



Centre for Distance and Online Education

(CDOE)

JAMIA HAMDARD

(Deemed to be University)
Accredited by NAAC in 'A+' Category

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HAMDARD NAGAR NEW DELHI - 110062

Dated: 3rd June 2026

To
The Joint Secretary
University Grants Commission-DEB
New Delhi 110002

Sub: **Compliance Point No.16 - PPRs of all proposed programmes are not in accordance with Annexure V of UGC ODL/OL Regulations, 2020.**— Removal Deficiencies related to CDOE, Jamia Hamdard Application for grant of approval for ODL Programme 2026-27 – regarding

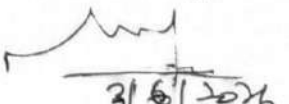
Ref: UGC-DEB email dated 20th May 2026

Sir,

We are writing to clarify that corrected and updated PPRs for all the three programmes namely - BBA, BCA and new UG programme namely 3 year BA (English), duly approved and countersigned by the Registrar are resubmitted strictly in compliance with the UGC ODL/OL Regulations, 2020 (Annexure-V). Copies are PPRs for BCA, BBA and BA (English) are uploaded on the UGC-DEB portal.

2. It is requested that our Application for approval/extension in respect of three UG Programmes through ODL namely BBA, BCA and BA (English) under the 'Eligible Category' may be considered from July 2026 in view of the above justifications given.

Yours faithfully,


3/6/2026
(Prof MA Sikandar)
Director, CDOE

Encl: As above

Director
Centre for Distance and Online Education
Jamia Hamdard (Deemed to be University)
Hamdard Nagar, New Delhi-110062

PROGRAMME PROJECT REPORT (PPR)

(As approved by the Board of Studies in its Meeting held on 23.12.2019 and approved by the Academic Council in its 40th Meeting held on 3.9.2020)

BACHELOR OF COMPUTER APPLICATIONS (BCA) Three-Year Programme

(Open & Distance Learning Mode)

(Course Code 401)



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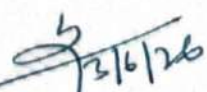
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2/6/2020

Director
Centre for Distance and Online Education
Jamia Hamdard (Deemed to be University)
Hamdard Nagar, New Delhi-110062


3/6/2020
Registrar
Jamia Hamdard
(Deemed to be University)
Hamdard Nagar
New Delhi-110062

PROGRAMME PROJECT REPORT (PPR)

(As approved by the Board of Studies in its Meeting held on 23.12.2019 and approved by the Academic Council in its 40th Meeting held on 3.9.2020)

BACHELOR OF BUSINESS ADMINISTRATION (BBA) Three Year Programme

(OPEN & DISTANCE LEARNING MODE)

(Course Code 403)



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3/6/2020

Director
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Hamdard Nagar, New Delhi-110062


3/6/2020
Registrar
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(Deemed to be University)
Hamdard Nagar
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PROGRAMME PROJECT REPORT (PPR)

(as approved by the Board of Studies in its Meeting held on 23.12.2019 and approved by the Academic Council in its 40th Meeting held on 3.9.2020)

BACHELOR OF ARTS (ENGLISH)
Three-Year Programme

(Open & Distance Learning Mode)

(Course Code: 404)




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3/9/2020

Director
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Jamia Hamdard (Deemed to be University)
Hamdard Nagar, New Delhi-110062


3/6/26
Registrar
Jamia Hamdard
(Deemed to be University)
Hamdard Nagar
New Delhi-110062

Jamia Hamdard
Centre for Distance & Online Education

Sub:- Approval for updated PPR
for BCA, BBA & BA English
Programme - OSE Mode
UUC-DES document

The scrutiny committee of UUC-DES
was email. dt 20/5/2026 has asked
us to provide updated Project Programme
Report (PPR) for BCA, BBA & BA (English)
OSE mode.

Accordingly we have ~~the~~ updated
with mandatory information aligned
with UUC, DES Regulatory 2020 (Ann-V)
and placed below for approval.
The matter will be reported to
BOS, COOE & AC for ratification.

Registrar $\frac{5}{3/6/26}$ PU as per $\frac{3/6/2026}{\text{format (UUC)}}$

vc Approved
M. Abbas $\frac{2/6/26}{\text{am:}}$

Registrar $\frac{5}{3/6/26}$

DS, COOE Part part up a Reporting Team
for AC & BOS.

DS, COOE

PROGRAMME PROJECT REPORT (PPR)

(As approved by the Board of Studies in its Meeting held on 23.12.2019 and approved by the Academic Council in its 40th Meeting held on 3.9.2020)

BACHELOR OF COMPUTER APPLICATIONS (BCA) Three-Year Programme

(Open & Distance Learning Mode)

(Course Code 401)



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PROGRAMME PROJECT REPORT

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OVER VIEW ABOUT JAMIA HAMDARD AND CDOE

About Jamia Hamdard

Jamia Hamdard was established as Society on 26.04.1989 under the Societies Registration Act, 1860 after the receipt of the Letter of Intent (LoI) for declaring Jamia Hamdard as deemed to be University, issued by the Ministry of Education (Erstwhile Ministry of HRD), Department of Education dated 20.03.1989. Jamia Hamdard has been created after amalgamation of six institutions being run by four Societies (i) The Institute of History of Medicine and Medical Research; (ii) **Indian Institute of Islamic Studies**; (iii) Hamdard Tibbi College (funded by Delhi Government); (iv) Hamdard College of Pharmacy (affiliated to University of Delhi and funded by UGC); (v) Majeedia Hospital and (vi) The School of Nursing after dissolution of their respective societies on 28.04.1989.

Jamia Hamdard is one of the Government aided deemed to be University and has been recognized as Minority Institution on 22.09.2014 by the National Commission for Minority Educational Institutions (NCMEI) under Article 30(1) of the Constitution of India. The Jamia Hamdard being a deemed to be University is governed by the UGC (Institutions Deemed to be Universities) Regulations as amended from time to time. Jamia Hamdard over a period of 35 years, Jamia Hamdard has evolved into a premier Centre for higher learning, fulfilling the objectives.

Mission of Jamia Hamdard

- a) *To promote and advance the cause of higher education* through modern methods of teaching and advanced research in such branches of knowledge as the Jamia Hamdard may continue to develop core competence for and as may be in consonance with the emerging needs of India in general and underprivileged communities in particular.
- b) *To co-operate, collaborate and associate with national and international organizations* and institutions in any part of the world having mission wholly or partly similar to those of the Jamia Hamdard and as per the provision of the UGC Regulations in place from time to time.
- c) *To provide avenues for higher education leading to excellence and innovations* in such branches of knowledge as may be deemed fit primarily at Under-graduate, post-graduate and doctoral/research degree levels, fully conforming to the concept and idea of the University as defined in the UGC Deemed to be Universities Regulations and the vision of the founding fathers of Jamia Hamdard as autonomous institution being a Minority Institution.

About Centre for Distance and Online Education (CDOE)

In 2004, Jamia Hamdard established the School of Open and Distance Learning, which is currently named as “Centre for Distance and Online Education” (CDOE) to extend educational opportunities through innovative methods. The CDOE utilizes information and communication technologies to enhance the quality and reach of education, especially for those unable to attend on-campus programmes. This initiative aims to empower marginalized groups, including tribal populations and Muslim women, by providing access to new knowledge and skills essential for their development.

Programmes Offered:

- 1) Master of Business administration (MBA Online mode)
- 2) Master of Computer applications (MCA Online mode)
- 3) MA in Islamic Studies (MAIS Online mode)
- 4) MA in Political Science (MAPS Online mode)
- 5) Bachelor of Business Administration (BBA ODL & Online mode)
- 6) Bachelor of Computer Applications (BCA ODL & Online mode)
- 7) Advanced Diploma in Drug Regulatory Affairs (ADDRA)- Online mode
- 8) Diploma in Professional Arabic (DPA)- online mode

Mission of the Centre for Distance and Online Education (CDOE), Jamia Hamdard

- a) to provide accessible, affordable, flexible, and quality higher education through Open and Distance Learning (ODL) and Online Learning modes.
- b) to empower learners with academic knowledge, professional competencies, digital skills, ethical values, and lifelong learning opportunities to meet the evolving needs of society, industry, and the global knowledge economy.
- c) to promote inclusive education by reaching learners from diverse geographical, social, and economic backgrounds through technology-enabled teaching-learning systems, learner support services, and outcome-based education aligned with national and international standards.

