

Program Project Report (PPR)
of
Master of Arts (English)



Centre of Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY

N.H.-24, Delhi Road, Moradabad, Uttar Pradesh

244001

Website: www.tmu.ac.in



S. No.	Contents
1.	Introduction, Programmes Mission, and Objectives
2.	Relevance of Programme with Teerthanker Mahaveer University, Moradabad Mission and Goals
3.	Nature of Prospective Target Group of Learners
4.	Appropriateness of programme to be conducted in Distance mode to acquire specific skills and competence
5.	Instructional Design Curriculum design Programme structure and Detailed syllabus Duration of the programme. Faculty and support staff requirement Instructional delivery mechanisms Identification of media–print, audio or video, Distance, computer aided. Student Support Services
6.	Procedure for Admissions, Curriculum Transaction and Evaluation
6.1	Procedure for Admission
6.2	Curriculum Transactions
6.3	Evaluation
7.	Requirement of the Laboratory Support and Library Resources
8.	Cost Estimate of the Programme and the Provisions
9.	Quality Assurance Mechanism and Expected Programme Outcomes



1. Introduction:

Welcome to the Bachelor of Arts in English program at the Centre of Distance and Online Education (CDOE), Teerthanker Mahaveer University. This program is specifically designed to cater to the educational aspirations of individuals from rural backgrounds and those belonging to the service class. Understanding the unique challenges and opportunities faced by these communities, our program offers a flexible and accessible learning environment that empowers students to pursue higher education without compromising their personal or professional commitments.

English, as a field of study, provides profound insights into the complexities of human societies, their structures, and the intricate English communication relationships that shape our world. By examining English dynamics, cultural norms, and social institutions, students gain a comprehensive understanding of how societies function and evolve. This knowledge is particularly valuable for individuals from rural areas and the service class, as it equips them with the tools to critically analyze and address the specific social issues affecting their communities.

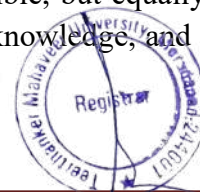
Our distance and Distance education model ensure that students can access high-quality academic resources and support services from the comfort of their homes, making higher education more attainable. Whether you are a working professional, a homemaker, or someone with other commitments, our program offers the flexibility needed to balance your studies with your everyday responsibilities.

At Teerthanker Mahaveer University, we are committed to fostering an inclusive and supportive learning environment. Our experienced faculty, comprehensive curriculum, and interactive Distance platform work together to provide a rich educational experience that prepares students for both personal growth and professional success. Join us in exploring the fascinating world of English and take the first step towards making a meaningful impact in your community and beyond. The curriculum is designed to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of business enterprises and industry.

We lay emphasis on the following courses *balanced with core and elective courses*: The curriculum of Distance MA (English) program emphasizes an intensive, flexible arts education with 80 credits. The programme structure and credits for Distance MA (English) are finalized based on the stakeholders' needs and the general structure of the programme.

The Distance Master of Arts (MA English) Programme is a two-year Programme. With inclusion of various specializations, the Programme aims at developing focused managers with a strong understanding of their area of specialization, even as the core subjects equip the students with fundamental social theories and concepts along with less tangible, but equally important soft skills. The Programme is designed to inculcate confidence, improve knowledge, and act as a catalyst in the search for success and growth.

1.1. Programme Mission and Objective:



The Distance MA (English) is imparting professional education and training in various aspects of business and its environment and provide them with opportunities to develop analytical skills to meet the challenges of society at the national and global level. The course aims at equipping the students with the requisite knowledge, skills & domain expertise envisaged by the society.

- The basic objective of the Distance MA English program is to provide advanced and practical knowledge of society for making participants more competent to occupy key operational positions.
- To impart the latest and relevant knowledge of English.
- To develop the right kind of values and attitudes to function effectively in the competitive environment.

2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:

To align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Distance MA English Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this course offers the students great career opportunities in the respective field.

Vision:

To be recognized as a premier institution of excellence providing high quality of education, research, and consultancy services to the society

Mission:

Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in commerce stream with premier institutions in India and abroad.

3. Nature of Prospective Target Group of Learners:

The programme is specially designed to cater to the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

4. Appropriateness of programme to be conducted in Distance mode to acquire specific skills and competence:

The courses in the programme are delivered through Self-Learning e-Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self-contained, self- directed at the



learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e- Learning content, and made available through four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All the above can be done/delivered by Distance and other platforms without much loss of fidelity. Hence the BA English programme is suited for Distance mode of learning.

5. Instructional Design:

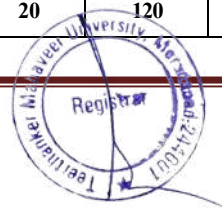
5.1. Curriculum Design:

The curriculum has been designed by experts in English and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.

5.2. Programme structure and detailed syllabus:

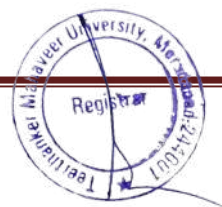


Master of Arts in English										
Semester -I										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-1	MAENCC101	Academic English	5	0	0	5	30	70	100
2	CC-2	MAENCC102	British Drama	5	0	0	5	30	70	100
3	CC-3	MAENCC103	British Poetry	5	0	0	5	30	70	100
4	CC-4	MAENCC104	British Fiction	5	0	0	5	30	70	100
Total				20	0	0	20	120	280	400
Semester -II										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-5	MAENCC201	Indian Writing Literature	5	0	0	5	30	70	100
2	CC-6	MAENCC202	Literary Criticism	5	0	0	5	30	70	100
3	CC-7	MAENCC203	Study of Language	5	0	0	5	30	70	100
4	CC-8	MAENCC204	American Literature	5	0	0	5	30	70	100
Total				20	0	2	20	150	350	500
Semester -III										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-9	MAENCC301	Popular Literature	5	0	0	5	30	70	100
2	CC-10	MAENCC302	British Romantic Literature	5	0	0	5	30	70	100
3	CC-11	MAENCC303	Women Writing	5	0	0	5	30	70	100
4	CC-12	MAENDSE501	Indian Colonial Literature	5	0	0	5	30	70	100
Total				20	0	0	20	120	280	500
Semester -IV										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-13	MAENCC401	Understanding Poetry	5	0	0	5	30	70	100
2	CC-14	MAENCC402	Modern European Drama	5	0	0	5	30	70	100
3	CC-15	MAENCC403	Post Colonial Literature	5	0	0	5	30	70	100
4	CC-16	MAENCC404	British Literature: 19 th Century	5	0	0	5	30	70	100
Total				20	0	0	20	120	350	100

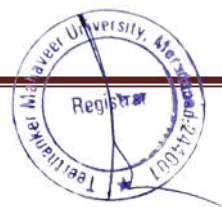


Note- A student who successfully qualifies Two MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from Programme Coordinator.

Course Code: MAENCC101	Core Course – I MA- Semester-I Academic English	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Academic writing Unit 2: Academic writing Unit 3: Writing paragraphs	10 Hours
Block -2	Unit 1: Writing paragraphs Unit 2: Writing paragraphs Unit 3: Basics of reports and research papers	10 Hours
Block -3:	Unit 1: Basics of reports and research papers Unit 2: Basics of reports and research papers Unit 3: Presenting your ideas	10 Hours
Block -4:	Unit 1: Presenting your ideas Unit 2: Grammar for editing Unit 3: Grammar for editing	10 Hours
Block -5	Unit 1: Working with words Unit 2: Working with words	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



Course Code: MAENCC102	Core Course – 2 MA- Semester-I British Drama	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Christopher Marlowe - Doctor Faustus Unit 2: Mephistopheles, concepts of heaven and hell, master servant dichotomy, fall motif Unit 3: Renaissance theater, the seven sins in Christianity	10 Hours
Block -2	Unit 1: Ben Jonson-The Alchemist: classical unities, miracle plays and morality plays, plot structure Unit 2: Ben Johnson-The Alchemist: fate and destiny, human folly, dreams and omens, reality versus desire Unit 3: Thomas Middleton and William Rowley -The Changeling : Treachery, Reason and passion, Judgment and lust Unit Name	10 Hours
Block -3:	Unit 1: Thomas Middleton and William Rowley-The changeling Unit 2: Thomas Middleton and William Rowley-The Changeling Unit 3: The Beggar’s Opera	10 Hours
Block -4:	Unit 1: The Beggar’s Opera: Introduction, and Act I,Act II, Act III, Conflict and Themes, Motifs and Symbols Unit 2: Oliver Goldsmith-She stoops to conquer Unit 3: Oliver Goldsmith -She stoops to Conquer	10 Hours
Block -5	Unit 1: Oscar Wilde - The Importance of Being Earnest Unit 2: Oscar Wilde - The Importance of Being Earnest	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Study Material) 	

