241.4]	PPT Presentation
34-37	Major depressive disorder	Describe depression, symptoms of mild to moderate & moderate to severe mood disorder	Lecture	[PS1241.4]	Home Assignment
38-40	Causal factors of depression	Recognise the causal factors of depression and mood disorders	Lecture	[PS1241.4]	Class Quiz
41-46	Personality Disorders	Comprehend the various aspects of Anti-social Personality, Crime & Delinquency.	Lecture, Activity	[PS1241.5]	Class Quiz
47-50	Substance Abuse	Describe ; Nature, types and treatment of substance abuse	Lecture, Activity	[PS1241.5]	Class Quiz
51-52	Conclusion and Course Summarization	NA	NA	NA	Class Quiz

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7
PS1241.1	Understand the concept, characteristics, Classification, differences and Causal factors of normality and abnormality.	3						2
PS1241.2	Learn about the nature and types of Anxiety disorders and Obsessive compulsive disorder.			3				2
PS1241.3	Be able to describe Schizophrenia & Delusional Disorder	2		3				2
PS1241.4	Describe and explain mood disorders.			3				
PS1241.5	Understand the aspects of Personality disorders and substance abuse.			3	2			



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

LITERARY CRITICISM | LN2201 | 4 Credits | 3 | 0 | 4

Session: Jan'21-May 21 | Faculty: Dr Keshav Nath | Class: BA ENGLISH (HONS) IV SEM

**A. Introduction:** This course is offered by the Department of Languages as a core course to the students of BA English Hons, in IV Semester. The course intends to provide a critical understanding of the developments in literary criticism from the beginning to the end of 19th century. Selected texts/critics are prescribed for detailed study whose contribution to this area constitutes a significant benchmark in each era. It also provides a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism.

**B. Course Outcomes:** At the end of the course, students will be able to

- LN2201.1** Use literary theoretical concepts to develop his/her own interpretations of literary texts.
- LN2201.2** **Acquire skills** for reading literary and cultural texts in relation to philosophical, cultural, social and historical contexts.
- LN2201.3** Analyse and review selected critical works and relate critical perspectives to the history of western ideas
- LN2201.4** Recognize and critique the argument underlying critical writings.
- LN2201.5** Write in an insightful and informed way about specific literary theoretical works.

### PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

- [PO.1]. Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
  - [PO.2]. Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
  - [PO.3]. Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
  - [PO.4]. Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
  - [PO.5]. Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.
  - [PO.6]. Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
  - [PO.7]. Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.
- [PSO.1]** **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.
  - [PSO.2]** **Understand** literary, linguistic, and/or rhetorical theories.
  - [PSO.3]** **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.
  - [PSO.4]** **Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5] Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

**C. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	MTE I (Closed Book)	20
	MTE II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Student who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

**D. SYLLABUS**

Samuel Johnson, Locke, Arnold and the Touchstone Method, Harold Bloom, T S Eliot's "Metaphysical Poets" and "Tradition and Individual Talent", Marxism, Lukacs, New Criticism, Ecocriticism, Queer Theory and LGBT Criticism.

**E. References:**

1. B Das and J M Mohanty (eds.). *Literary Criticism: A Reading*. New Delhi: OUP, 2009.
2. D. Daiches. *A Critical History of English Literature*. Vol I & II, London: The Ronald Press Company, 1960.
3. D Lodge (ed.). *Modern Criticism and Theory: A Reader*. London: Longman, 1999.
4. V S Seturaman (ed.). *Contemporary Criticism: An Anthology*. Chennai: Macmillan India, 2009.
5. V S Seturaman and S Ramswamy (eds.). *The English Critical Tradition (The Major Statements)*. New Delhi: Life & Life Publishers, 1974.

**F. Lecture Plan:**

<b>Lecture No.</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of Delivery</b>	<b>Corresponding Course Outcome</b>	<b>Mode of Assessing the Outcome</b>
1	Introduction and Course Hand-out briefing	To acquaint and clear instructor's expectations and understand student expectations	Lecture Interaction	NA	NA
2	Types of criticism and Literary theory	To ascertain the interest and recapitulate the understanding and the existing knowledge about criticism and theory	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	In Class Quiz ( Not Accounted)
3-5	Samuel Johnson	To acquire knowledge of the relationship between criticism and theory in the discipline through discussion on Life and work of Samuel Johnson and his critical opinion on various writers.	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	I Mid Tem Exam. End Term Exam
6-8	Locke	To acquire knowledge of the relationship between criticism and theory in the discipline through discussion on Life and work of Locke and his critical opinion on various writers.	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	I Mid Tem Exam. End Term Exam
9-11	Lukacs	To acquire knowledge of the relationship between criticism and theory in the discipline through discussion on Life and work Lucas and his critical opinion on various writers.	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	I Mid Tem Exam. End Term Exam
12-15	Arnold and the Touchstone Method	To acquire knowledge of the relationship between criticism and theory in the discipline through discussion on Life and work of Matthew Arnold and his critical opinion on study of poetry.	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	I Mid Tem Exam. End Term Exam
16-18	Harold Bloom	To acquire knowledge of the relationship between criticism and theory in the discipline through discussion on Life and work Bloom and his critical opinion on various writers.	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	I Mid Tem Exam. CWS-I End Term Exam
19-20	T S Eliot's "Metaphysical Poets"	To Analyse and review selected critical works and relate critical perspectives to the history of western ideas	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	I Mid Tem Exam. End Term Exam
20-23	T S Eliot's "Tradition and Individual Talent",	To Analyse and review selected critical works and relate critical perspectives to the history of western ideas	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	I Mid Tem Exam. End Term Exam
24-27	Marxism	To propose arguments that present, develop, and defend insightful claims about texts through Marxisms angle.	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	II Mid Term End Term Exam

28-32	New Criticism	To propose arguments that present, develop, and defend insightful claims about texts through principles of new criticism.	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	II Mid Term End Term Exam Assignment -I
33-40	Ecocriticism	To propose arguments that present, develop, and defend insightful claims about texts through principles of eco criticism.	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	II Mid Term CWS-II End Term Exam
41-48	Queer Theory and LGBT Criticism	To propose arguments that present, develop, and defend insightful claims about texts through principles of Queer theory and LGBT Criticism.	Interaction, Discussion & Question Answer Session	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	II Mid Term End Term Exam Assignment -II
49-52	Revision	Revision based on assessment.	Interaction, Discussion	LN2201.1 LN2201.2 LN2201.3 LN2201.4 LN2201.5	End Term Exam

**G. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
LN2201.1	Use literary theoretical concepts to develop his/her own interpretations of literary texts.	3		1					2				
LN2201.2	Acquire skills for reading literary and cultural texts in relation to philosophical, cultural, social and historical contexts.	1		3		1		1		2			
LN2201.3	Analyse and review selected critical works and relate critical perspectives to the history of western ideas	1					1		1				
LN2201.4	Recognize and critique the argument underlying critical writings.	1			1	1		3			3		
LN2201.5	Write in an insightful and informed way about specific literary theoretical works.	1	1							1		3	

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

# MANIPAL UNIVERSITY JAIPUR

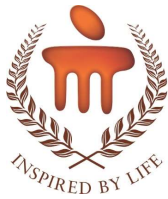
School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

American Poetry | LN2202 | 4 Credits | 3 | 0 | 4

Session: Jan 21-May 21 | Faculty: Dr Arun Dev Pareek | Class: BA (Hons) English Sem-IV



**A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA (Hons) English in Semester-IV. The course offers an in-depth knowledge of American Poetry.

**B. Course Outcomes:** At the end of the course, students will be able to

[LN2202.1] Recall the philosophical, social and cultural milieu of the different periods in the history of American poetry.

[LN2202.2] Describe, appreciate, and analyze the poems critically to improve reading and writing skills.

[LN2202.3] Acquire knowledge of how to compose poems (creative base) for employability.

[LN2202.4] Analyze, identify and interpret the mood and emotions expressed in the poems.

[LN2202.5] Recognize the structures, features, and poetic devices used in the poems.

### C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

[PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

[PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

[PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

[PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

[PO.5]. **Ethics:** Recognize the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.

[PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

[PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

[PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

[PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.



**[PSO.3]. Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

**D. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Mid Term I (Closed Book)	20
	Mid Term II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
Total		100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Student who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

**E. Syllabus:**

**An Introduction to American Poetry, its development and major American poets;**

**W. Whitman:** "1861", "A Child Said What is the Grass"; **R. Frost:** "Stopping by Woods on a Snowy Evening", "Mending Wall"; **R W Emerson:** "The Forerunners"; **E. Dickinson:** "Because I Could Not Stop for Death", "I Felt a Funeral, In My Brain"; **H. W. Longfellow:** "The Slave's Dream"; **J.C. Ransom:** "Conrad in Twilight"; **W C Williams:** "Portrait of a Lady"; **S. Plath:** "A Life", "Barren Woman"; **Anne Sexton:** "All My Pretty Ones"; **Adrienne Rich:** "A Valediction Forbidding Mourning", "Women"; **Langston Hughes:** "Theme For English B", "Mother to Son"; **Jeannette Armstrong:** "History Lesson."

**F. References:**

- Anderson, Kim. "Reclaiming Native Space in Literature / Breaking New Ground: An Interview with Jeannette Armstrong". West Coast Line, 1997.
- Beach, C. (ed.). *The Cambridge Introduction to Twentieth-Century American Poetry*. Cambridge: Cambridge UP, 2003.
- Faggen, R. (ed.). *The Cambridge Companion to Robert Frost*. Cambridge UP, 2001.
- Ford, B. (ed.). *Pelican Guide to American Literature* Vol. IX. Penguin P, 1960.
- Gill, J. (ed.). *The Cambridge Companion to Sylvia Plath*. Cambridge UP, 2006.
- Greenspan, E. (ed.). *The Cambridge Companion to Walt Whitman*. Cambridge UP, 1995.
- Larson, K. (ed.). *The Cambridge Companion to Nineteenth-Century American Poetry*. Cambridge UP, 2011.
- Martin, W. (ed.). *The Cambridge Companion to Emily Dickinson*. Cambridge UP, 2002.
- The Collected Poems of Langston Hughes*. Knopf, 1994.

G. Lecture Plan:

L No.	Topics	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear the teacher's expectation and understand the students' expectations	Lecture	NA	NA
2-3	<b>An Introduction to American Poetry, its development and major American poets;</b>	To give knowledge and introduce different themes of American poetry	Lecture & discussion	LN2202.1	Mid Term I End Term
4-10	<b>W. Whitman:</b> "1861", "A Child Said What is the Grass";	To explain and analyze Whitman's poems	Lecture & discussion	LN2202.2 LN2202.4	Mid Term I End Term
11-14	<b>R. Frost:</b> "Stopping by Woods on a Snowy Evening", "Mending Wall";	To analyze poems of Frost	Lecture & discussion	LN2202.2 LN2202.4	Mid Term I End Term
15	<b>R W Emerson:</b> "The Forerunners";	To discuss Emerson's approach in the poem	Lecture & discussion	LN2202.2 LN2202.3	Mid Term I End Term
16-19	<b>E. Dickinson:</b> "Because I Could Not Stop for Death", "I Felt a Funeral, In My Brain";	To discuss and explain Dickinson's poems and the themes	Lecture & discussion	LN2202.2 LN2202.4 LN2202.5	Mid Term II End Term
20-22	<b>H. W. Longfellow:</b> "The Slave's Dream";	To discuss Longfellow's poems	Lecture & discussion	LN2202.2 LN2202.4 LN2202.5	Mid Term II End Term
23-24	<b>J.C. Ransom:</b> "Conrad in Twilight";	To discuss the poem of Ransom	Lecture & discussion	LN2202.2 LN2202.4 LN2202.5	Mid Term II End Term
25-28	<b>W C Williams:</b> "Portrait of a Lady";	To analyze and interpret the poem of Williams	Lecture & discussion	LN2202.2 LN2202.4 LN2202.5	Mid Term II End Term
29-34	<b>S. Plath:</b> "A Life", "Barren Woman";	To analyze and interpret poem of Plath	Lecture & discussion	LN2202.2 LN2202.4 LN2202.5	Mid Term II End Term
35-38	<b>Anne Sexton:</b> "All My Pretty Ones";	To explain and analyze Sexton's poem	Lecture & discussion	LN2202.2 LN2202.4 LN2202.5	Mid Term II End Term
39-43	<b>Adrienne Rich:</b> "A Valediction Forbidding Mourning", "Women";	To explain and analyze Rich's poem	Lecture & discussion	LN2202.2 LN2202.4 LN2202.5	Mid Term II End Term
44-48	<b>Langston Hughes:</b> "Theme For English B", "Mother to Son";	To critically analyse and interpret the poem	Lecture & discussion	LN2202.2 LN2202.3 LN2202.5	Mid Term II End Term
49-50	<b>Jeannette Armstrong:</b> "History Lesson."	To critically analyse and interpret the poem	Lecture & discussion	LN2202.2 LN2202.3 LN2202.5	Mid Term II End Term
51-52	Revision/ Classes for Slow Learners	–	Revision, Activity & Presentation	NA	NA

**H. Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs) and Program Specific Outcomes (PSOs)												
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
LN2202.1	Recall the philosophical, social and cultural milieu of the different periods in the history of American poetry.	1		2				1	1	2				
LN2202.2	Describe, appreciate, and analyze the poems critically to improve reading and writing skills.	2	3			1	1			1	3	1		
LN2202.3	Acquire knowledge of how to compose poems (creative base) for employability.	1	1					2				2		
LN2202.4	Analyze, identify and interpret the mood and emotions expressed in the poems.	3	2		1	2		1	1		2	2		
LN2202.5	Recognize the structures, features, and poetic devices used in the poems.		1					1		1		1		

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

Indian English Prose and Fiction | LN2203| 4 Credits | 3 1 0 4

Session: Jan 21-May 21| Faculty: Dr. Rabindra Kumar Verma| Class: BA (HONS) ENGLISH IV SEM

- A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA English (Hons) semester-IV. The course offers in-depth knowledge of Indian Writing in English and covers both prose and fiction writing. Student must have the ability to understand, appreciate, and respect the social diversity in India derived from the representation of points-of-view in literary texts.
- B. Course Outcomes:** At the end of the course, students will be able to:
- [LN 2203.1] Evaluate course material with specific reference to cultural and political developments in India's colonial and post-colonial history.
  - [LN 2203.2] Understand the varieties of social and literary provocation at work in the texts prescribed and at the same time.
  - [LN 2203.3] Explore the changes in style, themes, and its ideologies in the contemporary Indian English Writings.
  - [LN 2203.4] Recognise linguistic vitality of Indian English Writings and enhance **employability skills**.
  - [LN 2203.5] Articulate history of Indian literature in English and native dialects.
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
  - [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
  - [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
  - [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
  - [PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.
  - [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
  - [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.
- [PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.
  - [PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.
  - [PSO.3]. **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.
  - [PSO.4]. **Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.
  - [PSO.5]. **Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who miss a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

**Introduction to Indian Novels in English, its development and various themes; R.K. Narayan:** “The Gateman’s Gift”; **R. Tagore:** “Living or Dead”; **K. Daruwalla:** “Suddenly the Tree”; **M. K. Gandhi:** “Fearlessness”; **J.L. Nehru:** “Animals in Prison”; **B R Ambedkar:** “Castes in India”; **S. Radhakrishnan:** “The Gandhian Outlook”; **M Anand:** *Untouchable*. **Shashi Deshpande:** *The Dark Holds no Terrors*.

#### References:

1. C. J. George. *Mulkraj Anand: His Art and Concerns*. New Delhi: Atlantic Publishers, 1994.
2. H.S. Komalesha. *Issues of Identity in Indian English Fiction: A close Reading of Canonical Indian English Novels*. Germany: Peter Lang Publication Inc. 2008.
3. K. Chaudhary and S. Chawla. *Indian Voices: A course in English Literature and Language*. Ed. Hyderabad: Orient Black Swan, 2008.
4. K.R. Srinivas Iyengar. *Indian Writing in English*. New Delhi: Sterling Publishers Private Limited, 1985.
5. Kurian. *Texts and Their Worlds - I Literature of India: An Introduction*. Chennai: Foundation Books, 2005.
6. M Anand. *Untouchables*. Penguin: Penguin, 2000.
7. M. K. Naik. *Perspectives on Indian Fiction in English*. New Delhi: Abhinav Publications, 1985.
8. M. Mukherjee. *Twice Born Fiction*. New Delhi: Pencraft International. 2001.
9. M.K. Naik. *A History of Indian English Literature*. New Delhi:Sahitya Akademi, 1992.
10. M.K. Naik. *Indian English Fiction*. New Delhi: Pancraft International, 2009.
11. R.S. Pathak. Ed., *Indian Fiction in English: Problems and Promises*. New Delhi: Northern Book Centre, 1990
12. S Deshpande. *The Dark Holds no Terrors*. Penguin India,2000.
13. T. M. J. Indramohan. *The Novels of Mulkraj Anand: A New Critical Spectrum*. New Delhi: Atlantic Publishers, 2005.
14. U. Bande and K. Gopal. *The Pointed Vision: An Anthology of Short Stories*. Oxford: Oxford UP, 2004.