Targeted Groups of the Centre for Distance and Online Education (CDOE)

The distance and online education programmes aim to reach *marginalized and excluded groups*, such as *tribal populations and Muslim women*, who have been largely overlooked by national education initiatives. These programmes provide opportunities for acquiring new knowledge and skills necessary for personal and professional development, thereby fostering inclusive growth and education.

Programme Coordinator(s)

<i>Name</i>	<i>Contact details</i>
Dr. Abdul Majid Farooqi Assistant Professor (Computer Science)	Email: majid@jamiahamdard.ac.in

Bachelor of Computer Applications (BCA) Programme Highlights

Basic Information

a.	Name of the Course	Bachelor of Computer Applications (BCA)
b.	Nature	Open and Distance Mode
c.	Duration	Minimum: Three Years Maximum: Six Years
d.	Medium of Instruction and Examinations	English
e.	Eligibility Criteria	S.S.C, Intermediate or Equivalent (recognized by Jamia Hamdard) under 10+2 system of education.
f.	Commencement of the Course	January / July. Twice in a year
g.	Special Feature	After completing the course, a student may either pursue MCA, M.Sc. (Computer Science/IT), MBA programmers or take up a job in the IT industry.
h.	Mode of Admission	As per the norms prescribed by Jamia Hamdard from time to time.
i.	Period of Completion (Span Period)	Not more than 06 years
j.	Fees	Rs. 16,000/- per semester

1. MISSION AND OBJECTIVES OF BCA PROGRAMME

1.1. Mission:

The mission of the Bachelor of Computer Applications (BCA) programme is to provide quality education in Computer Science and Information Technology through a learner-centric and industry-oriented curriculum that develops technical competence, analytical thinking, problem-solving abilities, ethical values, and professional skills among students.

The programme aims to prepare graduates for successful careers in the IT industry, entrepreneurship, higher education, research, and emerging technological domains by integrating theoretical knowledge with practical learning experiences. It also seeks to promote innovation, lifelong learning, social responsibility, and adaptability to rapidly evolving global technological environments.

The BCA programme is committed to producing competent computing professionals capable of contributing effectively to society, industry, and the digital economy through sustainable and ethical technological solutions.

1.2. Objectives of the Bachelor of Computer Applications (BCA) Programme

The Bachelor of Computer Applications (BCA) programme is designed to provide students with a strong foundation in computer science, software development, and information technology. The primary objectives of the programme are as follows: -

- a) To provide students with fundamental and advanced knowledge of computer science, programming languages, database management systems, networking, web technologies, cloud computing, and emerging technologies.
- b) To develop analytical, logical, and problem-solving skills required for designing and developing efficient software applications and computing solutions.
- c) To equip learners with practical and industry-oriented technical skills through laboratory work, projects, assignments, and hands-on training.
- d) To prepare students for careers in software development, system administration, database management, cybersecurity, web and mobile application development, cloud computing, data analytics, and related fields in the IT industry.
- e) To enable students to understand modern computing environments and emerging technological trends such as Artificial Intelligence, Machine Learning, Internet of Things (IoT), Edge Computing, and Cyber Security.
- f) To enhance communication skills, teamwork, leadership qualities, professional ethics, and entrepreneurial abilities among students.
- g) To promote research aptitude, innovation, and lifelong learning so that students can continuously adapt to evolving technologies and industry requirements.
- h) To prepare students for higher education and research opportunities such as MCA, M.Sc. (Computer Science/IT), MBA, and other professional or academic programmes.
- i) To inculcate ethical values, social responsibility, and awareness of legal and professional standards in the field of information technology.
- j) To support skill development aligned with national educational policies, digital transformation initiatives, and industry demands for competent IT professionals.

1.3 Program Specific Outcomes:

Upon successful completion of the Bachelor of Computer Applications (BCA) programme, the graduates will be able to:

PSO-1: Programming and Software Development

Develop efficient software applications using programming languages, data structures, algorithms, and modern software development methodologies to solve real-world computing problems.

PSO-2: Database and Web Technologies

Design and manage databases and develop dynamic, secure, and user-friendly web-based applications using contemporary web technologies and database management systems.

PSO-3: Networking and System Administration

Apply knowledge of computer networks, operating systems, cybersecurity, and cloud technologies for configuring, managing, and securing computing environments.

PSO-4: Emerging Technologies and Innovation

Utilize modern and emerging technologies such as Artificial Intelligence, Machine Learning, Data Analytics, Internet of Things (IoT), Cloud Computing, and Cyber Security to develop innovative solutions.

PSO-5: Research and Problem Solving

Analyze complex computing problems, conduct research, and propose sustainable and technology-driven solutions using analytical and critical thinking skills.

PSO-6: Professional Competency and Ethics

Demonstrate professional ethics, leadership qualities, teamwork, communication skills, and social responsibility while working in multidisciplinary and multicultural environments.

PSO-7: Employability and Entrepreneurship

Acquire industry-relevant technical and managerial skills required for employment, higher education, entrepreneurship, and lifelong learning in the field of Information Technology and Computer Applications.

Qualification Descriptors

Upon successful completion of the Bachelor of Computer Applications (BCA) programme, the graduates will be able to:-

QD-1: Apply exploratory, analytical, and problem-solving skills acquired in the field of Computer Science and Applications to address real-world challenges and establish themselves as competent professionals.

QD-2: Develop innovative and sustainable solutions for dynamic interdisciplinary and global problems through research, critical thinking, and innovation capabilities.

QD-3: Demonstrate employability skills, entrepreneurial abilities, and professional competence required for successful careers in the IT industry and related sectors.

QD-4: Adhere to professional ethics and demonstrate leadership qualities while addressing multidisciplinary social, industrial, entrepreneurial, and research-oriented problems.

QD-5: Uphold ethical principles, professional responsibilities, and social accountability while working effectively in diverse national and global environments.

Program Learning Outcomes (PLO)

Upon successful completion of the Bachelor of Computer Applications (BCA) programme, the graduates will be able to:

PLO-1: Computational Knowledge

Apply the knowledge of computer science, mathematics, programming languages, database systems, networking, and software development fundamentals to solve computing problems effectively.

PLO-2: Problem Analysis

Identify, analyze, and formulate solutions for complex computing and real-world problems using logical reasoning, analytical thinking, and computational techniques.

PLO-3: Software Development Skills

Design, develop, test, and maintain software applications, web applications, and database-driven systems using modern tools and programming practices.

PLO-4: Modern Tool Usage

Use contemporary computing tools, platforms, technologies, and software environments for application development, data analysis, networking, cloud computing, and digital solutions.

PLO-5: Research, Innovation, and Entrepreneurship

Demonstrate research aptitude, innovation capabilities, and entrepreneurial skills to develop sustainable and technology-driven solutions for societal and industrial needs.

PLO-6: Environment and Sustainability

Understand the impact of computing solutions on society, environment, economy, and sustainability, and apply ethical and sustainable practices in professional work.

PLO-7: Ethics and Professional Responsibility

Adhere to professional ethics, cyber laws, intellectual property rights, data privacy principles, and social responsibilities in the field of Information Technology.

PLO-8: Individual and Team Work

Function effectively as an individual, team member, or team leader in multidisciplinary and multicultural environments.

PLO-9: Communication Skills

Communicate effectively through technical reports, presentations, documentation, and interpersonal interactions with technical and non-technical audiences.

PLO-10: Lifelong Learning

Recognize the need for continuous learning, professional development, and adaptation to emerging technologies and changing industrial requirements.

PLO-11: Employability Skills

Demonstrate professional competency, leadership qualities, critical thinking, and technical expertise required for employment, higher studies, and career advancement in the IT industry.

PLO-12: Digital and Emerging Technology Competency

Acquire knowledge and practical exposure to emerging areas such as Artificial Intelligence, Machine Learning, Data Science, Cloud Computing, Cyber Security, Internet of Things (IoT), and related technologies.

Mapping of Program Learning Outcomes (PLOs) with Qualification Descriptors (QDs)

PLOs/QDs	QD-1	QD-2	QD-3	QD-4	QD-5
PLO-1	3	2	2	1	1
PLO-2	3	3	1	1	1
PLO-3	3	2	3	1	1
PLO-4	2	2	3	1	1
PLO-5	2	3	3	2	1
PLO-6	1	3	1	2	3
PLO-7	1	1	2	3	3
PLO-8	1	1	2	3	2
PLO-9	1	1	2	2	3
PLO-10	2	2	2	1	3
PLO-11	2	1	3	3	1
PLO-12	3	3	2	1	1

Here '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

2. RELEVANCE OF THE PROGRAMME WITH MISSION AND GOALS OF JAMIA HAMDARD AND CDOE:

The BCA programme being offered by the CDOE through ODL/Online Mode is a strategic extension of the core mission and goals of both Jamia Hamdard and its Centre for Distance and Online Education, serving as a vehicle for inclusive, quality, and future-ready higher education. The following are the relevance of the BCA Programme matching with the Mission and Goals.

