

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



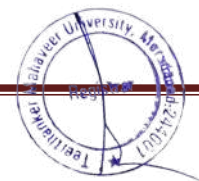
Centre of Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY

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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.

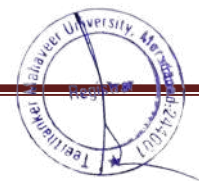
Our Distance and Distance education model ensure that students can access high-quality academic resources and support services from the comfort of their homes, making higher education more attainable. Whether you are a working professional, a homemaker, or someone with other commitments, our program 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 BA (English) program emphasizes an intensive, flexible arts education with 160 credits. The programme structure and credits for Distance BA (English) are finalized based on the stakeholders' needs and the general structure of the programme.

The Distance Bachelor of Arts (BA English) Programme is a three-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 BA (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 BA 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 BA 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:

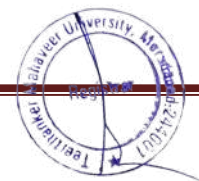
Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in commerce stream with premier institutions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

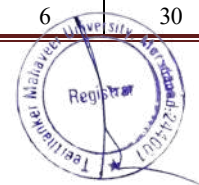
5. Instructional Design:

5.1. Curriculum Design:

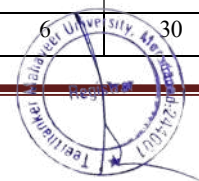
The curriculum has been designed by experts in English and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and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

5.2. Programme structure and detailed syllabus:

Bachelor of Arts in English										
Semester -1										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-1	BAENCC101	Academic English	6	0	0	6	30	70	100
2	CC-2	BAENCC102	British Drama	6	0	0	6	30	70	100
3	GEC-1	BAGE101	Guidance and Counseling	6	0	0	6	30	70	100
4	AECC-1	BAAE101	Communication Skills -I	4	0	0	4	30	70	100
5	SEC-1	BASE101	Basic Computer Skills	3	0	2	4	30	70	100
Total				25	0	2	26	150	350	500
Semester -II										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-3	BAENCC201	British Poetry	6	0	0	6	30	70	100
2	CC-4	BAENCC202	British Fiction	6	0	0	6	30	70	100



4	GEC-2	BAGE201	Gender and Society	6	0	0	6	30	70	100
5	AECC-2	BAAE201	Communication Skills -I	3	0	2	4	30	70	100
6	SEC-2	BASE201	Business Communication and Soft Skills	4	0	0	4	30	70	100
Total				25	0	2	26	150	350	500
Semester -III										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-5	BAENCC301	Literary Criticism	6	0	0	6	30	70	100
2	CC-6	BAENCC302	Study of Language	6	0	0	6	30	70	100
3	CC-7	BAENCC303	Indian Writing Literature	6	0	0	6	30	70	100
4	AECC-3	BAAE301	Environmental Science	4	0	0	4	30	70	100
5	SEC-3	BASE301	Communication For Leader	4	0	0	4	30	70	100
6	GEC-3	BAGE301	Enterprise Resource Planning	6	0	0	6	30	70	100
Total				32	0	0	32	180	420	600
Semester -IV										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-8	BAENCC401	American Literature	6	0	0	6	30	70	100
2	CC-9	BAENCC402	Popular Literature	6	0	0	6	30	70	100
3	CC-10	BAENCC403	British Romantic Literature	6	0	0	6			
4	AECC-4	BAAE401	Human Values & Professional Ethics	4	0	0	4	30	70	100
5	GEC-4	BAGE401	Sustainable Development	6	0	0	6	30	70	100
Total				28	0	0	28	150	350	500
Semester -V										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-11	BAENCC501	Women's Writing	6	0	0	6	30	70	100
2	CC-12	BAENCC502	Indian Classical Literature	6	0	0	6	30	70	100
Select any two from below										
3	DSEC-1	BAENDSE501	Understanding Prose	6	0	0	6	30	70	100
4	DSEC-2	BAENDSE502	Understanding Poetry	6	0	0	6	30	70	100
5	DSEC-3	BAENDSE503	British Literature: 19 th Century	6	0	0	6			
Total				24	0	0	24	120	280	400
Semester -VI										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-13	BAENCC601	Modern European Drama	6	0	0	6	30	70	100



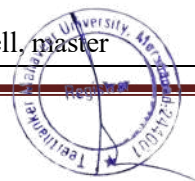
2	CC-14	BAENCC602	Post Colonial Literatures	6	0	0	6	30	70	100
Select any two from below										
1	DSEC-4	BAENDE601	Understanding Drama	6	0	0	6	30	70	100
2	DSEC-5	BAENDE602	Understanding Novels	6	0	0	6	30	70	100
3	DSEC-6	BAENDE603	British Literature: 20 th Century	6	0	0	6	30	70	100
Total				24	0	0	24	120	280	400

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

Core Courses

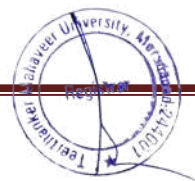
<u>Course Code:</u> BAENCC101	Core Course – I BA- Semester-I Academic English	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	Unit 1: Academic writing Unit 2: Academic writing Unit 3: Writing paragraphs	12 Hours
Block -2	Unit 1: Writing paragraphs Unit 2: Writing paragraphs Unit 3: Basics of reports and research papers	12 Hours
Block -3:	Unit 1: Basics of reports and research papers Unit 2: Basics of reports and research papers Unit 3: Presenting your ideas	12 Hours
Block -4:	Unit 1: Presenting your ideas Unit 2: Grammar for editing Unit 3: Grammar for editing	12 Hours
Block -5	Unit 1: Working with words Unit 2: Working with words	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	

<u>Course Code:</u> BAENCC102	Core Course – 2 BA- Semester-I British Drama	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	Unit 1: Christopher Marlowe - Doctor Faustus Unit 2: Mephistopheles, concepts of heaven and hell, master	12 Hours



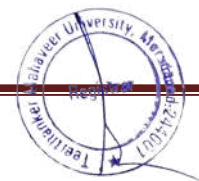
	servant dichotomy, fall motif Unit 3: Renaissance theater, the seven sins in Christianity	
Block -2	Unit 1: Ben Jonson-The Alchemist: classical unities, miracle plays and morality plays, plot structure Unit 2: Ben Johnson-The Alchemist: fate and destiny, human folly, dreams and omens, reality versus desire Unit 3: Thomas Middleton and William Rowley -The Changeling : Treachery, Reason and passion, Judgment and lust Unit Name	12 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	12 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	12 Hours
Block -5	Unit 1: Oscar Wilde - The Importance of Being Earnest Unit 2: Oscar Wilde - The Importance of Being Earnest	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Study Material) 	

Course Code: BAENCC201	Core Course – 3 BA- Semester-II British Poetry	L-6 T-0 P-0 C-6
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	12 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	12 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	12 Hours
Block -4:	Unit 1: Samuel Taylor Coleridge: Kubla Khan Unit 2: Robert Browning: Porphyria's Lover Unit 3: Alfred Tennyson: Ulysses	12 Hours
Block -5	Unit 1: T.S. Eliot: The Love Song of J. Alfred Prufrock Unit 2: W. B. Yeats: The Second Coming	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



Course Code: BAENCC202	Core Course – 4 BA- Semester-II British Fiction	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	Unit 1: British Fiction Unit 2: British Fiction Unit 3: Joseph Andrews by Henry Fielding	12 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	12 Hours
Block -3:	Unit 1: Wuthering Heights by Emily Bronte Unit 2: Wuthering Heights by Emily Bronte Unit 3: Jane Eyre by Charlotte Bronte	12 Hours
Block -4:	Unit 1: Jane Eyre by Charlotte Bronte Unit 2: Great Expectations by Charles Dickens Unit 3: Great Expectations by Charles Dickens	12 Hours
Block -5	Unit 1:Tess of the d’Urbervilles by Thomas Hardy Unit 2: Tess of the d’Urbervilles by Thomas Hardy	12 Hours
Textbooks	SLM (Self Learning Material)	

Course Code: BAENCC301	Core Course – 5 BA- Semester-III Literary Criticism	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	Unit 1: Aristotle Poetics Unit 2: Aristotle Poetics Unit 3: Aristotle Poetics	12 Hours
Block -2	Unit 1: Aristotle Poetics Unit 2: Aristotle Poetics Unit 3: Dryden:An Essay of Dramatic Poesy	12 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	12 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	12 Hours
Block -5	Unit 1: Matthew Arnold: Culture and Anarchy Unit 2: Matthew Arnold: Culture and Anarchy	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



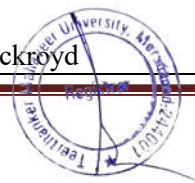
Course Code: BAENCC302	Core Course – 6 BA- Semester-III Study of Language	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	Unit 1: Language and Phonetics Unit 2: Language and Phonetics-II Unit 3: The Production of Speech Sounds-I	12 Hours
Block -2	Unit 1: The Production of Speech Sounds-II Unit 2: Vowels-I Unit 3: Vowels-II	12 Hours
Block -3:	Unit 1: Consonants - Place of Articulation Unit 2: Consonants- Manner of Articulation Unit 3: Phonemes	12 Hours
Block -4:	Unit 1: Phonology Unit 2: Syllable Unit 3: Stress	12 Hours
Block -5	Unit 1: Intonation Unit 2: Aspects of Connected Speech	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	

Course Code: BAENCC303	Core Course – 7 BA- Semester-III Indian Writing Literature	L-6 T-0 P-0 C-6
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)	12 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	12 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	12 Hours
Block -4:	Unit 1: Rupa Bajwa: Sari Shop—Detailed Study of the Text Unit 2: Rupa Bajwa: Sari Shop—Theme	12 Hours
Block -5	Unit 1: Rupa Bajwa: Sari Shop—Characterisation and Plot Construction Unit 2: Rupa Bajwa: Sari Shop—Psychological Study	12 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	



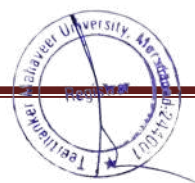
Course Code: BAENCC401	Core Course – 8 BA- Semester-IV American Literature	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	ARTHUR MILLER: ALL MY SONS Unit 1: American Drama: An Introduction Unit 2: All My Sons: A Detailed Study Unit 3: Thematic Concerns in All My Sons Unit 4: All My Sons: Characterisation	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	12 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’	12 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	

Course Code: BAENCC402	Core Course – 9 BA- Semester-IV Popular Literature	L-6 T-0 P-0 C-6
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	12 Hours
Block -3:	GENRES OF POPULAR LITERATURE II Unit 1: Detective Fiction: An Introduction Unit 2: Agatha Christie’s The Murder of Roger Ackroyd	12 Hours