#### F. Lecture Plan:

Class Number	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction to Indian English Prose and Fiction	To acquaint learners with the major developments in Indian English Prose and Fiction	Lecture	LN2203.1 LN2203.2 LN2203.3 LN2203.4 LN2203.5	Discussion
2 & 3	Introduction to Indian Novels in English, its development and various themes	To recall learners’ understanding of Indian Novels in English, its development and various themes	Lecture & PPT	LN2203.2 LN2203.5	Tutorial

4-7	R.K. Narayan's "The Gateman's Gift"	To analyse, describe, and contextualize the essay and articulate critical insights	Lecture & ICT	LN2203.3 LN2203.4	Class Test
8 & 10	R. Tagore's "Living or Dead"	To critically analyse the text	Lecture	LN2203.3 LN2203.5	Discussion
11 & 13	K Daruwalla's "Suddenly the Tree"	To understand the Indian sensibility	Lecture & PPT	LN2203.2 LN2203.3 LN2203.5	Tutorial
14 & 18	M K Gandhi's "Fearlessness"	To analyse and formulate critical opinions	Lecture & ICT	LN2203.1 LN2203.4	Assignment
19-24	J L Nehru's "Animals in Prison"	To analyse, describe, and contextualize the text	Lecture & Discussion	LN2203.1 LN2203.4 LN2203.5	Tutorial

**FIRST SESSIONAL EXAM**

25-29	B R Ambedkar's "Castes in India"	To critically analyse the text	Lecture & ICT	LN2203.3	Assignment
30-33	S Radhakrishnan's "The Gandhian Outlook"	To understand and critically analyse the text	Lecture & Interaction	LN2203.5	Tutorial
34-43	M Anand's <i>Untouchable</i>	To analyse, describe, contextualize and critically analyse the text	Lecture & PPT	LN2203.1 LN2203.2 LN2203.3 LN2203.4 LN2203.5	Class Test Tutorial Assignment Sessional

**SECOND SESSIONAL EXAM**

43-54	Shashi Deshpande's <i>The Dark Holds no Terrors.</i>	To analyse, describe, contextualize and critically analyse the text	Lecture	LN2203.1 LN2203.2 LN2203.3 LN2203.4 LN2203.5	Class Test Tutorial Assignment End Term
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**END TERM EXAM**

**H. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
[LN2203.1]	Evaluate course material with specific reference to cultural and political developments in India's colonial and post-colonial history.												
[LN2203.2]	Understand the varieties of social and literary provocation at work in the texts prescribed and at the same time.												
[LN2203.3]	Explore the changes in style, themes, and its ideologies in the contemporary Indian English Writings.												
[LN2203.4]	Recognise linguistic vitality of Indian English Writings and enhance employability skills.												
[LN2203.5]	Articulate history of Indian literature in English and native dialects.												

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



**MANIPAL UNIVERSITY JAIPUR**  
School of Humanities and Social Sciences  
**DEPARTMENT OF LANGUAGES**  
Course Hand-out

**WOMEN'S WRITING IN ENGLISH | LN2204 | 4 Credits | 3 1 0 4**

Session: Feb. 2021 – May 2021 | Faculty: Dr Yashoda Verma | Class: BA English Hons. IV Semester

**A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA English Hons, in IV<sup>th</sup> Semester. This course is a genre-based introduction to English prose and fiction. Some representative texts have been analysed to highlight some of the characteristics of prose fiction. The texts were also chosen to reflect the different types of prose fiction, to highlight the different forms and techniques found within these major genres.

**B. Course Outcomes:** At the end of the course, students will be able to

[LN2204.1] Comprehend texts in relation to their historical and cultural contexts, and to become more aware of themselves as situated historically and culturally.

[LN2204.2] Develop an appreciation of how the formal elements of language and genre shape meaning.

[LN2204.3] Analyze and explain how different types of prose convey stories or meanings.

[LN2204.4] Articulate their own interpretations with an awareness and curiosity for other perspectives to augment employability.

[LN2204.5] Compare and contrast literary devices, styles, etc. employed by writers across various ages and genres of English prose and fiction.

**C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

[PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

[PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

[PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

[PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

[PO.5]. **Ethics:** Recognize the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.

[PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and research, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

[PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programs, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.



**[PSO.1]. Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

**[PSO.2]. Understand** literary, linguistic, and/or rhetorical theories.

**[PSO.3]. Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions, and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who miss a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

## E. SYLLABUS

### LN2204: WOMEN'S WRITING IN ENGLISH [3 1 0 4]

**Background:** Sex and Gender; Women's Liberation Movement; Feminism; Antifeminism; Gender; Gynocriticism; Androgyny, Misogyny; Male chauvinism; Patriarchy, Space and Choice; Empowerment of Women, **Elizabeth Barret Browning:** "Mother and Poet"; **Elizabeth Gaskell:** *Cranford*; **Anne Tyler:** *Breathing Lessons*; **Sylvia Plath:** "Lady Lazarus", "Daddy", **Shashi Deshpande:** *That Long Silence*; **Imtiaz Dharkar:** "Choice"; "Prayer"

#### References:

1. De Souza, Alfred. Ed.. *Women in Contemporary India*. Ed. Ajanta, 2007.
2. Desai, Neera and Maithrey Krishnaraj. *Women and Society in India*. Ajanta, 2007.
3. Jain, Devaki and Pam Rajput. *Narratives from the Women's Studies Family: Recreating Knowledge*. Sage, 1992.
4. John, Mary. Ed. *Women's Studies in India: A Reader*. Penguin, 2008.
5. Khullar, Mala. Ed. *Writing the Women's Movement: A Reader*. Zubaan, 2005.
6. [Kramarae, C.](#) & [P. A. Treichler](#). *A Feminist Dictionary*. Illinois: University of Illinois P, 2016.
7. Nanda, B.R. *Indian Women: From Purdah to Modernity*. Vikas, 1996.
8. *Programme of Women's Studies*. ICSSR, 1977.
9. Ruthven, K.K. *Feminist Literary Studies: An Introduction*. Cambridge U P. 1990.
10. Tharu, S. & K Lalita. *Women's Writing in India Vol-II: The Twentieth Century*. Feminist P, 1993.
11. Walters, M. *Feminism: A Very Short Introduction*. Oxford UP, 2015.

## F. Lecture Plan:

Class NO.	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing syllabus, exam scheme etc.	To acquaint and clear teachers' expectations and understand student expectations	Lecture & Interaction	NA	NA
2	Background:	Sex and Gender	Lecture & Interaction	CO1	NA
3-7	Background:	Sex and Gender, Antifeminism, Gender, Gynocriticism	Lecture & Interaction	CO1	NA
9-15	Elizabeth Barret Browning: "Mother and Poet";	To comprehend poem as literary genre	Lecture & Interaction	CO1, CO2	MTE I, End Term Exam, Home Assignment
16-26	Elizabeth Gaskell: <i>Cranford</i>	To comprehend novel and literary genre	Lecture & Interaction	CO2, CO3	MTE I, ETE, Assignment
27-30	Anne Tyler: <i>Breathing</i>	To comprehend novel and its importance	Lecture	CO3	MTE II, End Term Exam, Home

	<i>Lessons</i>		& Interaction		Assignment
31-35	Sylvia Plath: "Lady Lazarus", "Daddy"	To understand poetry of women writers	Lecture & Interaction	CO4, CO5	MTE II, End Term Exam, Home Assignment
36-46	Shashi Deshpande: <i>That Long Silence</i>	To understand novel as literary genre	Lecture & Interaction	CO3, CO5	MTE II, End Term Exam, Home Assignment
47-50	Imtiaz Dharkar: "Choice"; "Prayer"	To understand and interpret poetry	Lecture & Interaction	CO4	End Term Exam, Home Assignment
51-52	Revision and Discussion	Revision and Discussion	Revision and Discussion	NA	NA

**G. Course Articulation Matrix: (Mapping of COs with POs & PSOs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
LN2204.1	Understand texts in relation to their historical and cultural contexts, and to become more aware of themselves as situated historically and culturally.							1	2				
LN2204.2	Develop an appreciation of how the formal elements of language and genre shape meaning.	3		1				1	1			1	
LN2204.3	Analyze and explain how different types of prose convey stories or meanings.		1				1				1	2	
LN2204.4	Articulate their own interpretations with an awareness and curiosity for other perspectives to augment employability.	2	1 - L o w	1			1				1		
LN2204.5	Compare and contrast literary devices, styles, etc. employed by writers across various ages and genres of English prose and fiction.		C o				1					2	

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



### A. Introduction:

Introduction to the Course: Nurturing its plural and diverse traditions, emergent India is engaged in an act of constant and ongoing cultural translation and interpretation. The course examines a selection of texts from a variety of Indian languages available in English translation. The translated texts will be studied with reference to issues of resistance and representation. This course is offered by the Department of Languages as a core course to the students of BA English (Hons).

**B. Course Outcomes:** At the end of the course, students will be able to

[LN2205.1] Explore the wide variety of Indian literature available in translation

[LN2205.2] Understand issues of identity, tradition, modernity, gender, the rural and the urban, the private and the public, et

[LN2205.3] Orient students with subcultural variations in translated works.

[LN2205.4] Enhance their **employability skills** by evaluating treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations.

[LN2205.5] Develop writing **skills** by analyzing the selected literary texts and make critical interpretations

### B. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

[PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

[PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

[PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

[PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

[PO.5]. **Ethics:** Recognize the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.

[PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

[PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

[PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

[PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.

[PSO.3]. **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

[PSO.4]. **Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

[PSO.5]. **Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

### C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Closed Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

### D. Syllabus:

Stories: Munshi Premchand 'The Shroud', Ismat Chughtai 'The Quilt', Fakir Mohan Senapati 'Rebati'; Poetry: Rabindranath Tagore 'Light, Oh Where is the Light?' (Gitanjali XXVII) and 'When my play was with thee' (Gitanjali XCVII), G.M. Muktibodh 'The Void', Amrita Pritam 'I say unto Waris Shah', Thangjam Ibopishak Singh 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans'; Novel: Jainendra Kumar Tyagatra; Drama: Dharamveer Bharati Andha Yug.

### References:

1. Bharati, Dharamveer. Andha Yug. tr. Alok Bhalla, Oxford UP, 2009.
2. Chughtai, Ismat. 'The Quilt', in Lifting the Veil: Selected Writings of Ismat Chughtai. tr. M. Assaduddin, Penguin Books, 2009.
3. Kapoor, Kapil. "Philosophy of Translation" Translation and Multilingualism: Post-Colonial Contexts, ed. Shantha Ramakrishna, Penecraft International, 1997.
4. Kumar, Jainendra. Tyagatra, Trans. By Sachchidananda Vatsyayan Agyeya. Hind Pocket Books, 1980.
5. Mukherjee, Sujit. 'A Link Literature for India', in Translation as Discovery, Orient Longman, 1994.
6. Muktibodh, G.M. 'The Void', tr. Vinay Dharwadker, in The Oxford Anthology of Modern Indian Poetry. ed. Vinay Dharwadker and A.K. Ramanujam, Oxford UP, 2000.

7. Premchand, 'The Shroud', in Penguin Book of Classic Urdu Stories. ed. M. Assaduddin, Penguin/Viking, 2006.
8. Pritam, Amrita. 'I Say Unto Waris Shah', tr. N.S. Tasneem in Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems, ed. K.M. George. Vol. 3, Sahitya Akademi, 1992.
9. Senapati, Fakir Mohan. 'Rebati', tr. Kishori Charan Das, in Oriya Stories. ed. Vidya Das, Srishti Publishers, 2000.
10. Singh, Thangjam Ibopishak. 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans'. tr. Robin S. Ngangom, in The Anthology of Contemporary Poetry from the Northeast. NEHU Shillong, 2003.
11. Symphony, Edited by Forum for English Studies, Department of English, Assam University, Cambridge UP, 2010.
12. Tagore, Rabindra Nath. "Light, Oh Where is the Light?" and "When My Play was with thee". in Gitanjali: A New Translation with an Introduction by William Radice. Penguin India, 2011.

#### E. Lecture Plan:

Class Number	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear teacher's expectations and understand student expectations	Interaction	NA	NA
2	Introduction to Modern Indian Literature in English Translation	To give knowledge about Modern Indian Literature in English Translation	Lecture & Discussion	LN2205.1 LN2205.2 LN2205.3 LN2205.4 LN2205.5	Assignment/Sessionals, End Term Exam
3	Various Perspectives Modern Indian Literature in English Translation	To give knowledge about Modern Indian Literature in English Translation	Lecture & Discussion	LN2205.1 LN2205.2 LN2205.3 LN2205.4 LN2205.5	Assignment/Sessionals, End Term Exam
4-6	Munshi Premchand 'The Shroud'	To explain Premchand's themes and his stories, Critical analysis and discussion of the story	Lecture & Discussion	LN2205.1 LN2205.2 LN2205.3 LN2205.4 LN2205.5	Assignment/Sessionals, End Term Exam
7-9	Ismat Chughtai 'The Quilt'	To explain Chughtai's themes and her stories, Critical analysis and discussion of the story	Lecture & Discussion	LN2205.1 LN2205.2 LN2205.3 LN2205.4 LN2205.5	Assignment/Sessionals, End Term Exam
10-12	Fakir Mohan Senapati 'Rebati'	To explain Senapati's themes and his stories, Critical analysis and discussion of the story	Lecture & Discussion	LN2205.1 LN2205.2 LN2205.3 LN2205.4 LN2205.5	Assignment/Sessionals, End Term Exam
13-17	Rabindranath Tagore 'Light, Oh Where is the Light?' (Gitanjali XXVII) and	To explain Tagore's themes and his poetry, Critical analysis and discussion of Tagore's Poetry	Lecture & Discussion	LN2205.1 LN2205.2 LN2205.3 LN2205.4	Assignment/Sessionals, End

	'When my play was with thee'(Gitanjali XCVII			LN2205.5	Term Exam
18-20	G.M. Muktibodh 'The Void'	To explain Muktibdh's themes and his poetry, Critical analysis and discussion of Muktibdh's Poetry	Lecture & Discussion	LN2205.1 LN2205.2 LN2205.3 LN2205.4 LN2205.5	Assignment/Sessionals, End Term Exam
21-22	Amrita Pritam 'I say unto Waris Shah'	To explain Pritam's themes and her poetry, Critical analysis and discussion of Pritam's Poetry	Lecture & Discussion	LN2205.1 LN2205.2 LN2205.3 LN2205.4 LN2205.5	Assignment/Sessionals, End Term Exam
23-28	Thangjam Ibopishak Singh 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans';	To explain Singh's themes and his poetry, Critical analysis and discussion of Singh's Poetry	Lecture & Discussion	LN2205.1 LN2205.2 LN2205.3 LN2205.4 LN2205.5	Assignment/Sessionals, End Term Exam
29-39	Jainendra Kumar Tyagpatra	To explain Kumar's themes and his works, Critical analysis and discussion of Kumar's novel	Lecture & Discussion	LN2205.1 LN2205.2 LN2205.3 LN2205.4 LN2205.5	Assignment/Sessionals, End Term Exam
40-50	Dharamveer Bharati Andha Yug.	To explain Bharti's themes and his works, Critical analysis and discussion of Bharti's drama	Lecture & Discussion	LN2205.1 LN2205.2 LN2205.3 LN2205.4 LN2205.5	Assignment/Sessionals, End Term Exam
51-52	<b>Revision</b>				

#### F. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
LN2205.1	Explore the wide variety of Indian literature available in translation	1	2						3	2			
LN2205.2	Understand issues of identity, tradition, modernity, gender, the rural and the urban, the private and the public, et	3		2	1		2	1		2			
LN2205.3	Orient students with subcultural variations in translated works.			2				2		2	1		



<b>LN2205.4</b>	Enhance their employability skills by evaluating treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations.	<b>3</b>		<b>2</b>				<b>2</b>	<b>3</b>	<b>2</b>			
<b>LN2205.5</b>	Develop writing skills by analyzing the selected literary texts and make critical interpretations	<b>3</b>	<b>1</b>					<b>2</b>		<b>2</b>	<b>2</b>	<b>1</b>	

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



## MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts  
Course Hand-out

Public Administration in India with special reference to Local Self-Government| AT2256 | 4 Credits | 3104

Session: Jan-May 2021 | Faculty: Dr Aditi Priya| Class: B.A. (Subsi)

### A. Introduction

Indian Public Administration is a dynamic area of study. It covers all those events and activities which involve the Governments and Politics of India.