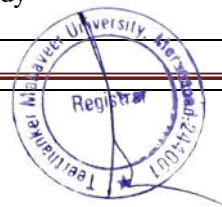


Course Code: MAENCC103	Core Course – 3 MA- Semester-I British Poetry	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Geoffrey Chaucer The Canterbury Tales - Prologue to Tales and The Tale of Wife of Bath Unit 2: Geoffrey Chaucer The Canterbury Tales - Prologue to Tales and The Tale of Wife of Bath Unit 3: Geoffrey Chaucer The Canterbury Tales - Prologue to Tales and The Tale of Wife of Bath	10 Hours
Block -2	Unit 1: John Milton: Invocation to Book I and Book IX Unit 2: John Milton: Invocation to Book I and Book IX Unit 3: Alexander Pope: Rape of the Lock	10 Hours
Block -3:	Unit 1: Alexander Pope: Rape of the Lock Unit 2: John Keats: Ode to Autumn Unit 3: William Wordsworth: Lines Composed A Few Miles	10 Hours
Block -4:	Unit 1: Samuel Taylor Coleridge: Kubla Khan Unit 2: Robert Browning: Porphyria's Lover Unit 3: Alfred Tennyson: Ulysses	10 Hours
Block -5	Unit 1: T.S. Eliot: The Love Song of J. Alfred Prufrock Unit 2: W. B. Yeats: The Second Coming	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



Course Code: BAENCC104	Core Course – 4 BA- Semester-I British Fiction	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: British Fiction Unit 2: British Fiction Unit 3: Joseph Andrews by Henry Fielding	10 Hours
Block -2	Unit 1: Joseph Andrews by Henry Fielding Unit 2:Pride and Prejudice by Jane Austen Unit 3: Pride and Prejudice by Jane Austen	10 Hours
Block -3:	Unit 1: Wuthering Heights by Emily Bronte Unit 2: Wuthering Heights by Emily Bronte Unit 3: Jane Eyre by Charlotte Bronte	10 Hours
Block -4:	Unit 1: Jane Eyre by Charlotte Bronte Unit 2: Great Expectations by Charles Dickens Unit 3: Great Expectations by Charles Dickens	10 Hours
Block -5	Unit 1:Tess of the d'Urbervilles by Thomas Hardy Unit 2: Tess of the d'Urbervilles by Thomas Hardy	10 Hours
Textbooks	SLM (Self Learning Material)	

Course Code: MAENCC201	Core Course – 5 BA- Semester-III Indian Writing Literature	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Amitav Ghosh; Shadow Lines: Introduction to the Text Unit 2: Amitav Ghosh; Shadow Lines: Detailed Study of Part—I (A Bird's Eye View) Unit 3: Amitav Ghosh—Shadow Lines: Detailed Study—II (Plot and Criticisms)	10 Hours
Block -2	Unit 1: Amitav Ghosh: Shadow Lines: Detailed Study of Part —III (Critical Appreciation) Unit 2: Amitav Ghosh: Shadow Lines: Theme of Nationality Unit 3: Amitav Ghosh: Shadow Lines: Characterisation	10 Hours
Block -3:	Unit 1: Amitav Ghosh: Shadow Lines—Narrative Techniques Unit 2: Rupa Bajwa: Sari Shop—Introduction to the Text Unit 3: Rupa Bajwa: Sari Shop—Concept of Feminism	10 Hours
Block -4:	Unit 1: Rupa Bajwa: Sari Shop—Detailed Study of the Text Unit 2: Rupa Bajwa: Sari Shop—Theme	10 Hours
Block -5	Unit 1: Rupa Bajwa: Sari Shop—Characterisation and Plot Construction Unit 2: Rupa Bajwa: Sari Shop—Psychological Study	10 Hours
Textbooks	• SELF LEARNING MATERIAL (SLM)	



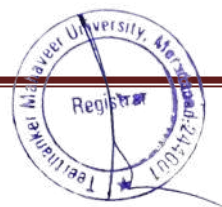
Course Code: MAENCC202	Core Course – 6 MA- Semester-II Literary Criticism	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Aristotle Poetics Unit 2: Aristotle Poetics Unit 3: Aristotle Poetics	10 Hours
Block -2	Unit 1: Aristotle Poetics Unit 2: Aristotle Poetics Unit 3: Dryden:An Essay of Dramatic Poesy	10 Hours
Block -3:	Unit 1: William Wordsworth: Preface to the Lyrical Ballad Unit 2: William Wordsworth: Preface to the Lyrical Ballad Unit 3: T.S Eliot: Tradition and the Individual Talent	10 Hours
Block -4:	Unit 1: T.S Eliot: Tradition and the Individual Talent Unit 2: Sigmund Freud: The Nature of Dreams Unit 3: I .A. Richards: Principles of Literary Criticism	10 Hours
Block -5	Unit 1: Matthew Arnold: Culture and Anarchy Unit 2: Matthew Arnold: Culture and Anarchy	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



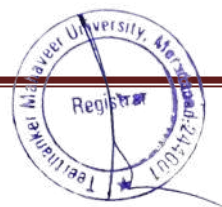
Course Code: MAENCC203	Core Course – 7 BA- Semester-II Study of Language	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Language and Phonetics Unit 2: Language and Phonetics-II Unit 3: The Production of Speech Sounds-I	10 Hours
Block -2	Unit 1: The Production of Speech Sounds-II Unit 2: Vowels-I Unit 3: Vowels-II	10 Hours
Block -3:	Unit 1: Consonants - Place of Articulation Unit 2: Consonants- Manner of Articulation Unit 3: Phonemes	10 Hours
Block -4:	Unit 1: Phonology Unit 2: Syllable Unit 3: Stress	10 Hours
Block -5	Unit 1: Intonation Unit 2: Aspects of Connected Speech	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



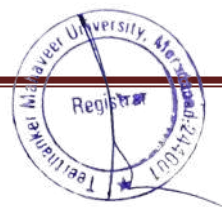
Course Code: MAENCC204	Core Course – 8 BA- Semester-II American Literature	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	ARTHUR MILLER: ALL MY SONS Unit 1: American Drama: An Introduction Unit 2: All My Sons: A Detailed Study Unit 3: Thematic Concerns in All My Sons Unit 4: All My Sons: Characterisation	12 Hours
Block -2	NATHANIEL HAWTHORNE: THE SCARLET LETTER Unit 1: The Scarlet Letter: A Socio Cultural Background Unit 2: The Scarlet Letter: Characterization Unit 3: The Scarlet Letter: Themes and Their Expression Through Imagery Unit 4: The Scarlet Letter: Structure, Narrative Style and Special Features	13 Hours
Block -3:	SHORT FICTION Unit 1: Short Fiction: An Introduction Unit 2: O’ Henry: ‘After Twenty Years’ Unit 3: Willa Cather: ‘On the Gull’s Road’ Unit 4: Ernest Hemingway: ‘Snows of Kilimanjaro’	12 Hours
Block -4:	AMERICAN POETRY: AN INTRODUCTION Unit 1: Ralph Waldo Emerson: Brahma, Hamatreya Unit 2: Walt Whitman: ‘O Captain, My Captain’ & ‘Passage to India’ (lines 1–68) Unit 3: Emily Dickinson: Because I Could Not Stop for Death, A Thought Went Up My Mind Today, Death Sets a Thing Significant Unit 4: Alexie Sherman Alexie ‘Crow Testament’ & ‘Evolution’	13 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	



Course Code: MAENCC301	Core Course – 9 MA- Semester-III Popular Literature	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	POPULAR LITERATURE: AN INTRODUCTION Unit 1: What is Popular Literature? Unit 2: The Notions of the Canonical and the Popular Unit 3: Exploring Academic and Critical Approaches to Literature Unit 4: Popular Literature Today	12 Hours
Block -2	GENRES OF POPULAR LITERATURE I Unit 1: Children’s Literature: An Introduction Unit 2: Lewis Carroll’s Through the Looking Glass Unit 3: Young Adult Fiction: An Introduction Unit 4: Shyam Selvadurai’s Funny Boy	13 Hours
Block -3:	GENRES OF POPULAR LITERATURE II Unit 1: Detective Fiction: An Introduction Unit 2: Agatha Christie’s The Murder of Roger Ackroyd Unit 3: Science Fiction: An Introduction Unit 4: Science Fiction: Ursula le Guin’s “The Ones Who Walk Away from Omelas”	12 Hours
Block -4:	GENRES OF POPULAR LITERATURE III Unit 1: Graphic & Visual Narratives Vyam and Subhash Vyam Bhimayana: Experiences of Untouchability Unit 2: Graphic & Visual Narratives Vyam and Subhash Vyam Bhimayana: Experiences of Untouchability Unit 3: Adaptation to Cinema: Literature and Cinema Unit 4: Adaptation to Cinema: Ruskin Bond and Vishal Bharadwaj: The Blue Umbrella	13 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	