- i. The BCA programme offered through CDOE directly advances Jamia Hamdard's mission to promote higher education through modern methods of teaching. Being delivered via the ODL/Online mode, the programme leverages contemporary digital platforms, making higher education in computing accessible and current.
- ii. India's growing digital economy demands a skilled IT and computing workforce. The BCA programme caters to this need by equipping learners with foundational and applied knowledge in computer applications, aligning with Jamia Hamdard's commitment in achieving the emerging needs of trained manpower requirement of our country.
- iii. A core mission of Jamia Hamdard is to serve underprivileged communities. By offering the BCA through ODL/Online mode at an affordable fee structure, CDOE makes quality computing education reachable to students from economically and socially disadvantaged backgrounds who may otherwise lack access to campus-based programmes.
- iv. CDOE's mission specifically emphasises accessible, affordable, and flexible higher education. The BCA programme fulfils this mandate by removing geographical and

- financial barriers, allowing working professionals, rural students, and first-generation learners to pursue a recognised degree in computer applications.
- v. The BCA curriculum is covering programming, databases, networking, web technologies, and emerging areas which directly builds the digital and professional competencies needed to meet industry and societal expectations.
 - vi. The BCA programme, delivered online, transcends physical boundaries and ensures that students from remote or underserved regions can access a quality undergraduate degree in computing.
 - vii. The BCA programme prepares graduates for roles in IT, software development, data management, and digital services and equipping the learners to participate productively in the nation building in in the technology-driven ecosystem of the industry.
 - viii. The BCA programme, designed with well-defined learning outcomes and competency milestones, nurtures a culture of continuous learning, preparing students to adapt to rapid technological change throughout their careers.

3. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS:

The Bachelor of Computer Applications (BCA) programme is designed for learners who aspire to build careers in the fields of Computer Science, Information Technology, Software Development, Data Analytics, Web Technologies, Cloud Computing, Cyber Security, and other emerging technological domains. The programme aims to cater to a diverse group of learners with varying educational, professional, and socio-economic backgrounds.

The prospective target group of learners includes:

- i. Students who have completed their 10+2 or equivalent examination from a recognized board and wish to pursue higher education in the field of Computer Applications and Information Technology.
- ii. Learners interested in acquiring fundamental and advanced knowledge of computer science, programming, software development, and digital technologies.
- iii. Working professionals seeking to upgrade their technical qualifications, improve employability, or enhance professional competencies in the IT sector through flexible learning opportunities.
- iv. Individuals residing in remote, rural, or underserved regions who are unable to access regular mode education and seek quality higher education through Open and Distance Learning (ODL) and Online modes.
- v. Young Entrepreneurs and self-employed individuals who wish to acquire computing and digital skills for business development, startups, freelancing, and technology-driven ventures.
- vi. Learners intending to pursue higher studies and research in areas such as Computer Applications, Computer Science, Data Science, Artificial Intelligence, Cloud Computing, and related disciplines.
- vii. Candidates aspiring to develop industry-relevant practical skills, analytical abilities, problem-solving aptitude, communication skills, and professional ethics required in modern computing environments.
- viii. Lifelong learners seeking continuous professional development, reskilling, and upskilling in emerging technologies and digital transformation domains.

4. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN & DISTANCE, AND ONLINE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

- i. The **Bachelor of Computer Applications (BCA) programme** is highly suitable for delivery through Open and Distance Learning (ODL) and Online Learning modes due to the nature of the discipline, the availability of digital learning resources, and the increasing adoption of technology-enabled education systems.
- ii. Computer Applications and Information Technology are inherently technology-driven fields that can effectively utilize online platforms, virtual laboratories, digital content, and interactive learning environments for teaching and skill development.
- iii. The programme is designed to provide theoretical knowledge as well as practical exposure through self-learning materials, e-learning resources, recorded video lectures, live interactive sessions, programming assignments, case studies, project work, discussion forums, and virtual laboratory practices.
- iv. The use of Learning Management Systems (LMS), cloud-based tools, coding platforms, simulation software, and online assessment methods enables learners to acquire both conceptual understanding and practical competencies effectively.

In total, the BCA programme offered through ODL and Online Learning modes is appropriate and effective for developing technical knowledge, professional competence, practical skills, ethical values, and lifelong learning capabilities required in the field of Computer Applications and Information Technology.

5. INSTRUCTIONAL DESIGN

The BCA programme follows a structured and interactive instructional design aimed at delivering academic excellence through digital mediums over **six semesters (3 years)**.

5.1. Curriculum Design

The curriculum design of the BCA programmes includes the following nine components/types of courses spread across six semesters which includes face to face Lectures/Personal Contact Programmes/Online lectures during weekends, Laboratory and Dissertation:

Course component	Abbreviation	No. of Credits
1. Program Core Course	PCC	40
2. Program Elective	PE	08
3. Open Elective	OE	08
4. Foundation Course	FC	12
5. Ability Enhancement Course	AEC	04
6. Skill Enhancement Elective	SEE	08
7. Laboratory	LAB	20
8. Dissertation	DISS	20
9. Non-Credit Course	NCC	00
Total Credits		120

Semester – I

Paper Code	Title of the Paper	Course Type	Marks			Hours	Credits
			Internal Assessment	Semester Exam	Total		
BCA 101	Introduction to 'C' Programming	PCC	30	70	100	12	4
BCA 102	Computer System Architecture	PCC	30	70	100	12	4
BCA 103	Mathematical Foundation of Computer Science	FC	30	70	100	12	4
BCA 104	Communication Skills	AEC	30	70	100	12	2
BCA 105	Media and Information Literacy Communication	AEC	30	70	100	12	2
BCA 106	'C' Programming Lab	LAB	30	70	100	8	2
BCA 107	Computer System Architecture Lab	LAB	30	70	100	8	2
			Total			76 Hours	20

Semester – II

Paper Code	Title of the Paper	Course Type	Marks			Hours	Credits
			Internal Assessment	Semester Exam	Total		
BCA 201	Introduction to Data Structures	PCC	30	70	100	12	4
BCA 202	Data communication and Computer Networks Basics	PCC	30	70	100	12	4
BCA 203	Fundamental Concepts of Operating Systems	PCC	30	70	100	12	4
BCA 204	Elementary Physics	FC	30	70	100	12	4
BCA 205	Data Structures Lab	LAB	30	70	100	8	2
BCA 206	Unix/Linux Lab	LAB	30	70	100	8	2
BCA ES	Environmental Sciences	NCC	30	70	100	12	0
Total						76 Hours	20

Semester – III

Paper Code	Title of the Paper	Course Type	Marks			Hours	Credits
			Internal Assessment	Semester Exam	Total		
BCA 301	Introduction to Object Oriented Programming	PCC	30	70	100	12	4
BCA 302	Introduction to Database Management System	PCC	30	70	100	12	4
BCA 303	Discrete Structures	PCC	30	70	100	12	4
	PE – 1	PE	30	70	100	12	4
BCA 304	'C++' Programming Lab	LAB	30	70	100	8	2
BCA 305	Database Management System Lab	LAB	30	70	100	8	2
			Total			64 Hours	20

Semester – IV

Paper Code	Title of the Paper	Course Type	Marks			Hours	Credits
			Internal Assessment	Semester Exam	Total		
BCA 401	Fundamentals of Probability and Statistics	FC	30	70	100	12	4
BCA 402	Introduction to Artificial Intelligence	PCC	30	70	100	12	4
	SEE – 1	SEE	30	70	100	12	4
	OE – 1	OE	30	70	100	12	4
BCA 403	Artificial Intelligence Lab	LAB	30	70	100	8	2
BCA 404	Lab based on SEE – 1	LAB	30	70	100	8	2
			Total			64 Hours	20

Semester – V

Paper Code	Title of the Paper	Course Type	Marks			Hours	Credits
			Internal Assessment	Semester Exam	Total		
BCA 501	Fundamentals of Software Engineering	PCC	30	70	100	12	4
	PE – 2	PE	30	70	100	12	4
	SEE – 2	SEE	30	70	100	12	4
	OE – 2	OE	30	70	100	12	4
BCA 502	Software Engineering Lab	LAB	30	70	100	8	2
BCA 503	Lab based on SEE – 2	LAB	30	70	100	8	2
			Total			64 Hours	20