**B. COURSE OUTCOMES:** At the end of the course, the students will be able to-

[AT2256.1] To understand the form and substance of Indian Administration.

[AT2256.2] Acquaint with the functioning of the Indian administration, at central and state levels and the responses of these systems in addressing the concerns of the people.

[AT2256.3] Acquaint with India's development experience and changing role of administration.

[AT2256.4] Acquaint the learner with the required knowledge of administrative science and government in action and the contemporary issues in public affairs management

[AT2256.5] To render students professionally capable for administrative services, higher education or research in think tanks and organisations

### C. PROGRAM OUTCOMES

**[PO.1] 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.

**[PO.2] 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.

**[PO.3] Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusion in group settings.

**[PO.4] 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.

**[PO.5] Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**[PO.6] Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7] Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

Indian Constitution, Central Administration : President, Prime Minister, Council of Ministers, Cabinet, PMO, U.P.S.C., Elections, Finance Commission, Neeti Aayog, Control : Legislative, CAG, Judicial, State Administration : Governor, Chief Minister, Council of Ministers, State Secretariat, R.P.S.C., District Administration : Meaning, Evolution and functions, Rural Local Bodies with special reference to the 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment , Zila Parishad, Samiti, Gram Panchayat and Gram Sabha, Urban Local Bodies : Municipal Corporation, Municipal Council and Committees; Election Commission and Finance Commission at local level; Administrative reforms: Lok Pal and Lok Ayukta

## F. References

Books :

1. Arora, Ramesh K. (2012), *Indian Public Administration: Institutions and Issues*, 3<sup>rd</sup> Edition, New Age International Publishers : New Delhi.
2. Sharma, P.D. and B.M. Sharma (2009) , *Indian Administration : Retrospect and Prospect*, Rawat Publications : New Delhi
3. Khera, S.S. (1964) *District Administration in India*, Asia Publishing House : New Delhi
4. Singh, Hoshiar and Mohinder Singh (1989) *Public Administration in India: Theory and Practice*, New Delhi: Sterling Publishers Private Ltd.
5. Avasthi A. (1980) *Central Administration*, New Delhi: Tata Mc graw Hill.
6. Jain, R.B. (1980) *District Administration*, Mussoorie : Indian Institute of Public Administration.
7. Puri, K.K. (1985) *Local Government in India*, Jalandhar : Bharat Prakashan.
8. Jain, S.P. (ed.) (1995) *Panchayati Raj Institutions in India: An Appraisal*, Hyderabad: NIRD.
9. Prasad , Ram Narayan (2002) , *Governance of India : Issues and Perspectives*, Aizawl : North Eastern Hill University
10. Puri, K.K.( 2006) *Indian Administration*, Jalandhar : Bharat Prakashan.

Journals :

1. *Public Administration*, London.
2. *Indian Journal of Public Administration*, Indian Institute of Public Administration, New Delhi.
3. *Prashasnaika*, Rajasthan Institute of Public Administration, Jaipur.

## G. Lecture Plan

Lec. No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction of the paper	Introduction of the paper	Lecture		Quiz of previous class, Mid Term I, End Term Examinations
2	Constitutional Framework	Constitutional Framework	Lecture	1610.1	Quiz of previous

					class, Mid Term I, End Term Examinations
3,4	President	President	Lecture	1610.1	Quiz of previous class, Mid Term I, End Term Examinations
5,6	Prime Minister	Prime Minister	Presentations	1610.1	Quiz of previous class, Mid Term I, End Term Examinations
7,8	Council of Ministers	Council of Ministers	Lecture	1610.2	Quiz of previous class, Mid Term I, End Term Examinations
9	PMO	PMO	Lecture	1610.2	Quiz of previous class, Mid Term I, End Term Examinations
10	UPSC	UPSC	Lecture	1610.2	Quiz of previous class, Mid Term I, End Term Examinations
11	Elections	Elections	Presentation	1610.2	Quiz of previous class, Mid Term I, End Term Examinations
12	Finance Commission	Finance Commission	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations

13	NITI Aayog	NITI Aayog	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
14	Legislative Control	Legislative Control	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
15,16	CAG	CAG	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
17	Judicial Control	Judicial Control	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
18	Governor	Governor	Presentation	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
19	Chief Minister	Chief Minister	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
20	Council of Ministers	Council of Ministers	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
21	State Secretariat	State Secretariat	Lecture	1610.2	Student Recap of previous class, Mid Term

					Examination II
22	RPSC	RPSC	Lecture	1610.2	Student Recap of previous class, Mid Term Examination II
23	Meaning and evolution of District Administration	Meaning and evolution of District Administration	Lecture and case illustrations	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
24	Functions of District Administration	Functions of District Administration	Lecture	1610.2	Quiz of previous class, End Term Examinations
25	73rd and 74th Amendments	73rd and 74th Amendments	Presentation	1610.2	Quiz of previous class, End Term Examinations
26	Panchayati Raj	Panchayati Raj	Lecture	1610.2	Quiz of previous class, End Term Examinations
27	Organs of Panchayati Raj	Organs of Panchayati Raj	Lecture	1610.2	Quiz of previous class, End Term Examinations
28	Organs of Panchayati Raj	Organs of Panchayati Raj	Lecture	1610.2	Quiz of previous class, End Term Examinations
29	Municipal Corporation	Municipal Corporation	Lecture	1610.2	Quiz of previous class, End Term Examinations
30	PPTs for assessment	PPTs for assessment	Lecture	1610.3	Quiz of previous

					class, End Term Examinations
31	PPTs for assessment	PPTs for assessment	Lecture	1610.3	Quiz of previous class, End Term Examinations
32	PPTs for assessment	PPTs for assessment	presentations	1610.3	Quiz of previous class, End Term Examinations
33	PPTs for assessment	PPTs for assessment	Lecture	1610.3	Quiz of previous class, End Term Examinations
34	PPTs for assessment	PPTs for assessment	Lecture	1610.3	Quiz of previous class, End Term Examinations
35	Municipal Council	Municipal Council	Lecture	1610.3	Quiz of previous class, End Term Examinations
36	Municipal Committees	Municipal Committees	Presentation	1610.3	Quiz of previous class, End Term Examinations
37	Election Commission at Local Level	Election Commission at Local Level	Lecture	1610.3	Quiz of previous class, End Term Examinations
38	Finance Commission at local level	Finance Commission at local level	Lecture	1610.3	Quiz of previous class, Mid Term I, End Term Examinations
39	Administrative	Administrative	Lecture	1610.3	Quiz of



	Reforms	Reforms			previous class, Mid Term I, End Term Examinations
40	Administrative Reforms	Administrative Reforms	Lecture	1610.3	Quiz of previous class, Mid Term I, End Term Examinations
41	Committees on Administrative Reforms	Committees on Administrative Reforms	Lecture	1610.3	Quiz of previous class, Mid Term I, End Term Examinations
42	Lokpal in India	Lokpal in India	Lecture	1610.3	Quiz of previous class, Mid Term I, End Term Examinations
43	Functions OF Lokpal	Functions OF Lokpal	Presentation	1610.3	Quiz of previous class, Mid Term I, End Term Examinations
44	Lokayukta in India	Lokayukta in India	Lecture	1610.4 and 1610.5	Quiz of previous class, Mid Term I, End Term Examinations
45	Functions of Lokayukta	Functions of Lokayukta	Lecture	1610.4 and 1610.5	Quiz of previous class, Mid Term I, End Term Examinations
46	working of Indian Administration	working of Indian Administration	Lecture	1610.4 and 1610.5	Quiz of previous class, Mid Term II, End Term Examination



AT2256.1	To enlighten students about the International System along with its components and features, past and present	2			1			
AT2256.2	To study the evolution of the system since the World Wars, till now.	1						
AT2256.3	To understand the Foreign Policy of India.	1			3			
AT2256.4	To capacitate students with a basic yet comprehensive understanding of International Affairs so that they develop the analytical capacity to appreciate and ascertain the global dynamics in which they exist.	2			1			
AT2256.5	To render students professionally capable for administrative services, higher education or research in think tanks and organisations	1			1	1	1	

**1 Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**





# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts

Course Hand-out

Sociology of Social Stratification in India | AT 2266| 4 Credits | [3104]

Session: Jan-May 2021 | Faculty: Mr Ramjit Kumar| Class: B.A. Subsidiary

**A. Introduction:** The course aims to illustrate the understanding social stratification and study the different types of stratification and discrimination prevalent in Indian society.

**B. Course Outcomes:** At the end of the course, students will be able to

- 2266.1.** Understand the central debates about social stratification.
- 2266.2.** Understand the social impediments and facilitators to social mobility.
- 2266.3.** Explain how different elements of Indian social structure shape stratification in Indian society.
- 2266.4.** Develops the skill to scientifically study social development, conduct impact assessment of reformatory policies on the social structure in a professional manner devoid of biases.

## C. Program Outcomes and Program Specific Outcomes

**[PO.1].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

**[PO.2].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

**[PO.3].Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings

**[PO.4].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

**[PO.5].Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them

**[PO.6].Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7].Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

**[PSO.1].** Apply design, critical, and mathematical thinking in communication, real life issues and in problem solving.

**[PSO.2].** Recognize and understand basics of empirical research, economics, psychology, social sphere and heritage.

**[PSO.3].** Develop listening, speaking, creative writing, designing, artistic, theatrical, musical, dancing and concentration skills.

**[PSO.4].** Demonstrate knowledge of international and intercultural relations, law and society, holistic fitness, and film appreciation.

#### **D. Assessment Rubrics:**

<b>Criteria</b>	<b>Description</b>	<b>Maximum Marks</b>
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### **E. Syllabus**

Introduction: Systems and Forms of Stratification; Key Concepts: Equity, Equality, and Justice; Theories and Forms of Stratification: Caste- Origin, Theories of Caste System, Changing nature of Caste in contemporary India. Empirical studies on Caste including in the labour market etc. SC/ST/OBC/Denotified Tribes; Class- Concept, Theories, concept of Class in India; Gender and Stratification: Concepts such as Patriarchy; Gender Inequalities in the Labour Market, Caste and its interaction with Gender.

#### **F. References:**

Ambedkar, B.R. (1916). *Castes in India: Their Mechanism, Genesis and Development*, Anthropology Seminar of Dr. A. A. Goldenweizer at The Columbia University, New York, U.S.A. on 9th May 1916, Source: Indian Antiquary, May 1917, Vol. XLI.

Beteille, Andre. 1977. *Inequality among Men*. London: Blackwell.

Chakravarti, U. (1995). "Gender, Caste, and Labor: Ideological and Material Structure of Widowhood." *Economic and Political Weekly*: 2248-2256.

Crompton, R. & Mann, M. (ed.) (1986). *Gender and Stratification*. Cambridge: Polity Press.

Davis, K. & W.E. Moore. (1945). *Some Principles of Stratification*. *American Sociological Review*, 10(2):242.

Davis, Mike. 2006. *Planet of Slums*. London: Verso.

Gupta, D. (ed.) (1991). *Social Stratification*. Delhi: Oxford University Press.

Mehmood, S. 2005. *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton, N. J.: Princeton University Press.

Rege, S. 2013. *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies*. Delhi: Zubaan Publisher.

Tawney, R. H. 1964. *Equality*. London: George Allen & Unwin Inc.

Tumin, M. M. (1953). *Some Principles of Stratification: A Critical Analysis*. *American Sociological Review*, 18 (4): 387-945.

Tumin, M. M. (1987). *Social Stratification: the forms and functions of inequality*. New Delhi: Prentice Hall of India.

## G. Lecture Plan

Lec. No	Topics	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction to stratification	Inequality, Social Exclusion	Lecture	2266.1/ 2266.2	MTE-I, End-Term
2	Introduction	Hierarchy and Difference	Lecture	2266.1/ 2266.2	MTE-I, End-Term
3	Key Concepts	Equity, Equality, and Justice	Lecture	2266.1/ 2266.2	MTE-I, End-Term
4&5	Theories of social stratification	Karl Marx (Class and Social Change)	Lecture	2266.1/ 2266.2	MTE-I, End-Term
6-7	Theories of social stratification	Max Weber (Class, Status and Party)	Lecture	2266.1/ 2266.2	MTE-I, End-Term
8-10	Theories of social stratification	Functionalist & Conflict Understanding	Lecture	2266.1/ 2266.2	MTE-I, End-Term

11	Forms of Stratification:	Introduction: Caste, Class	Lecture	2266.1/ 2266.2	MTE-I, End-Term
12	Caste	Theories of origin	Lecture	2266.1/ 2266.2 2266.3/2266.4	MTE-I, End-Term
13	Caste	Varna and caste	Lecture	2266.3/2266.4	MTE-I, End-Term
14	Caste	Features of caste system	Lecture	2266.3/2266.4	MTE-I, End-Term
15&16	Discussing application of theories to explain Caste	Discussing application of theories to explain Caste	Discussion	2266.3/2266.4	MTE-I, End-Term
17&18	Caste in contemporary India	Caste in contemporary India	Lecture	2266.3/2266.4	MTE-I, End-Term
19&20	Class	Concept	Lecture	2266.1/ 2266.2 2266.3/2266.4	Assignment, MTE-II, End-Term
21	Class In Indian context	Emergence of industrial labour in India	Lecture	2266.1/ 2266.2 2266.3/2266.4	Assignment, MTE-II, End-Term
22	Working class	Working class	Lecture	2266.1/ 2266.2 2266.3/2266.4	Assignment, MTE-II, End-Term
23&24	Agrarian classes in India	Agrarian classes in India	Lecture	2266.3/2266.4	Assignment, MTE-II, End-Term
25	Middle class	Middle class	Lecture	2266.1/ 2266.2	Assignment, MTE-II, End-Term
26 & 27	Caste, class and power	Caste, class and power	Lecture	2266.1/ 2266.2	Assignment, MTE-II, End-Term
28-30	Stratification	Scheduled caste, Tribe	Lecture and case illustrations	2266.3/2266.4	Assignment, MTE-II, End-Term
31	Stratification	OBC, De-notified Tribe	Lecture	2266.3/2266.4	Assignment, MTE-II, End-Term
32-34	Gender and stratification	Gender and stratification	Lecture	2266.3/2266.4	Assignment, MTE-II, End-Term
35-37	Patriarchy- and Gender Inequalities		Lecture	2266.3/2266.4	Assignment, MTE-II, End-Term
38	Caste and Gender		Lecture and case illustrations	1508.2/1508.3	Assignment, MTE-II, End-Term
39	Gender and labour markets		Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term
40	Discussions on religion- caste		Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term



41	Discussions on Class and Gender		Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term
42	Discussing case studies of stratification		Discussion	2266.3/2266.4	Assignment, MTE-II, End-Term
43	Discussion		NA		NA
44	Revision		NA		NA

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES										
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO2	PSO3	PSO4
AT 2266.1	Understand the central debates about social stratification.	3	3	3	3	3	1	3	3	3	1	1
AT 2266.2	Understand the social impediments and facilitators to social mobility.	3	3	3	3	3	1	3	3	3	2	2
AT 2266.3	Explain how different elements of Indian social structure shape stratification in Indian society.	3	3	3	3	3	1	3	3	3	2	2
AT 2266.4	Develops the skill to scientifically study social development, conduct impact assessment of reformatory policies on the social structure in a professional manner devoid of biases.	3	3	3	3	3	1	3	3	3	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

Department of Psychology

Course Hand-out

Organisational Psychology | PS2240 | 4 Credits | 3104

Session: Jan. 21– May 21 | Faculty: Dr. Kirti Shekhawat | Class: BA Subsidiary

**A. Introduction:** This course is offered by Dept. of Psychology as a subsidiary, targeting students who wish to acquire basic knowledge of organisational psychology through both primary and secondary sources, and will learn relevant terms, facts, concepts, and theories. Offers in depth knowledge of various theories, multidisciplinary approaches, managerial skills, satisfaction and motivation in job.