Course Code: MAENCC302	Core Course – 10 MA- Semester-IV British Romantic Literature	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	BRITISH ROMANTIC LITERATURE I Unit 1: The Romantic Age: An Introduction Unit 2: George Crabbe: The Village: Book I Unit 3: William Blake: ‘The Tyger’, ‘The Lamb’, ‘The Chimney Sweeper’	12 Hours
Block -2	BRITISH ROMANTIC LITERATURE II Unit 1: William Wordsworth: ‘Ode on Intimations of Immortality from Recollection of Early Childhood’, ‘Lines Composed A Few Miles Above Tintern Abbey’ Unit 2: Samuel Taylor Coleridge: ‘The Rime of the Ancient Mariner’: Ballad Tradition & Summary Unit 3: ‘The Rime of the Ancient Mariner’: Analysis, & Literary Elements Unit 4: Robert Southey: ‘After Blenheim’: Analysis & Literary Elements	13 Hours
Block -3:	British Romantic Literature III Unit 1: Charles Lamb: ‘A Dissertation Upon Roast Pig’: Summary & Analysis Unit 2: Lord Byron: ‘Roll on thou Deep’ and ‘Dark Blue Ocean’, ‘George the Third’ Unit 3: Shelley ‘Ode to The West Wind’, ‘Ode To A Skylark’ Unit 4: Keats: ‘Ode On A Grecian Urn’, ‘Ode To A Nightingale’	13 Hours
Block -4:	MARY SHELLEY: FRANKENSTEIN Unit 1: Mary Shelley: Life and Works Unit 2: Frankenstein: A Gothic Novel Unit 3: Frankenstein: Summary and Analysis	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	



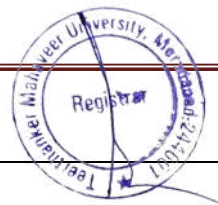
Course Code: MAENCC303	Core Course – 11 MA- Semester-III Women’s Writing	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	NON FICTIONAL PROSE Unit 1: Introduction to Women’s Writing Unit 2: Mary Wollstonecraft, “ A Vindication of the Rights of Women” Unit 3: Nabanita Deb Sen, “ A Woman’s Reading of the Rama tale” Unit 4: Ramabai Ranade, From “A Testimony of our Inexhaustible Treasures”	12 Hours
Block -2	POETRY Unit 1: Emily Dickinson, “I heard a fly buzz”; “I measure every grief” Unit 2: Kamala Das, “Introduction”; A Hot Noon in Malabar” Unit 3: Lakshmi Kannan, “Don’t Wash” Indira Sant, “Her Dream” Unit 4: Naseem Shafie, “Neither Shadow nor Reflection; “Solitude for the Girl Child”	13 Hours
Block -3:	SHORT STORY Unit 1: Katherine Mansfield, “A Cup of Tea” Unit 2: Virginia Woolf “The Legacy” Unit 3: Charlotte Perkins Gilman, “The Yellow Wallpaper” Unit 4: Pudhumaipithan, “Redemption”	13 Hours
Block -4:	NOVEL Unit 1: The Socio-Cultural Context Unit 2: Reading the Novel Unit 3: Themes and Women Characters Unit 4: Structure of the Novel	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	



Course Code: MAENCC304	Core Course – 12 BA- Semester-V Indian Classical Literature	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	KALIDASA: ABHIJNANA SHAKUNTALA Unit 1: Indian Aesthetics: An Introduction Unit 2: Kalidasa: An Overview Unit 3: Abhijnana Shakuntala: Textual Analysis Unit 4: Abhijnana Shakuntala: Character Analysis & Critical Perspectives	13 Hours
Block -2	VYAS: MAHABHARATA Unit 1: The Mahabharata: An Overview Unit 2: The Dicing from the Book of the Assembly Hall Unit 3: The Sequel to the Dicing: A Reading Unit 4: The Temptation of Karna from the Udyog Parva	12 Hours
Block -3:	SUDRAKA: MRICHCHHAKATIKA Unit 1: Sudrakha and His Play Mrichchhakatika: An Introduction Unit 2: Mrichchhakatika: Plot Structure & Analysis Unit 3: Thematic Concerns in Sudraka's Mrichchhakatika Unit 4: Mrichchhakatika: Facets of Characterisation	13 Hours
Block -4:	ATIKAL ILANGO: CILAPPATIKARAN Unit 1: Sangam Literature: An Introduction Unit 2: Cilappatikaran: A Textual Analysis Unit 3: The Divine, the Human and the Immortalised Characters in Cilappatikaran Unit 4: Akam and Puram Poetry in Cilappatikaran	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	

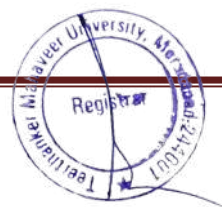


<p>Course Code: MAENCC401</p>	<p style="text-align: center;">Core Course – 13 MA- Semester-IV Understanding Poetry</p>	<p style="text-align: center;">L-5 T-0 P-0 C-5</p>
Course Content:		
<p>Block-1:</p>	<p>BRITISH POETRY Unit 1 Poetry: An Introduction Unit 2 Metaphysical Poets John Donne <ul style="list-style-type: none"> • The Canonization Andrew Marvell <ul style="list-style-type: none"> • To His Coy Mistress Unit 3 Romantic Poets William Wordsworth <ul style="list-style-type: none"> • The Ruined Cottage S T Coleridge <ul style="list-style-type: none"> • Kubla Khan Unit 4 Victorian Poets Robert Browning <ul style="list-style-type: none"> • The Last Ride Together Tennyson <ul style="list-style-type: none"> • Crossing the Bar </p>	<p style="text-align: center;">10 Hours</p>
<p>Block -2</p>	<p>AMERICAN POETRY Unit 1 Robert Frost <ul style="list-style-type: none"> • After Apple Picking • A Boundless Moment Unit 2 William Carlos Williams <ul style="list-style-type: none"> • A Widow’s Lament in Springtime • The Dead Baby Unit 3 Wallace Stevens <ul style="list-style-type: none"> • The Snow Man • The Emperor of Ice Cream Unit 4 Langston Hughes <ul style="list-style-type: none"> • The Negro Speaks of Rivers • Young Gal’s Blues </p>	<p style="text-align: center;">13 Hours</p>
<p>Block -3:</p>	<p>INDIAN ENGLISH POETRY Unit 1 Nissim Ezekiel <ul style="list-style-type: none"> • Goodbye Poetry For Miss Pushpa T. S. Eunice D’Souza <ul style="list-style-type: none"> • Bequest Unit 2 A K Ramanujan <ul style="list-style-type: none"> • On the Death of a Poem Jayant Mahapatra <ul style="list-style-type: none"> • A Rain of Rites Unit 3 Arun Kolatkar <ul style="list-style-type: none"> • Ajamil and the Tigers Agha Shahid Ali <ul style="list-style-type: none"> • Postcard from Kashmir Unit 4 Dilip Chitre <ul style="list-style-type: none"> • Ode to a Poet </p>	<p style="text-align: center;">13 Hours</p>
<p>PR Distance MA Eng in P P</p>	<p>th P g o d e l o B o m b a y 2 0 2 5 Keki N Daruwalla <ul style="list-style-type: none"> • Chinar </p>	<p style="text-align: center;">Page 18</p>



Block -4:	POETRY FROM THE MARGINS Unit 1 Tribal Poets Kynpham Sing Nongkynrih (khasi) <ul style="list-style-type: none"> • The Colours of Truth • The Ancient Rocks of Cherra Unit 2 Nirmala Putul (Santhal) <ul style="list-style-type: none"> • Mountain Woman • Mountain Child Unit 3 Dalit Poets Jyoti Lanjewar (Marathi Poet) <ul style="list-style-type: none"> • Caves • Leadership Unit 4 Sukirtharani (Tamil Poet) <ul style="list-style-type: none"> • Pariah God • Untitled Poem -II 	10 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	