Semester – VI

Paper Code	Title of the Paper	Course Type	Marks			Hours	Credits
			Internal Assessment	Viva voce	Total		
BCA 601	Industrial Project and Dissertation	DISS	300	200	500	40 Hours	20

Grand Total of Credits = 120 (20 credits per semester 20 x 6 = 120)

Program Electives (PE)

PE – 1	
BCA PE311	Introduction to Wireless Communication
BCA PE312	Introduction to Mobile Computing
BCA PE313	Web &E-Commerce Technologies
PE – 2	
BCA PE521	Introduction to Data Mining
BCA PE522	Introduction to Cloud Computing
BCA PE523	Introduction to Data Science and Big data

Skill Enhancement Electives (SEE)

SEE – 1	
BCA SEE411	Internet and Web Technology
BCA SEE412	Programming in Visual Basic
BCA SEE413	Fundamental Concepts of Microprocessor and Arduino Programming
SEE – 2	
BCA SEE521	Introduction to Java Programming
BCA SEE522	Fundamentals of .Net Programming
BCA SEE523	PHP Programming

Open Electives (OE)

OE – 1	
BCA OE411	Organization Behavior
BCA OE412	Financial Accounting
BCA OE413	Cyber Crimes & Cyber Laws
OE – 2	
BCA OE511	Startup Entrepreneurship
BCA OE512	Concepts of E-Governance and Smart City
BCA OE513	Digital Marketing and E-Commerce

5.2. Detailed Syllabus of Bachelor of Computer Applications (BCA) Programme (ODL/OL)

BCA	Paper code	Title of the Course
Semester-1	BCA 101	INTRODUCTION TO 'C' PROGRAMMING

Course Learning Outcomes (CLO)

After completing this Course, the students should be able to:

CLO-1: Develop logics that will help them in writing C programs. (Cognitive level: Create)

CLO-2: Use the primitive data types, values, operators and expressions in C.
(Cognitive level: Apply)

CLO-3: Develop programs using the control statements/decision structures, pointers, Arrays, strings, and loops. (Cognitive level: Create)

CLO-4: Design programs involving functions and understand about the code reusability with the help of user defined functions. (Cognitive level: Create)

CLO-5: Develop the programs using structures and file handling mechanism. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	1	-	-	1	-	3	-	-	-	2	-
CLO2	3	-	-	2	-	-	-	-	1	-	-	3
CLO3	-	3	-	-	3	-	2	-	-	3	3	-
CLO4	-	-	3	3	-	3	-	2	-	-	-	1
CLO5	2	2	-	2	-	-	-	-	3	-	2	-

Unit 1: Basic Concepts of Programming

Programming Fundamentals: Algorithms and Flowcharts, problem solving techniques, stepwise refinement; Programming in C: features of 'C', tokens, data type, operators, expression.

Unit 2: Branching and Looping

Branching Constructs: if-else, switch, conditional operator & goto statements; looping Constructs: while, do-while, for and Jumping statements.

Unit 3: Arrays and Functions

Arrays, string processing, Functions: categories of functions, recursion.

Unit 4: Pointers, Structures, and Unions

Pointers: operations on pointers, pointers & structures; Structures and Unions.

Unit 5: Debugging and File Handling

Development of efficient programs; Debugging, verification and testing of programs. File Management: Defining & opening a file, closing a file, input operations.

Reference Books

1. Yashvant Kenetkar (2020), *Let Us C*, 17th Edition, BPB Publications, India, 486 pages
2. Herbert Schildt (2017), *C The Complete Reference*”, 4th Edition, McGraw Hill Education, India, 832 pages.
3. Byron Gottfried (2018), *Programming with C*, 4th Edition, McGraw Hill Education, India, 718 pages.
4. Kernighan and D. Ritchie (2015), *The C Programming Language*, 2nd Edition, Pearson Education, India; 288 pages.
5. E. Balaguruswamy (2019), *Programming in ANSI C*, 8th Edition, McGraw Hill Education, India, 596 pages.

BCA	Paper code	Title of the Course
Semester-1	BCA 102	COMPUTER SYSTEM ARCHITECTURE

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Understand the theory and architecture of central processing unit (Cognitive level: Understand)

CLO-2: Analyze some of the design issues in terms of speed, technology, cost, performance (Cognitive level: Analyze)

CLO-3: Design a simple CPU with applying the theory concepts (Cognitive level: Create)

CLO-4: Use appropriate tools to design verify and test the CPU architecture (Cognitive level: Analyze)

CLO-5: Learn the concepts of parallel processing, pipelining and interprocessor Communication (Cognitive level: Remember)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit 1: Introduction

Logic gates, Boolean algebra, combinational circuits, circuit simplification, flip-flops and sequential circuits, decoders, multiplexers, registers, counters and memory units.

Unit 2: Data Representation and Basic Computer Arithmetic

Number systems, complements, fixed and floating point representation, character representation, addition, subtraction, magnitude comparison, and multiplication and division algorithms for integers.

Unit 3: Basic Computer Organization and Design

Computer registers, bus system, instruction set, timing and control, instruction cycle, memory reference, input-output and interrupt, Interconnection Structures, Bus Interconnection design of basic computer.

Unit 4: Central Processing Unit

Register organization, arithmetic and logical micro-operations, stack organization, micro programmed control. Instruction formats, addressing modes, instruction codes, machine language, assembly language, input output programming, RISC, CISC architectures, pipelining and parallel architecture.

Unit 5: Memory and I/O Organization

Cache memory, Associative memory, mapping; Input / Output: External Devices, I/O Modules, Programmed I/O, Interrupt-Driven I/O, Direct Memory Access, I/O Channels.

Reference Books

1. Authors (year), *Title of the Book*, Edition, Publishers, Place of Publication, Page Nos.
2. M. Mano, Computer System Architecture, Pearson Education 1992.
3. A. J. Dos Reis, Assembly Language and Computer Architecture using C++ and JAVA, Course Technology, 2004.
4. W. Stallings, Computer Organization and Architecture Designing for Performance, 8th Edition, Prentice Hall of India, 2009.
5. M.M. Mano, Digital Design, Pearson Education Asia, 2013.
6. Carl Hamacher, Computer Organization, Fifth edition, McGraw Hill, 2012.

BCA	Paper code	Title of the Course
Semester-1	BCA 103	MATHEMATICAL FOUNDATION OF COMPUTER SCIENCE

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Understand and apply the basic mathematics to solve the problems related to algebra of matrices. (Cognitive Level: Understand)

CLO-2: Describe and analysis the basic concept of differential calculus, vector calculus and solve related problems. (Cognitive Level: Analyze)

CLO-3: Apply the differential calculus to compute the problems of successive differentiation and partial differentiation. (Cognitive Level: Apply)

CLO-4: Discuss and demonstrate the fundamentals of curvature, asymptotes, & concavity and trace the standard curves. (Cognitive Level: Create)

CLO-5: Utilize the knowledge of circle, parabola, & ellipse and apply to compute the problems related to conic sections. (Cognitive Level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	-	2	-	3	-	1	-	-	1	3	-
CLO2	-	2	-	2	-	-	-	-	1	-	-	2
CLO3	2	-	3	-	1	-	2	-	-	3	-	-
CLO4	-	-	3	-	-	3	-	2	1	-	-	1
CLO5	2	-	-	-	2	-	3	-	2	-	2	-

Unit 1: Algebra of Matrices

Matrix Algebra including rank, inverse, linear system of equation, Eigen value & Caley Hamilton Theorem; Team working and management.

Unit 2: Introduction to Differential Calculus

Differentiation and partial differentiation, derivative of sum, dot product and cross product of two vectors, gradient, divergence and curl.

Unit 3: Successive and Partial Differentiations

Successive differentiation, Leibnitz theorem, partial differentiation.

Unit 4: Differential Calculus for curvatures

Curvature, asymptotes, singular points, concavity, points of inflexion and tracing of Cartesian curve, Differential equation of first order.

Unit 5: Coordinate Geometry

System of circles, standard equations and properties of parabola and Ellipse; General equation of second degree in two variables, tracing of conic sections, sphere.

Reference Books

1. Jain, R. K. and Iyengar, S. R. K., “Advanced Engineering Mathematics”, Narosa, 2003.
2. Ramana, “Higher Engineering mathematics”, TMH.
3. B.S. Grewal, “Elementary Engineering Mathematics”, 34th Ed., 1998.