**B. Course Objectives:** At the end of the course, students will be able to

[PSI610.1] Understand the origin, scope, theories & approaches in Organizational Psychology

[PSI610.2] Learn and analyse the theories and correlates of job satisfaction

[PSI610.3] Learn the theories, contemporary issues in Leadership concepts, skills for effective groups & team dynamics and functioning in organizations

[PSI610.4] Be able to comprehend and analyse the implications of various theories of work motivation

[PSI610.5] Describe sources and techniques of managing conflict in Organizations & learn Negotiation strategies

**C. Program Outcomes**

**PO1. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO2. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

**PO3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4. Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio- technological changes

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Open Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus

**Introduction & roots of Organizational Psychology**, The multidisciplinary approaches, theories: Classical neoclassical and modern theory X, theory Y and Theory Z; **The Individual and organization**: Job attitudes and job satisfaction, Theories and correlates of job satisfaction & job behaviour; **Leadership and Group behaviour in Organization**: Nature and types. Behavioural theories: Contingency theories and contemporary issues in Leadership, Power and authority, supervision and participating management, effective leader, and manager; Group Structure and Functions of Groups, Communication in organizations; **Work motivation and Performance**: Need theories, Models of work motivation, Managerial motivation; **Conflict and Stress in Organizations: Nature, sources and techniques of managing conflict in Organizations**. Negotiation strategies, Organizational role stress, reactions to role stress and management of stress.

#### F. Textbook:

T1 Dwivedi, .R.S. (2010). Human Relations and Organisational Behaviour (5 Edition). New Delhi: Macmillan India

T 2. Luthans, F. (2006). Organizational behavior, 11th Edition. New York: McGraw Hill.

#### G. Reference Books:

R1. Robbins, S.P. (2000). Organizational Behavior: Concepts, controversies and applications. 7th Edition, New Delhi: Prentice Hall of India.

R 2. Schein, Edgar H. (1990). Organizational Psychology. New Delhi: Prentice Hall of India

R3. Pareek, U. & Rao, T.V. (1981). Behavioral process in organizations. New Delhi: IBN

## H. Lecture Plan:

Lec No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	INTRODUCTION AND COURSE HAND-OUT BRIEFING	To acquaint and clear teachers' expectations and understand student expectations	Lecture		NA
2,3	INTRODUCTION & ROOTS OF ORGANIZATIONAL PSYCHOLOGY	To understand the concept of organisational psychology	Lecture	[PS1610.1]	Through presentation
4,5	INTRODUCTION & ROOTS OF ORGANIZATIONAL PSYCHOLOGY	To understand the concept of organisational psychology	Lecture	[PS1610.1]	quiz
6,7	INTRODUCTION & ROOTS OF ORGANIZATIONAL PSYCHOLOGY	To understand the concept of organisational psychology	Lecture	[PS1610.1]	Home assignment
8,9	INTRODUCTION & ROOTS OF ORGANIZATIONAL PSYCHOLOGY	To understand the concept of organisational psychology	Lecture	[PS1610.1]	Home Assignment
10,11	INTRODUCTION & ROOTS OF ORGANIZATIONAL PSYCHOLOGY	To understand the concept of organisational psychology	Lecture	[PS1610.1]	Quiz
12,13	THE MULTIDISCIPLINARY APPROACHES, THEORIES: CLASSICAL NEOCLASSICAL AND MODERN THEORY X, THEORY Y AND THEORY Z	Able to explain the various theories of organisational psychology	Lecture	[PS1610.2]	PPT Presentation
14,15	THE MULTIDISCIPLINARY APPROACHES, THEORIES: CLASSICAL NEOCLASSICAL AND	Able to explain the various theories of organisational psychology	lecture	[PS610.2]	Through presentation

	MODERN THEORY X, THEORY Y AND THEORY Z				
16,17	THE INDIVIDUAL AND ORGANIZATION: JOB ATTITUDES AND JOB SATISFACTION	To Explain the meaning of job satisfaction, work values & work attitudes.	Lecture	[PSI610.2]	Home Assignment
18,19	THE INDIVIDUAL AND ORGANIZATION: JOB ATTITUDES AND JOB SATISFACTION	To Explain the meaning of job satisfaction, work values & work attitudes.	Lecture	[PSI610.2]	Through PPT
20,21	THEORIES AND CORRELATES OF JOB SATISFACTION & JOB BEHAVIOR;	Describe the factors determining job satisfaction and job behaviour	Lecture	[PSI610.2]	Home assignment
22,23	LEADERSHIP IN ORGANIZATION: NATURE AND TYPES.	Discuss the nature and types of leadership	Flipped Class	[PSI610.4]	Home Assignment
24,25	BEHAVIORAL THEORIES: CONTINGENCY THEORIES AND CONTEMPORARY ISSUES IN LEADERSHIP, POWER AND AUTHORITY, SUPERVISION AND PARTICIPATING MANAGEMENT, EFFECTIVE LEADER AND MANAGER	Discuss the contingency theories, various issues in leadership & characteristics of effective manager and leader	Lecture	[PSI610.4]	Home Assignment
26,27	BEHAVIORAL THEORIES: CONTINGENCY THEORIES AND CONTEMPORARY ISSUES IN	Discuss the contingency theories, various issues in leadership & characteristics of effective	Lecture	[PSI610.4]	Class quiz

	LEADERSHIP, POWER AND AUTHORITY, SUPERVISION AND PARTICIPATING MANAGEMENT, EFFECTIVE LEADER AND MANAGER	manager and leader			
28,29	WORK MOTIVATION AND PERFORMANCE	Discuss the main concept & characteristics of work motivation	Flipped class	[PS1610.3]	PPT Presentation
30,31	WORK MOTIVATION AND PERFORMANCE	Discuss the main concept and characteristics of work motivation	Flipped class	[PS1610.3]	Class quiz
32,33	NEED THEORIES, MODELS OF WORK MOTIVATION, MANAGERIAL MOTIVATION;	Explain the various theories and models related to motivation	Lecture + Discussion	[PS1610.3]	Class Quiz
34,35	NEED THEORIES, MODELS OF WORK MOTIVATION, MANAGERIAL MOTIVATION	Explain the various theories and models related to motivation	Lecture + PPT	[PS1610.3]	Class Quiz
36,37	GROUPS IN ORGANIZATIONS: THE STRUCTURE AND FUNCTIONS OF GROUPS	Discuss the structure and functions of group	Flipped Class	[PS1610.4]	PPT Presentation
38,39	GROUPS IN ORGANIZATIONS: THE STRUCTURE AND FUNCTIONS OF GROUPS	Discuss the structure and functions of group	Flipped Class	[PS1610.4]	PPT Presentation
40,41	COMMUNICATION IN ORGANIZATIONS: PROCESS MODELS, NETWORKS, EFFECTIVE COMMUNICATION MANAGEMENT	Describe the role of communication in organisations.	Lecture	[PS1610.4]	Home Assignment
42,43	COMMUNICATION IN ORGANIZATIONS: PROCESS MODELS, NETWORKS, EFFECTIVE COMMUNICATION MANAGEMENT	Describe the role of communication in organisations.	Lecture	[PS1610.4]	Home Assignment

44,45	COMMUNICATION IN ORGANIZATIONS: PROCESS MODELS, NETWORKS, EFFECTIVE COMMUNICATION MANAGEMENT	Describe the role of communication in organisations.	Lecture	[PS1610.4]	Home Assignment
46,47	CONFLICT NEGOTIATION AND STRESS IN ORGANIZATIONS: NATURE, SOURCES AND TECHNIQUES OF MANAGING CONFLICT IN ORGANIZATIONS	Recognise the nature, sources & techniques of managing conflict	Lecture	[PS1610.5]	Class Quiz
48,49	NEGOTIATION STRATEGIES, ORGANIZATIONAL ROLE STRESS,	Comprehend the implications of various negotiation strategies.	Lecture, Activity	[PS1610.5]	Class Quiz
50,51	REACTIONS TO ROLE STRESS AND MANAGEMENT OF STRESS	Describe the role stress and how it can be managed.	Lecture, Activity	[PS1610.5]	Home assignment
52	CONCLUSION AND COURSE SUMMARIZATION	NA	NA	NA	Class Quiz

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7
PS1610.1	Understand the origin, scope, theories & approaches in Organizational Psychology	2						2
PS1610.2	Learn and analyse the theories and correlates of job satisfaction						3	
PS1610.3	Be able to comprehend and analyse the			3	3	2		

	implications of various theories of work motivation							
PS1610.4	Learn the theories, contemporary issues in Leadership concepts ,skills for effective groups & team dynamics and functioning in organizations					2	3	2
PS1610.5	Describe sources and techniques of managing conflict in Organizations & learn Negotiation strategies		2	3	3		3	





# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts

Course Hand-out

Sociology of Social Stratification in India | AT 2266| 4 Credits | [3104]

Session: Jan-May 2021 | Faculty: Mr Ramjit Kumar| Class: B.A. Subsidiary

**A. Introduction:** The course aims to illustrate the understanding social stratification and study the different types of stratification and discrimination prevalent in Indian society.

**B. Course Outcomes:** At the end of the course, students will be able to

- 2266.1.** Understand the central debates about social stratification.
- 2266.2.** Understand the social impediments and facilitators to social mobility.
- 2266.3.** Explain how different elements of Indian social structure shape stratification in Indian society.
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## C. Program Outcomes and Program Specific Outcomes

**[PO.1].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

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**[PO.6].Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

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**[PSO.1].** Apply design, critical, and mathematical thinking in communication, real life issues and in problem solving.

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	Sessional Exam II	20
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Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus

Introduction: Systems and Forms of Stratification; Key Concepts: Equity, Equality, and Justice; Theories and Forms of Stratification: Caste- Origin, Theories of Caste System, Changing nature of Caste in contemporary India. Empirical studies on Caste including in the labour market etc. SC/ST/OBC/Denotified Tribes; Class- Concept, Theories, concept of Class in India; Gender and Stratification: Concepts such as Patriarchy; Gender Inequalities in the Labour Market, Caste and its interaction with Gender.

#### F. References:

Ambedkar, B.R. (1916). *Castes in India: Their Mechanism, Genesis and Development*, Anthropology Seminar of Dr. A. A. Goldenweizer at The Columbia University, New York, U.S.A. on 9th May 1916, Source: Indian Antiquary, May 1917, Vol. XLI.

Beteille, Andre. 1977. *Inequality among Men*. London: Blackwell.

Chakravarti, U. (1995). "Gender, Caste, and Labor: Ideological and Material Structure of Widowhood." *Economic and Political Weekly*: 2248-2256.

Crompton, R. & Mann, M. (ed.) (1986). *Gender and Stratification*. Cambridge: Polity Press.

Davis, K. & W.E. Moore. (1945). *Some Principles of Stratification*. *American Sociological Review*, 10(2):242.

Davis, Mike. 2006. *Planet of Slums*. London: Verso.

Gupta, D. (ed.) (1991). *Social Stratification*. Delhi: Oxford University Press.

Mehmoed, S. 2005. *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton, N. J.: Princeton University Press.

Rege, S. 2013. *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies*. Delhi: Zubaan Publisher.

Tawney, R. H. 1964. *Equality*. London: George Allen & Unwin Inc.

Tumin, M. M. (1953). *Some Principles of Stratification: A Critical Analysis*. *American Sociological Review*, 18 (4): 387-945.

Tumin, M. M. (1987). *Social Stratification: the forms and functions of inequality*. New Delhi: Prentice Hall of India.

## G. Lecture Plan

Lec. No	Topics	Session Outcome	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction to stratification	Inequality, Social Exclusion	Lecture	2266.1/ 2266.2	MTE-I, End-Term
2	Introduction	Hierarchy and Difference	Lecture	2266.1/ 2266.2	MTE-I, End-Term
3	Key Concepts	Equity, Equality, and Justice	Lecture	2266.1/ 2266.2	MTE-I, End-Term
4&5	Theories of social stratification	Karl Marx (Class and Social Change)	Lecture	2266.1/ 2266.2	MTE-I, End-Term
6-7	Theories of social stratification	Max Weber (Class, Status and Party)	Lecture	2266.1/ 2266.2	MTE-I, End-Term
8-10	Theories of social stratification	Functionalist & Conflict Understanding	Lecture	2266.1/ 2266.2	MTE-I, End-Term

11	Forms of Stratification:	Introduction: Caste, Class	Lecture	2266.1/ 2266.2	MTE-I, End-Term
12	Caste	Theories of origin	Lecture	2266.1/ 2266.2 2266.3/2266.4	MTE-I, End-Term
13	Caste	Varna and caste	Lecture	2266.3/2266.4	MTE-I, End-Term
14	Caste	Features of caste system	Lecture	2266.3/2266.4	MTE-I, End-Term
15&16	Discussing application of theories to explain Caste	Discussing application of theories to explain Caste	Discussion	2266.3/2266.4	MTE-I, End-Term
17&18	Caste in contemporary India	Caste in contemporary India	Lecture	2266.3/2266.4	MTE-I, End-Term
19&20	Class	Concept	Lecture	2266.1/ 2266.2 2266.3/2266.4	Assignment, MTE-II, End-Term
21	Class In Indian context	Emergence of industrial labour in India	Lecture	2266.1/ 2266.2 2266.3/2266.4	Assignment, MTE-II, End-Term
22	Working class	Working class	Lecture	2266.1/ 2266.2 2266.3/2266.4	Assignment, MTE-II, End-Term
23&24	Agrarian classes in India	Agrarian classes in India	Lecture	2266.3/2266.4	Assignment, MTE-II, End-Term
25	Middle class	Middle class	Lecture	2266.1/ 2266.2	Assignment, MTE-II, End-Term
26 & 27	Caste, class and power	Caste, class and power	Lecture	2266.1/ 2266.2	Assignment, MTE-II, End-Term
28-30	Stratification	Scheduled caste, Tribe	Lecture and case illustrations	2266.3/2266.4	Assignment, MTE-II, End-Term
31	Stratification	OBC, De-notified Tribe	Lecture	2266.3/2266.4	Assignment, MTE-II, End-Term
32-34	Gender and stratification	Gender and stratification	Lecture	2266.3/2266.4	Assignment, MTE-II, End-Term
35-37	Patriarchy- and Gender Inequalities		Lecture	2266.3/2266.4	Assignment, MTE-II, End-Term
38	Caste and Gender		Lecture and case illustrations	1508.2/1508.3	Assignment, MTE-II, End-Term
39	Gender and labour markets		Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term
40	Discussions on religion- caste		Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term

41	Discussions on Class and Gender		Lecture	1508.2/1508.3 1508.4/1508.5	Assignment, MTE-II, End-Term
42	Discussing case studies of stratification		Discussion	2266.3/2266.4	Assignment, MTE-II, End-Term
43	Discussion		NA		NA
44	Revision		NA		NA

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES										
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO2	PSO3	PSO4
AT 2266.1	Understand the central debates about social stratification.	3	3	3	3	3	1	3	3	3	1	1
AT 2266.2	Understand the social impediments and facilitators to social mobility.	3	3	3	3	3	1	3	3	3	2	2
AT 2266.3	Explain how different elements of Indian social structure shape stratification in Indian society.	3	3	3	3	3	1	3	3	3	2	2
AT 2266.4	Develops the skill to scientifically study social development, conduct impact assessment of reformatory policies on the social structure in a professional manner devoid of biases.	3	3	3	3	3	1	3	3	3	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

BRITISH DRAMA | EN 1609 | 4 Credits | 3 | 0 | 4

Session: Jan 21 – May 21 | Faculty: Dr Keshav Nath | Class: BA (Hons) English VI SEM

**A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA (Hons) English and as a subsidiary course to the students of BA (Hons) Psychology, and BA (Liberal Arts) respectively in the VI Semester. The course offers an in-depth knowledge of British Drama. It covers both poetic and prose drama. The student is expected to have ability to identify and describe distinct literary characteristics of drama, including social, cultural, and philosophical implications in representative plays. EN1609

**B. Course Outcomes:** At the end of the course, students will be able to

**[EN1609.1]** Display a working knowledge of plays from Shakespeare to the present

**[EN1609.2]** Identify and describe distinct literary characteristics of contemporary drama, emphasizing changing approaches to theatre as well as the social, cultural, and philosophical implications in representative plays

**[EN1609.3]** Analyse plays for their structure and meaning, using correct terminology

**[EN1609.4]** Write analytically and develop skills related to drama- its sub genres, methods, techniques, characterization, setting, plot dialogue etc.

**[EN1609.5]** Effectively communicate ideas related to the works during class and group activities; Write analytically about dramatic literature for employability opportunities

### C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

**[PO.1]. Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.

**[PO.2]. Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.

**[PO.3]. Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.

**[PO.4]. Effective Citizenship:** Inculcate values of patriotism and of unity and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.