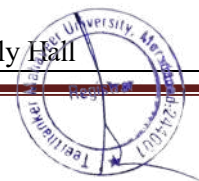
	Unit 3: Science Fiction: An Introduction Unit 4: Science Fiction: Ursula le Guin’s “The Ones Who Walk Away from Omelas”	
Block -4:	GENRES OF POPULAR LITERATURE III Unit 1: Graphic & Visual Narratives Vyam and Subhash Vyam Bhimayana: Experiences of Untouchability Unit 2: Graphic & Visual Narratives Vyam 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	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	

Course Code: BAENCC403	Core Course – 10 BA- Semester-IV British Romantic Literature	L-6 T-0 P-0 C-6
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	12 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’	12 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: BAENCC501	Core Course – 11 BA- Semester-V Women’s Writing	L-6 T-0 P-0 C-6
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”	12 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”	12 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: BAENCC502	Core Course – 12 BA- Semester-V Indian Classical Literature	L-6 T-0 P-0 C-6
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	12 Hours
Block -2	VYAS: MAHABHARATA Unit 1: The Mahabharata: An Overview Unit 2: The Dicing from the Book of the Assembly Hall	12 Hours



	Unit 3: The Sequel to the Dicing: A Reading Unit 4: The Temptation of Karna from the Udyog Parva	
Block -3:	SUDRAKA: MRICHCHHAKATIKA Unit 1: Sudrakha and His Play Mrichchhakatika: An Introduction Unit 2: Mrichchhkatika: Plot Structure & Analysis Unit 3: Thematic Concerns in Sudraka’s Mrichchhkatika Unit 4: Mrichchhakatika: Facets of Characterisation	12 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: BAENCC601	Core Course – 13 BA- Semester-VI Modern European Drama	L-6 T-0 P-0 C-6
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	12 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	12 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) 	

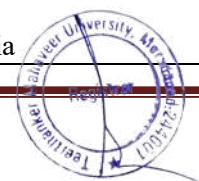
Course Code: BAENCC602	Core Course – 14 BA- Semester-VI Post Colonial Literatures	L-6 T-0 P-0 C-6
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Course Content:		
Block-1:	Unit 1 An Introduction To Writings From South Africa From South Africa Unit 2 Reading The Text Unit 3 Social Configurations 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’	12 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’	12 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) 	

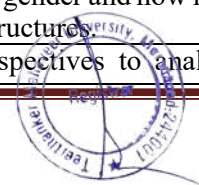
Generic Electives Courses

Course Code: BAGE101	Generic Elective Course – 1 BA- Semester-I Guidance and Counseling	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, theories, and principles of guidance and counseling, including various types of counseling approaches and techniques.	
CO2.	Understanding: Explain the roles and responsibilities of a counselor, the stages of the counseling process, and the ethical considerations in guidance and counseling practices.	
CO3.	Applying: Demonstrate the ability to apply counseling theories and techniques in simulated counseling sessions, effectively using communication and listening skills to support clients.	
CO4.	Analyzing: Analyze various case studies to identify client issues, underlying problems, and appropriate counseling strategies, enhancing critical thinking and problem-solving skills.	
CO5.	Evaluating: Assess the effectiveness of different counseling interventions and approaches, providing feedback on what worked, what didn't, and how counseling practices can be improved for better client outcomes	
Course Content:		
Block-1:	Unit-1: Guidance: Meaning, Nature and Scope Unit-2. Guidance: Goals and Principles Unit-3. Need for Guidance with Reference to India	12 Hours



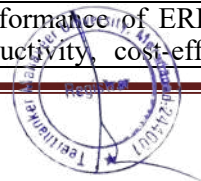
	Unit-4. Guidance Services: Concept and Importance Unit-5. Services: Placement Service, Follow-up Service Unit-6. Educational and Vocational Guidance	
Block -2	Unit-7. Organizing Guidance Services at School and College Level Unit-8. Personal and Group Guidance: Concept, Aims and Methods Unit-9. Personal Guidance at School Level Unit-10. Personal Guidance at College Level Unit-11. Counseling: Concept, Need and Goals with Reference to India Unit-12. Counseling: Principles and Counseling Process	12 Hours
Block -3:	Unit-13. Types of Counseling: Directive Counseling Unit-14. Types of Counseling: Non-Directive Counseling Unit-15. Types of Counseling: Eclectic Counseling Unit-16. Interview Process in Counseling Unit-17. Counseling Services: Individual Counseling Unit-18. Counseling Services: Group Counseling	12 Hours
Block -4:	Unit-19. Organizing Counseling Services at School Level Unit-20. Organizing Counseling Services at College Level Unit-21. Psychotherapy: Meaning and Process Unit-22. Psychotherapy: Dealing with Psychological Disturbance Unit-23. Psychotherapy: Cognitive Approach Unit-24. Psychotherapy: Environmental Approach	12 Hours
Block -5	Unit-25. Counselor: Role and Qualities Unit-26. Testing and Non-Testing Techniques: Psychological Tests Unit-27. Case Study Unit-28. Rating Scale Unit-29. Observation Unit-30. Interview Unit-31. Inventories Unit-32. Problems of Guidance and Counseling in India and their Solutions	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House • Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt.Ltd. • Guidance & Counseling : Suzanne E. Wade. Pam Schutz, Lawrence ErlbaumAssociates. 	

Course Code: BAGE201	Generic Elective Course – 2 BA- Semester-I Gender and Society	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, terms, and historical developments related to gender studies, including gender roles, identity, and intersectionality.	
CO2.	Understanding: Explain the social construction of gender and how it influences individual behaviors, social interactions, and institutional structures.	
CO3.	Applying: Apply sociological theories and perspectives to analyze gender issues in	



	various social contexts, such as the workplace, family, media, and education.	
CO4.	Analyzing: Critically examine the impact of gender norms and stereotypes on different social groups, considering factors such as race, class, sexuality, and age.	
CO5.	Evaluating: Assess the effectiveness of policies and initiatives aimed at promoting gender equality, providing insights into their strengths, weaknesses, and potential improvements.	
Course Content:		
Block-1:	Unit:1 Social Construction of Gender Unit:2 Gender Roles	12 Hours
Block -2	Unit 3: Emergence of Feminist Thought Unit 4: Approaches to the Study of Gender Unit 5: Gender Based Sociological Analysis	12 Hours
Block -3:	Unit 6: Economic Unit 7: Politics Unit 8: Religion and Culture	12 Hours
Block -4:	Unit 9: Major Gendered Social Issues Unit:10 Women in India Unit 11: Demographic Profile	12 Hours
Block -5	Unit 12: Development of Women’s Studies in India Unit 13: Women's Movement in India Unit 14: Women’s Movement and Social Change	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Selm Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Kamla Bhasin (2000). Understanding Gender. New Delhi: Women Unlimited • V. Geetha (2002). Gender: Theorizing Feminism. Calcutta: Stree. • Linda L. Lindsey (2015). Gender Roles: A Sociological Perspective (6 ed.). London & New York: Routledge. • Amy S. Wharton. (2005). The English of Gender: An introduction to theory andPractice. USA: Blackwell. 	

Course Code: BAGE301	Generic Elective Course – 3 BA- Semester-I Enterprise Resource Planning	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall fundamental concepts, components, and terminology of Enterprise Resource Planning systems, including key modules such as finance, human resources, and supply chain management.	
CO2.	Understanding: Explain the principles and benefits of ERP systems, detailing how they integrate various business processes and enhance organizational efficiency and decision-making.	
CO3.	Applying: Demonstrate the ability to configure and use basic ERP software modules in practical scenarios, applying theoretical knowledge to real-world business operations.	
CO4.	Analyzing: Analyze business processes and requirements to determine how ERP systems can be leveraged to optimize workflows, improve data accuracy, and support strategic planning.	
CO5.	Evaluating: Assess the implementation and performance of ERP systems within an organization, evaluating their impact on productivity, cost efficiency, and overall	



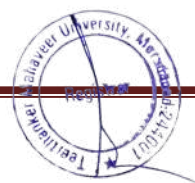
	business performance, and recommending improvements.	
Course Content:		
Block-1:	Unit 1: ERP Overview Unit 2: ERP and Related Technology Unit 3: Business Process Re-engineering	12 Hours
Block -2	Unit 4: Manufacturing Perspective of ERP Unit 5: ERP Modules Unit 6: ERP Benefits	12 Hours
Block -3:	Unit 7: ERP Market Unit 8; ERP Implementation Lifecycle Unit 9: ERP Vendors, Consultants and Users	12 Hours
Block -4:	Unit 10: ERP Future Directions Unit 11: ERP-II Unit 12: Building and Deploying an Information System	12 Hours
Block -5	Unit 13: Case Study – ERP SAP Implementation Unit 14: Case Study – ERP Application on Supply Chain	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Alexis Leon, ERP Demystified 2/E, Tata McGraw-Hill, New Delhi • Alexis Leon, Enterprise Resource Planning, Tata McGraw Hill, 2009 • Bhatnagar, S.C. and K.V. Ramani, Computers and Information Management, Prentice Hall of India Private Ltd, New Delhi, 1991. • Daniel E. O’Leary, ERP Systems: Systems, Life Cycle, E-commerce, and Risk, Cambridge University Press, 2000. • Ellen Monk, Bret Wagner, Concepts in Enterprise Resource Planning, Course Technology, Second Edition, 2005 • Hanson, J.J., “Successful ERP Implementations Go Far Beyond Software,” San • Diego Business Journal (5 July 2004). Millman, Gregory J., “What Did You Get from ERP and What Can You Get?,” • Financial Executive (May 2004). Murrell G. Shields, E-Business and ERP: Rapid Implementation and Project Planning, Wiley, 2001. • Olinger, Charles, “The Issues Behind ERP Acceptance and Implementation,” PICS: The Performance Advantage • Pankaj Sharma, Enterprise Resource Planning, APH Publishing Corporation, New Delhi, 2004. 	