BCA	Paper code	Title of the Course
Semester-1	BCA 104	COMMUNICATION SKILLS

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: To understand about the rules of Grammar (Cognitive level: Apply)

CLO-2: To study importance, types and nuances of communication in our lives. (Cognitive level: Apply)

CLO-3: To acquire effective reading, writing, speaking and listening skills (Cognitive level: Analyze)

CLO-4: To learn speaking and presentation skills (Cognitive level: Analyze)

CLO-5: To learn to write effective report and design documentation (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit 1: Grammar, Dictionary, and Thesaurus

Review of English Grammar; Written and Spoken language; Common Errors in language; Punctuation (purpose, role, importance and use); Effective use of dictionary, thesaurus, encyclopedia, OED; Figures of speech.

Unit 2: Language, Phonetics, and Writing

Language Skills (listening, Speaking, Reading, Writing); Meaning what you mean; Listening: Effective and efficient listening in various situations (discussions, lectures, news, seminars, speech, telephone calls etc.); Speaking: Phonetics, intonation, accent, usage; strategies for a good rhetoric; Reading: Purpose; Comprehension; Tactics and strategies for good reading; Writing: Guidelines for good writing; various writing styles (General and technical writing styles).

Unit 3: Effectiveness and Efficiency in Communication

Communication (purpose, role importance, elements); Effective and efficient communication; role of content, context and language; Spoken and written communication Presentation and delivery; Role of speaker and audience.

Unit 4: Presentation Skills

Style and body language; Discussion and presentation skills of conferences meeting, seminars.

Unit 5: Drafting the Documents

General and Technical documents (correspondence applications, letter, resumes, CV), drafts, essays, memos; minutes, notes, proposals , précis, reports, summary, synopsis, references, table of contents, acknowledgements, prologue, epilogue, revision; Use of Audio-Visual Aids: OHP, Slides, Charts, Computers etc.

Text Books

1. Maison, Margaret M., “Examine your English”.
2. R S Sharma, “Technical Writing”.

Reference Books

1. R. Sudarshanam, “Understanding Technical English”.
2. Bansal, R.K. and J. B. Harrison, “Spoken English for India: A Manual of Speech and Phonetics”, Hyderabad: Orient Longman, 1983.
3. Lewis, Hedwig. Body Language, “A Guide for Professionals”, 2000.

BCA	Paper code	Title of the Course
Semester-1	BCA 105	MEDIA AND INFORMATION LITERACY COMMUNICATION

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Appraise the different perspectives on Media Education and Literacy (Cognitive level: Analyze)

CLO-2: Interpret the politics of Information Literacy (Cognitive level: Evaluate)

CLO-3: Compare and describe various types of computing devices (Cognitive level: Evaluate)

CLO-4: Assess the nature of Digital Media Content (Cognitive level: Analyze)

CLO-5: Evaluate the different orders of Digital Divide (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	-	-	-	-	2	-	-	-	2	-	1
CLO2	-	2	-	-	-	1	-	-	2	-	-	-
CLO3	1	-	3	-	1	-	3	-	-	-	-	-
CLO4	-	-	-	-	-	2	-	-	-	-	1	1
CLO5	-	-	-	-	-	3	-	1	-	-	-	2

Unit 1: Media Education and Literacy

Introduction to Media Education, History of Media Education; Perspectives on Media Education: The Inoculation Model, the Demystification Model, the Creative Participation Model.

Unit 2: Information Literacy

Introduction to Information Literacy, The politics of Information Literacy; The fellow Travelers to Information Literacy, Key moments in the History of Information Literacy.

Unit 3: Leveraging the Power of Computing

Introduction to the History of the Delivery of Computing Power; The Closeness of Computing technology, Mainframes, Micro and Personal Computers; Luggable Computers, Portable Computers, and the Laptop; Pocket Computers, Phones, and the Tablet; Wearable Computing and Augmented Reality Devices.

Unit 4: Digital Media Content

Introduction to Digital Media Content; the nature of Digital Media content; Participatory Culture; Trans media; Converged Content.

Unit 5: Digital Divides

Introduction to Digital Divides; First-Order Digital Divides – Access; Second-Order Digital Divides – Skills; Third-Order Digital Divides – Participation and Outcomes.

Text Books

1. Marcus Leaning, “Media and Information Literacy – An Integrated Approach for the 21st Century” Chandos Publishing (An imprint of Elsevier) 2017.

Reference Books

1. Michael C. Alewine and Mark Canada, “Introduction to Information Literacy for Students”, Wiley Blackwell, 2017.
2. Forest Woody Horton Jr., “Overview of Information Literacy Resources Worldwide”, UNESCO, 2013.

BCA	Paper code	Title of the Course
Semester-1	BCA 106	INTRODUCTION TO C PROGRAMMING LAB

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: To develop simple algorithms for arithmetic and logical problems

CLO-2: To translate the algorithms to programs & execution (in C language)

CLO-3: To implement conditional branching, iteration and recursion

CLO-4: To decompose a problem into functions and synthesize a complete program using divide and conquer approach

CLO-5: To use arrays, pointers and structures to develop algorithms and programs.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	3	1	1	3	1	1	2	2	2	2
CLO2	3	3	3	1	1	3	2	1	2	2	2	2
CLO3	3	3	3	1	1	3	2	1	3	1	2	3
CLO4	3	3	3	1	1	3	1	1	3	2	2	3
CLO5	3	3	3	1	1	2	1	1	3	2	2	2

List of Experiments

- Two numbers are input through the keyboard into two location A and B. Write a program to interchange the content of A and B. Solve this problem using third memory location .
- If a five-digit number is input through the keyboard, write a program to calculate the sum of its digits. (Hint: Use the modulus operator '%')
- Consider a currency system in which there are notes of seven denominations, namely, Rs. 1, Rs. 2, Rs. 5, Rs. 10, Rs. 50, Rs. 100. If a sum of Rs. N is entered through the keyboard, write a program to compute the smallest number of notes that will combine to give Rs. N.
- WAP to find grade of a student take input a mark of subject from the
- candidate. Grades are calculated according to following conditions:
 If marks <50 then Grade is F
 if marks >=50 <60 then Grade is D
 if marks >=60 <70 then Grade is C
 if marks >=70 <80 then Grade is B
 if marks >=80 <90 then Grade is A
 if marks >=90 then Grade is A+

6. Write a C program to input electricity unit charge and calculate the total electricity bill according to the given condition: For first 50 units Rs. 0.50/unit For next 100 units Rs. 0.75/unit For next 100 units Rs. 1.20/unit For unit above 250 Rs. 1.50/unit An additional surcharge of 20% is added to the bill
7. Write a program to print all the ASCII values and their equivalent characters using a for loop. The ASCII values vary from 0 to 255.
8. write a program to find sum of series for n terms:
 $1+3+5+7+9+\dots$
 $1-2+3-4+5-6+7-8+\dots$
9. WAP to print all prime numbers between a given range. For example prime no between 10 to 20 Prime no are 11,13,17,19
10. . Write a menu-driven program which has the following options: 1. Factorial of a number. 2. Prime or not 3. Odd or even 4. Exit
11. Write a menu-driven program which has the following options:
 - i.Factorial of a number.
 - ii.Prime or not
 - iii.Odd or even
 - iv. Exit

Once a menu item is selected the appropriate action should be taken and once this action is finished the menu should reappear. Unless the user selects Exit option the program should continue to run.
12. Write a function that receives 5 integers and return the average of these numbers. Call this function from main() and print the results in main().
13. A positive integer is entered through the keyboard, write a function in c language to find the binary equivalent of this number:
14. Write a program to find largest element in an Array
15. Write a program to multiply two matrix.
16. Write a program to find to convert any decimal number to binary number using recursion.
17. Create a structure to specify data of customers in a bank. The data to be stored is Account Number, Name, Balance in the account. Assume a maximum of 200 customers in the bank. (a) Write a function to print the Account number and name of each customer with a balance below Rs. 100. (b) If a customer request for withdrawal or deposit, it is given in the form Acct. no, amount, code (1 for the deposit, 0 for withdrawal) Write a program to give a message, "The balance is insufficient for the specified withdrawal".