**[PO.5]. Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.

**[PO.6]. Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.

**[PO.7]. Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

**[PSO.1]. Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

**[PSO.2]. Understand** literary, linguistic, and/or rhetorical theories.

**[PSO.3]. Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

#### D. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam (Closed Book)	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

**Introduction to British Drama and major playwrights, W. Shakespeare's *The Merchant of Venice* O. Goldsmith's *She Stoops to Conquer*, G. B. Shaw's *Arms and the Man*, T S Eliot's *Family Reunion*.**

#### F. REFERENCE BOOKS

1. A. Nicoll. *An Historical Survey from Beginnings to the Present*.
2. A. N. Jeffares. *Oliver Goldsmith Oliver Goldsmith, She Stoops to Conquer: Notes*. Longman, 1980.
3. N. Alexander. *A critical commentary on Bernard Shaw's 'Arms and the man' and Pygmalion*. Macmillan, 1968.
4. S. P. Cerasano. *A Routledge Literary Sourcebook on William Shakespeare's the Merchant of Venice*. Routledge, 2004.
5. R. E. Murphy. *Critical Companion to T. S. Eliot: A Literary Reference to His Life and Work*. Routledge, 2007.

**Lecture Plan:**

Class Number	Topics	Session Outcome	Mode of Delivery	Corresponding Course Outcome	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing Reading and understanding Drama.	To acquaint and clear teachers expectations and understand student expectations	Lecture Interaction	-	NA
2	Sharing favourite drama/movie. Types of Drama and literary devices used	To ascertain the interest and recapitulate the understanding and the existing knowledge about drama	Interaction, Discussion & Question Answer Session	[ENI609.1]	In Class Quiz ( Not Accounted)
3-5	<b>William Shakespeare's</b> <i>The Merchant of Venice</i> - Classroom reading, role playing and discussions.	To know about the socio-cultural conditions of the period.  To know about the major works of the dramatist and the main contemporaries.  To know about the background/incident/reason/mood that lead to the writing/creation of the drama.	Lecture  Q & A  Power Point	[ENI609.1] [ENI609.2]	
6-9	<b>William Shakespeare's</b> <i>The Merchant of Venice</i> - Classroom reading, role playing and discussions.	To understand the main theme(s) of the drama.  To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions.  To critically analyse the drama.	Video excerpts of the drama.  Lecture  Discussion	[ENI609.3] [ENI609.4] [ENI609.5]	1 <sup>st</sup> Sessional
10-14	<b>William Shakespeare's</b> <i>The Merchant of Venice</i> - Classroom reading, role playing and discussions.	To discuss and write critically about the drama, situations, characters, etc. according to their own understanding.  To apply their understanding for correlating the drama with their own experience and the present day society.  To critically comment upon the content, structure and theme(s) of the drama.	Discussion  Written exercise  Evaluation	[ENI609.2] [ENI609.5]	ET Exam  Home Assignment
15-17	<b>O. Goldsmith's</b> <i>She Stoops to Conquer</i> - Classroom reading, role playing and discussions.	To know about the socio-political conditions of the period.  To know about the major works of the dramatist and the main contemporaries.	Lecture  Q & A	[ENI609.1] [ENI609.2]	2 <sup>nd</sup> Sessional  ET Exam



		To know about the background/incident/reason/mood that lead to the writing/creation of the drama.			Home Assignment
18-21	<b>O. Goldsmith's <i>She Stoops to Conquer</i></b> - Classroom reading, role playing and discussions.	To understand the main theme(s) of the drama.  To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions.  To critically analyse the drama.	Lecture  Discussion	[ENI 609.2] [ENI 609.3] [ENI 609.4]	
22-27	<b>O. Goldsmith's <i>She Stoops to Conquer</i></b> - Classroom reading, role playing and discussions.	To discuss and write critically about the drama, characters, etc. according to their own understanding.  To apply their understanding for correlating the drama with their own experience and the present day society, as well as at the time of Indian independence/partition.  To critically comment upon the content, structure and theme(s) of the drama.	Discussion  Written exercise  Recording of the play  Evaluation	[ENI 609.4] [ENI 609.5]	
28-30	<b>G. B. Shaw's <i>Arms and the Man</i></b> - Classroom reading, role playing and discussions.	To know about the times and life of the dramatist.  To know about the major works of the dramatist and the main contemporaries.  To know about the background/incident/reason/mood that lead to the writing/creation of the drama.	Lecture  Q & A  Power Point	[ENI 609.1] [ENI 609.2]	
31-34	<b>G. B. Shaw's <i>Arms and the Man</i></b> - Classroom reading, role playing and discussions.	To understand the main theme(s) of the drama.  To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions.  To critically analyse the drama.	Lecture  Discussion	[ENI 609.3] [ENI 609.4]	2 <sup>nd</sup> Sessional
35-38	<b>G. B. Shaw's <i>Arms and the Man</i></b> - Classroom reading, role playing and discussions.	To discuss and write critically about the drama, historical situations, characters, etc. according to their own understanding.  To apply their understanding for correlating the drama with their own experience and the present day society.  To critically comment upon the content, structure and theme(s) of the drama.	Discussion  Written exercise  Evaluation	[ENI 609.3] [ENI 609.4] [ENI 609.5]	ET Exam  Home Assignment

39-41	<b>T S Eliot's <i>Family Reunion</i></b> - Classroom reading, role playing and discussions.	To know about the socio-cultural-political conditions of the period.  To know about the major works of the dramatist and the main contemporaries.  To know about the background/incident/reason/mood that lead to the writing/creation of the drama.	Lecture  Q & A	[ENI609.1] [ENI609.2]	ET Exam
42-46	<b>T S Eliot's <i>Family Reunion</i></b> - Classroom reading, role playing and discussions.	To understand the main theme(s) of the drama.  To analyse the techniques/words/structure, etc., used for expressing the ideas and emotions.  To critically analyse the drama.	Lecture  Discussion	[ENI609.3] [ENI609.4]	Home Assignment
47-50	<b>T S Eliot's <i>Family Reunion</i></b> - Classroom reading, role playing and discussions.	To discuss and write critically about the drama, historical-mythological situations, characters, etc. according to their own understanding.  To apply their understanding for correlating the drama with their own experience and the present day society.  To critically comment upon the content, structure and theme(s) of the drama.	Discussion  Written exercise  Evaluation	[ENI609.3] [ENI609.4] [ENI609.5]	
51-52	Revision & Discussions	-	-	-	-

**G. Course Articulation Matrix: (Mapping of COs with POs)**

CO	STATEMENT	Correlation with Program Outcomes (POs)							Correlation with Program Specific Outcomes (PSOs)				
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
[EN1609.1]	Display a working knowledge of plays from Shakespeare to the present	2	1					2	3		2		
[EN1609.2]	Identify and describe distinct literary characteristics of contemporary drama, emphasizing changing approaches to theatre as well as the social, cultural, and philosophical implications in representative plays			2		1	2	1				1	
[EN1609.3]	Analyse plays for their structure and meaning, using correct terminology							1		2			
[EN1609.4]	Write analytically and develop skills related to drama- its sub genres, methods, techniques, characterization, setting, plot, dialogue, etc.		2		1			2		2		1	
[EN1609.5]	Effectively communicate ideas related to the works during class and group activities; Write analytically about dramatic literature for employability opportunities		2					1		2	3		

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

## DEPARTMENT OF LANGUAGES

Course Hand-out

WOMEN'S WRITING IN ENGLISH | EN1610 | 4 Credits | 3 1 0 4

Session: Jan 21 – May 21 | Faculty: Dr Priyanka Chaudhary | Class: BA (HONS) ENGLISH SEMESTER-VI

- A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA (Hons) English in Semester-VI. The course offers in-depth knowledge of women's writing and feminist criticism in English Literature. It covers the history of women's movements for their freedom in England and India, and discusses the various terms associated with such movements in English writing.
- B. Course Outcomes:** At the end of the course, students will be able to
- [EN1610.1] Explore the history of women's movements for their freedom in England and India.
  - [EN1610.2] Understand the various terms and issues related to women's writing in English.
  - [EN1610.3] Examine the similarities and differences of issues among women within and across cultures and at different periods.
  - [EN1610.4] Identify gender and sex-based inequalities in literature for empowering women and making them skillful and employed.
  - [EN1610.5] Analyze how women shape their experiences, presumptions, viewpoints, and sense of identity in literature.
- C. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**
- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
  - [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
  - [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
  - [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
  - [PO.5]. **Ethics:** Recognize the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base ones actions on responsibility, and respect for human rights.
  - [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and research, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
  - [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.

**[PSO.1]. Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.

**[PSO.2]. Understand** literary, linguistic, and/or rhetorical theories.

**[PSO.3]. Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.

**[PSO.4]. Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.

**[PSO.5]. Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

**D. Assessment Plan:**

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam (Closed Book)	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Student who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

**E. SYLLABUS**

Introduction to the early history of women's movements for their freedom in England and India, the various terms associated with women's movement for their freedom like feminism, antifeminism, masculinity, gender, femininity, androgyny, misogyny, pornography, male chauvinism, phallogocentrism, patriarchy, widow remarriage, Sati, female education etc. E. Gaskell's *Cranford*, A Desai's *Fire On The Mountain*, M. Devi's *Breast Stories* and U. Vasudev's *The Songs of Anasuya*

**F. TEXT BOOKS/ Reference Books**

1. C. Kramarae & P. A. Treichler. *A Feminist Dictionary*. Illinois: University of Illinois P, 1996.
2. S. Tharu & K Lalita. *Women's Writing in India Vol-II: The Twentieth Century*. New York: Feminist P, 1993.
3. M. Walters. *Feminism: A Very Short Introduction*. Oxford: OUP, 2005.
4. K. K. Ruthven's *Feminist Literary Studies: An Introduction*. New York. Cambridge U P. 1990.

**G. Lecture Plan:**

<b>L No.</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of Delivery</b>	<b>Corresponding CO</b>	<b>Mode of Assessing the Outcome</b>
1	Introduction and Course handout briefing	To acquaint and clear the teacher's expectation and understand the students' expectations	Lecture	NA	NA
2, 3	Introduction to the early history of women's movements for their freedom in England and India	To explore the history of women's movements	Lecture & discussion	EN1610.1 CO1	Mid Term I End Term
4, 5	Various terms associated with women's movement	To understand and analyse the various terms and issues related to women's movement	Lecture & discussion	EN1610.2 CO2 EN1610.5 CO5	Mid Term I End Term
7	Meaning of feminism and its three waves	To understand feminism and analyse the three waves of feminism	Lecture & discussion	EN1610.2 CO2 EN1610.5 CO5	Mid Term I End Term
8	Rights and equality of Women	To examine the similarities and differences of issues among women within and across cultures and at different periods	Lecture & discussion	EN1610.3 CO3	Mid Term I End Term
9	Antifeminism	To identify gender and sex-based inequalities through 'Antifeminism'	Lecture & discussion	EN1610.4 CO4	Mid Term I End Term
10	Masculinity	To identify gender and sex-based inequalities through 'Masculinity'	Lecture & discussion	EN1610.4 CO4	Mid Term I End Term
11	Gender	To recognize gender and sex-based inequalities through the term 'Gender'	Lecture & discussion	EN1610.4 CO4	Mid Term I End Term
12	Femininity	To understand the term 'Femininity' in detail	Lecture & discussion	EN1610.2 CO2	Mid Term I End Term
13	Androgyny and Misogyny	To pinpoint gender and sex-based inequalities through terms like 'Androgyny and Misogyny'	Lecture & discussion	EN1610.4 CO4	Mid Term I End Term
14	Pornography	To comprehend the term 'Pornography'	Lecture & discussion	EN1610.2 CO2	Mid Term I End Term
15	Male chauvinism and Phallogocentrism	To characterize gender and sex-based inequalities through 'Male chauvinism and Phallogocentrism'	Lecture & discussion	EN1610.4 CO4	Mid Term I End Term
16	Patriarchy, Widow remarriage, Sati	To find gender and sex-based inequalities through different terms like 'Patriarchy, Widow remarriage, Sati'	Lecture & discussion	EN1610.4 CO4	Mid Term I End Term
17	Female education	Examine the similarities and differences of issues	Lecture & discussion	EN1610.3 CO3	Mid Term I End Term

		related to 'Female education'			
18-27	E. Gaskell's <i>Cranford</i>	To analyze how women shape their experiences, presumptions, viewpoints, and sense of identity in literature	Lecture & discussion	ENI610.5 CO5	Mid Term I End Term
28-37	A. Desai's <i>Fire On The Mountain</i>	To examine how women shape their experiences, presumptions, viewpoints, and sense of identity in literature and culture	Lecture & discussion	ENI610.5 CO5	Mid Term II End Term
38-49	M. Devi's <i>Breast Stories</i>	To explore how women show resistance via their encounters, opinions, viewpoints, and sense of identity in fictional world.	Lecture & discussion	ENI610.5 CO5	Mid Term II End Term
50-53	U. Vasudev's <i>The Songs of Anasuya</i> .	To analyze how women shape their experiences, presumptions, viewpoints, and sense of identity in literature	Lecture & discussion	ENI610.5 CO5	Mid Term II End Term
54-56	Revision/ Classes for Slow Learners	—	Revision, Activity & Presentation	NA	NA

#### H. Course Articulation Matrix: (Mapping of COs with POs and PSOs)

CO	STATEMENT	Correlation with Program Outcomes (POs) and Program Specific Outcomes (PSOs)											
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
ENI610.1	Explore the history of women's movements for their freedom in England and India	2	1	2		1		1	2	1	1		
ENI610.2	Understand the various terms and issues related to women's writing in English	2	1	3			1		1	3	2		
ENI610.3	Examine the similarities and differences of issues among women within and across cultures and at different periods	2	2	2		1	1	1	2	3	2	1	
ENI610.4	Identify gender and sex-based inequalities in literature for empowering women and making them skillful and employed		2	2	1	1	1			1	2	1	
ENI610.5	Analyze how women shape their experiences, presumptions, viewpoints, and sense of identity in literature	2	1	3				2		2	3	2	

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



**MANIPAL UNIVERSITY JAIPUR**  
School of Humanities and Social Sciences  
**DEPARTMENT OF LANGUAGES**  
Course Hand-out

Indian Diaspora Writings in English | EN 1621 | 4 Credits | 3 | 0 | 4

Session: Jan 21 – May 21 | Faculty: Dr. Neerja Vyas Class: BA English (Hons) VI Semester

**A. Introduction:** This course is offered by Department of Languages as a core course to the students of BA English (Hons) in semester VI. The course presents a broad view of the literary corpus produced by the Indian writers living in diaspora. Through selected literary texts, it discusses issues specific to the phenomenon of migration, dislocation, identity etc. that figure in the representation of diasporic experience.

**B. Course Outcomes:** At the end of the course, students will be able to

- [1621.1] Explore various concerns and issues related to Diaspora.
- [1621.2] Understand various themes and genres in multi-cultural context.
- [1621.3] Appreciate literature of the Indian Diaspora.
- [1621.4] Examine the effect of geographical dislocation and cultural hybridity on literary writings by Indian Diasporic writers
- [1621.5] Develop skills to explore the cross-cultural implications and applications in Literature and Society.

**A. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

- [PO.1]. **Critical Thinking:** Explore, explain and critically evaluate how literary texts and the language in which they are written shape perceptions of students' understanding of social realities and their own selves.
- [PO.2]. **Effective Communication:** Articulate ideas and perspectives, by developing and enhancing the communicative skills of listening, speaking, reading, and writing in interpersonal and interactive contexts, in print and in electronic media, for various audiences and purposes.
- [PO.3]. **Social Interaction:** Develop competence in understanding, appreciating, and respecting social diversity derived from the representation of points-of-view in literary texts, thereby facilitating conflict resolution, and social harmony.
- [PO.4]. **Effective Citizenship:** Inculcate values of patriotism and of unity, and transfer these values to real-life through selfless volunteering and activism, for promoting community welfare.
- [PO.5]. **Ethics:** Recognise the diversity and complexity of ethical dilemmas in the real world, and educate oneself to base one's actions on responsibility, and respect for human rights.



- [PO.6]. **Environment and Sustainability:** Study and understand Nature and the environment on the basis of important literary texts and researches, so as to initiate responsible individual and collective action, towards sustaining our shared environment.
- [PO.7]. **Self-directed Life-long Learning:** Taking initiatives and challenges to choose learning opportunities and programmes, implementing learning goals, and sustaining intellectual growth and excellence in a constantly changing global scenario.
- [PSO.1]. **Demonstrate** knowledge of literary traditions, British Literature, Literatures in English and translations, genres, literary movements, and authors, in classroom discussions and debates.
- [PSO.2]. **Understand** literary, linguistic, and/or rhetorical theories.
- [PSO.3]. **Critically analyse and interpret** texts/characters/themes through close reading, by drawing on relevant linguistic, cultural, and historical information, scholarship, and theories.
- [PSO.4]. **Write** focused and convincingly argued essays, in grammatically correct and appropriate English, giving evidence of students' understanding of the prescribed texts and their contexts.
- [PSO.5]. **Develop** through practice in the controlled technological environment of the Advanced Language Lab, the skills of effective listening, and clear and impactful spoken communication, for various roles, interactions and audiences.