Course Code: BAGE401	Generic Elective Course – 4 BA- Semester-I Sustainable Development	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, principles, and goals of sustainable development, including the United Nations Sustainable Development Goals (SDGs).	
CO2.	Understanding: Explain the interconnections between economic growth, environmental stewardship, and social inclusion, and how these pillars contribute to sustainable	



	development.	
CO3.	Applying: Apply sustainable development theories and practices to real-world scenarios, developing strategies to address environmental, social, and economic challenges.	
CO4.	Analyzing: Critically analyze case studies and examples of sustainable development initiatives, evaluating their effectiveness and identifying best practices and lessons learned.	
CO5.	Evaluating: Assess the impact of policies and programs aimed at promoting sustainable development, providing recommendations for improving sustainability outcomes at local, national, and global levels.	
Course Content:		
Block-1:	Concept of Sustainable Development Unit-1 Meaning, Nature and Scope of Sustainable Development Unit-2 Major Components of Sustainable Development Unit-3 Approaches to Sustainable Development Unit-4 Goals of Sustainable Development	12 Hours
Block -2	Development, Sustainability and Climate Change Unit-5 Concept of Global Commons and Climate Change Unit-6 International Conventions on Sustainable Development Unit-7 Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities	12 Hours
Block -3:	Health, Education and Food Security Unit-9 Role of Green and Converging Technologies in Health, Sanitation and Food Security Unit-8 Relationship between Sustainable Development and Food Security Unit-10 Role of Education in Sustainable Development	12 Hours
Block -4:	Sustainable Development: A Way Forward Unit-11 Role of Policy Innovations in Sustainable Development Unit-12 Recognition of Ecological Limits of Equity and Justice	12 Hours
Block -5	Unit-14 Role of Non-State Stakeholders in Sustainable Development Unit-13 Alternative Ways of Resource Generation and Capacity Enhancement	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Gereluk, W. and Royer, L. (2001). Sustainable Development of the Global Economy: A Trade Union Perspective. Geneva: ILO. • Kilgy, P. (2011). NGOs in India: The Challenge of Women's Empowerment and Accountability. UK: Routledge. • Kolk, A. (2016). The Social Responsibility of International Business: From Ethics and the Environment to CSR and Sustainable Development. Journal of World Business. 51(1), 23-34. • Kolk, A., & Van Tulder, R. (2010). International Business, Corporate Social Responsibility and Sustainable Development. International Business Review. 19(2), 119-125. 	

Ability Enhancement Courses



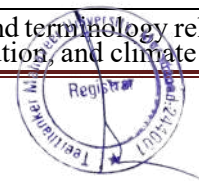
Course Code: BAAE101	Ability Enhancement Course – 1 BA- Semester-I Communication Skills -I	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall fundamental concepts and principles of effective communication, including verbal and non-verbal communication, listening skills, and basic grammar.	
CO2.	Understanding: Explain the importance of effective communication in various contexts, such as personal, academic, and professional settings, and how it influences relationships and outcomes.	
CO3.	Applying: Demonstrate the ability to construct clear and coherent written and oral messages, tailoring communication styles to suit different audiences and purposes.	
CO4.	Analyzing: Analyze communication barriers and challenges, identifying strategies to overcome them and enhance clarity and understanding in interactions.	
CO5.	Evaluating: Assess the effectiveness of different communication techniques and tools, providing constructive feedback and making improvements to enhance communication skills.	
Course Content:		
Block-1:	Unit:1 Simple Rules of Pronunciation and Intonation Unit: 2 Theme Based Vocabulary Building Unit: 3 Antonyms, Synonyms and Homonyms	8 Hours
Block -2	Unit: 4 Listening skills Unit: 5 Note Taking and Note Making Unit:6 Practicing Listening Skills	8 Hours
Block -3:	Unit:7 Comprehension Passages Unit: 8 News and Magazines Articles Unit: 9 Poems	8 Hours
Block -4:	Unit: 10 Sentences Unit: 11 Articles, Nouns, Adjectives and Adverbs Unit: 12 Prepositions	8 Hours
Block -5	Unit: 13 Basic Cohesive Paragraph Writing Unit: 14 Resume Writing Unit: 15 Job application writing and acceptance letter writing	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Effective Communication Skills" Publisher: McGraw-Hill Education Year: 2018	

Course Code: BASE201	Skill Enhancement Course – 2 BA- Semester-II Communication Skills -II	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	



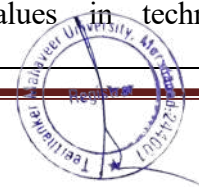
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.
Course Content:	
Block-1:	Unit 1: Speaking Skills Unit 2: Using A Foreign Language Unit 3: Conversation Building 8 Hours
Block -2	Unit 4: Dialogue Writing Unit 5: Telephone Skills Unit 6: Reading Skills–To Enhance Independent Reading 8 Hours
Block -3:	Unit 7: Comprehension And Quick Reading Of Texts Unit 8: Aesthetic Appreciation Of Texts: Poems 8 Hours
Block -4:	Unit 9: Tenses Unit 10: Parts Of Speech And Common Errors In English Unit 11: Use Of Capitals And Basic Punctuations 8 Hours
Block -5	Unit 12: Basics Of Official Correspondence Unit 13: Format Of Basic Formal Letter Unit 14: Writing And Planning Effective Business Letters 8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material)
Reference Books	<ul style="list-style-type: none"> • Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education.

Course Code: BAAE301	Ability Enhancement Course – 3 BA- Semester-III Environmental Science	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts and terminology related to environmental science, including ecosystems, biodiversity, pollution, and climate change.	



CO2.	Understanding: Explain the fundamental principles of environmental science, such as the interdependence of living organisms and their environments, and the processes that drive natural systems.
CO3.	Applying: Apply scientific methods and techniques to investigate environmental problems, conducting experiments and fieldwork to gather and analyze data on issues like water quality, air pollution, and soil conservation.
CO4.	Analyzing: Critically analyze environmental data and case studies to understand the causes and effects of environmental issues and evaluate the effectiveness of various mitigation and adaptation strategies.
CO5.	Evaluating: Assess the impact of human activities on the environment and evaluate the sustainability of current practices, proposing and justifying recommendations for policies and practices that promote environmental conservation and sustainability.
Course Content:	
Block-1:	Unit:1 Multidisciplinary nature of environmental studies, Scope and importance Unit: 2 Deforestation Unit: 3 Water Unit: 4 Ecosystem
Block -2	Unit: 5 Levels of Biological Diversity Unit: 6 Threats to biodiversity
Block -3:	Unit: 7 Environmental Pollution Unit: 8 Climate Change
Block -4:	Unit: 9 Environmental Laws Unit: 10 International Agreements Unit: 11 Human Population Growth
Block -5	Unit: 12 Disaster Management Unit: 13 Environmental Ethics
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material)
Reference Books	<ul style="list-style-type: none"> • Wright, R. T.; Boorse, D. F. Environmental Science: Towards Sustainable Future, 12e, Pearson, India (2015). • Costanza R, Hart M, Talberth J, Posner S. Beyond GDP: The need for new measures of progress. The pardee papers. 2009. • Bharuch, E. Environmental Studies, 2e, Orient BlackSwan, India (2013). • vanLoon, G. W.; Duffy, S. J. Environmental Chemistry: A Global Perspective, 3e, Oxford University Press

Course Code: BAAE401	Ability Enhancement Course – 4 BA- Semester-IV Human Values and Professional Ethics	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Understanding the core values that shape the ethical behavior of a manager in functional areas of an organization.	
CO2.	Understanding the morals & values that ought to guide the management and resolve the moral issues in the profession	
CO3.	Analyzing the role of morals and values in technological development and its challenges.	



CO4.	Developing value-based management system and work environment in organization.	
CO5.	Developing framework for management ethics and human Values.	
Course Content:		
Block-1:	Evolution and introduction of Human Values in Indian context: Values: Introduction, sources of value system, Types of values, Significance of values, Indian value system, values of Indian manager, Teaching from Indian scriptures like Mahabharata, Bhagwad Gita, Ramayana, Quran and its applications in management.	8 Hours
Block -2	Business Ethics: Definition of Ethics, nature of ethics, types of ethics, Ethics and morality, Need and significance of business Ethics, code of conduct and Ethics for manager. -	8 Hours
Block -3:	Ethical Dilemmas: Ethical Dilemmas- sources and their resolutions. Ethical decision making, Work ethics, Ethical and unethical practices in India.	8 Hours
Block -4:	Impact of Ethics: Ethical issues related to marketing, Human resource management, Finance, Intellectual property rights. Environmental ethics.	8 Hours
Block -5	Understanding Harmony in the Family and Society –harmony in Human -Human Relationship and Gender issues: Understanding Harmony in the Family and Society-Harmony in Human-Human Relationship; Understanding harmony in the Family-the basic unit of human interaction; Understanding values in human- human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay - Tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.	8 Hours
Textbooks	<ul style="list-style-type: none"> Bhatia S.K., Business Ethics and managerial values, New Delhi: Deep and Deep publications Pvt. Ltd 	
Reference Books	<ul style="list-style-type: none"> Velasquez, Business Ethics – Concepts and Cases, New Delhi: PHall. Mathur U.C., Corporate Governance & Business Ethics, NewMcMillan. Govindarajan M., professional ethics and Human values, Delhi: PHI learning pvt ltd. Hartman Laura P & Abha Chatterjee, Business Ethics, wMcGraw Hill. R. K Sharma, puneetagoel, Corporate governance, values and New Delhi: kalyani publication <p>* Latest editions of all the suggested books are recommended</p>	Ne

Skill Enhancement Courses



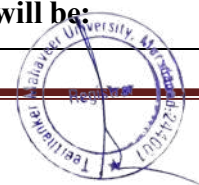
Course Code: BASE101	Skill Enhancement Course – 1 BA- Semester-I Basic Computer Skills	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall basic computer components, terminology, and functions, including hardware, software, operating systems, and common applications.	
CO2.	Understanding: Explain the fundamental concepts of computer operations, such as file management, internet navigation, and the use of standard productivity software like word processors and spreadsheets.	
CO3.	Applying: Demonstrate the ability to perform basic computer tasks, including creating and editing documents, managing files and folders, and using email and other communication tools effectively.	
CO4.	Analyzing: Analyze simple computer-related problems and troubleshoot common issues related to software and hardware, enhancing problem-solving skills.	
CO5.	Evaluating: Assess the reliability and security of various Distance resources and applications, understanding best practices for maintaining privacy and protecting data in a digital environment.	
Course Content:		
Block-1:	Unit 1: Computer Fundamentals Unit 2: Introduction to Data Representations Unit 3: Memory	8 Hours
Block -2	Unit 4: Secondary Storage Devices Unit 5: MS Window Unit 6: Working with Windows Explorer	8 Hours
Block -3:	Unit 7: Microsoft Word Introduction Unit 8: Microsoft Word -II Unit 9: MS Word: Additional Features	8 Hours
Block -4:	Unit 10: Microsoft Excel Unit 11: Operations of MS Excel	8 Hours
Block -5	Unit 12: MS PowerPoint Unit 13: Internet Unit 14: Web Server Applications	8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Fundamental Computer Concepts, William S. Davis. • Fundamental Computer Skills, Feng-Qi Lai, David R. Hofmeister. 	

Course Code: BASE201	Skill Enhancement Course – 2 BA- Semester-II Business Communications and Soft Skills	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	



CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.	
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.	
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.	
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.	
Course Content:		
Block-1:	ESSENTIALS OF BUSINESS COMMUNICATION Unit 1 Introduction to Business Communication Unit 2 Communication Process Unit 3 7Cs Of Effective Communications and Writing Skills	8 Hours
Block -2	BUSINESS REPORTS Unit - 4 Business Report Unit - 5 Written Communication Unit – 6 New Age Communication Channels	8 Hours
Block -3:	ETIQUETTE AND INTERVIEW Unit - 7 Body Language And Etiquettes to Unit - 8 Interview Unit - 9 Curriculum Vitae / Resume Writing	8 Hours
Block -4:	MEETINGS, CIRCULAR, LETTERS Unit 10 Company Meetings Unit 11 Notice, Agenda And Minutes of Meetings Unit 12 Circular Letters	8 Hours
Block -5	SOFT SKILLS Unit -13 Group Discussion Unit - 14 Time Management	8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education. 	