BCA	Paper code	Title of the Course
Semester-2	BCA 201	INTRODUCTION TO DATA STRUCTURES

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: To impart basic Data Structure Concepts (Cognitive level: Remember)

CLO-2: To introduce the basic concepts of Stacks, Queues, Lists, Trees, and Graphs (Cognitive level: Understand)

CLO-3: To give a brief account of Searching and Sorting Techniques (Cognitive level: Understand)

CLO-4: To implement the operations on stack and queue using any programming language (Cognitive level: Create)

CLO-5: To introduce the applications of tree and graph, their categories and example (Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit 1: Data Representation

Representation of data, Data types, ADTs and Data Structures, linear and non – linear data structures.

Unit 2: Arrays, Structures, and Lists

Single and multidimensional arrays, Structures, Static and Dynamic implementation of arrays, Creation, insertion and deletion of linked list, doubly list, circular list etc.

Unit 3: Stack and its operations

Stacks and its application: Definition and examples, Implementing Push and Pop operations, Stack using dynamic memory allocation, Use of stack in problem solving, infix, prefix and postfix notations and conversions, Recursion using stack.

Unit 4: Queues

Queues: Definition and examples, Sequential and dynamic implementation, Implementation of Insert and remove operations.

Unit 5: Tree, Graph, Searching and Sorting

Introduction to tree and graph, Searching techniques: Linear Search, Binary Search, Sorting: Bubble Sort, Quick Sort, Merge Sort, Insertion Sort, Selection Sort.

Reference Books

1. Horowitz, Sahni, Freed, "Fundamentals of Data Structures in C", Silicon Press
2. Kruse R., "Data Structures and Program Design in C", Pearson Education India.
3. Aaron M. Tenenbaum, Moshe J. Augenstein, YedidyahL angsam, "Data Structures Using C and C++", Second edition, PHI, 2009

BCA	Paper code	Title of the Course
Semester-2	BCA 202	DATA COMMUNICATION AND COMPUTER NETWORKS BASICS

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Use and implement Computer Networks and the basic components of a Network system. Illustrate the OSI and TCP/IP models, Demonstrate the functions of each layer (Cognitive Level: Apply)

CLO-2: Discover various communication systems. Illustrate the working of signaling methods and Transmission media (Cognitive Level: Create)

CLO-3: Compare and Contrast the concepts of switching techniques. Types of Internet connections (Cognitive Level: Analyze)

CLO-4: Apply the elements and protocols of the Data link layer. Illustrate various error and flow control techniques. (Cognitive Level: Apply)

CLO-5: Apply the protocols of Transport & Application Layer, Employ the concepts of DNS, E-mail and WWW (Cognitive Level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	1	-	-	1	-	-	-	3	-	2	-
CLO2	2	-	-	2	-	-	3	-	1	-	-	3
CLO3	-	-	3	-	-	-	2	-	-	3	-	-
CLO4	-	-	3	-	-	3	-	2	-	-	-	1
CLO5	2	-	-	-	2	-	2	-	2	-	2	-

Unit 1: Introduction to Computer Networks

Network definition; network topologies; network classifications; network protocol; layered network architecture; overview of OSI reference model; overview of TCP/IP protocol suite;

Unit 2: Introduction to Data Communication

Analog and digital signal; data-ratelimits; digital to digital line encoding schemes; pulse code modulation; parallel and serial transmission; digital to analog modulation-; multiplexing techniques- FDM, TDM; transmission media.

Unit 3: Arrays and Functions

Circuit switching; packetswitching- connectionless datagram switching, connection-oriented virtual circuit switching; dial-up modems; digital subscriber line; cable TV for data transfer.

Unit 4: Data Link Layer and Multiple Access Protocols

Error detection and error correction techniques;data-link control- framing and flow control; error recovery protocols- stop and wait ARQ, go-back-n ARQ; Point to Point Protocol on

Internet; Routing: routing algorithms; network layer protocol of Internet- IP protocol, Internet control protocols.

Unit 5: Transport and Application Layer Functions and Protocols

Transport services- error and flow control, Connection establishment and release- three way handshake; Overview of DNS protocol; overview of WWW & HTTP protocol.

Text Books

1. B. A. Forouzan: Data Communications and Networking, Fourth edition, THM, 2007.

Reference Books

1. Andrew S Tanenbaum: Computer Networks, 4th Edition, Pearson Education
2. William Stallings: Data and computer communications, 7th Edition Pearson Education.

BCA	Paper code	Title of the Course
Semester-2	BCA 203	FUNDAMENTAL CONCEPTS OF OPERATING SYSTEMS

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Understand the creation of processes and threads and explain the mechanisms of OS to handle processes and their communication. (Cognitive level: Understand)

CLO-2: Apply the algorithms for process scheduling in terms of CPU utilization, compute and analyze efficiency in terms of -Throughput, Turnaround Time, Waiting Time, Response Time (Cognitive level: Analyze)

CLO-3: Discuss, classify and design algorithms for optimal allocation of memory to be processed by increasing memory utilization and the access time. (Cognitive level: Understand)

CLO-4: Apply various Page Replacement Algorithms on a given input string and explain the mechanisms involved in memory and storage management in operating system. (Cognitive level: Apply)

CLO-5: Understand different File Systems and Directory Structures. (Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PL O10	PL O11	PL O12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit 1: Introduction to Operating Systems

Overview of Operating System: Computer System Structure, Operating Systems Structure, Operating System functions; Computing Environments: Traditional Computing, Client-Server Computing, Peer-to-Peer Computing, Web based Computing, and Mobile Computing.

Unit 2: Process Management

Process Management: Process Concept, Process Scheduling, Inter Process Communication, Multithreading; Scheduling Algorithms: FCFS, SJF, RR, and Priority.

Unit 3: Deadlocks and Synchronization

Deadlocks: introduction, Methods for Handling Deadlocks, Deadlock Prevention, Deadlock Avoidance, Deadlock Detection, Recovery from Deadlock; Process Synchronization

Unit 4: Memory Management

Memory management: Swapping, Contiguous Memory Allocation, Paging, Structure of the Page Table, Segmentation; Virtual Memory Management: Demand Paging, Page Replacement Algorithms, Thrashing.

Unit 5: Storage Management

Storage Management: File System, File Concept, Access Method, Directory and Disk Structure, File Sharing; Secondary-Storage Structure: Overview of Mass-Storage Structure, Disk Structure, Disk Scheduling; I/O Systems: Overview, I/O Hardware, Application I/O Interface.

Text Books

1. Abraham Silberschatz, Peter Baer Galvin and Greg Gagne: Operating System Concepts. 8th Edition, John Wiley and Sons.

Reference Books

1. William Stallings: Operating Systems Internals and Design Principles, 6th Edition, Prentice Hall.
2. Andrew S Tanenbaum: Modern Operating Systems, 3rd Edition, Prentice Hall.

BCA	Paper code	Title of the Course
Semester-2	BCA 204	ELEMENTARY PHYSICS

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: To have basic understanding of crucial elementary sub-fields: Electromagnetic Theory, Wave Optics, Fiber Optics, Lasers and Semiconductor Physics. (Cognitive level: Understand)

CLO-2: To have reasonably detailed analytical skills required for the basic understanding of the sub-fields (Cognitive level: Evaluate)

CLO-3: To have information on modern applications in the sub-fields (Cognitive level: Understand)

CLO-4: To be able to solve simple numericals and draw qualitative diagrams on the covered topics in the course (Cognitive level: Evaluate)

CLO-5: To be able to logically explain the working mechanism of pn junction diode, lasers and optical signal transmission (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit 1: Mechanics

Units and dimensions; Newton's laws; Conservation of linear momentum; Conservative and non-conservative force; Concept of potential energy; Work energy theorem; Periodic and oscillatory motion; Simple harmonic motion: Time period, Frequency, Phase and phase constant, Energy in simple harmonic motion.

Unit 2: Electromagnetism

Coulomb's law; Superposition principle; Concept of electric field and electric potential: Gauss's law, Simple applications of Gauss's law; Electric Current and current density: Ohm's law, Combination of resistors in series and parallel; Salient features of electromagnetic spectrum.

Unit 3: LASER

Conventional sources of light and LASER, Spontaneous emission, Stimulated Emission, Population inversion, Principle of LASER, Einstein's coefficients, Working of helium-neon and Ruby lasers.

Unit 4: Fiber Optics

Total internal reflection, Introduction of fiber optics, Numerical aperture, Step index and graded index fibers, Attenuation and dispersion mechanism, Application of optical fibers.

Unit 5: Elementary Ideas of Semiconductors

Classification of semiconductors: intrinsic and extrinsic semiconductors, Doping, P-type and N-type semiconductors; Band gap: Classification of materials on the basis of band gap, Formation of P-N junction, Depletion width, Forward biased and reverse biased P-N junction, I-V characteristics; Working of Light Emitting Diode (LED) and solar cell.