### C. Assessment Plan:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I (Closed Book)	20
	Sessional Exam II (Closed Book)	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam (Closed Book)	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Make up Assignments (Formative)	Students who misses a class will have to report to the teacher about the absence. A makeup assignment on the topic taught on the day of absence will be given which has to be submitted within a week from the date of absence. No extensions will be given on this. The attendance for that particular day of absence will be marked blank, so that the student is not accounted for absence. These assignments are limited to a maximum of 5 throughout the entire semester.	

Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work at home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.
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#### D. SYLLABUS

**Poetry:** M Alexander’s “Raw Silk”, S Bhatt’s “Search for my Tongue” and “A Different History”; **Prose:** S Rushdie’s “Imaginary Homelands”, N C Chaudhari’s Selections from *Autobiography of an Unknown Indian*; **Drama:** U Parameswaram’s *Rootless but Green are the Boulevard Trees*; **Short Story:** R Mistry’s “Swimming Lessons” and “The Collectors”, J Lahiri’s “The Interpreter of Maladies”; **Novel:** V S Naipaul’s *In a Free State*, B Mukherjee’s *Jasmine*, A Ghosh’s *The Shadow Lines*.

#### G. Text Books/ REFERENCE BOOKS

- a. A Ghosh. *The Shadow Lines*. New Delhi: Penguin, 2009.
  - b. B Mukherjee. *Jasmine*, New York: Grove Press, 1989.
  - c. J Lahiri. *The Interpreter of Maladies*. London: Harper Collins, 1999.
  - d. M Alexander. *Raw Silk*. NWU: TriQuarterly Books/Northwestern University Press, 2004.
  - e. N C Chaudhary. *Autobiography of an Unknown Indian*. Mumbai: Jaico Books, 2005.
  - f. R Mistry. *Tales from Firozsha Baag*. London: Faber & Faber, 2006.
  - g. S Bhatt. *Brunizem*, Manchester: Carcanet Press, 2008.
  - h. S Rushdie. *Imaginary Homelands: Essays and Criticism 1981-1991*. London: Granta, 1992.
  - i. U Parameswaram. *Rootless but Green are the Boulevard Trees*. Toronto: Tsar, 2007.
  - j. V S Naipaul. *In a Free State*, London: Pan Macmillan UK, 2011.
1. A Brah. *Cartographies of the Indian Diaspora*. New York: Routledge, 1996.
  2. A Pal and T Chakrabarty (Eds.). *Theorizing and Critiquing Indian Diaspora: Creative New Literature Series 64*. New Delhi: Creative Books, 2004.
  3. J Jain (ed.). *Dislocations and Multiculturalism*. New Delhi: Rawat Publications, 2004.
  4. J Jain (ed.). *Writers of the Indian Diaspora: Theory and Practice*. Jaipur: Rawat Publications, Jaipur. 2003.
  5. M I Singh (ed.). *Contemporary Diasporic Literature: Writing History, Culture, Self*, New Delhi: Pencraft International, 2007.
  6. M Paranjape (ed.). *In Diaspora: Theories, Histories, Texts*. New Delhi: Indialog Publications, 2001.
  7. R Cohen. *Global Diasporas*. New York: Routledge, 2008.

### H. Lecture Plan:

LECTURE NO	TOPICS	Session Outcomes	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1 & 2	Introduction to Diaspora & its Writers	Explore various concerns and issues related to Diaspora.	Lecture, Discussion, interview Recordings of the authors.	[1621.1]	Assignment, Sessional & End Term Exams
3	Poetry as a Genre of Literature	Explore various concerns and issues related to Diaspora.	Lecture, Discussion, interview Recordings of the authors.	[1621.1]	Assignment, Sessional & End Term Exams
4-6	Indian Diaspora Poetry: Themes and	Appreciate literature of the Indian Diaspora.	Lecture, Discussion, interview Recordings of the authors.	[1621.3]	Assignment, Sessional & End Term Exams
7	S Bhatt's "Search for My Tongue"	Understand various themes and genres in multi-cultural context. & Appreciate literature of the Indian Diaspora.	Lecture, Discussion, interview Recordings of the authors.	[1621.2] & [1621.3]	Assignment, Sessional & End Term Exams
8	S Bhatt's "A Different History"	Understand various themes and genres in	Lecture, Discussion, interview Recordings of the authors.	[1621.2] & [1621.3]	Assignment, Sessional & End Term Exams
		multi-cultural context. & Appreciate literature of the Indian Diaspora.	Lecture, Discussion, interview Recordings of the authors.		

9	M Alexander's "Raw Silk"	Understand various themes and genres in multi-cultural context. & Appreciate literature of the Indian Diaspora.	Lecture, Discussion, interview Recordings of the authors.	[1621.2] & [1621.3]	Assignment, Sessional & End Term Exams
10	Critical Appreciation of these Poems	Understand various themes and genres in multi-cultural context. & Appreciate literature of the Indian Diaspora.	Lecture, Discussion, interview Recordings of the authors.	[1621.2] & [1621.3]	Assignment, Sessional & End Term Exams
11-12	N C Chaudhari's Selections from <i>Autobiography of an Unknown Indian</i> , Discussion	Understand various themes and genres in multi-cultural context. & Appreciate literature of the Indian Diaspora.	Lecture, Discussion, interview Recordings of the authors.	[1621.2] & [1621.3]	Assignment, Sessional & End Term Exams
13-14	S Rushdie's "Imaginary Homelands"	Understand various themes and genres in multi-cultural context. & Appreciate literature of the Indian Diaspora.	Lecture, Discussion, interview Recordings of the authors.	[1621.2] & [1621.3]	Assignment, Sessional & End Term Exams

15-16	J Lahiri's "The Interpreter of Maladies"	Understand various themes and genres in multi-cultural context. &	Lecture, Discussion, interview Recordings of the authors.	[1621.2] & [1621.3]	Assignment, Sessional & End Term Exams
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		Appreciate literature of the Indian Diaspora.	Lecture, Discussion, interview Recordings of the authors.		
17-18	R Mistry's "Swimming Lessons"	Understand various themes and genres in multi-cultural context. & Appreciate literature of the Indian Diaspora.	Lecture, Discussion, interview Recordings of the authors.	[1621.2] & [1621.3]	Assignment, Sessional & End Term Exams
19-20	R Mistry's "The Collectors"	Understand various themes and genres in multi-cultural context. & Appreciate literature of the Indian Diaspora.	Lecture, Discussion, interview Recordings of the authors.	[1621.2] & [1621.3]	Assignment, Sessional & End Term Exams
21-22	Discussion and Critical Analysis of the Short Story	Understand various themes and genres in multi-cultural context. & Appreciate literature of the Indian Diaspora.	Lecture, Discussion, interview Recordings of the authors.	[1621.2] & [1621.3]	Assignment, Sessional & End Term Exams

23-26	Introduction to Bharti Mukherjee and 'Jasmine' ; study of the text and critical analysis	To comprehend the writer and her writings.	Lecture, Discussion, interview Recordings of the authors.	<b>1621.2, 1621.3</b>	Assignment, Sessional & End Term Exams
27-34	Introduction to Amitav ghosh and 'Shadow Lines'; study of the text and critical analysis	To comprehend the author and his writings, themes and styles.	Lecture, Discussion, interview Recordings of the authors.	<b>1621.3, 1621.4</b>	Assignment, Sessional & End Term Exams
35-41	Introduction to V.S. Naipaul and 'In A Free State'; study of the text and critical analysis	To comprehend the author and his writings, themes and styles.	Lecture, Discussion, biographical documentaries, interview Recordings of the authors.	<b>1621.3, 1621.5</b>	Assignment, Sessional & End Term Exams
42-47	Introduction to U.Parmeswaram and 'Rootless but Green...'; study of the text and critical analysis	To comprehend the author and his writings, themes and styles.	Lecture, Discussion, biographical documentaries, interview	<b>[1621.2] &amp; [1621.3]</b>	Assignment, Sessional & End Term Exams
			Recordings of the authors.		
48-52	Problem Soliving				

### I. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	Correlation with Program Outcomes (POs)	Correlation with Program Specific Outcomes (PSOs)		

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>EN 1621.1</b>	Explore various concerns and issues related to Diaspora	2		2									
<b>EN 1621.2</b>	Understand various themes and genres in multi-cultural context	2	1	2	1				2				
<b>EN 1621.3</b>	Appreciate literature of the Indian Diaspora	2		1				1				2	
<b>EN 1621.4</b>	Examine the effect of geographical dislocation and cultural hybridity on literary writings by Indian Diasporic writers		2	2	1					2	1		
<b>EN 1621.5</b>	Learn the cross cultural implications and applications in Literature and Society		2	2	1			2	2			2	

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

Department of Psychology

Course Hand-out

Positive Psychology | PS1609 | 3 Credits | 2103

Session: Jan 21 – May 21 | Faculty: Dr. Samridhi Pareek | Class: BA Subsidiary

**A. Introduction:** This course is offered by Dept. of Psychology as a subsidiary, targeting students who wish to acquire basic knowledge of positive psychology through both primary and secondary sources, and will learn relevant terms, facts, concepts, and theories. Offers in depth knowledge of various theories, and perspectives related to positive psychology as well learn about the positive paradigms pertaining to life.

**B. Course Objectives:** At the end of the course, students will be able to

[PS1610.1] Understand the origin, scope, and various perspectives of positive Psychology.

[PS1610.2] Learn the Classification and Measurement of Human Strength & Virtues

[PS1610.3] Be able to comprehend and analyse the correlates and traits associated with Subjective Happiness and cultural differences in experiencing happiness.

[PS1610.4] Learn about positive emotions like forgiveness, gratitude, hope etc.

[PS1610.5] Describe and experience positive relationships and attachment patterns.

[PS1610.6] Understand the aspects of positive psychology at work and importance of psychological assets like emotional intelligence, spiritual intelligence etc.

[PS1610.7] Comprehend the future applications challenges and lessons of positive psychology.

## Program Outcomes

**PO1. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO2. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

**PO3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4. Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio- technological changes



### C. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam (Open Book)	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

### D. Syllabus

**E. Positive Psychology:** Introduction to Positive Psychology; Eastern and Western Perspectives on Positive Psychology; **Character Strengths and Virtues:** Classification and Measurement of Human Strength& Virtues: VIA classification; **Happiness & Subjective Wellbeing:** Definition & correlates of happiness; Traits associated with Subjective Happiness; Crosscultural differences in happiness; **Positive Emotions:** Theory & Applications of positive emotions, Positive Affect, Hope, Optimism, Gratitude, Forgiveness; **Positive Relationships:** Flourishing Relationship, Love and attachment; **Positive Psychology at Work:** Positive Psychological Capital, Positive Organizational Behaviour, Spiritual intelligence, Emotional Intelligence and work; Positive Psychology and it future applications, challenges and lessons.

### F. Textbook:

- 1.Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths, Second Edition. Sage Publications
2. Peterson, Christopher (2006). A Primer in Positive Psychology. Oxford University Press.
3. Debra L Nelson & Cary L Cooper (2007). Positive Organizational Behavior. Sage Publications

### G. Reference Books:

- 1.American Psychologist Jan, 2000. Vol. 55 No. (I).
2. Carr, A. (2004). Positive Psychology. New York: Bruner Routledge.
3. Snyder, C. R. and Lopez, S.J. (2002). Handbook of Positive Psychology. Oxford University Press.
4. Goleman, D. (1996). Emotional Intelligence. Penguin Books

## I. Lecture Plan:

Lec No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear teachers' expectations and understand student expectations	Lecture		NA
2,3	<b>Introduction &amp; roots of Positive Psychology</b>	To understand the origin of positive psychology	Lecture	[PSI609.1]	Through presentation
4,5,6,7	Introduction to Positive Psychology; Eastern and Western Perspectives on Positive Psychology;	Able to explain the various perspectives of positive psychology	Lecture	[PSI609.1]	Home Assignment
8 – 9	<b>Character Strengths and Virtues:</b>	To Explain the meaning of character strengths and virtues	Lecture	[PSI609.2]	Home Assignment
10,11	Classification and Measurement of Human Strength & Virtues: VIA classification;	Describe the classification and measurement of human strength and virtues	Lecture	[PSI609.2]	PPT Presentation
12, 13,	<b>Happiness &amp; Subjective Wellbeing: Introduction</b>	Discuss the main concept & characteristics happiness and subjective wellbeing	Lecture+ discussion	[PSI609.3]	PPT Presentation
14,15	Definition & correlates of happiness; Traits associated with Subjective Happiness;	Explain the various correlates and traits associated with happiness	Lecture + Discussion	[PSI609.3]	Class Quiz
16	Crosscultural differences in happiness;	Explain the various theories and models related to motivation	Lecture + PPT	[PSI61093]	Class Quiz
17	<b>Positive Emotions:</b> Introduction	Discuss the cross cultural differences in happiness	PPT	[PSI609.4]	Home Assignment

18-20	Theory & Applications of positive emotions	Discuss the theories and applications of positive emotions	PPT	[PSI609.4]	Home Assignment
21 – 23	Positive Affect, Hope, Optimism, Gratitude, Forgiveness;	Discuss the various types of positive emotions such as hope, forgiveness etc.	Lecture	[PSI609.4]	PPT Presentation
24-25	<b>Positive Relationships</b>	Describe the role of positive relationship in wellbeing.	Lecture	[PSI609.5]	Home Assignment
26 -28	Flourishing Relationship, Love and attachment;	Recognise the nature of flourishing relationships and attachments	Lecture	[PSI609.5]	Class Quiz
29-35	<b>Positive Psychology at Work:</b> Positive Psychological Capital, I, Positive Organizational Behaviour, Spiritual intelligence, Emotional Intelligence and work;	Comprehend the various aspects of positive psychology at work..	Lecture, Activity	[PSI609.6]	Class Quiz
36 – 38	<b>Positive Psychology and its future applications, challenges and lessons</b>	Describe the future applications and challenges of positive psychology.	Lecture, Activity	[PSI609.7]	Class Quiz
39-40	Conclusion and Course Summarization	NA	NA	NA	Class Quiz

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7
PS1609.1	Understand the origin, scope, and various perspectives of positive Psychology.							2
PS1609.2	Learn the Classification and Measurement of Human Strength & Virtues		3	3	3	3		
PS1609.3	Be able to comprehend and analyse the correlates and traits associated with Subjective Happiness and cultural differences in experiencing happiness.			3				
PS1609.4	Learn about positive emotions like forgiveness, gratitude, hope etc.		2	3				
PS1609.5	Describe and experience positive relationships and attachment patterns.		3	3	2			
PS1609.6	Understand the aspects of positive psychology at work and importance of psychological assets like emotional intelligence, spiritual intelligence etc.		3	3	2			3
PS1609.7	Comprehend the future applications challenges and lessons of positive psychology.	2						2



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

Department of Psychology

Course Hand-out

Organisational Psychology | PSI610 | 3 Credits | 2103

Session: Jan. 21– May 21 | Faculty: Dr. Kirti Shekhawat | Class: BA Subsidiary

**A. Introduction:** This course is offered by Dept. of Psychology as a subsidiary, targeting students who wish to acquire basic knowledge of organisational psychology through both primary and secondary sources, and will learn relevant terms, facts, concepts, and theories. Offers in depth knowledge of various theories, multidisciplinary approaches, managerial skills, satisfaction and motivation in job.

**B. Course Objectives:** At the end of the course, students will be able to

[PSI610.1] Understand the origin, scope, theories & approaches in Organizational Psychology

[PSI610.2] Learn and analyse the theories and correlates of job satisfaction

[PSI610.3] Be able to comprehend and analyse the implications of various theories of work motivation

[PSI610.4] Learn the theories, contemporary issues in Leadership concepts, skills for effective groups & team dynamics and functioning in organizations

[PSI610.5] Describe sources and techniques of managing conflict in Organizations & learn Negotiation strategies

**C. Program Outcomes**

**PO1. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO2. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

**PO3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4. Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio- technological changes

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam (Open Book)	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus

**Introduction & roots of Organizational Psychology:** The multidisciplinary approaches, theories: Classical neoclassical and modern theory X, theory Y and Theory Z; **The Individual and organization:** Job attitudes and job satisfaction; Theories and correlates of job satisfaction & job behavior; **Work motivation and Performance:** Need theories, Models of work motivation, Managerial motivation; **Leadership in Organization:** Nature and types. Behavioral theories: Contingency theories and contemporary issues in Leadership, Power and authority, supervision and participating management, effective leader and manager; **Groups in Organizations:** The Structure and Functions of Groups, Communication in organizations: Process models, networks, effective communication management; **Conflict Negotiation and Stress in Organizations:** Nature, sources and techniques of managing conflict in Organizations. Negotiation strategies, Organizational role stress, reactions to role stress and management of stress.