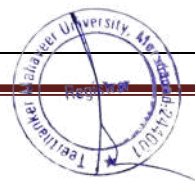
Course Code: BASE301	Skill Enhancement Course – 3 BA- Semester-III Communication for Leaders	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	



CO1.	Remembering: Recall and identify key principles and strategies for effective leadership communication, including active listening, empathy, and clarity in messaging.
CO2.	Understanding: Explain the importance of communication skills in leadership roles, understanding how effective communication contributes to team cohesion, morale, and productivity.
CO3.	Applying: Apply advanced communication techniques to various leadership scenarios, including delivering persuasive presentations, providing constructive feedback, and resolving conflicts diplomatically.
CO4.	Analyzing: Analyze case studies and examples of leadership communication in different contexts, identifying successful strategies and areas for improvement in communication practices.
CO5.	Evaluating: Evaluate the impact of leadership communication on organizational culture, employee engagement, and overall performance, and develop strategies for continuous improvement in leadership communication effectiveness.
Course Content:	
Block-1:	Unit: 1 Listening- Understanding Vocabulary and Context Unit: 2 Listening for Details Unit 3: Tenses, Clauses and Transitional Words or Phrases
Block -2	Unit: 4 Sentences Unit: 5 Vocabulary Unit 6: Idioms and Proverbs
Block -3:	Unit: 7 Reading Skills Unit: 8 Comprehension Skills Unit: 9 Group Discussion
Block -4:	Unit: 10 Presentational Skills Unit 11: Role Play and Debate Unit: 12 Writing Techniques and Strategies
Block -5	Unit: 13 Writing Unit: 14 Business Correspondence
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material)
Reference Books	<ul style="list-style-type: none"> • Herta A Murphy, Herbet Writing Hildebrandt, Jane P Thomas, Effective Business Communication, 7th Edition, Mcgraw Hill. • Shirley Taylor, ommunication for Business, Pearson Education. • Distance li

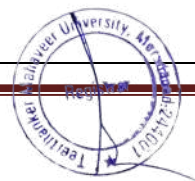
Discipline Specific Courses

Course Code: BAENDSE501	Discipline Specific Course – 1 BA- Semester-V Understanding Prose	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	VARIETIES OF PROSE Unit 1 Understanding Prose An Introduction Unit 2 Descriptive Prose Unit 3 Narrative Prose Unit 4 Expository Prose	12 Hours



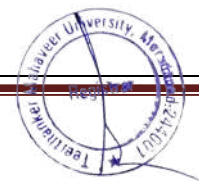
Block -2	FORMS OF PROSE: SHORT STORY AND ESSAYS Unit 1 'Misery'-Anton Chekhov Unit 2 'Mother'-Judah Waten Unit 3 'Shooting an Elephant'-George Orwell Unit 4 'On Seeing England for the First Time.' Jamaica Kincaid	12 Hours
Block -3:	BIOGRAPHY AND AUTOBIOGRAPHY Unit 1 Biography and Autobiography: An Introduction Unit 2 Gandhi's - The Story of My Experiments with Truth Unit 3 Bertrand Russell's Autobiography Unit 4 Lytton Strachey's Queen Victoria	12 Hours
Block -4:	DIARY, SPEECH, LETTERS, TRAVELOGUES Unit 1 Anne Frank's Diary Unit 2 Margaret Laurence's Speech Unit 3 Nehru's Letters to Indira Gandhi-The Quest of Man Unit 4 Travelogue-Travels by a Lesser Line-Bill Aitken	12 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	

Course Code: BAENDSE502	Discipline Specific Course – 2 BA- Semester-V Understanding Poetry	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	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 	12 Hours
Block -2	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	12 Hours



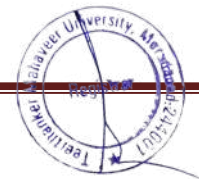
	<ul style="list-style-type: none"> • The Snow Man • The Emperor of Ice Cream Unit 4 Langston Hughes <ul style="list-style-type: none"> • The Negro Speaks of Rivers • Young Gal's Blues 	
Block -3:	INDIAN ENGLISH POETRY Unit 1 Nissim Ezekiel <ul style="list-style-type: none"> • Goodbye Poetry For Miss 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 Bombay Keki N Daruwalla <ul style="list-style-type: none"> • Chinar 	12 Hours
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 	12 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	

Course Code: BAENDSE503	Discipline Specific Course – 3 BA- Semester-V British Literature: 19th Century	L-6 T-0 P-0 C-6
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



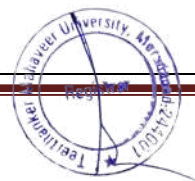
Block -2	THE MAYOR OF CASTERBRIDGE Unit 1 The Mayor of Casterbridge: Introduction Unit 2 The Mayor of Casterbridge: Critical Summary Unit 3 The Mayor of Casterbridge: Analysis Unit 4 The Mayor of Casterbridge: Characterisation	12 Hours
Block -3:	VICTORIAN POETRY-I Unit 1 Alfred Lord Tennyson 1: ‘The 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’	12 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) 	

Course Code: BAENDSE601	Discipline Specific Course – 4 BA- Semester-VI Understanding Drama	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	DRAMA: AN INTRODUCTION Unit 1 Drama and Theatre Unit 2 Aspects of Drama Unit 3 Different Types of Drama Unit 4 Developments in 20th Century Drama	12 Hours
Block -2	ARTHUR MILLER: ALL MY SONS Unit 1 American Drama: An Introduction Unit 2 All My Sons: Reading the Text Unit 3 Thematic Concerns in All My Sons Unit 4 Characterisation in All My Sons	12 Hours
Block -3:	MOHAN RAKESH: HALFWAY HOUSE Unit 1 Halfway House : Reading the Text Unit 2 Middle Class Concerns Unit 3 Women and Society Unit 4 Dramatic Form	12 Hours
Block -4:	NGUGI WA THIONG’O: THE TRIAL OF DEDAN KIMATHI Unit 1 African Drama: An Introduction Unit 2 Ngugi Wa Thiong’o’s Life and Worldview Unit 3 The Trial of Dedan Kimathi – Reading the Text Unit 4 The Trial of Dedan Kimathi – Evaluating the Text	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	

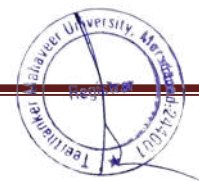


Course Code: BAENDSE602	Discipline Specific Course – 5 BA- Semester-VI Understanding Novels	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	THE NOVEL: AN INTRODUCTION Unit 1: Introduction to the Novel Unit 2: Aspects of the Novel I Unit 3: Aspects of the Novel II Unit 4: Future of the Novel	12 Hours
Block -2	KATE CHOPIN: THE AWAKENING Unit 1: Locating The Awakening: Background and Context Unit 2: Contextualising: The Awakening Unit 3: Critical Responses to The Awakening Unit 4: Critical Approaches to The Awakening: Feminist, Psychoanalytical, Others	12 Hours
Block -3:	GOPINATH MOHANTY: PARAJA Unit 1: Locating Paraja Unit 2: Paraja: Socio-Cultural Context Unit 3: Paraja: Themes and Plot Unit 4: Paraja: A Novel in Translation	12 Hours
Block -4:	CHINUA ACHEBE: THINGS FALL APART Unit 1: Africa: A Brief Historical Survey Unit 2: Chinua Achebe: Life, Works, Literature & Society in Nigeria Unit 3: Things Fall Apart: Detailed Analysis Unit 4: Specific Features of Things Fall Apart	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	

Course Code: BAENDSE603	Discipline Specific Course – 6 BA- Semester-VI British Literature: 20th Century	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	MODERNISM Modernism Modernism In Poetry Modernism And The Novel Modernism In Drama	12 Hours
Block -2	NOVEL(1) The Early Twentieth Century British Novel: Social And Cultural Contexts D.H. Lawrence And The British Novel Sons And Lovers: An Introduction Reading The Novel Sons And Lovers	12 Hours
Block -3:	NOVEL(2) 'Stream Of Consciousness' : An Introduction Virginia Woolf As A Novelist Mrs Dalloway: Analysis And Interpretations	12 Hours



	Mrs. Dalloway: Themes And Concerns	
Block -4:	POETRY W.B. Yeats: “The Second Coming” “Journey Of The Magi” By T.S.Eliot W. H. Auden: The Unknown Citizen Stephen Spender “I Think Continually Of Those Who Were Truly Great”	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 Distance Education
Programme	BA English
Duration	Three Years (Distance Mode) (Six Semesters)
Medium	English
<u>Credits</u>	
Minimum Credits Required for Degree	160
Eligibility for the program	Pass 10+2 in any stream

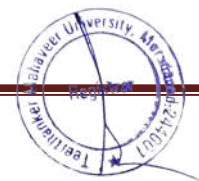
5.4. Faculty and support staff requirement

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.

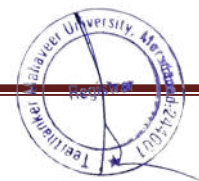
All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

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: 10+2 system of education in any stream from recognized board

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.

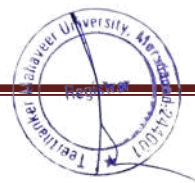
Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Distance Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Distance 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.



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

6.2. Curriculum Transactions:

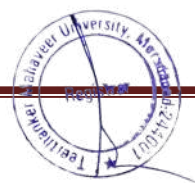
Programme Delivery:

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.

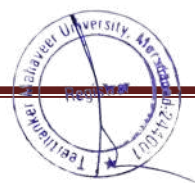
Course Design:

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.

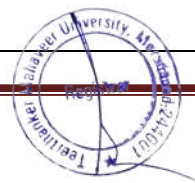
6.3. Evaluation

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.

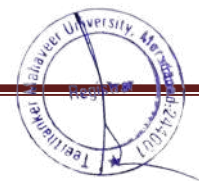
The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. A Bachelor of Arts in English program in India offers students a comprehensive study of literature, language, and critical 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
Bachelor of Arts (English)



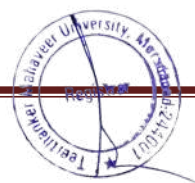
Centre of Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY

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

244001

Website: www.tmu.ac.in



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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.