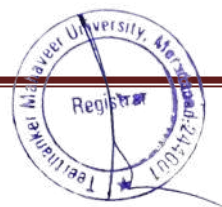
Course Code: MAENCC4021	Core Course – 14 BA- Semester-VI Modern European Drama	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	HENRIK IBSEN GHOSTS Unit 1 Henrik Ibsen: Life, Times, Works Unit 2 Realism and Beyond Unit 3 Themes and Characterization Unit 4. Structure and Style of the Play	12 Hours
Block -2	BERTOLT BRECHT: THE GOOD WOMAN OF SZECHUAN Unit 1 Bertolt Brecht: Life, Times, Works Unit 2 Politics, Social Change and Stage Unit 3 Themes and Characterization Unit 4 Structure and Style of the Play	13 Hours
Block -3:	SAMUEL BECKETT: WAITING FOR GODOT Unit 1 Samuel Beckett: Life, Times, Works Unit 2 Theatre of the Absurd Unit 3 Themes and Characterization Unit 4 Structure and Style of the Play	13 Hours
Block -4:	EUGENE IONESCO: RHINOCEROS Unit 1 Eugene Ionesco: Life, Times, Works Unit 2 Tragedy and Heroism Unit 3 Themes and Characterization Unit 4 Structure and Style of the Play	12 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	



Course Code: MAENCC403	Core Course – 15 BA- Semester-VI Post Colonial Literatures	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1 An Introduction To Writings From South Africa From South Africa Unit 2 Reading The Text Unit 3 Social Configurations Unit 4 Problematizing Gender	12 Hours
Block -2	Unit 1 An Introduction To The Postcolonial Short Story Postcolonial Short Unit 2 Story Unit 3 Bessie Head, ‘The Collector Of Treasures’ Unit 4 Ama Ata Aidoo, ‘The Girl Who Of Treasures’ Can’ Grace Ogot, ‘The Green Who Can’ Leaves’	13 Hours
Block -3:	Unit 1 An Introduction To Poetry In The Postcolonial Space The Postcolonial Space Unit 2 Pablo Neruda: “Tonight I Can Write”, “The Way Spain Was” Unit 3 Derek Walcott: “A Far Cry Write’, ‘The Way Spain Was’ From Africa”, “Names” Unit 4 David Malouf: ‘Revolving From Africa’, ‘Names’ Days’, ‘Wild Lemons’	13 Hours
Block -4:	Unit 1 Theatre In India Unit 2 Reading Ghashiram Kotwal Unit 3 Plot And Technique Unit 4 Themes And Characterisation	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	



Course Code: MAENCC404	Core Course – 16 BA- Semester-V British Literature: 19th Century	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	A TALE OF TWO CITIES Unit 1 Introduction: A Tale of Two Cities Unit 2 Summary and Analysis Unit 3 The French Revolution and Dickens Unit 4 Other Aspects of the Novel	12 Hours
Block -2	THE MAYOR OF CASTERBRIDGE Unit 1 The Mayor of Casterbridge: Introduction Unit 2 The Mayor of Casterbridge: Critical Summary Unit 3 The Mayor of Casterbridge: Analysis Unit 4 The Mayor of Casterbridge: Characterisation	13 Hours
Block -3:	VICTORIAN POETRY-I Unit 1 Alfred Lord Tennyson 1: ‘The Lotos Eaters’: ‘Ulysses’; ‘Break, Break, Break’. Unit 2 Alfred Lord Tennyson 2: ‘The Splendor Falls; ‘The Lady of Shallot’ Unit 3 Robert Browning 1: ‘Prospice’; ‘Meeting at Night’; ‘Parting at Morrow’ Unit 4 Robert Browning 2: ‘My Last Duchess’	13 Hours
Block -4:	VICTORIAN POETRY-II Unit 1 Mathew Arnold-1: ‘Shakespeare’; ‘To Marguerite’; ‘Dover Beach’ Unit 2 Mathew Arnold-2: ‘The Scholar Gypsy’ Unit 3 Cristina Rossetti: ‘Goblin Market’ Unit 4 Gerard Manley Hopkins: ‘Pied Beauty’; ‘The Wind hover’	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	



5.3. Duration of the programme

<u>Study Scheme</u>	
<u>SUMMARY</u>	
Institute Name	Centre for Distance and Online Education
Programme	MA English
Duration	Two Years (Distance Mode)
Medium	English
<u>Credits</u>	
Minimum Credits Required for Degree	80
Eligibility for the program	Pass Graduation Exam in any stream

5.4. Faculty and support staff requirement

Academic Staff	Number available to meet the required. delivery norms
Programme Coordinator	1 member
Course Coordinator	1 member
Course Mentor	1 member per batch of 250 students

5.5. Instructional delivery mechanisms

The CDOE of TMU comprises of faculty members and staff who are well versed in Distance Education and Distance delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.



Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/Distance lectures/Virtual Class
- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.
- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

5.6. Identification of media–print, audio or video, Distance, computer aided.

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

5.7. Student Support Services

The Student Support services will be facilitated by the CDOE, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity cards, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to the conduct of end-semester examinations, evaluation and issue of certificates.



6. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Distance education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are notable to attend the regular classroom teaching. Academic programmes offered for such candidates under Distance Learning mode will be conducted by CDOE- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Distance mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by CDOE- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Distance application form available on CDOE-TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

6.1. Procedure for Admission:

Minimum Eligibility Criteria for admission: Pass Graduation Exam in any stream

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for BA English programme is INR 5,400 per annum (Five Thousand Four Hundred only)



A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

6.2. Curriculum Transactions:

Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Distance mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Distance Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

Norms for Delivery of Courses in Distance Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Distance Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	1 Credits	3 weeks	3 hours	6 hours	5	5	11	30
2.	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
3.	3 Credits	9 weeks	9 hours	18 hours	15	15	33	90
4.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	120
5.	6 Credits	18 weeks	18 hours	36 hours	30	30	66	180



Learning Management System (LMS) to support Distance mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens on both web and mobile platforms.

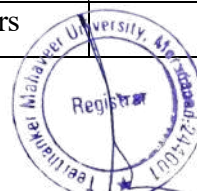
Course Design:

The Course content is designed as per the SWAYAM guidelines using 4-quadrant approach as detailed below to facilitate seamless delivery and learning experience.

- **Quadrant-I** i.e. e-Tutorial, that contains – Faculty led Video and Audio Contents, Simulations, video demonstrations, Virtual Labs, etc., along with the transcription of the video.
- **Quadrant-II** i.e. e-Content that contains –Self Instructional Materials (Digital self-Learning Material), Case Studies, Presentation etc. and contains web resources such as further references, Related links, Open-source content on internet, research papers and journals Portable Document Format or e-Books or Illustration, video demonstrations, Historical development of the subject, Article, etc.
- **Quadrant-III** i.e. Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.
- **Quadrant-IV** i.e. Self-Assessment, that contains MCQs, Problems, Quizzes, Fill in the blanks, Assignments with solutions and Discussion forum topics.

6.3. Evaluation

Evaluation:					
Assessment			Internal	External	Total
Theory			30	70	100
Practical/ Dissertations/ Project Reports			50	50	100
Class Test-1	Class Test-2	Class Test-3	Assignment(s)	Attendance	Total
Best three out of three					
10	10	10	5	5	30
Duration of Examination			External	Internal	
			3 Hours	1.5 Hours	



To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers continuous evaluation. (i.e. both internal and external). A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have at least 45% marks in aggregate to qualify the program.

Question Paper Structure	
1	The question paper shall have two section – Section A and Section B . The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:
2	Section A: It shall consist of short answer type questions (approx. 50 words). This section will essentially assess CO's related to lower order thinking skills (Remembering & Understanding) . It will contain five questions with at least one question from each unit with internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of three marks and total weightage of this section shall be ten marks .
3	Section B shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding) to be assessed and mapped with the course outcomes stated . It shall contain five questions with at least one question from each unit with an internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of ten marks and total weightage of this section shall be fifty marks .
4	Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.
IMPORTANT NOTES:	
1	The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom’s Taxonomy).
2	Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.
3	There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.



7. Requirement of the Laboratory Support and Library Resources:

Laboratory Support

No lab-based courses are offered in this program.

Library Resources

CDOE, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for BA English programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Distance mode of education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

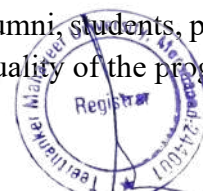
8. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

9. Quality assurance mechanism and expected programme outcomes.

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. A Master of Arts in English program in India offers students a comprehensive study of literature, language, and critical thinking. Graduates develop strong communication, writing, and analytical skills, preparing them for careers in education, publishing, media, content creation, journalism, or further academic pursuits in literature, linguistics, or related fields.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents, and employers will be received and analyzed for further improvement of the quality of the programme.



Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre of Distance and Distance Education to conduct periodic review and assessments and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by CDOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

(CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally.



Program Project Report (PPR)
of
Master of Arts (English)



Centre of Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY

N.H.-24, Delhi Road, Moradabad, Uttar Pradesh

244001

Website: www.tmu.ac.in



S. No.	Contents
1.	Introduction, Programmes Mission, and Objectives
2.	Relevance of Programme with Teerthanker Mahaveer University, Moradabad Mission and Goals
3.	Nature of Prospective Target Group of Learners
4.	Appropriateness of programme to be conducted in Online mode to acquire specific skills and competence
5.	Instructional Design Curriculum design Programme structure and Detailed syllabus Duration of the programme. Faculty and support staff requirement Instructional delivery mechanisms Identification of media–print, audio or video, Online, computer aided. Student Support Services
6.	Procedure for Admissions, Curriculum Transaction and Evaluation
6.1	Procedure for Admission
6.2	Curriculum Transactions
6.3	Evaluation
7.	Requirement of the Laboratory Support and Library Resources
8.	Cost Estimate of the Programme and the Provisions
9.	Quality Assurance Mechanism and Expected Programme Outcomes



1. Introduction:

Welcome to the Bachelor of Arts in English program at the Centre of Distance and Online Education (CDOE), Teerthanker Mahaveer University. This program is specifically designed to cater to the educational aspirations of individuals from rural backgrounds and those belonging to the service class. Understanding the unique challenges and opportunities faced by these communities, our program offers a flexible and accessible learning environment that empowers students to pursue higher education without compromising their personal or professional commitments.

English, as a field of study, provides profound insights into the complexities of human societies, their structures, and the intricate English communication relationships that shape our world. By examining English dynamics, cultural norms, and social institutions, students gain a comprehensive understanding of how societies function and evolve. This knowledge is particularly valuable for individuals from rural areas and the service class, as it equips them with the tools to critically analyze and address the specific social issues affecting their communities.

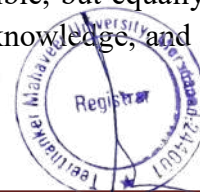
Our Online and Online education model ensure that students can access high-quality academic resources and support services from the comfort of their homes, making higher education more attainable. Whether you are a working professional, a homemaker, or someone with other commitments, our program offers the flexibility needed to balance your studies with your everyday responsibilities.

At Teerthanker Mahaveer University, we are committed to fostering an inclusive and supportive learning environment. Our experienced faculty, comprehensive curriculum, and interactive Online platform work together to provide a rich educational experience that prepares students for both personal growth and professional success. Join us in exploring the fascinating world of English and take the first step towards making a meaningful impact in your community and beyond. The curriculum is designed to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of business enterprises and industry.

We lay emphasis on the following courses *balanced with core and elective courses*: The curriculum of Online MA (English) program emphasizes an intensive, flexible arts education with 80 credits. The programme structure and credits for Online MA (English) are finalized based on the stakeholders' needs and the general structure of the programme.

The Online Master of Arts (MA English) Programme is a two-year Programme. With inclusion of various specializations, the Programme aims at developing focused managers with a strong understanding of their area of specialization, even as the core subjects equip the students with fundamental social theories and concepts along with less tangible, but equally important soft skills. The Programme is designed to inculcate confidence, improve knowledge, and act as a catalyst in the search for success and growth.

1.1. Programme Mission and Objective:



The Online MA (English) is imparting professional education and training in various aspects of business and its environment and provide them with opportunities to develop analytical skills to meet the challenges of society at the national and global level. The course aims at equipping the students with the requisite knowledge, skills & domain expertise envisaged by the society.

- The basic objective of the Online MA English program is to provide advanced and practical knowledge of society for making participants more competent to occupy key operational positions.
- To impart the latest and relevant knowledge of English.
- To develop the right kind of values and attitudes to function effectively in the competitive environment.

2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:

To align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Online MA English Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this course offers the students great career opportunities in the respective field.

Vision:

To be recognized as a premier institution of excellence providing high quality of education, research, and consultancy services to the society

Mission:

Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in commerce stream with premier institutions in India and abroad.

3. Nature of Prospective Target Group of Learners:

The programme is specially designed to cater to the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

4. Appropriateness of programme to be conducted in Online mode to acquire specific skills and competence:

The courses in the programme are delivered through Self-Learning e-Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self-contained, self-directed at the



learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e- Learning content, and made available through four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All the above can be done/delivered by Online and other platforms without much loss of fidelity. Hence the BA English programme is suited for Online mode of learning.

5. Instructional Design:

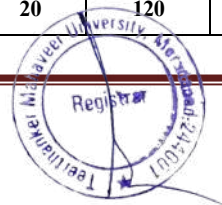
5.1. Curriculum Design:

The curriculum has been designed by experts in English and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.

5.2. Programme structure and detailed syllabus:

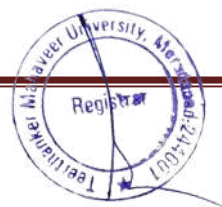


Master of Arts in English										
Semester -I										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-1	MAENCC101	Academic English	5	0	0	5	30	70	100
2	CC-2	MAENCC102	British Drama	5	0	0	5	30	70	100
3	CC-3	MAENCC103	British Poetry	5	0	0	5	30	70	100
4	CC-4	MAENCC104	British Fiction	5	0	0	5	30	70	100
Total				20	0	0	20	120	280	400
Semester -II										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-5	MAENCC201	Indian Writing Literature	5	0	0	5	30	70	100
2	CC-6	MAENCC202	Literary Criticism	5	0	0	5	30	70	100
3	CC-7	MAENCC203	Study of Language	5	0	0	5	30	70	100
4	CC-8	MAENCC204	American Literature	5	0	0	5	30	70	100
Total				20	0	2	20	150	350	500
Semester -III										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-9	MAENCC301	Popular Literature	5	0	0	5	30	70	100
2	CC-10	MAENCC302	British Romantic Literature	5	0	0	5	30	70	100
3	CC-11	MAENCC303	Women Writing	5	0	0	5	30	70	100
4	CC-12	MAENDSE501	Indian Colonial Literature	5	0	0	5	30	70	100
Total				20	0	0	20	120	280	500
Semester -IV										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-13	MAENCC401	Understanding Poetry	5	0	0	5	30	70	100
2	CC-14	MAENCC402	Modern European Drama	5	0	0	5	30	70	100
3	CC-15	MAENCC403	Post Colonial Literature	5	0	0	5	30	70	100
4	CC-16	MAENCC404	British Literature: 19 th Century	5	0	0	5	30	70	100
Total				20	0	0	20	120	350	100

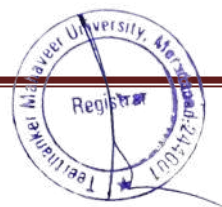


Note- A student who successfully qualifies Two MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from ProgrammeCoordinator.

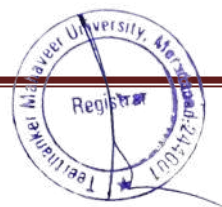
Course Code: MAENCC101	Core Course – I MA- Semester-I Academic English	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Academic writing Unit 2: Academic writing Unit 3: Writing paragraphs	10 Hours
Block -2	Unit 1: Writing paragraphs Unit 2: Writing paragraphs Unit 3: Basics of reports and research papers	10 Hours
Block -3:	Unit 1: Basics of reports and research papers Unit 2: Basics of reports and research papers Unit 3: Presenting your ideas	10 Hours
Block -4:	Unit 1: Presenting your ideas Unit 2: Grammar for editing Unit 3: Grammar for editing	10 Hours
Block -5	Unit 1: Working with words Unit 2: Working with words	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



Course Code: MAENCC102	Core Course – 2 MA- Semester-I British Drama	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Christopher Marlowe - Doctor Faustus Unit 2: Mephistopheles, concepts of heaven and hell, master servant dichotomy, fall motif Unit 3: Renaissance theater, the seven sins in Christianity	10 Hours
Block -2	Unit 1: Ben Jonson-The Alchemist: classical unities, miracle plays and morality plays, plot structure Unit 2: Ben Johnson-The Alchemist: fate and destiny, human folly, dreams and omens, reality versus desire Unit 3: Thomas Middleton and William Rowley -The Changeling : Treachery, Reason and passion, Judgment and lust Unit Name	10 Hours
Block -3:	Unit 1: Thomas Middleton and William Rowley-The changeling Unit 2: Thomas Middleton and William Rowley-The Changeling Unit 3: The Beggar’s Opera	10 Hours
Block -4:	Unit 1: The Beggar’s Opera: Introduction, and Act I,Act II, Act III, Conflict and Themes, Motifs and Symbols Unit 2: Oliver Goldsmith-She stoops to conquer Unit 3: Oliver Goldsmith -She stoops to Conquer	10 Hours
Block -5	Unit 1: Oscar Wilde - The Importance of Being Earnest Unit 2: Oscar Wilde - The Importance of Being Earnest	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Study Material) 	