Reference Books

1. Malik and Singh, "Engineering Physics", Mc Graw Hill, 2017
2. Ghatak, "Optics", McGraw Hill Education, 2012
3. David Griffiths, "Introduction to Electrodynamics"
4. D. Neamen, D. Biswas, "Semiconductor Physics and Devices," McGraw Hill Education.

BCA	Paper code	Title of the Course
Semester-2	BCA 205	DATA STRUCTURES LAB

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Will convey the concept of commonly used data structures as well as their representation,

CLO-2: Will be able to uses, and apply algorithms for their traversal and manipulation.

CLO-3: Use these structures in implementations and assessing the relative effectiveness of alternative implementations.

CLO-4: Acquire the skill of designing and implementation

CLO-5: Analyze and prescribe the right data structure for a problem

Mapping of Course Learning Outcomes (COs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	2	1	2	2	1	1	1	1	-	3	2	3
CLO2	3	2	2	3	2	-	1	-	-	1	1	2
CLO3	1	2	2	-	2	1	-	1	1	-	1	2
CLO4	1	2		2	-	2	-	1	2	-	1	-
CLO5	3	2	2	2	1	-	-	-	2	1	1	2

List of Experiments

1. WAP to initialize a student marks array of size 5 taking input marks from user and print the elements of the marks array.
2. WAP to take average of the elements of an array of size 10 taking array input from user.
3. Write a program to implement linear search. If element x to be searched matches with an element of the array return the index of that element.
4. WAP to initialize a two-dimensional array of size 10x3 taking input from user and print elements of the array.
5. WAP to search an element of a 2-dimensional array using linear search.
6. WAP to implement binary search, to search an element in an array. (Sorted Array)
 - a) Iterative way without using function
 - b) Recursive way using function
7. WAP to Create a Book structure to display the details of a book
8. WAP Create a student structure to display the details of a student
9. WAP to Create array of structures containing array of i) books and ii) students with their corresponding features and display their details.
10. WAP to create a singly linked list with five nodes, traverse the created list and print the data of each node.

11. WAP to demonstrate insertion methods to insert a node at the beginning, in between and at the end of a singly Linked List.
12. WAP to demonstrate deleting a node from a given position of the singly linked list.
13. Write a program that uses functions to perform i) Create a doubly linked list of elements. ii) Delete a given element from the above doubly linked list. iii) Display the contents of the above list after deletion.
14. Write a program to implement Circular linked list and perform insertion, deletion at the start, and display the elements of the list.
15. WAP to implement stack using array.
16. WAP to implement stack using Linked List.
17. WAP to implements the queue to perform insert, delete and display operation using array.

BCA	Paper code	Title of the Course
Semester-2	BCA 206	UNIX/LINUX LAB

COURSE LEARNING OUTCOMES (CLOs)

After completing this course the students should be able to:

CLO-1: Appraise the different types of LINUX Directory Commands (Cognitive Level: Analyze)

CLO-2: Demonstrate the different Aspects of LINUX Administration (Cognitive Level: Apply)

CLO-3: Compare and describe various types of LINUX Tools (Cognitive Level: Evaluate)

CLO-4: Assess the editing convenience of VI Editor (Cognitive Level: Evaluate)

CLO-5: Choose the suitable Shell Scripts to solve the programming problems (Cognitive Level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	-	-	-	2	-	-	-	-	2	-	-
CLO2	2	3	3	-	2	1	-	1	2	-	1	-
CLO3	2	2	2	-	2	-	-	-	-	-	-	-
CLO4	2	2	2	-	2	-	-	-	-	1	-	-
CLO5	3	3	3	-	2	-	1	-	-	-	-	1

List of Experiments:

1. Implement Directory Commands
2. Demonstrate Working with Files
3. Assign File Permissions
4. Perform LINUX Administration and User Management
5. Implement Redirection, Filters and Pipes
6. Use various LINUX Tools
7. Perform LINUX Process Management
8. Use VI Editor
9. Use LINUX Environmental Variables
10. Write Shell Scripts

BCA	Paper code	Title of the Course
Semester-2	BCA ES	ENVIRONMENTAL STUDIES

COURSE LEARNING OUTCOMES (CLOs)

After the completion of the course, the student would be able to:

CLO-1: Get the information about ecosystem and also about its functions like Food chain, Ecological pyramids etc. (Cognitive level: Understand)

CLO-2: Get the knowledge about the different types of resources like land, water, mineral and energy and also about the effects of environment by the usage of these resources. (Cognitive level: Understand)

CLO-3: Gain the knowledge about the ecosystem diversity, its values and also about the importance of the endemic species and different techniques involved in its conservation (Cognitive level: Understand)

CLO-4: Gain the knowledge about the different types of pollutions and their control technologies, Waste water treatment, Bio medical waste management etc. (Cognitive level: Understand)

CLO-5: Get the complete information about EIA- Environmental Impact Assessment, Sustainable developmental activities, environmental policies and regulations, awareness among people about protection of wild life, forest and other natural resources. (Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit 1: Introduction to environmental studies (8 hours)

Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development

Unit 2: Concept of ecology and ecosystem (8 hours)

Structure and function of ecosystem; Energy flow in an ecosystem; food chains, food webs; Basic concept of population and community ecology; ecological succession

Unit 3: Natural Resources (8 hours)

Concept of Renewable and Non-renewable resources; Land resources, Land degradation, soil erosion and desertification; Deforestation; Water: Use and over-exploitation of surface and ground water, floods, droughts

Unit 4: Environmental Pollution

(8 hours)

Environmental pollution: concepts and types; Air, water, soil, noise and marine pollution-causes, effects and controls; Concept of hazards waste and human health risks; Solid waste management: Control measures of Municipal, biomedical and e-waste

Unit 5: Case study

(10 hours)

Discussion of real-life cases that have an impact on the natural environment

Text/ Reference Books

1. Asthana, D. K. (2006). Text Book of Environmental Studies. S. Chand Publishing.
2. Basu, M., Xavier, S. (2016). Fundamentals of Environmental Studies, Cambridge University Press, India

BCA	Paper code	Title of the Course
Semester-3	BCA 301	INTRODUCTION TO OBJECT ORIENTED PROGRAMMING

COURSE LEARNING OUTCOMES (CLOs)

Upon successful completion of this course, students will be able to:

CLO-1: Differentiate between different programming approaches and its pros and cons. (Cognitive level: Understand)

CLO-2: Recognize features of object-oriented design such as encapsulation, polymorphism, inheritance, and composition of systems based on object identity. (Cognitive level: Understand)

CLO-3: Name and apply some common object-oriented design patterns and analyses real world problems to use the features of OOP. (Cognitive level: Analyze)

CLO-4: Know how to reuse the code and apply polymorphism in programing. (Cognitive level: Understand)

CLO-5: Enhances their logical ability to optimize their programming skills and create state of art software to solve real-world problems. (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Principles of Object Oriented Programming (OOP)

Concepts of structured and object oriented programming; advantage of OOP methodologies.

Unit – II: Characteristics of OOP languages

Objects, classes, Data Abstraction, Encapsulation, inheritance, reusability, polymorphism and operator overloading, function overloading.

Unit – III: Introduction to C++

Keywords, Data types, Constants, Variables, Expressions and statements, Operators; Control Structures: if, if... else, switch; Repetitive Statements: for, while, do... while; Pointers, arrays and strings.

Unit – IV: Functions in C++

Parameter passing, Friend Functions, Inline Functions, Function Overloading, Operator overloading; Classes and Objects; Constructors and Destructors.

Unit – V: Inheritance

Single Inheritance, Multilevel inheritance, Multiple inheritance, Hierarchical Inheritance, Hybrid Inheritance; Pointers, Virtual Functions and Polymorphism.

Text books

1. E Balaguruswamy, “Object oriented programming with C++”, Eighth Edition, Tata McGraw Hill.

Reference books

1. E Bjarne Stroustrup, “The C++ Programming Language”, Special Edition, Pearson Education.
2. Bruce Eckel, “Thinking in C++”, 2nd Edition, Pearson Education

BCA	Paper code	Title of the Course
Semester-3	BCA 302	INTRODUCTION TO DATABASE MANAGEMENT SYSTEM

COURSE LEARNING OUTCOMES (CLO):

Upon successful completion of this course, students will be able to:

CLO-1: Analyze database concepts, different database models, and database management systems (Cognitive Level : Analyze)

CLO-2: Design the databases for a given specification of the requirement using ER method (Cognitive Level :Create)

CLO-3: Develop SQL (Structured Query Language) statements to create, manipulate, and query databases. (Cognitive Level: Apply)

CLO-4: Identify database management issues including data integrity, security, and recovery. (Cognitive Level: (Analyze)

CLO-5: Design and develop Enterprise database (Cognitive Level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Introduction & Database System Architecture

Overview of Database Management System, DBMS architecture, Characteristics of database approach, Various views of data, data models, Schemes, data independence, Advantages of DBMS over file processing systems, Responsibility of database administrator, Introduction to Database Languages & Environments.