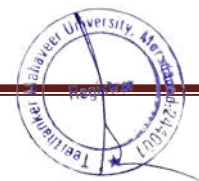
Our Online and Online education model ensure that students can access high-quality academic resources and support services from the comfort of their homes, making higher education more attainable. Whether you are a working professional, a homemaker, or someone with other commitments, our program offers 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 BA (English) program emphasizes an intensive, flexible arts education with 160 credits. The programme structure and credits for Online BA (English) are finalized based on the stakeholders' needs and the general structure of the programme.

The Online Bachelor of Arts (BA English) Programme is a three-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 BA (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 BA 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 BA 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.

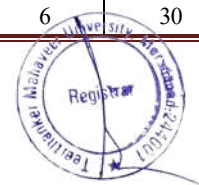
5. Instructional Design:

5.1. Curriculum Design:

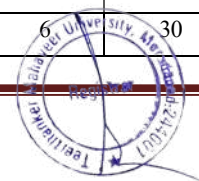
The curriculum has been designed by experts in English and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and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

5.2. Programme structure and detailed syllabus:

Bachelor of Arts in English										
Semester -1										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-1	BAENCC10 1	Academic English	6	0	0	6	30	70	100
2	CC-2	BAENCC10 2	British Drama	6	0	0	6	30	70	100
3	GEC-1	BAGE101	Guidance and Counseling	6	0	0	6	30	70	100
4	AECC-1	BAAE101	Communication Skills -I	4	0	0	4	30	70	100
5	SEC-1	BASE101	Basic Computer Skills	3	0	2	4	30	70	100
Total				25	0	2	26	150	350	500
Semester -II										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-3	BAENCC201	British Poetry	6	0	0	6	30	70	100
2	CC-4	BAENCC202	British Fiction	6	0	0	6	30	70	100



4	GEC-2	BAGE201	Gender and Society	6	0	0	6	30	70	100
5	AECC-2	BAAE201	Communication Skills -I	3	0	2	4	30	70	100
6	SEC-2	BASE201	Business Communication and Soft Skills	4	0	0	4	30	70	100
Total				25	0	2	26	150	350	500
Semester -III										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-5	BAENCC301	Literary Criticism	6	0	0	6	30	70	100
2	CC-6	BAENCC302	Study of Language	6	0	0	6	30	70	100
3	CC-7	BAENCC303	Indian Writing Literature	6	0	0	6	30	70	100
4	AECC-3	BAAE301	Environmental Science	4	0	0	4	30	70	100
5	SEC-3	BASE301	Communication For Leader	4	0	0	4	30	70	100
6	GEC-3	BAGE301	Enterprise Resource Planning	6	0	0	6	30	70	100
Total				32	0	0	32	180	420	600
Semester -IV										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-8	BAENCC401	American Literature	6	0	0	6	30	70	100
2	CC-9	BAENCC402	Popular Literature	6	0	0	6	30	70	100
3	CC-10	BAENCC403	British Romantic Literature	6	0	0	6			
4	AECC-4	BAAE401	Human Values & Professional Ethics	4	0	0	4	30	70	100
5	GEC-4	BAGE401	Sustainable Development	6	0	0	6	30	70	100
Total				28	0	0	28	150	350	500
Semester -V										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-11	BAENCC501	Women's Writing	6	0	0	6	30	70	100
2	CC-12	BAENCC502	Indian Classical Literature	6	0	0	6	30	70	100
Select any two from below										
3	DSEC-1	BAENDSE501	Understanding Prose	6	0	0	6	30	70	100
4	DSEC-2	BAENDSE502	Understanding Poetry	6	0	0	6	30	70	100
5	DSEC-3	BAENDSE503	British Literature: 19 th Century	6	0	0	6			
Total				24	0	0	24	120	280	400
Semester -VI										
S.No.	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-13	BAENCC601	Modern European Drama	6	0	0	6	30	70	100



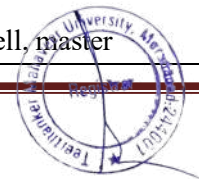
2	CC-14	BAENCC602	Post Colonial Literatures	6	0	0	6	30	70	100
Select any two from below										
1	DSEC-4	BAENDSE601	Understanding Drama	6	0	0	6	30	70	100
2	DSEC-5	BAENDSE602	Understanding Novels	6	0	0	6	30	70	100
3	DSEC-6	BAENDSE603	British Literature: 20 th Century	6	0	0	6	30	70	100
Total				24	0	0	24	120	280	400

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

Core Courses

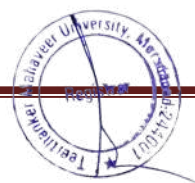
<u>Course Code:</u> BAENCC101	Core Course – I BA- Semester-I Academic English	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	Unit 1: Academic writing Unit 2: Academic writing Unit 3: Writing paragraphs	12 Hours
Block -2	Unit 1: Writing paragraphs Unit 2: Writing paragraphs Unit 3: Basics of reports and research papers	12 Hours
Block -3:	Unit 1: Basics of reports and research papers Unit 2: Basics of reports and research papers Unit 3: Presenting your ideas	12 Hours
Block -4:	Unit 1: Presenting your ideas Unit 2: Grammar for editing Unit 3: Grammar for editing	12 Hours
Block -5	Unit 1: Working with words Unit 2: Working with words	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	

<u>Course Code:</u> BAENCC102	Core Course – 2 BA- Semester-I British Drama	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	Unit 1: Christopher Marlowe - Doctor Faustus Unit 2: Mephistopheles, concepts of heaven and hell, master	12 Hours



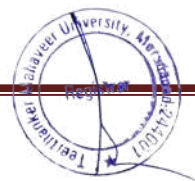
	servant dichotomy, fall motif Unit 3: Renaissance theater, the seven sins in Christianity	
Block -2	Unit 1: Ben Jonson-The Alchemist: classical unities, miracle plays and morality plays, plot structure Unit 2: Ben Johnson-The Alchemist: fate and destiny, human folly, dreams and omens, reality versus desire Unit 3: Thomas Middleton and William Rowley -The Changeling : Treachery, Reason and passion, Judgment and lust Unit Name	12 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	12 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	12 Hours
Block -5	Unit 1: Oscar Wilde - The Importance of Being Earnest Unit 2: Oscar Wilde - The Importance of Being Earnest	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Study Material) 	

Course Code: BAENCC201	Core Course – 3 BA- Semester-II British Poetry	L-6 T-0 P-0 C-6
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	12 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	12 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	12 Hours
Block -4:	Unit 1: Samuel Taylor Coleridge: Kubla Khan Unit 2: Robert Browning: Porphyria's Lover Unit 3: Alfred Tennyson: Ulysses	12 Hours
Block -5	Unit 1: T.S. Eliot: The Love Song of J. Alfred Prufrock Unit 2: W. B. Yeats: The Second Coming	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



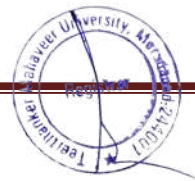
Course Code: BAENCC202	Core Course – 4 BA- Semester-II British Fiction	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	Unit 1: British Fiction Unit 2: British Fiction Unit 3: Joseph Andrews by Henry Fielding	12 Hours
Block -2	Unit 1: Joseph Andrews by Henry Fielding Unit 2:Pride and Prejudice by Jane Austen Unit 3: Pride and Prejudice by Jane Austen	12 Hours
Block -3:	Unit 1: Wuthering Heights by Emily Bronte Unit 2: Wuthering Heights by Emily Bronte Unit 3: Jane Eyre by Charlotte Bronte	12 Hours
Block -4:	Unit 1: Jane Eyre by Charlotte Bronte Unit 2: Great Expectations by Charles Dickens Unit 3: Great Expectations by Charles Dickens	12 Hours
Block -5	Unit 1:Tess of the d’Urbervilles by Thomas Hardy Unit 2: Tess of the d’Urbervilles by Thomas Hardy	12 Hours
Textbooks	SLM (Self Learning Material)	

Course Code: BAENCC301	Core Course – 5 BA- Semester-III Literary Criticism	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	Unit 1: Aristotle Poetics Unit 2: Aristotle Poetics Unit 3: Aristotle Poetics	12 Hours
Block -2	Unit 1: Aristotle Poetics Unit 2: Aristotle Poetics Unit 3: Dryden:An Essay of Dramatic Poesy	12 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	12 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	12 Hours
Block -5	Unit 1: Matthew Arnold: Culture and Anarchy Unit 2: Matthew Arnold: Culture and Anarchy	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	



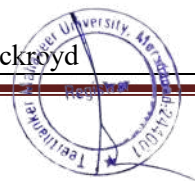
Course Code: BAENCC302	Core Course – 6 BA- Semester-III Study of Language	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	Unit 1: Language and Phonetics Unit 2: Language and Phonetics-II Unit 3: The Production of Speech Sounds-I	12 Hours
Block -2	Unit 1: The Production of Speech Sounds-II Unit 2: Vowels-I Unit 3: Vowels-II	12 Hours
Block -3:	Unit 1: Consonants - Place of Articulation Unit 2: Consonants- Manner of Articulation Unit 3: Phonemes	12 Hours
Block -4:	Unit 1: Phonology Unit 2: Syllable Unit 3: Stress	12 Hours
Block -5	Unit 1: Intonation Unit 2: Aspects of Connected Speech	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	

Course Code: BAENCC303	Core Course – 7 BA- Semester-III Indian Writing Literature	L-6 T-0 P-0 C-6
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)	12 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	12 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	12 Hours
Block -4:	Unit 1: Rupa Bajwa: Sari Shop—Detailed Study of the Text Unit 2: Rupa Bajwa: Sari Shop—Theme	12 Hours
Block -5	Unit 1: Rupa Bajwa: Sari Shop—Characterisation and Plot Construction Unit 2: Rupa Bajwa: Sari Shop—Psychological Study	12 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	



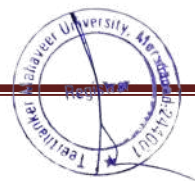
Course Code: BAENCC401	Core Course – 8 BA- Semester-IV American Literature	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	ARTHUR MILLER: ALL MY SONS Unit 1: American Drama: An Introduction Unit 2: All My Sons: A Detailed Study Unit 3: Thematic Concerns in All My Sons Unit 4: All My Sons: Characterisation	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	12 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’	12 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	

Course Code: BAENCC402	Core Course – 9 BA- Semester-IV Popular Literature	L-6 T-0 P-0 C-6
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	12 Hours
Block -3:	GENRES OF POPULAR LITERATURE II Unit 1: Detective Fiction: An Introduction Unit 2: Agatha Christie’s The Murder of Roger Ackroyd	12 Hours



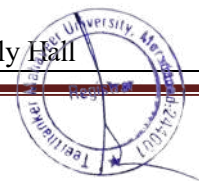
	Unit 3: Science Fiction: An Introduction Unit 4: Science Fiction: Ursula le Guin’s “The Ones Who Walk Away from Omelas”	
Block -4:	GENRES OF POPULAR LITERATURE III Unit 1: Graphic & Visual Narratives Vyam and Subhash Vyam Bhimayana: Experiences of Untouchability Unit 2: Graphic & Visual Narratives Vyam 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	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	