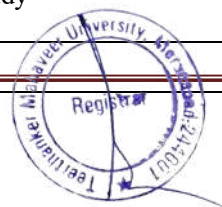


Course Code: MAENCC103	Core Course – 3 MA- Semester-I British Poetry	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Geoffrey Chaucer The Canterbury Tales - Prologue to Tales and The Tale of Wife of Bath Unit 2: Geoffrey Chaucer The Canterbury Tales - Prologue to Tales and The Tale of Wife of Bath Unit 3: Geoffrey Chaucer The Canterbury Tales - Prologue to Tales and The Tale of Wife of Bath	10 Hours
Block -2	Unit 1: John Milton: Invocation to Book I and Book IX Unit 2: John Milton: Invocation to Book I and Book IX Unit 3: Alexander Pope: Rape of the Lock	10 Hours
Block -3:	Unit 1: Alexander Pope: Rape of the Lock Unit 2: John Keats: Ode to Autumn Unit 3: William Wordsworth: Lines Composed A Few Miles	10 Hours
Block -4:	Unit 1: Samuel Taylor Coleridge: Kubla Khan Unit 2: Robert Browning: Porphyria's Lover Unit 3: Alfred Tennyson: Ulysses	10 Hours
Block -5	Unit 1: T.S. Eliot: The Love Song of J. Alfred Prufrock Unit 2: W. B. Yeats: The Second Coming	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



Course Code: BAENCC104	Core Course – 4 BA- Semester-I British Fiction	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: British Fiction Unit 2: British Fiction Unit 3: Joseph Andrews by Henry Fielding	10 Hours
Block -2	Unit 1: Joseph Andrews by Henry Fielding Unit 2:Pride and Prejudice by Jane Austen Unit 3: Pride and Prejudice by Jane Austen	10 Hours
Block -3:	Unit 1: Wuthering Heights by Emily Bronte Unit 2: Wuthering Heights by Emily Bronte Unit 3: Jane Eyre by Charlotte Bronte	10 Hours
Block -4:	Unit 1: Jane Eyre by Charlotte Bronte Unit 2: Great Expectations by Charles Dickens Unit 3: Great Expectations by Charles Dickens	10 Hours
Block -5	Unit 1:Tess of the d'Urbervilles by Thomas Hardy Unit 2: Tess of the d'Urbervilles by Thomas Hardy	10 Hours
Textbooks	SLM (Self Learning Material)	

Course Code: MAENCC201	Core Course – 5 BA- Semester-III Indian Writing Literature	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Amitav Ghosh; Shadow Lines: Introduction to the Text Unit 2: Amitav Ghosh; Shadow Lines: Detailed Study of Part—I (A Bird's Eye View) Unit 3: Amitav Ghosh—Shadow Lines: Detailed Study—II (Plot and Criticisms)	10 Hours
Block -2	Unit 1: Amitav Ghosh: Shadow Lines: Detailed Study of Part—III (Critical Appreciation) Unit 2: Amitav Ghosh: Shadow Lines: Theme of Nationality Unit 3: Amitav Ghosh: Shadow Lines: Characterisation	10 Hours
Block -3:	Unit 1: Amitav Ghosh: Shadow Lines—Narrative Techniques Unit 2: Rupa Bajwa: Sari Shop—Introduction to the Text Unit 3: Rupa Bajwa: Sari Shop—Concept of Feminism	10 Hours
Block -4:	Unit 1: Rupa Bajwa: Sari Shop—Detailed Study of the Text Unit 2: Rupa Bajwa: Sari Shop—Theme	10 Hours
Block -5	Unit 1: Rupa Bajwa: Sari Shop—Characterisation and Plot Construction Unit 2: Rupa Bajwa: Sari Shop—Psychological Study	10 Hours
Textbooks	• SELF LEARNING MATERIAL (SLM)	



Course Code: MAENCC202	Core Course – 6 MA- Semester-II Literary Criticism	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Aristotle Poetics Unit 2: Aristotle Poetics Unit 3: Aristotle Poetics	10 Hours
Block -2	Unit 1: Aristotle Poetics Unit 2: Aristotle Poetics Unit 3: Dryden:An Essay of Dramatic Poesy	10 Hours
Block -3:	Unit 1: William Wordsworth: Preface to the Lyrical Ballad Unit 2: William Wordsworth: Preface to the Lyrical Ballad Unit 3: T.S Eliot: Tradition and the Individual Talent	10 Hours
Block -4:	Unit 1: T.S Eliot: Tradition and the Individual Talent Unit 2: Sigmund Freud: The Nature of Dreams Unit 3: I .A. Richards: Principles of Literary Criticism	10 Hours
Block -5	Unit 1: Matthew Arnold: Culture and Anarchy Unit 2: Matthew Arnold: Culture and Anarchy	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



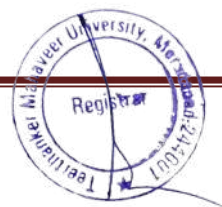
Course Code: MAENCC203	Core Course – 7 BA- Semester-II Study of Language	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1: Language and Phonetics Unit 2: Language and Phonetics-II Unit 3: The Production of Speech Sounds-I	10 Hours
Block -2	Unit 1: The Production of Speech Sounds-II Unit 2: Vowels-I Unit 3: Vowels-II	10 Hours
Block -3:	Unit 1: Consonants - Place of Articulation Unit 2: Consonants- Manner of Articulation Unit 3: Phonemes	10 Hours
Block -4:	Unit 1: Phonology Unit 2: Syllable Unit 3: Stress	10 Hours
Block -5	Unit 1: Intonation Unit 2: Aspects of Connected Speech	10 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



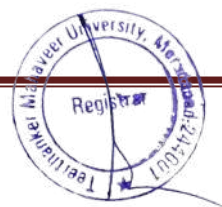
Course Code: MAENCC204	Core Course – 8 BA- Semester-II American Literature	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	ARTHUR MILLER: ALL MY SONS Unit 1: American Drama: An Introduction Unit 2: All My Sons: A Detailed Study Unit 3: Thematic Concerns in All My Sons Unit 4: All My Sons: Characterisation	12 Hours
Block -2	NATHANIEL HAWTHORNE: THE SCARLET LETTER Unit 1: The Scarlet Letter: A Socio Cultural Background Unit 2: The Scarlet Letter: Characterization Unit 3: The Scarlet Letter: Themes and Their Expression Through Imagery Unit 4: The Scarlet Letter: Structure, Narrative Style and Special Features	13 Hours
Block -3:	SHORT FICTION Unit 1: Short Fiction: An Introduction Unit 2: O’ Henry: ‘After Twenty Years’ Unit 3: Willa Cather: ‘On the Gull’s Road’ Unit 4: Ernest Hemingway: ‘Snows of Kilimanjaro’	12 Hours
Block -4:	AMERICAN POETRY: AN INTRODUCTION Unit 1: Ralph Waldo Emerson: Brahma, Hamatreya Unit 2: Walt Whitman: ‘O Captain, My Captain’ & ‘Passage to India’ (lines 1–68) Unit 3: Emily Dickinson: Because I Could Not Stop for Death, A Thought Went Up My Mind Today, Death Sets a Thing Significant Unit 4: Alexie Sherman Alexie ‘Crow Testament’ & ‘Evolution’	13 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	



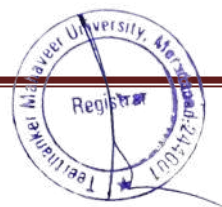
Course Code: MAENCC301	Core Course – 9 MA- Semester-III Popular Literature	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	POPULAR LITERATURE: AN INTRODUCTION Unit 1: What is Popular Literature? Unit 2: The Notions of the Canonical and the Popular Unit 3: Exploring Academic and Critical Approaches to Literature Unit 4: Popular Literature Today	12 Hours
Block -2	GENRES OF POPULAR LITERATURE I Unit 1: Children’s Literature: An Introduction Unit 2: Lewis Carroll’s Through the Looking Glass Unit 3: Young Adult Fiction: An Introduction Unit 4: Shyam Selvadurai’s Funny Boy	13 Hours
Block -3:	GENRES OF POPULAR LITERATURE II Unit 1: Detective Fiction: An Introduction Unit 2: Agatha Christie’s The Murder of Roger Ackroyd Unit 3: Science Fiction: An Introduction Unit 4: Science Fiction: Ursula le Guin’s “The Ones Who Walk Away from Omelas”	12 Hours
Block -4:	GENRES OF POPULAR LITERATURE III Unit 1: Graphic & Visual Narratives Vyam and Subhash Vyam Bhimayana: Experiences of Untouchability Unit 2: Graphic & Visual Narratives Vyam and Subhash Vyam Bhimayana: Experiences of Untouchability Unit 3: Adaptation to Cinema: Literature and Cinema Unit 4: Adaptation to Cinema: Ruskin Bond and Vishal Bharadwaj: The Blue Umbrella	13 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	