#### F. Textbook:

T1 Dwivedi, .R.S. (2010). Human Relations and Organisational Behaviour (5 Edition). New Delhi: Macmillan India

T 2. Luthans, F. (2006). Organizational behavior, 11th Edition. New York: McGraw Hill.

#### G. Reference Books:

R1. Robbins, S.P. (2000). Organizational Behavior: Concepts, controversies and applications. 7th Edition, New Delhi: Prentice Hall of India.

R 2. Schein, Edgar H. (1990). Organizational Psychology. New Delhi: Prentice Hall of India

R3. Pareek, U. & Rao, T.V. (1981). Behavioral process in organizations. New Delhi: IBN

## H. Lecture Plan:

Lec No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction and Course Hand-out briefing	To acquaint and clear teachers' expectations and understand student expectations	Lecture		NA
2,3	<b>Introduction &amp; roots of Organizational Psychology</b>	To understand the concept of organisational psychology	Lecture	[PS1610.1]	Through presentation
4,5	The multidisciplinary approaches, theories: Classical neoclassical and modern theory X, theory Y and Theory Z	Able to explain the various theories of organisational psychology	Lecture	[PS1610.2]	PPT Presentation
6 - 9	<b>The Individual and organization:</b> Job attitudes and job satisfaction	To Explain the meaning of job satisfaction, work values & work attitudes.	Lecture	[PS1610.2]	Home Assignment
10,11	Theories and correlates of job satisfaction & job behavior;	Describe the factors determining job satisfaction and job behaviour	Lecture	[PS1610.2]	Home assignment
12, 13	<b>Work motivation and Performance</b>	Discuss the main concept & characteristics of work motivation	Flipped class	[PS1610.3]	PPT Presentation
14,15	Need theories, Models of work motivation, Managerial motivation;	Explain the various theories and models related to motivation	Lecture + Discussion	[PS1610.3]	Class Quiz
16 - 18	Need theories, Models of work motivation, Managerial motivation	Explain the various theories and models related to motivation	Lecture + PPT	[PS1610.3]	Class Quiz
19- 21	<b>Leadership in Organization:</b> Nature and types.	Discuss the nature and types of leadership	Flipped Class	[PS1610.4]	Home Assignment

22 - 25	Behavioral theories: Contingency theories and contemporary issues in Leadership, Power and authority, supervision and participating management, effective leader and manager	Discuss the contingency theories, various issues in leadership & characteristics of effective manager and leader	Lecture	[PSI610.4]	Home Assignment
26 - 28	<b>Groups in Organizations:</b> The Structure and Functions of Groups	Discuss the structure and functions of group	Flipped Class	[PSI610.4]	PPT Presentation
29- 31	Communication in organizations: Process models, networks, effective communication management	Describe the role of communication in organisations.	Lecture	[PSI610.4]	Home Assignment
32 - 34	<b>Conflict Negotiation and Stress in Organizations:</b> Nature, sources and techniques of managing conflict in Organizations	Recognise the nature, sources & techniques of managing conflict	Lecture	[PSI610.5]	Class Quiz
35- 37	Negotiation strategies, Organizational role stress,	Comprehend the implications of various negotiation strategies.	Lecture, Activity	[PSI610.5]	Class Quiz
38 - 39	reactions to role stress and management of stress	Describe the role stress and how it can be managed.	Lecture, Activity	[PSI610.5]	Home assignment
40	Conclusion and Course Summarization	NA	NA	NA	Class Quiz



CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7
PS1610.1	Understand the origin, scope, theories & approaches in Organizational Psychology	2						2
PS1610.2	Learn and analyse the theories and correlates of job satisfaction						3	
PS1610.3	Be able to comprehend and analyse the implications of various theories of work motivation			3	3	2		
PS1610.4	Learn the theories, contemporary issues in Leadership concepts ,skills for effective groups & team dynamics and functioning in organizations					2	3	2
PS1610.5	Describe sources and techniques of managing conflict in Organizations & learn Negotiation strategies		2	3	3		3	



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts

Course Hand-out

Anthropological Theories| SO 1609 | 4 Credits | [3104]

Session: Jan-May 2021 | Faculty: | Class: B.A. Subsidiary (VI Semester)

**A. Introduction:** The course aims to illustrate the understanding of the culture and society on the various theoretical premises.

**B. Course Outcome:**

This course, in tracing the debates on key concepts of anthropology, like Evolution, Structure, Culture, and Agency etc. introduces students to history of ideas and thinkers in the trajectories of theory development in Anthropology from nineteenth century to contemporary times. On completion of the course, students will be able to-

**SO1609.1.** Get accustomed to the basic approaches and theories of the evolution of mankind its culture and society.

**SO1609.2.** Understand a general summarized reading of the important anthropological theories and explanations.

**SO1609.3.** Enhance their ability to understand theoretical approaches used in cultural anthropology.

**SO1609.4.** Conduct sociological investigations by using various theoretical perspectives depending on their focus.

**C. Program Outcomes and Program Specific Outcomes**

**[PO.1].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.

**[PO.2].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.

**[PO.3].Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**[PO.4].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.

**[PO.5].Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility as a social sciences scholar.

**[PO.6].Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development for further use it in developmental and recreational policy formations.

**[PO.7].Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-scientific premises.

**[PSO.1].** Apply design, critical, and mathematical thinking in communication, real life issues and in problem solving.

**[PSO.2].** Recognize and understand basics of empirical research, economics, psychology, social sphere, and heritage of sociological scientific orientation.

**[PSO.3].** Develop listening, speaking, writing research reports and documents.

**[PSO.4].** Demonstrate and utilise their research capabilities and enhance the quality of research.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus

Classical Theories: Rise of Anthropological Theory, Evolutionism (Morgan), Historical Particularism (Boas); Early Twentieth Century Approaches: Functionalism (Malinowski), Structural Functionalism (R.R. Brown and E.E. Evans-Pritchard), Culture and Personality (Benedict, Mead); Theory at Mid Century: Structuralism (Levi Strauss), Symbolic Anthropology (Geertz), Neo Evolutionism (Sahlins) Postcolonialism (Asad); New Debates: Feminist Anthropology (Ortner), Post-structuralism and Postmodernism (Bourdieu, Clifford and Marcus), Globalization Debate (Appadurai, Gupta & Ferguson), Power and Knowledge (Michel Foucault), Conflict Theory (L. A. Coser).

**References:**

Appadurai, Aaaaa a. (1991). "Global Ethnoscapes: Notes and Queries for a Transnational Anthropology," in Richard Fox (ed.), *Recapturing Anthropology*. Santa Fe (New Mexico): School of American Research Press.

Barth, F. (1981). *Process and Form in Social Life: Selected Essays of Frederik Barth*. RKP.

Benedict, R. (1934). *Patterns of Culture*, Boston: Houghton Mifflin Co.

Bourdieu, P. (1977). *Outline of a Theory of Practice*, London: Cambridge University Press.

Clifford, J. & Marcus, G. (eds.). (1986). *Writing Culture: The Poetics and Politics of Ethnography*, Berkeley: University of California Press.

Geertz, C. (1973). *The Interpretation of Cultures*, New York: Basic Books. ["Thick Description", "The Impact of the Concept of Culture on the Concept of Man", "Deep Play: Notes on the Balinese Cockfight"]

Strauss, L. (1963) in Levi Strauss, *Structural Anthropology*, Trans. Claire Jacobson. New York: Basic Books. (Introduction, Structural Analysis in Linguistics and Anthropology)

Malinowski, B. (1944). *A Scientific Theory of Culture*. University of North Carolina Press.

Mead, M. (1963). *Sex and Temperament in Three Primitive Societies*. York [Introduction and Conclusion].

Radcliffe Brown, A.R. (1952). *Structure and Function in Primitive Society*. The Free Press ('The Mother's Brother in South Africa', 'On Social Structure').

Ortner, S. (1974). "Is Female to Male as Nature is to Culture?," in Michel Z. Rosaldo and Louise Lamphere (eds), *Woman, Culture, and Society*, Stanford, Calif.: Stanford University Press.

Rabinow, P. (ed.) (1984). *The Foucault Reader*. New York: Pantheon Books. Pp 32-50; 239-256.

**F. Lecture Plan**

<b>Clas ses</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of delivery</b>	<b>Correspondi ng CO</b>	<b>Mode of Assessing the Outcome</b>
I	Introduction to the course	Introduce students to the course and the timeline of classes, topics,	Lecture	NA	NA

		and test schedules			
2-3	Introduction to the Basic Concept of Theories as Building Blocks of Concepts	Introducing topics in broad strokes.	Lecture	1609.1/1609.2/1609.3/1609.4	MTE I, End Term
4 – 13	Classical Theories: Rise of Anthropological Theory: Evolutionism (Morgan), Historical Particularism (Boas)	Learning the components of Sociological perspectives	Lecture	1609.1/1609.2/1609.3/1609.4	MTE I, End Term
14 - 20	Theoretical premises of Functionalism, Marxism, Feminism Interactionism, Post-Modernity	Understanding the various Sociological Theoretical approaches	Lecture	1609.1/1609.2/1609.3/1609.4	MTE I, End Term
21- 26	Early Twentieth Century Approaches: Functionalism (Malinowski), Structural Functionalism (R.R. Brown and E.E. Evans-Pritchard), Culture and Personality (Benedict, Mead)	Understanding the major theoretical bases.	Lecture	1609.1/1609.2/1609.3/1609.4	MTE- 2, End term
27 – 37	Theory at Mid Century: Structuralism (Levi Strauss), Symbolic Anthropology (Geertz), Neo Evolutionism (Sahlins), Postcolonialism (Asad)	Learning the key ideas of eminent Anthropologists based on the evolution and gradual development of the mankind.	Lecture	1609.1/1609.2/1609.3/1609.4	MTE- 2, End term
38- 42	New Debates: Feminist Anthropology (Ortner), Post-structuralism and Postmodernism (Bourdieu, Clifford and Marcus), Globalization Debate (Appadurai, Gupta & Ferguson), Power and Knowledge (Michel Foucault), Conflict Theory (L. A. Coser).	Learning the key ideas of new debates issues and matters.	Lecture	1609.1/1609.2/1609.3/1609.4	Quiz, MTE I, End Term
42- 45	Class activity / Presentations/ Mock tests.	Clearing the doubts	Discussions, revision	NA	NA

**G. Course Articulation Matrix: (Mapping of COs with POs)**

CO.	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
SO1609.1	The course will enable students to get accustomed to the basic approaches and theories of the evolution of mankind its culture and society.	2	1	2	1	2	0	0
SO1609.2	Understand a general summarized reading of the important anthropological theories and explanations.	2	0	2	0	1	0	1
SO1609.3	Enhance their ability to understand theoretical approaches used in cultural anthropology.	1	0	1	1	2	0	1
SO1609.4	Conduct sociological investigations by using various theoretical perspectives depending on their focus.	1	1	1	1	1	0	1

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



# MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts

Course Hand-out

Cinema & Society | SO 1610 | 4 Credits | [3104]

Session: Jan-May 2021 | Faculty: | Class: B.A. Subsidiary (VI Semester)

**A. Introduction:** The course aims to illustrate the understanding of the cinematic representation of Indian society. The objective is to study the changes in Indian society and its representation in popular culture and Indian Cinema.

**B. Course Outcome:** On completion of the course, students will be able to-

**SO1610.1** Analyse Indian cinema and cinematic issues in multimedia from various sociological perspectives.

**SO1610.2** Understand cinema and its impact on society based on different theoretical premises of Sociology.

**SO1610.3** Learn what is Indian culture and the uniqueness contained in it as depicted through Indian Bollywood Cinema

**SO1610.4** Develop the skills and interest in the genre of Sociological Cinema Criticism.

**SO1610.5** Understand *Gender Depiction*, *Ideological Control*, and *Construction* and confront the issues of representation, portrayal, and narration of characters in Cinema from sociological viewpoints.

## C. Program Outcomes and Program Specific Outcomes

**[PO.1].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

**[PO.2].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

**[PO.3].Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings

**[PO.4].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

**[PO.5].Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them

**[PO.6].Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7].Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

**[PSO.1].** Apply design, critical, and mathematical thinking in communication, real life issues and in problem solving.

**[PSO.2].** Recognize and understand basics of empirical research, economics, psychology, social sphere and heritage.

**[PSO.3].** Develop listening, speaking, creative writing, designing, artistic, theatrical, musical, dancing and concentration skills.

**[PSO.4].** Demonstrate knowledge of international and intercultural relations, law and society, holistic fitness, and film appreciation.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments, Activity feedbacks (Accumulated and Averaged)	20
End Term Exam (Summative)	End Term Exam	40
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. Syllabus

Introduction to the Course , Indian Cinema/ Bollywood; Beginnings” The Story of India with Michael Wood BBC/PBS, 2008 (1 hour), Larger than Life: India Bollywood Film Culture Films for the Humanities & Sciences, 2005 (57 minutes); Revisiting Indian History and Society: The Legend of Bhagat Singh (2002), Gandhi directed by Richard Attenborough, (1982), A Passage to India directed by David Lean, (1984), Rang de Basanti directed by Rakeysh Omprakash Mehra, (2006), The Rising: The Ballad of Mangal Pandey directed by Ketan Mehta, (2005); Family Norms and Social Change: Baghban directed by Ravi Chopra (2003), Kapoor & Sons (2016), Taare Zameen Par (2007); Gender Norms & Social Change: Pink (2016), Chak de India (2007), Queen (2014); Religion and society: PK (2014), OMG (2012), Bombay (1995).

#### F. References:

Barnouw, E. & Krishnaswamy, S. (1980). Indian film. 2nd edition, New York: Oxford University Press.  
 Chakravarty, S.S. (1993). National identity in Indian popular cinema, 1947-1987. Austin: University of Texas Press.  
 Dwyer, R. (2005). 100 Bollywood films. London: British Film Institute.  
 Dwyer, R. (2014). Bollywood’s India: Hindi cinema as a guide to contemporary India. London and Chicago: Reaktion Books.



Dwyer, R. (2014). *Bollywood. (Four Volumes)*. Routledge Major Works Collection: London: Routledge [publication Sept 2014]

Ganti, T. (2013). *Bollywood: a guidebook to popular Hindi cinema*. London: Routledge.

Gopal, S. and Moorti, S. (eds) (2008). *Global Bollywood: travels of Hindi song and dance*. Minneapolis: University of Minnesota Press.

Vasudevan, R. (2010). *The melodramatic public: film form and spectatorship in Indian cinema*.