Course Code: BAENCC403	Core Course – 10 BA- Semester-IV British Romantic Literature	L-6 T-0 P-0 C-6
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	12 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’	12 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: BAENCC501	Core Course – 11 BA- Semester-V Women’s Writing	L-6 T-0 P-0 C-6
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”	12 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”	12 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) 	

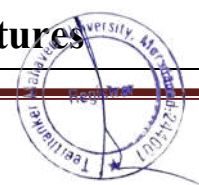
Course Code: BAENCC502	Core Course – 12 BA- Semester-V Indian Classical Literature	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	KALIDASA: ABHIJNANA SHAKUNTALA Unit 1: Indian Aesthetics: An Introduction Unit 2: Kalidasa: An Overview Unit 3: Abhijnana Shakuntala: Textual Analysis Unit 4: Abhijnana Shakuntala: Character Analysis & Critical Perspectives	12 Hours
Block -2	VYAS: MAHABHARATA Unit 1: The Mahabharata: An Overview Unit 2: The Dicing from the Book of the Assembly Hall	12 Hours



	Unit 3: The Sequel to the Dicing: A Reading Unit 4: The Temptation of Karna from the Udyog Parva	
Block -3:	SUDRAKA: MRICHCHHAKATIKA Unit 1: Sudrakha and His Play Mrichchhakatika: An Introduction Unit 2: Mrichchhkatika: Plot Structure & Analysis Unit 3: Thematic Concerns in Sudraka’s Mrichchhkatika Unit 4: Mrichchhakatika: Facets of Characterisation	12 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: BAENCC601	Core Course – 13 BA- Semester-VI Modern European Drama	L-6 T-0 P-0 C-6
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	12 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	12 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) 	

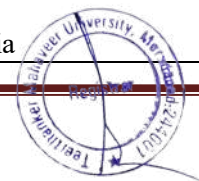
Course Code: BAENCC602	Core Course – 14 BA- Semester-VI Post Colonial Literatures	L-6 T-0 P-0 C-6
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Course Content:		
Block-1:	Unit 1 An Introduction To Writings From South Africa From South Africa Unit 2 Reading The Text Unit 3 Social Configurations 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’	12 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’	12 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) 	

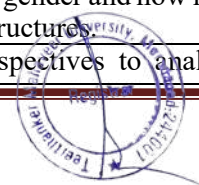
Generic Electives Courses

Course Code: BAGE101	Generic Elective Course – 1 BA- Semester-I Guidance and Counseling	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, theories, and principles of guidance and counseling, including various types of counseling approaches and techniques.	
CO2.	Understanding: Explain the roles and responsibilities of a counselor, the stages of the counseling process, and the ethical considerations in guidance and counseling practices.	
CO3.	Applying: Demonstrate the ability to apply counseling theories and techniques in simulated counseling sessions, effectively using communication and listening skills to support clients.	
CO4.	Analyzing: Analyze various case studies to identify client issues, underlying problems, and appropriate counseling strategies, enhancing critical thinking and problem-solving skills.	
CO5.	Evaluating: Assess the effectiveness of different counseling interventions and approaches, providing feedback on what worked, what didn't, and how counseling practices can be improved for better client outcomes	
Course Content:		
Block-1:	Unit-1: Guidance: Meaning, Nature and Scope Unit-2. Guidance: Goals and Principles Unit-3. Need for Guidance with Reference to India	12 Hours



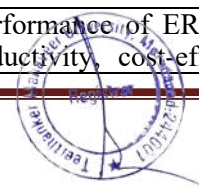
	Unit-4. Guidance Services: Concept and Importance Unit-5. Services: Placement Service, Follow-up Service Unit-6. Educational and Vocational Guidance	
Block -2	Unit-7. Organizing Guidance Services at School and College Level Unit-8. Personal and Group Guidance: Concept, Aims and Methods Unit-9. Personal Guidance at School Level Unit-10. Personal Guidance at College Level Unit-11. Counseling: Concept, Need and Goals with Reference to India Unit-12. Counseling: Principles and Counseling Process	12 Hours
Block -3:	Unit-13. Types of Counseling: Directive Counseling Unit-14. Types of Counseling: Non-Directive Counseling Unit-15. Types of Counseling: Eclectic Counseling Unit-16. Interview Process in Counseling Unit-17. Counseling Services: Individual Counseling Unit-18. Counseling Services: Group Counseling	12 Hours
Block -4:	Unit-19. Organizing Counseling Services at School Level Unit-20. Organizing Counseling Services at College Level Unit-21. Psychotherapy: Meaning and Process Unit-22. Psychotherapy: Dealing with Psychological Disturbance Unit-23. Psychotherapy: Cognitive Approach Unit-24. Psychotherapy: Environmental Approach	12 Hours
Block -5	Unit-25. Counselor: Role and Qualities Unit-26. Testing and Non-Testing Techniques: Psychological Tests Unit-27. Case Study Unit-28. Rating Scale Unit-29. Observation Unit-30. Interview Unit-31. Inventories Unit-32. Problems of Guidance and Counseling in India and their Solutions	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House • Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt.Ltd. • Guidance & Counseling : Suzanne E. Wade. Pam Schutz, Lawrence ErlbaumAssociates. 	

<u>Course Code:</u> BAGE201	Generic Elective Course – 2 BA- Semester-I Gender and Society	L-6 T-0 P-0 C-6
<u>Course Outcomes:</u>	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, terms, and historical developments related to gender studies, including gender roles, identity, and intersectionality.	
CO2.	Understanding: Explain the social construction of gender and how it influences individual behaviors, social interactions, and institutional structures.	
CO3.	Applying: Apply sociological theories and perspectives to analyze gender issues in	



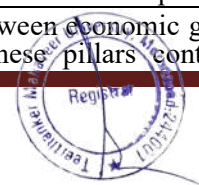
	various social contexts, such as the workplace, family, media, and education.	
CO4.	Analyzing: Critically examine the impact of gender norms and stereotypes on different social groups, considering factors such as race, class, sexuality, and age.	
CO5.	Evaluating: Assess the effectiveness of policies and initiatives aimed at promoting gender equality, providing insights into their strengths, weaknesses, and potential improvements.	
Course Content:		
Block-1:	Unit:1 Social Construction of Gender Unit:2 Gender Roles	12 Hours
Block -2	Unit 3: Emergence of Feminist Thought Unit 4: Approaches to the Study of Gender Unit 5: Gender Based Sociological Analysis	12 Hours
Block -3:	Unit 6: Economic Unit 7: Politics Unit 8: Religion and Culture	12 Hours
Block -4:	Unit 9: Major Gendered Social Issues Unit:10 Women in India Unit 11: Demographic Profile	12 Hours
Block -5	Unit 12: Development of Women’s Studies in India Unit 13: Women's Movement in India Unit 14: Women’s Movement and Social Change	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Selm Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Kamla Bhasin (2000). Understanding Gender. New Delhi: Women Unlimited • V. Geetha (2002). Gender: Theorizing Feminism. Calcutta: Stree. • Linda L. Lindsey (2015). Gender Roles: A Sociological Perspective (6 ed.). London & New York: Routledge. • Amy S. Wharton. (2005). The English of Gender: An introduction to theory andPractice. USA: Blackwell. 	

Course Code: BAGE301	Generic Elective Course – 3 BA- Semester-I Enterprise Resource Planning	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall fundamental concepts, components, and terminology of Enterprise Resource Planning systems, including key modules such as finance, human resources, and supply chain management.	
CO2.	Understanding: Explain the principles and benefits of ERP systems, detailing how they integrate various business processes and enhance organizational efficiency and decision-making.	
CO3.	Applying: Demonstrate the ability to configure and use basic ERP software modules in practical scenarios, applying theoretical knowledge to real-world business operations.	
CO4.	Analyzing: Analyze business processes and requirements to determine how ERP systems can be leveraged to optimize workflows, improve data accuracy, and support strategic planning.	
CO5.	Evaluating: Assess the implementation and performance of ERP systems within an organization, evaluating their impact on productivity, cost-efficiency, and overall	



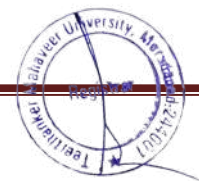
	business performance, and recommending improvements.	
Course Content:		
Block-1:	Unit 1: ERP Overview Unit 2: ERP and Related Technology Unit 3: Business Process Re-engineering	12 Hours
Block -2	Unit 4: Manufacturing Perspective of ERP Unit 5: ERP Modules Unit 6: ERP Benefits	12 Hours
Block -3:	Unit 7: ERP Market Unit 8; ERP Implementation Lifecycle Unit 9: ERP Vendors, Consultants and Users	12 Hours
Block -4:	Unit 10: ERP Future Directions Unit 11: ERP-II Unit 12: Building and Deploying an Information System	12 Hours
Block -5	Unit 13: Case Study – ERP SAP Implementation Unit 14: Case Study – ERP Application on Supply Chain	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Alexis Leon, ERP Demystified 2/E, Tata McGraw-Hill, New Delhi • Alexis Leon, Enterprise Resource Planning, Tata McGraw Hill, 2009 • Bhatnagar, S.C. and K.V. Ramani, Computers and Information Management, Prentice Hall of India Private Ltd, New Delhi, 1991. • Daniel E. O’Leary, ERP Systems: Systems, Life Cycle, E-commerce, and Risk, Cambridge University Press, 2000. • Ellen Monk, Bret Wagner, Concepts in Enterprise Resource Planning, Course Technology, Second Edition, 2005 • Hanson, J.J., “Successful ERP Implementations Go Far Beyond Software,” San • Diego Business Journal (5 July 2004). Millman, Gregory J., “What Did You Get from ERP and What Can You Get?,” • Financial Executive (May 2004). Murrell G. Shields, E-Business and ERP: Rapid Implementation and Project Planning, Wiley, 2001. • Olinger, Charles, “The Issues Behind ERP Acceptance and Implementation,” PICS: The Performance Advantage • Pankaj Sharma, Enterprise Resource Planning, APH Publishing Corporation, New Delhi, 2004. 	