Course Code: MAENCC302	Core Course – 10 MA- Semester-IV British Romantic Literature	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	BRITISH ROMANTIC LITERATURE I Unit 1: The Romantic Age: An Introduction Unit 2: George Crabbe: The Village: Book I Unit 3: William Blake: ‘The Tyger’, ‘The Lamb’, ‘The Chimney Sweeper’	12 Hours
Block -2	BRITISH ROMANTIC LITERATURE II Unit 1: William Wordsworth: ‘Ode on Intimations of Immortality from Recollection of Early Childhood’, ‘Lines Composed A Few Miles Above Tintern Abbey’ Unit 2: Samuel Taylor Coleridge: ‘The Rime of the Ancient Mariner’: Ballad Tradition & Summary Unit 3: ‘The Rime of the Ancient Mariner’: Analysis, & Literary Elements Unit 4: Robert Southey: ‘After Blenheim’: Analysis & Literary Elements	13 Hours
Block -3:	British Romantic Literature III Unit 1: Charles Lamb: ‘A Dissertation Upon Roast Pig’: Summary & Analysis Unit 2: Lord Byron: ‘Roll on thou Deep’ and ‘Dark Blue Ocean’, ‘George the Third’ Unit 3: Shelley ‘Ode to The West Wind’, ‘Ode To A Skylark’ Unit 4: Keats: ‘Ode On A Grecian Urn’, ‘Ode To A Nightingale’	13 Hours
Block -4:	MARY SHELLEY: FRANKENSTEIN Unit 1: Mary Shelley: Life and Works Unit 2: Frankenstein: A Gothic Novel Unit 3: Frankenstein: Summary and Analysis	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	



Course Code: MAENCC303	Core Course – 11 MA- Semester-III Women’s Writing	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	NON FICTIONAL PROSE Unit 1: Introduction to Women’s Writing Unit 2: Mary Wollstonecraft, “ A Vindication of the Rights of Women” Unit 3: Nabanita Deb Sen, “ A Woman’s Reading of the Rama tale” Unit 4: Ramabai Ranade, From “A Testimony of our Inexhaustible Treasures”	12 Hours
Block -2	POETRY Unit 1: Emily Dickinson, “I heard a fly buzz”; “I measure every grief” Unit 2: Kamala Das, “Introduction”; A Hot Noon in Malabar” Unit 3: Lakshmi Kannan, “Don’t Wash” Indira Sant, “Her Dream” Unit 4: Naseem Shafie, “Neither Shadow nor Reflection; “Solitude for the Girl Child”	13 Hours
Block -3:	SHORT STORY Unit 1: Katherine Mansfield, “A Cup of Tea” Unit 2: Virginia Woolf “The Legacy” Unit 3: Charlotte Perkins Gilman, “The Yellow Wallpaper” Unit 4: Pudhumaipithan, “ Redemption”	13 Hours
Block -4:	NOVEL Unit 1: The Socio-Cultural Context Unit 2: Reading the Novel Unit 3: Themes and Women Characters Unit 4: Structure of the Novel	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	



Course Code: MAENCC304	Core Course – 12 BA- Semester-V Indian Classical Literature	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	KALIDASA: ABHIJNANA SHAKUNTALA Unit 1: Indian Aesthetics: An Introduction Unit 2: Kalidasa: An Overview Unit 3: Abhijnana Shakuntala: Textual Analysis Unit 4: Abhijnana Shakuntala: Character Analysis & Critical Perspectives	13 Hours
Block -2	VYAS: MAHABHARATA Unit 1: The Mahabharata: An Overview Unit 2: The Dicing from the Book of the Assembly Hall Unit 3: The Sequel to the Dicing: A Reading Unit 4: The Temptation of Karna from the Udyog Parva	12 Hours
Block -3:	SUDRAKA: MRICHCHHAKATIKA Unit 1: Sudrakha and His Play Mrichchhakatika: An Introduction Unit 2: Mrichchhakatika: Plot Structure & Analysis Unit 3: Thematic Concerns in Sudraka's Mrichchhakatika Unit 4: Mrichchhakatika: Facets of Characterisation	13 Hours
Block -4:	ATIKAL ILANGO: CILAPPATIKARAN Unit 1: Sangam Literature: An Introduction Unit 2: Cilappatikaran: A Textual Analysis Unit 3: The Divine, the Human and the Immortalised Characters in Cilappatikaran Unit 4: Akam and Puram Poetry in Cilappatikaran	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	



Course Code: MAENCC401	Core Course – 13 MA- Semester-IV Understanding Poetry	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	<p>BRITISH POETRY</p> <p>Unit 1 Poetry: An Introduction</p> <p>Unit 2 Metaphysical Poets</p> <p>John Donne</p> <ul style="list-style-type: none"> • The Canonization <p>Andrew Marvell</p> <ul style="list-style-type: none"> • To His Coy Mistress <p>Unit 3 Romantic Poets</p> <p>William Wordsworth</p> <ul style="list-style-type: none"> • The Ruined Cottage <p>S T Coleridge</p> <ul style="list-style-type: none"> • Kubla Khan <p>Unit 4 Victorian Poets</p> <p>Robert Browning</p> <ul style="list-style-type: none"> • The Last Ride Together <p>Tennyson</p> <ul style="list-style-type: none"> • Crossing the Bar 	10 Hours
Block -2	<p>AMERICAN POETRY</p> <p>Unit 1 Robert Frost</p> <ul style="list-style-type: none"> • After Apple Picking • A Boundless Moment <p>Unit 2 William Carlos Williams</p> <ul style="list-style-type: none"> • A Widow’s Lament in Springtime • The Dead Baby <p>Unit 3 Wallace Stevens</p> <ul style="list-style-type: none"> • The Snow Man • The Emperor of Ice Cream <p>Unit 4 Langston Hughes</p> <ul style="list-style-type: none"> • The Negro Speaks of Rivers • Young Gal’s Blues 	13 Hours
Block -3:	<p>INDIAN ENGLISH POETRY</p> <p>Unit 1 Nissim Ezekiel</p> <ul style="list-style-type: none"> • Goodbye Poetry For Miss Pushpa T. S. <p>Eunice D’Souza</p> <ul style="list-style-type: none"> • Bequest <p>Unit 2 A K Ramanujan</p> <ul style="list-style-type: none"> • On the Death of a Poem <p>Jayant Mahapatra</p> <ul style="list-style-type: none"> • A Rain of Rites <p>Unit 3 Arun Kolatkar</p> <ul style="list-style-type: none"> • Ajamil and the Tigers <p>Agha Shahid Ali</p> <ul style="list-style-type: none"> • Postcard from Kashmir <p>Unit 4 Dilip Chitre</p> <ul style="list-style-type: none"> • Ode to a Poet <p>Keki N Daruwalla</p> <ul style="list-style-type: none"> • Chinar 	13 Hours
PR Online MA Eng	<p>in Prg. On C. S. 2025</p> <p>Keki N Daruwalla</p> <ul style="list-style-type: none"> • Chinar 	Page 18

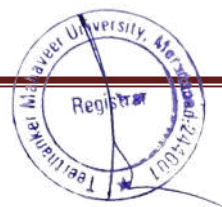


Block -4:	POETRY FROM THE MARGINS Unit 1 Tribal Poets Kynpham Sing Nongkynrih (khasi) <ul style="list-style-type: none"> • The Colours of Truth • The Ancient Rocks of Cherra Unit 2 Nirmala Putul (Santhal) <ul style="list-style-type: none"> • Mountain Woman • Mountain Child Unit 3 Dalit Poets Jyoti Lanjewar (Marathi Poet) <ul style="list-style-type: none"> • Caves • Leadership Unit 4 Sukirtharani (Tamil Poet) <ul style="list-style-type: none"> • Pariah God • Untitled Poem -II 	10 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	