### G. Lecture Plan

<b>Classes</b>	<b>Topics</b>	<b>Session Outcome</b>	<b>Mode of delivery</b>	<b>Corresponding CO</b>	<b>Mode of Assessing the Outcome</b>
I	Introduction to the course	Introduce students to the course and the timeline of classes, topics and test schedules	Lecture	NA	NA
2-3	Introduction to the Basic Concept of Indian Cinema/ Bollywood/Hollywood	Introducing topics in broad strokes.	Lecture	2164.1/2164.2	Quiz, MTE I, End Term
4- 10	Sociology of Cinema & Sociological perspectives in understanding the Cinematic representations of society,	Learning the components of Sociological perspectives	Lecture	2164.1/2164.2	Quiz, MTE I, End Term
11- 20	Theoretical premises of Functionalism, Marxism, Feminism Interactionism, Post-Modernity	Understanding the various Sociological Theoretical approaches	Lecture	2164.1/2164.2	Quiz, MTE I, End Term
20- 24	India Bollywood Film Culture Films for the Humanities & Social Sciences	Understanding the major changes to have affected Indian economy, society, and culture.	Lecture	2164.1/2164.2	Quiz, MTE- 2, End term

24 - 30	Revisiting Indian History and Society: With examples of the Movies-like - The Legend of Bhagat Singh (2002), Gandhi directed by Richard Attenborough, (1982), A Passage to India directed by David Lean, (1984), Rang de Basanti directed by Rakeysh Omprakash Mehra, (2006), The Rising: The Ballad of Mangal Pandey directed by Ketan Mehta, (2005)	Learning the key ideas of Indian Social System – Past and present	Lecture	2164.3	Quiz, MTE- 2, End term
30-35	Family Norms and Social Change: as depicted from the plots of Movies like – Baghban directed by Ravi Chopra (2003), Kapoor & sons (2016), Taare Zameen Par (2007);	Learning the key ideas of culture	Lecture	2164.3	Quiz, MTE 1, End Term
35-38	Gender Norms, Social Change: Pink (2016), Chak de India (2007), Queen (2014)	Learning adaptability of society through transformation Gender Sensitisation and awareness	Lecture	2164.2/ 2164.4//2164.5	Quiz, MTE- 2, End term
39-42	Religion and society: PK (2014), OMG (2012), Bombay (1995).	Understanding the most recent changes and their varied aspects.	Lecture	2164.2/ 2164.4//2164.5	Quiz, MTE- 2, End term
45	Doubt clearance	Understanding the identity driven movements in Indian society and their transitions	Discussions	2164.2/ 2164.4/2164.5	End term
46	Class activity / Presentations/ Mock tests.	Clearing the doubts	Discussions, revision	NA	NA

## H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
SO1610.1	Analyze Indian cinema and cinematic issues in multimedia from varied sociological perspectives.	2	2	2	1	2	0	0
SO1610.2	Understand cinema and its impact on society based on different theoretical premises of sociology.	2	3	2	3	1	0	1
SO1610.3	Learn what is Indian culture and the uniqueness contained in it as depicted through Indian Bollywood Cinema	2	2	1	1	2	0	1
SO1610.4	Understand <i>Gender Depiction, Ideological Control, and Construction</i> and develop the skills and interest in the genre of Sociological Cinema Criticism.	1	3	1	1	2	0	1
SO1610.5	Confront the issues of representation, portrayal, and narration of characters in Cinema from sociological vantage points.	1	1	3	3	1	0	1

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**



## MANIPAL UNIVERSITY JAIPUR

School of Humanities and Social Sciences

Department of Arts  
Course Hand-out

Foreign Policies of India, USA & China| PO1609 | 4 Credits | 3 | 0 4

Session: Jan-May 2021 | Faculty: Dr Radhika & Dr Aditi Priya | Class: BA (Subsi)

### A. Introduction

The world today is becoming a small space where the individual, nation and the international system are in constant interaction. The aim of this paper is to make students aware of how foreign policy functions. The analysis of foreign policy of major power of the world will make it even more interesting.

**B. COURSE OUTCOMES:** On completion of the course the students will be able to:

[PO1609.1] Understand the determinants and role of institutions involved in formulating and implementing foreign policies of India, USA and China.

[PO1609.2] Unravel various layers of bilateral relations (of India, China and the USA).

[PO1609.3] Analyse the role of India, the USA and China on global issues.

[PO1609.4] To render students professionally capable for administrative services, higher education or research in think tanks and organisations

### C. PROGRAM OUTCOMES

**[PO.1] 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.

**[PO.2] 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.

**[PO.3] Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusion in group settings.

**[PO.4] 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.

**[PO.5] Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**[PO.6] Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7] Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

**Evolution of India's Foreign Policy**, salient features, determinants of foreign policy. India and Its neighbours. India and major powers. India's approach on major global issues.

**Salient features of American foreign Policy.** American foreign policy towards Europe, West Asia and South Asia. USA on major global issues.

**Salient features of Chinese foreign policy.** China and major powers (including India). China's approach towards major global issues.

## F. References

### Books:

- 1- Dixit J.N. (2003), *India's Foreign Policy: 1947-2003* Picus Books: New Delhi.
- 2- Dutta V. P. (2011) *India's Foreign Policy Since Independence*, National Book Trust: New Delhi.
- 3- Dixit J.N. (2010) *India's Foreign Policy and its Neighbours*, Gyan Publishing House: New Delhi.
- 4- Northedge F.S. (ed) (1969) *Foreign Policy of the Powers*, Praeger: New York.
- 5- Arora Prem (2012) *Foreign Policy of the Major Powers*, 2nd edition, Cosmos Bookhive Pvt Ltd: Delhi.
- 6- Herring, George C.(2008) *From Colony to Superpower: U.S. Foreign Relations since 1776*, Oxford University Press : New Delhi.
- 7- Harris, Stuart (2014) *China's Foreign Policy*, 1st edition, Polity : Cambridge.

### Journals:

- 1- *Seminar*, New Delhi.
- 2- *Journal of Public Affairs*

## G. Lecture Plan

Lec. No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	<b>Concept of Foreign Policy</b>	Introduction	Lecture	1609.1	Quiz of previous class, Mid Term I, End Term Examinations
2	<b>Indian Foreign Policy</b>	Major Determinants	Lecture	1609.1	Quiz of previous class, Mid Term I, End Term Examinations
3,4	<b>Indian Foreign Policy</b>	Salient Features	Lecture	1609.1	Quiz of previous class, Mid Term I, End Term Examinations

5,6	<b>Indian Foreign Policy</b>	Institutions	Lecture	1609.1	Quiz of previous class, Mid Term I, End Term Examinations
7-18	<b>India and Its Neighbours</b>	Political Relations with Pakistan, Nepal, Bhutan, Sri Lanka, Bangladesh	Lecture	1609.2	Quiz of previous class, Mid Term I, End Term Examinations
19-25	<b>India and Major Power</b>	Bilateral Relations with China and USA; Approach on Major Issues	Lecture	1609.2, 1609.3	Quiz of previous class, Mid Term I, End Term Examinations
26	<b>Foreign Policy of USA</b>	Salient Features	Lecture	1609.2, 1609.3	Quiz of previous class, Mid Term II, End Term Examinations
27	<b>Foreign Policy of USA</b>	Salient Features	Lecture and case illustrations	1609.2, 1609.3	Quiz of previous class, Mid Term II, End Term Examinations
28	<b>Foreign Policy of USA</b>	Basic Foundations	Lecture	1609.2, 1609.3	Quiz of previous class, Mid Term II, End Term Examinations
29-35	<b>Foreign Policy of USA</b>	Bilateral Relations with India and China	Lecture	1609.2, 1609.3	Quiz of previous class, Mid Term II, End Term Examinations
36-40	<b>Foreign Policy of USA</b>	Approach towards Major Issues	Lecture	1609.2, 1609.3	Quiz of previous class, Mid Term II, End Term Examinations
41	<b>Foreign Policy of China</b>	Determinants	Lecture	1609.2, 1609.3	Quiz of previous class, Mid Term II, End Term Examinations

42	<b>Foreign Policy of China</b>	Salient Features	Lecture	1609.4 AND 1609.5	Quiz of previous class, Mid Term II, End Term Examinations
43-48	<b>Foreign Policy of China</b>	Bilateral Relations with USA and China	Lecture	1609.4 AND 1609.5	Quiz of previous class, Mid Term II, End Term Examinations
49-52	<b>Foreign Policy of China</b>	Approach towards Major Issues	Lecture	1609.4 AND 1609.5	Quiz of previous class, Mid Term II, End Term Examinations

#### H. Course Articulation Matrix: (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAM OUTCOMES						
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
PO1609.1	Understand the determinants and role of institutions involved in formulating and implementing foreign policies if India, USA and China.	2	2	3	2	2	1	2
PO1609.2	Unravel various layers of bilateral relations (of India, China and the USA).	2	2	3	3	3	1	3
PO1609.3	Analyse the role of India, the USA and China on global issues.	3	2	2	2	2	3	3
PO1609.4	To render students professionally capable for administrative services, higher education or research in think tanks and organisations	3	2	2	2	2	1	1

**1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**







## MANIPAL UNIVERSITY JAIPUR

School of Humanities and social science

Department of Arts  
Course Hand-out

Public Administration with special reference to Local Self-Government| PO1610| 4 Credits | 3104

Session: Jan-May 2021 | Faculty: Dr Aditi Priya| Class: B.A. (Subsi)

### A. Introduction

Indian Public Administration is a dynamic area of study. It covers all those events and activities which involve the Governments and Politics of India.

**B. COURSE OUTCOMES:** At the end of the course, the students will be able to-

[PO1610.1] To understand the form and substance of Indian Administration.

[PO1610.2] Acquaint with the functioning of the Indian administration, at central and state levels and the responses of these systems in addressing the concerns of the people.

[PO1610.3] Acquaint with India's development experience and changing role of administration.

[PO1610.4] Acquaint the learner with the required knowledge of administrative science and government in action and the contemporary issues in public affairs management

[PO1610.5] To render students professionally capable for administrative services, higher education or research in think tanks and organisations

### C. PROGRAM OUTCOMES

**[PO.1] 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.

**[PO.2] 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.

**[PO.3] Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusion in group settings.

**[PO.4] 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.

**[PO.5] Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**[PO.6] Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**[PO.7] Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

#### D. Assessment Rubrics:

Criteria	Description	Maximum Marks
Internal Assessment (Summative)	Sessional Exam I	20
	Sessional Exam II	20
	In class Quizzes and Assignments , Activity feedbacks (Accumulated and Averaged)	10
End Term Exam (Summative)	End Term Exam	50
	Total	100
Attendance (Formative)	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	
Homework/ Home Assignment/ Activity Assignment (Formative)	There are situations where a student may have to work in home, especially before a flipped classroom. Although these works are not graded with marks. However, a student is expected to participate and perform these assignments with full zeal since the activity/ flipped classroom participation by a student will be assessed and marks will be awarded.	

#### E. SYLLABUS

Indian Constitution, Central Administration : President, Prime Minister, Council of Ministers, Cabinet, PMO, U.P.S.C., Elections, Finance Commission, Neeti Aayog, Control : Legislative, CAG, Judicial, State Administration : Governor, Chief Minister, Council of Ministers, State Secretariat, R.P.S.C., District Administration : Meaning, Evolution and functions, Rural Local Bodies with special reference to the 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment , Zila Parishad, Samiti, Gram Panchayat and Gram Sabha, Urban Local Bodies : Municipal Corporation, Municipal Council and Committees; Election Commission and Finance Commission at local level; Administrative reforms: Lok Pal and Lok Ayukta

## F. References

Books :

1. Arora, Ramesh K. (2012), *Indian Public Administration: Institutions and Issues*, 3<sup>rd</sup> Edition, New Age International Publishers : New Delhi.
2. Sharma, P.D. and B.M. Sharma (2009) , *Indian Administration : Retrospect and Prospect*, Rawat Publications : New Delhi
3. Khera, S.S. (1964) *District Administration in India*, Asia Publishing House : New Delhi
4. Singh, Hoshiar and Mohinder Singh (1989) *Public Administration in India: Theory and Practice*, New Delhi: Sterling Publishers Private Ltd.
5. Avasthi A. (1980) *Central Administration*, New Delhi: Tata Mc graw Hill.
6. Jain, R.B. (1980) *District Administration*, Mussoorie : Indian Institute of Public Administration.
7. Puri, K.K. (1985) *Local Government in India*, Jalandhar : Bharat Prakashan.
8. Jain, S.P. (ed.) (1995) *Panchayati Raj Institutions in India: An Appraisal*, Hyderabad: NIRD.
9. Prasad , Ram Narayan (2002) , *Governance of India : Issues and Perspectives*, Aizawl : North Eastern Hill University
10. Puri, K.K.( 2006) *Indian Administration*, Jalandhar : Bharat Prakashan.

Journals :

1. *Public Administration*, London.
2. *Indian Journal of Public Administration*, Indian Institute of Public Administration, New Delhi.
3. *Prashasnaika*, Rajasthan Institute of Public Administration, Jaipur.

## G. Lecture Plan

Lec. No	Topics	Session Objective	Mode of Delivery	Corresponding CO	Mode of Assessing the Outcome
1	Introduction of the paper	Introduction of the paper	Lecture		Quiz of previous class, Mid Term I, End Term Examinations
2	Constitutional Framework	Constitutional Framework	Lecture	1610.1	Quiz of previous

					class, Mid Term I, End Term Examinations
3,4	President	President	Lecture	1610.1	Quiz of previous class, Mid Term I, End Term Examinations
5,6	Prime Minister	Prime Minister	Presentations	1610.1	Quiz of previous class, Mid Term I, End Term Examinations
7,8	Council of Ministers	Council of Ministers	Lecture	1610.2	Quiz of previous class, Mid Term I, End Term Examinations
9	PMO	PMO	Lecture	1610.2	Quiz of previous class, Mid Term I, End Term Examinations
10	UPSC	UPSC	Lecture	1610.2	Quiz of previous class, Mid Term I, End Term Examinations
11	Elections	Elections	Presentation	1610.2	Quiz of previous class, Mid Term I, End Term Examinations
12	Finance Commission	Finance Commission	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations

13	NITI Aayog	NITI Aayog	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
14	Legislative Control	Legislative Control	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
15,16	CAG	CAG	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
17	Judicial Control	Judicial Control	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
18	Governor	Governor	Presentation	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
19	Chief Minister	Chief Minister	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
20	Council of Ministers	Council of Ministers	Lecture	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
21	State Secretariat	State Secretariat	Lecture	1610.2	Student Recap of previous class, Mid Term

					Examination II
22	RPSC	RPSC	Lecture	1610.2	Student Recap of previous class, Mid Term Examination II
23	Meaning and evolution of District Administration	Meaning and evolution of District Administration	Lecture and case illustrations	1610.2	Quiz of previous class, Mid Term II, End Term Examinations
24	Functions of District Administration	Functions of District Administration	Lecture	1610.2	Quiz of previous class, End Term Examinations
25	73rd and 74th Amendments	73rd and 74th Amendments	Presentation	1610.2	Quiz of previous class, End Term Examinations
26	Panchayati Raj	Panchayati Raj	Lecture	1610.2	Quiz of previous class, End Term Examinations
27	Organs of Panchayati Raj	Organs of Panchayati Raj	Lecture	1610.2	Quiz of previous class, End Term Examinations
28	Organs of Panchayati Raj	Organs of Panchayati Raj	Lecture	1610.2	Quiz of previous class, End Term Examinations
29	Municipal Corporation	Municipal Corporation	Lecture	1610.2	Quiz of previous class, End Term Examinations
30	PPTs for assessment	PPTs for assessment	Lecture	1610.3	Quiz of previous

					class, End Term Examinations
31	PPTs for assessment	PPTs for assessment	Lecture	1610.3	Quiz of previous class, End Term Examinations
32	PPTs for assessment	PPTs for assessment	presentations	1610.3	Quiz of previous class, End Term Examinations
33	PPTs for assessment	PPTs for assessment	Lecture	1610.3	Quiz of previous class, End Term Examinations
34	PPTs for assessment	PPTs for assessment	Lecture	1610.3	Quiz of previous class, End Term Examinations
35	Municipal Council	Municipal Council	Lecture	1610.3	Quiz of previous class, End Term Examinations
36	Municipal Committees	Municipal Committees	Presentation	1610.3	Quiz of previous class, End Term Examinations
37	Election Commission at Local Level	Election Commission at Local Level	Lecture	1610.3	Quiz of previous class, End Term Examinations
38	Finance Commission at local level	Finance Commission at local level	Lecture	1610.3	Quiz of previous class, Mid Term I, End Term Examinations
39	Administrative	Administrative	Lecture	1610.3	Quiz of



	Reforms	Reforms			previous class, Mid Term I, End Term Examinations
40	Administrative Reforms	Administrative Reforms	Lecture	1610.3	Quiz of previous class, Mid Term I, End Term Examinations
41	Committees on Administrative Reforms	Committees on Administrative Reforms	Lecture	1610.3	Quiz of previous class, Mid Term I, End Term Examinations
42	Lokpal in India	Lokpal in India	Lecture	1610.3	Quiz of previous class, Mid Term I, End Term Examinations
43	Functions OF Lokpal	Functions OF Lokpal	Presentation	1610.3	Quiz of previous class, Mid Term I, End Term Examinations
44	Lokayukta in India	Lokayukta in India	Lecture	1610.4 and 1610.5	Quiz of previous class, Mid Term I, End Term Examinations
45	Functions of Lokayukta	Functions of Lokayukta	Lecture	1610.4 and 1610.5	Quiz of previous class, Mid Term I, End Term Examinations
46	working of Indian Administration	working of Indian Administration	Lecture	1610.4 and 1610.5	Quiz of previous class, Mid Term II, End Term Examination



PO1610.1	To enlighten students about the International System along with its components and features, past and present	2			1			
PO 1610.2	To study the evolution of the system since the World Wars, till now.	1						
PO 1610.3	To understand the Foreign Policy of India.	1			3			
PO 1610.4	To capacitate students with a basic yet comprehensive understanding of International Affairs so that they develop the analytical capacity to appreciate and ascertain the global dynamics in which they exist.	2			1			
PO 1610.5	To render students professionally capable for administrative services, higher education or research in think tanks and organisations	1			1	1	1	

**1 Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