Course Code: BAGE401	Generic Elective Course – 4 BA- Semester-I Sustainable Development	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, principles, and goals of sustainable development, including the United Nations Sustainable Development Goals (SDGs).	
CO2.	Understanding: Explain the interconnections between economic growth, environmental stewardship, and social inclusion, and how these pillars contribute to sustainable	



	development.	
CO3.	Applying: Apply sustainable development theories and practices to real-world scenarios, developing strategies to address environmental, social, and economic challenges.	
CO4.	Analyzing: Critically analyze case studies and examples of sustainable development initiatives, evaluating their effectiveness and identifying best practices and lessons learned.	
CO5.	Evaluating: Assess the impact of policies and programs aimed at promoting sustainable development, providing recommendations for improving sustainability outcomes at local, national, and global levels.	
Course Content:		
Block-1:	Concept of Sustainable Development Unit-1 Meaning, Nature and Scope of Sustainable Development Unit-2 Major Components of Sustainable Development Unit-3 Approaches to Sustainable Development Unit-4 Goals of Sustainable Development	12 Hours
Block -2	Development, Sustainability and Climate Change Unit-5 Concept of Global Commons and Climate Change Unit-6 International Conventions on Sustainable Development Unit-7 Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities	12 Hours
Block -3:	Health, Education and Food Security Unit-9 Role of Green and Converging Technologies in Health, Sanitation and Food Security Unit-8 Relationship between Sustainable Development and Food Security Unit-10 Role of Education in Sustainable Development	12 Hours
Block -4:	Sustainable Development: A Way Forward Unit-11 Role of Policy Innovations in Sustainable Development Unit-12 Recognition of Ecological Limits of Equity and Justice	12 Hours
Block -5	Unit-14 Role of Non-State Stakeholders in Sustainable Development Unit-13 Alternative Ways of Resource Generation and Capacity Enhancement	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Gereluk, W. and Royer, L. (2001). Sustainable Development of the Global Economy: A Trade Union Perspective. Geneva: ILO. • Kilgy, P. (2011). NGOs in India: The Challenge of Women's Empowerment and Accountability. UK: Routledge. • Kolk, A. (2016). The Social Responsibility of International Business: From Ethics and the Environment to CSR and Sustainable Development. Journal of World Business. 51(1), 23-34. • Kolk, A., & Van Tulder, R. (2010). International Business, Corporate Social Responsibility and Sustainable Development. International Business Review. 19(2), 119-125. 	

Ability Enhancement Courses



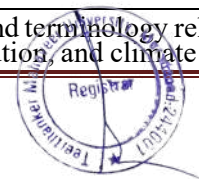
Course Code: BAAE101	Ability Enhancement Course – 1 BA- Semester-I Communication Skills -I	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall fundamental concepts and principles of effective communication, including verbal and non-verbal communication, listening skills, and basic grammar.	
CO2.	Understanding: Explain the importance of effective communication in various contexts, such as personal, academic, and professional settings, and how it influences relationships and outcomes.	
CO3.	Applying: Demonstrate the ability to construct clear and coherent written and oral messages, tailoring communication styles to suit different audiences and purposes.	
CO4.	Analyzing: Analyze communication barriers and challenges, identifying strategies to overcome them and enhance clarity and understanding in interactions.	
CO5.	Evaluating: Assess the effectiveness of different communication techniques and tools, providing constructive feedback and making improvements to enhance communication skills.	
Course Content:		
Block-1:	Unit:1 Simple Rules of Pronunciation and Intonation Unit: 2 Theme Based Vocabulary Building Unit: 3 Antonyms, Synonyms and Homonyms	8 Hours
Block -2	Unit: 4 Listening skills Unit: 5 Note Taking and Note Making Unit:6 Practicing Listening Skills	8 Hours
Block -3:	Unit:7 Comprehension Passages Unit: 8 News and Magazines Articles Unit: 9 Poems	8 Hours
Block -4:	Unit: 10 Sentences Unit: 11 Articles, Nouns, Adjectives and Adverbs Unit: 12 Prepositions	8 Hours
Block -5	Unit: 13 Basic Cohesive Paragraph Writing Unit: 14 Resume Writing Unit: 15 Job application writing and acceptance letter writing	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Effective Communication Skills" Publisher: McGraw-Hill Education Year: 2018	

Course Code: BASE201	Skill Enhancement Course – 2 BA- Semester-II Communication Skills -II	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	



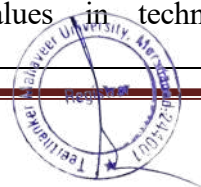
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.
Course Content:	
Block-1:	Unit 1: Speaking Skills Unit 2: Using A Foreign Language Unit 3: Conversation Building 8 Hours
Block -2	Unit 4: Dialogue Writing Unit 5: Telephone Skills Unit 6: Reading Skills–To Enhance Independent Reading 8 Hours
Block -3:	Unit 7: Comprehension And Quick Reading Of Texts Unit 8: Aesthetic Appreciation Of Texts: Poems 8 Hours
Block -4:	Unit 9: Tenses Unit 10: Parts Of Speech And Common Errors In English Unit 11: Use Of Capitals And Basic Punctuations 8 Hours
Block -5	Unit 12: Basics Of Official Correspondence Unit 13: Format Of Basic Formal Letter Unit 14: Writing And Planning Effective Business Letters 8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material)
Reference Books	<ul style="list-style-type: none"> • Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education.

Course Code: BAAE301	Ability Enhancement Course – 3 BA- Semester-III Environmental Science	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts and terminology related to environmental science, including ecosystems, biodiversity, pollution, and climate change.	



CO2.	Understanding: Explain the fundamental principles of environmental science, such as the interdependence of living organisms and their environments, and the processes that drive natural systems.
CO3.	Applying: Apply scientific methods and techniques to investigate environmental problems, conducting experiments and fieldwork to gather and analyze data on issues like water quality, air pollution, and soil conservation.
CO4.	Analyzing: Critically analyze environmental data and case studies to understand the causes and effects of environmental issues and evaluate the effectiveness of various mitigation and adaptation strategies.
CO5.	Evaluating: Assess the impact of human activities on the environment and evaluate the sustainability of current practices, proposing and justifying recommendations for policies and practices that promote environmental conservation and sustainability.
Course Content:	
Block-1:	Unit:1 Multidisciplinary nature of environmental studies, Scope and importance Unit: 2 Deforestation Unit: 3 Water Unit: 4 Ecosystem
Block -2	Unit: 5 Levels of Biological Diversity Unit: 6 Threats to biodiversity
Block -3:	Unit: 7 Environmental Pollution Unit: 8 Climate Change
Block -4:	Unit: 9 Environmental Laws Unit: 10 International Agreements Unit: 11 Human Population Growth
Block -5	Unit: 12 Disaster Management Unit: 13 Environmental Ethics
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material)
Reference Books	<ul style="list-style-type: none"> • Wright, R. T.; Boorse, D. F. Environmental Science: Towards Sustainable Future, 12e, Pearson, India (2015). • Costanza R, Hart M, Talberth J, Posner S. Beyond GDP: The need for new measures of progress. The pardee papers. 2009. • Bharuch, E. Environmental Studies, 2e, Orient BlackSwan, India (2013). • vanLoon, G. W.; Duffy, S. J. Environmental Chemistry: A Global Perspective, 3e, Oxford University Press

Course Code: BAAE401	Ability Enhancement Course – 4 BA- Semester-IV Human Values and Professional Ethics	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Understanding the core values that shape the ethical behavior of a manager in functional areas of an organization.	
CO2.	Understanding the morals & values that ought to guide the management and resolve the moral issues in the profession	
CO3.	Analyzing the role of morals and values in technological development and its challenges.	



CO4.	Developing value-based management system and work environment in organization.	
CO5.	Developing framework for management ethics and human Values.	
Course Content:		
Block-1:	Evolution and introduction of Human Values in Indian context: Values: Introduction, sources of value system, Types of values, Significance of values, Indian value system, values of Indian manager, Teaching from Indian scriptures like Mahabharata, Bhagwad Gita, Ramayana, Quran and its applications in management.	8 Hours
Block -2	Business Ethics: Definition of Ethics, nature of ethics, types of ethics, Ethics and morality, Need and significance of business Ethics, code of conduct and Ethics for manager. -	8 Hours
Block -3:	Ethical Dilemmas: Ethical Dilemmas- sources and their resolutions. Ethical decision making, Work ethics, Ethical and unethical practices in India.	8 Hours
Block -4:	Impact of Ethics: Ethical issues related to marketing, Human resource management, Finance, Intellectual property rights. Environmental ethics.	8 Hours
Block -5	Understanding Harmony in the Family and Society –harmony in Human -Human Relationship and Gender issues: Understanding Harmony in the Family and Society-Harmony in Human-Human Relationship; Understanding harmony in the Family-the basic unit of human interaction; Understanding values in human- human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay - Tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.	8 Hours
Textbooks	<ul style="list-style-type: none"> Bhatia S.K., Business Ethics and managerial values, New Delhi: Deep and Deep publications Pvt. Ltd 	
Reference Books	<ul style="list-style-type: none"> Velasquez, Business Ethics – Concepts and Cases, New Delhi: PHall. Mathur U.C., Corporate Governance & Business Ethics, NewMcMillan. Govindarajan M., professional ethics and Human values, Delhi: PHI learning pvt ltd. Hartman Laura P & Abha Chatterjee, Business Ethics, Ne wMcGraw Hill. R. K Sharma, puneetagoel, Corporate governance, values and New Delhi: kalyani publication <p>* Latest editions of all the suggested books are recommended</p>	

Skill Enhancement Courses



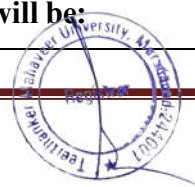
Course Code: BASE101	Skill Enhancement Course – 1 BA- Semester-I Basic Computer Skills	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall basic computer components, terminology, and functions, including hardware, software, operating systems, and common applications.	
CO2.	Understanding: Explain the fundamental concepts of computer operations, such as file management, internet navigation, and the use of standard productivity software like word processors and spreadsheets.	
CO3.	Applying: Demonstrate the ability to perform basic computer tasks, including creating and editing documents, managing files and folders, and using email and other communication tools effectively.	
CO4.	Analyzing: Analyze simple computer-related problems and troubleshoot common issues related to software and hardware, enhancing problem-solving skills.	
CO5.	Evaluating: Assess the reliability and security of various Online resources and applications, understanding best practices for maintaining privacy and protecting data in a digital environment.	
Course Content:		
Block-1:	Unit 1: Computer Fundamentals Unit 2: Introduction to Data Representations Unit 3: Memory	8 Hours
Block -2	Unit 4: Secondary Storage Devices Unit 5: MS Window Unit 6: Working with Windows Explorer	8 Hours
Block -3:	Unit 7: Microsoft Word Introduction Unit 8: Microsoft Word -II Unit 9: MS Word: Additional Features	8 Hours
Block -4:	Unit 10: Microsoft Excel Unit 11: Operations of MS Excel	8 Hours
Block -5	Unit 12: MS PowerPoint Unit 13: Internet Unit 14: Web Server Applications	8 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Fundamental Computer Concepts, William S. Davis. • Fundamental Computer Skills, Feng-Qi Lai, David R. Hofmeister. 	