Course Code: MAENCC4021	Core Course – 14 BA- Semester-VI Modern European Drama	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	HENRIK IBSEN GHOSTS Unit 1 Henrik Ibsen: Life, Times, Works Unit 2 Realism and Beyond Unit 3 Themes and Characterization Unit 4. Structure and Style of the Play	12 Hours
Block -2	BERTOLT BRECHT: THE GOOD WOMAN OF SZECHUAN Unit 1 Bertolt Brecht: Life, Times, Works Unit 2 Politics, Social Change and Stage Unit 3 Themes and Characterization Unit 4 Structure and Style of the Play	13 Hours
Block -3:	SAMUEL BECKETT: WAITING FOR GODOT Unit 1 Samuel Beckett: Life, Times, Works Unit 2 Theatre of the Absurd Unit 3 Themes and Characterization Unit 4 Structure and Style of the Play	13 Hours
Block -4:	EUGENE IONESCO: RHINOCEROS Unit 1 Eugene Ionesco: Life, Times, Works Unit 2 Tragedy and Heroism Unit 3 Themes and Characterization Unit 4 Structure and Style of the Play	12 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	



Course Code: MAENCC403	Core Course – 15 BA- Semester-VI Post Colonial Literatures	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	Unit 1 An Introduction To Writings From South Africa From South Africa Unit 2 Reading The Text Unit 3 Social Configurations Unit 4 Problematizing Gender	12 Hours
Block -2	Unit 1 An Introduction To The Postcolonial Short Story Postcolonial Short Unit 2 Story Unit 3 Bessie Head, ‘The Collector Of Treasures’ Unit 4 Ama Ata Aidoo, ‘The Girl Who Of Treasures’ Can’ Grace Ogot, ‘The Green Who Can’ Leaves’	13 Hours
Block -3:	Unit 1 An Introduction To Poetry In The Postcolonial Space The Postcolonial Space Unit 2 Pablo Neruda: “Tonight I Can Write”, “The Way Spain Was” Unit 3 Derek Walcott: “A Far Cry Write’, ‘The Way Spain Was’ From Africa”, “Names” Unit 4 David Malouf: ‘Revolving From Africa’, ‘Names’ Days’, ‘Wild Lemons’	13 Hours
Block -4:	Unit 1 Theatre In India Unit 2 Reading Ghashiram Kotwal Unit 3 Plot And Technique Unit 4 Themes And Characterisation	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	



Course Code: MAENCC404	Core Course – 16 BA- Semester-V British Literature: 19th Century	L-5 T-0 P-0 C-5
Course Content:		
Block-1:	A TALE OF TWO CITIES Unit 1 Introduction: A Tale of Two Cities Unit 2 Summary and Analysis Unit 3 The French Revolution and Dickens Unit 4 Other Aspects of the Novel	12 Hours
Block -2	THE MAYOR OF CASTERBRIDGE Unit 1 The Mayor of Casterbridge: Introduction Unit 2 The Mayor of Casterbridge: Critical Summary Unit 3 The Mayor of Casterbridge: Analysis Unit 4 The Mayor of Casterbridge: Characterisation	13 Hours
Block -3:	VICTORIAN POETRY-I Unit 1 Alfred Lord Tennyson 1: ‘The Lotos Eaters’: ‘Ulysses’; ‘Break, Break, Break’. Unit 2 Alfred Lord Tennyson 2: ‘The Splendor Falls; ‘The Lady of Shallot’ Unit 3 Robert Browning 1: ‘Prospice’; ‘Meeting at Night’; ‘Parting at Morrow’ Unit 4 Robert Browning 2: ‘My Last Duchess’	13 Hours
Block -4:	VICTORIAN POETRY-II Unit 1 Mathew Arnold-1: ‘Shakespeare’; ‘To Marguerite’; ‘Dover Beach’ Unit 2 Mathew Arnold-2: ‘The Scholar Gypsy’ Unit 3 Cristina Rossetti: ‘Goblin Market’ Unit 4 Gerard Manley Hopkins: ‘Pied Beauty’; ‘The Wind hover’	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	



5.3. Duration of the programme

<u>Study Scheme</u>	
<u>SUMMARY</u>	
Institute Name	Centre for Online and Online Education
Programme	MA English
Duration	Two Years (Online Mode)
Medium	English
<u>Credits</u>	
Minimum Credits Required for Degree	80
Eligibility for the program	Pass Graduation Exam in any stream

5.4. Faculty and support staff requirement

Academic Staff	Number available to meet the required. delivery norms
Programme Coordinator	1 member
Course Coordinator	1 member
Course Mentor	1 member per batch of 250 students

5.5. Instructional delivery mechanisms

The CDOE of TMU comprises of faculty members and staff who are well versed in Online Education and Online delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.



Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/Online lectures/Virtual Class
- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.
- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

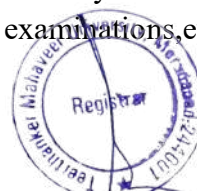
All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

5.6. Identification of media–print, audio or video, Online, computer aided.

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

5.7. Student Support Services

The Student Support services will be facilitated by the CDOE, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity cards, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to the conduct of end-semester examinations, evaluation and issue of certificates.



6. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Online education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are notable to attend the regular classroom teaching. Academic programmes offered for such candidates under Online Learning mode will be conducted by CDOE- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Online mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by CDOE- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Online application form available on CDOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

6.1. Procedure for Admission:

Minimum Eligibility Criteria for admission: Pass Graduation Exam in any stream

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Online and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Online and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for BA English programme is INR 5,400 per annum (Five Thousand Four Hundred only)



A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

6.2. Curriculum Transactions:

Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Online mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Online Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

Norms for Delivery of Courses in Online Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Online Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	1 Credits	3 weeks	3 hours	6 hours	5	5	11	30
2.	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
3.	3 Credits	9 weeks	9 hours	18 hours	15	15	33	90
4.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	120
5.	6 Credits	18 weeks	18 hours	36 hours	30	30	66	180



Learning Management System (LMS) to support Online mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens on both web and mobile platforms.

Course Design:

The Course content is designed as per the SWAYAM guidelines using 4-quadrant approach as detailed below to facilitate seamless delivery and learning experience.

- **Quadrant-I** i.e. e-Tutorial, that contains – Faculty led Video and Audio Contents, Simulations, video demonstrations, Virtual Labs, etc., along with the transcription of the video.
- **Quadrant-II** i.e. e-Content that contains –Self Instructional Materials (Digital self-Learning Material), Case Studies, Presentation etc. and contains web resources such as further references, Related links, Open-source content on internet, research papers and journals Portable Document Format or e-Books or Illustration, video demonstrations, Historical development of the subject, Article, etc.
- **Quadrant-III** i.e. Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.
- **Quadrant-IV** i.e. Self-Assessment, that contains MCQs, Problems, Quizzes, Fill in the blanks, Assignments with solutions and Discussion forum topics.

6.3. Evaluation

Evaluation:					
Assessment			Internal	External	Total
Theory			30	70	100
Practical/ Dissertations/ Project Reports			50	50	100
Class Test-1	Class Test-2	Class Test-3	Assignment(s)	Attendance	Total
Best three out of three					
10	10	10	5	5	30
Duration of Examination			External	Internal	
			3 Hours	1.5 Hours	



To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers continuous evaluation. (i.e. both internal and external). A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have at least 45% marks in aggregate to qualify the program.

Question Paper Structure	
1	The question paper shall have two section – Section A and Section B . The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:
2	Section A: It shall consist of short answer type questions (approx. 50 words). This section will essentially assess CO's related to lower order thinking skills (Remembering & Understanding) . It will contain five questions with at least one question from each unit with internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of three marks and total weightage of this section shall be ten marks .
3	Section B shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding) to be assessed and mapped with the course outcomes stated . It shall contain five questions with at least one question from each unit with an internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of ten marks and total weightage of this section shall be fifty marks .
4	Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.
IMPORTANT NOTES:	
1	The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom’s Taxonomy).
2	Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.
3	There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.



7. Requirement of the Laboratory Support and Library Resources:

Laboratory Support

No lab-based courses are offered in this program.

Library Resources

CDOE, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for BA English programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Online mode of education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

8. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

9. Quality assurance mechanism and expected programme outcomes.

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. A Master of Arts in English program in India offers students a comprehensive study of literature, language, and critical thinking. Graduates develop strong communication, writing, and analytical skills, preparing them for careers in education, publishing, media, content creation, journalism, or further academic pursuits in literature, linguistics, or related fields.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents, and employers will be received and analyzed for further improvement of the quality of the programme.



Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre of Online and Online Education to conduct periodic review and assessments and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by CDOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

(CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally.