Course Code: BASE201	Skill Enhancement Course – 2 BA- Semester-II Business Communications and Soft Skills	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	



CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.
Course Content:	
Block-1:	ESSENTIALS OF BUSINESS COMMUNICATION Unit 1 Introduction to Business Communication Unit 2 Communication Process Unit 3 7Cs Of Effective Communications and Writing Skills
Block -2	BUSINESS REPORTS Unit - 4 Business Report Unit - 5 Written Communication Unit – 6 New Age Communication Channels
Block -3:	ETIQUETTE AND INTERVIEW Unit - 7 Body Language And Etiquettes to Unit - 8 Interview Unit - 9 Curriculum Vitae / Resume Writing
Block -4:	MEETINGS, CIRCULAR, LETTERS Unit 10 Company Meetings Unit 11 Notice, Agenda And Minutes of Meetings Unit 12 Circular Letters
Block -5	SOFT SKILLS Unit -13 Group Discussion Unit - 14 Time Management
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material)
Reference Books	<ul style="list-style-type: none"> • Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education.

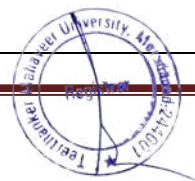
Course Code: BASE301	Skill Enhancement Course – 3 BA- Semester-III Communication for Leaders	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	



CO1.	Remembering: Recall and identify key principles and strategies for effective leadership communication, including active listening, empathy, and clarity in messaging.
CO2.	Understanding: Explain the importance of communication skills in leadership roles, understanding how effective communication contributes to team cohesion, morale, and productivity.
CO3.	Applying: Apply advanced communication techniques to various leadership scenarios, including delivering persuasive presentations, providing constructive feedback, and resolving conflicts diplomatically.
CO4.	Analyzing: Analyze case studies and examples of leadership communication in different contexts, identifying successful strategies and areas for improvement in communication practices.
CO5.	Evaluating: Evaluate the impact of leadership communication on organizational culture, employee engagement, and overall performance, and develop strategies for continuous improvement in leadership communication effectiveness.
Course Content:	
Block-1:	Unit: 1 Listening- Understanding Vocabulary and Context Unit: 2 Listening for Details Unit 3: Tenses, Clauses and Transitional Words or Phrases
Block -2	Unit: 4 Sentences Unit: 5 Vocabulary Unit 6: Idioms and Proverbs
Block -3:	Unit: 7 Reading Skills Unit: 8 Comprehension Skills Unit: 9 Group Discussion
Block -4:	Unit: 10 Presentational Skills Unit 11: Role Play and Debate Unit: 12 Writing Techniques and Strategies
Block -5	Unit: 13 Writing Unit: 14 Business Correspondence
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material)
Reference Books	<ul style="list-style-type: none"> • Herta A Murphy, Herbet Writing Hildebrandt, Jane P Thomas, Effective Business Communication, 7th Edition, Mcgraw Hill. • Shirley Taylor, ommunication for Business, Pearson Education. • Online li

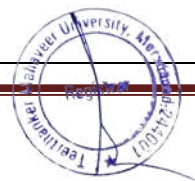
Discipline Specific Courses

Course Code: BAENDSE501	Discipline Specific Course – 1 BA- Semester-V Understanding Prose	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	VARIETIES OF PROSE Unit 1 Understanding Prose An Introduction Unit 2 Descriptive Prose Unit 3 Narrative Prose Unit 4 Expository Prose	12 Hours



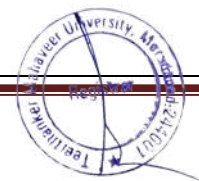
Block -2	FORMS OF PROSE: SHORT STORY AND ESSAYS Unit 1 'Misery'-Anton Chekhov Unit 2 'Mother'-Judah Waten Unit 3 'Shooting an Elephant'-George Orwell Unit 4 'On Seeing England for the First Time.' Jamaica Kincaid	12 Hours
Block -3:	BIOGRAPHY AND AUTOBIOGRAPHY Unit 1 Biography and Autobiography: An Introduction Unit 2 Gandhi's - The Story of My Experiments with Truth Unit 3 Bertrand Russell's Autobiography Unit 4 Lytton Strachey's Queen Victoria	12 Hours
Block -4:	DIARY, SPEECH, LETTERS, TRAVELOGUES Unit 1 Anne Frank's Diary Unit 2 Margaret Laurence's Speech Unit 3 Nehru's Letters to Indira Gandhi-The Quest of Man Unit 4 Travelogue-Travels by a Lesser Line-Bill Aitken	12 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	

Course Code: BAENDSE502	Discipline Specific Course – 2 BA- Semester-V Understanding Poetry	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	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 	12 Hours
Block -2	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	12 Hours



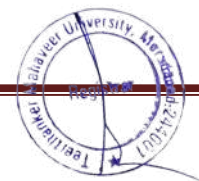
	<ul style="list-style-type: none"> • The Snow Man • The Emperor of Ice Cream Unit 4 Langston Hughes <ul style="list-style-type: none"> • The Negro Speaks of Rivers • Young Gal's Blues 	
Block -3:	INDIAN ENGLISH POETRY Unit 1 Nissim Ezekiel <ul style="list-style-type: none"> • Goodbye Poetry For Miss 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 Bombay Keki N Daruwalla <ul style="list-style-type: none"> • Chinar 	12 Hours
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 	12 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	

Course Code: BAENDSE503	Discipline Specific Course – 3 BA- Semester-V British Literature: 19th Century	L-6 T-0 P-0 C-6
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



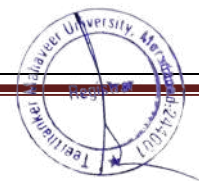
Block -2	THE MAYOR OF CASTERBRIDGE Unit 1 The Mayor of Casterbridge: Introduction Unit 2 The Mayor of Casterbridge: Critical Summary Unit 3 The Mayor of Casterbridge: Analysis Unit 4 The Mayor of Casterbridge: Characterisation	12 Hours
Block -3:	VICTORIAN POETRY-I Unit 1 Alfred Lord Tennyson 1: ‘The 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’	12 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) 	

Course Code: BAENDSE601	Discipline Specific Course – 4 BA- Semester-VI Understanding Drama	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	DRAMA: AN INTRODUCTION Unit 1 Drama and Theatre Unit 2 Aspects of Drama Unit 3 Different Types of Drama Unit 4 Developments in 20th Century Drama	12 Hours
Block -2	ARTHUR MILLER: ALL MY SONS Unit 1 American Drama: An Introduction Unit 2 All My Sons: Reading the Text Unit 3 Thematic Concerns in All My Sons Unit 4 Characterisation in All My Sons	12 Hours
Block -3:	MOHAN RAKESH: HALFWAY HOUSE Unit 1 Halfway House : Reading the Text Unit 2 Middle Class Concerns Unit 3 Women and Society Unit 4 Dramatic Form	12 Hours
Block -4:	NGUGI WA THIONG’O: THE TRIAL OF DEDAN KIMATHI Unit 1 African Drama: An Introduction Unit 2 Ngugi Wa Thiong’o’s Life and Worldview Unit 3 The Trial of Dedan Kimathi – Reading the Text Unit 4 The Trial of Dedan Kimathi – Evaluating the Text	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	

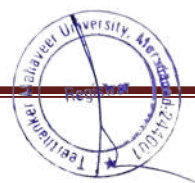


Course Code: BAENDSE602	Discipline Specific Course – 5 BA- Semester-VI Understanding Novels	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	THE NOVEL: AN INTRODUCTION Unit 1: Introduction to the Novel Unit 2: Aspects of the Novel I Unit 3: Aspects of the Novel II Unit 4: Future of the Novel	12 Hours
Block -2	KATE CHOPIN: THE AWAKENING Unit 1: Locating The Awakening: Background and Context Unit 2: Contextualising: The Awakening Unit 3: Critical Responses to The Awakening Unit 4: Critical Approaches to The Awakening: Feminist, Psychoanalytical, Others	12 Hours
Block -3:	GOPINATH MOHANTY: PARAJA Unit 1: Locating Paraja Unit 2: Paraja: Socio-Cultural Context Unit 3: Paraja: Themes and Plot Unit 4: Paraja: A Novel in Translation	12 Hours
Block -4:	CHINUA ACHEBE: THINGS FALL APART Unit 1: Africa: A Brief Historical Survey Unit 2: Chinua Achebe: Life, Works, Literature & Society in Nigeria Unit 3: Things Fall Apart: Detailed Analysis Unit 4: Specific Features of Things Fall Apart	12 Hours
Textbooks	<ul style="list-style-type: none"> • SELF LEARNING MATERIAL (SLM) 	

Course Code: BAENDSE603	Discipline Specific Course – 6 BA- Semester-VI British Literature: 20th Century	L-6 T-0 P-0 C-6
Course Content:		
Block-1:	MODERNISM Modernism Modernism In Poetry Modernism And The Novel Modernism In Drama	12 Hours
Block -2	NOVEL(1) The Early Twentieth Century British Novel: Social And Cultural Contexts D.H. Lawrence And The British Novel Sons And Lovers: An Introduction Reading The Novel Sons And Lovers	12 Hours
Block -3:	NOVEL(2) 'Stream Of Consciousness' : An Introduction Virginia Woolf As A Novelist Mrs Dalloway: Analysis And Interpretations	12 Hours



	Mrs. Dalloway: Themes And Concerns	
Block -4:	POETRY W.B. Yeats: “The Second Coming” “Journey Of The Magi” By T.S.Eliot W. H. Auden: The Unknown Citizen Stephen Spender “I Think Continually Of Those Who Were Truly Great”	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	BA English
Duration	Three Years (Online Mode) (Six Semesters)
Medium	English
<u>Credits</u>	
Minimum Credits Required for Degree	160
Eligibility for the program	Pass 10+2 in any stream

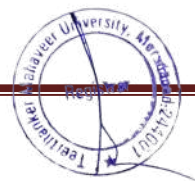
5.4. Faculty and support staff requirement

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.

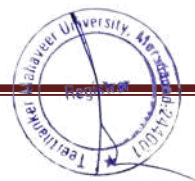
All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

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: 10+2 system of education in any stream from recognized board

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.

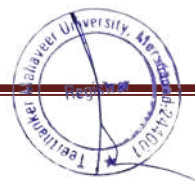
Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Online and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

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.



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

6.2. Curriculum Transactions:

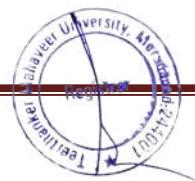
Programme Delivery:

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.

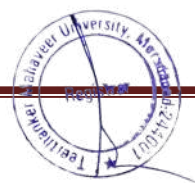
Course Design:

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.

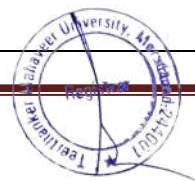
6.3. Evaluation

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	<i>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:</i>
2	<i>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.</i>
3	<i>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.</i>
4	<i>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.</i>
IMPORTANT NOTES:	
1	<i>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).</i>
2	<i>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.</i>
3	<i>There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.</i>



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 Bachelor 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.