Unit – II: E-R Modeling

Entity types, Entity set, attribute and key, relationships, relation types, roles and structural constraints, weak entities, enhanced E-R and object modeling, Sub classes; Super classes, inheritance, specialization and generalization.

Unit – III: Relational Data Model

Relational model concepts, relational constraints, relational algebra SQL: SQL queries, programming using SQL. EER and ER to relational mapping: Data base design using EER to relational language.

Unit – IV: Transaction Processing Concepts

Transaction system, testing of serializability, Serializability of schedules, Conflict & view serializable schedule, recoverability, Recovery from transaction failures, log based recovery, Checkpoints, deadlock handling.

Unit – V: Data Normalization

Functional Dependencies, Normal form up to 3rd normal form. Concurrency Control Techniques: Concurrency control, locking Techniques for concurrency control, Time stamping protocols for concurrency control, validation based protocol, multiple granularity, Multi-version Schemes, Recovery with concurrent transaction.

Text books

1. Abraham Silberschatz, Henry Korth, S.Sudarshan, “Database Systems Concepts”, McGraw-Hill.
2. Date C J, “An Introduction to Database System”, Addison Wesley.

Reference books

1. R. Elmasri, S. Navathe, “Fundamentals of Database Systems”, Pearson Education.
2. Jim Melton, Alan Simon, “Understanding the new SQL: A complete Guide”, Morgan Kaufmann Publishers.
3. A.K.Majumdar, P. Bhattacharya, “Database Management Systems”, TMH.

BCA	Paper code	Title of the Course
Semester-3	BCA 303	DISCRETE STRUCTURES

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Express a given logic sentence in terms of predicates, logical connectives, and quantifiers (Cognitive Level: Apply)

CLO-2: Derive the solution for a given problem using deductive logic and prove the solution based on logical inferences (Cognitive Level: Create)

CLO-3: Classify the algebraic structure for a given a mathematical problem. (Cognitive Level: Understand)

CLO-4: Evaluate Boolean functions and simplify expressions using the properties of Boolean algebra. (Cognitive Level: Evaluate)

CLO-5: Perform operations and algebra on sets, determine properties of relations, identify functions, and determine their properties. (Cognitive Level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	3
CLO2	3	-	-	2	-	-	2	1	1	-	1	3
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Introduction to propositional calculus

Introduction to propositional calculus: Statements, logical operations; truth tables of logical identities, Equivalence of logical identities, Tautologies and contradiction, Negation and De Morgan's law, Conditional and biconditional; Introduction to Boolean algebra: Basic definition and theorems, Boolean expressions, Sum-Of-Products form.

Unit – II: Sets and related operations

Cardinality, Union, Intersection, Complement, Difference, Symmetric Difference, Cartesian Product, subset, superset, power set, Venn diagram, Algebra of Sets, Duality; Properties of operators: commutative, associative, distributive; De Morgan's law, Standard sets.

Unit – III: Relations and their properties

Properties of relation: reflexive, irreflexive, symmetric, asymmetric, antisymmetric, transitive; Matrix of relations, relations represented as digraph, Equivalence relation, partition and equivalence class.

Unit – IV: Functions and its properties

Types of functions: One-to-one, onto, into, everywhere defined, Domain and range, Invertible functions, Composition of functions.

Unit – V: Introduction to recurrence relation

Homogeneous and non-homogeneous recurrence relations, Order and degree of a recurrence relation, Formulation of recurrence relations, Characteristic relation, Solution of recurrence relations.

Reference Books

1. Kenneth H. Rosen, “*Discrete Mathematics and Its Applications*”, TMH.
2. C.L. Liu, “*Elements of Discrete Mathematics*”, TMH
3. Kolman, Busby & Ross, “*Discrete Mathematical Structures*”, PHI
4. Narsingh Deo “*Graph Theory With Application to Engineering and Computer Science*”, PHI.
5. J. P. Trembly & P. Manohar, “*Discrete Mathematical Structures with Applications to Computer Science*”, McGraw Hill.

BCA	Paper code	Title of the Course
Semester-3	BCA 304	C++ PROGRAMMING LAB

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: To develop simple algorithms for arithmetic and logical problems

CLO-2: To translate the algorithms to programs & execution (in C language)

CLO-3: To implement conditional branching, iteration and recursion

CLO-4: To decompose a problem into functions and synthesize a complete program using divide and conquer approach

CLO-5: To use arrays, pointers and structures to develop algorithms and programs.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	3	1	1	3	1	1	2	2	2	2
CLO2	3	3	3	1	1	3	2	1	2	2	2	2
CLO3	3	3	3	1	1	3	2	1	3	1	2	3
CLO4	3	3	3	1	1	3	1	1	3	2	2	3
CLO5	3	3	3	1	1	2	1	1	3	2	2	2

List of Experiments

- Two numbers are input through the keyboard into two location A and B. Write a program to interchange the content of A and B. Solve this problem using third memory location .
- If a five-digit number is input through the keyboard, write a program to calculate the sum of its digits. (Hint: Use the modulus operator '%')
- Consider a currency system in which there are notes of seven denominations, namely, Rs. 1, Rs. 2, Rs. 5, Rs. 10, Rs. 50, Rs. 100. If a sum of Rs. N is entered through the keyboard, write a program to compute the smallest number of notes that will combine to give Rs. N.
- WAP to find grade of a student take input a mark of subject from the
- candidate. Grades are calculated according to following conditions:
If marks <50 then Grade is F
if marks >=50 <60 then Grade is D
if marks >=60 <70 then Grade is C
if marks >=70 <80 then Grade is B
if marks >=80 <90 then Grade is A
if marks >=90 then Grade is A+
- Write a C program to input electricity unit charge and calculate the total electricity bill according to the given condition: For first 50 units Rs. 0.50/unit For next 100 units Rs.

0.75/unit For next 100 units Rs. 1.20/unit For unit above 250 Rs. 1.50/unit An additional surcharge of 20% is added to the bill

7. Write a program to print all the ASCII values and their equivalent characters using a for loop. The ASCII values vary from 0 to 255.
8. write a program to find sum of series for n terms:
1+3+5+7+9+.....
1-2+3-4+5-6+7-8+.....
9. WAP to print all prime numbers between a given range. For example prime no between 10 to 20 Prime no are 11,13,17,19
10. Write a menu-driven program which has the following options: 1. Factorial of a number. 2. Prime or not 3. Odd or even 4. Exit
11. Write a menu-driven program which has the following options:
 - i. Factorial of a number.
 - ii. Prime or not
 - iii. Odd or even
 - iv. ExitOnce a menu item is selected the appropriate action should be taken and once this action is finished the menu should reappear. Unless the user selects Exit option the program should continue to run.
12. Write a function that receives 5 integers and return the average of these numbers. Call this function from main() and print the results in main().
13. A positive integer is entered through the keyboard, write a function in c language to find the binary equivalent of this number:
14. Write a program to find largest element in an Array
15. Write a program to multiply two matrix.
16. Write a program to find to covert any decimal number to binary number using recursion.
17. Create a structure to specify data of customers in a bank. The data to be stored is Account Number, Name, Balance in the account. Assume a maximum of 200 customers in the bank. (a) Write a function to print the Account number and name of each customer with a balance below Rs. 100. (b) If a customer request for withdrawal or deposit, it is given in the form Acct. no, amount, code (1 for the deposit, 0 for withdrawal) Write a program to give a message, "The balance is insufficient for the specified withdrawal".

BCA	Paper code	Title of the Course
Semester-3	BCA 305	DATABASE MANAGEMENT SYSTEM LAB

COURSE LEARNING OUTCOMES (CLO):

Upon successful completion of this course, students will be able to:

CLO-1: Analyze database concepts, different database models, and database management systems (Cognitive Level : Analyze)

CLO-2: Design the databases for a given specification of the requirement using ER method (Cognitive Level :Create)

CLO-3: Develop SQL (Structured Query Language) statements to create, manipulate, and query databases. (Cognitive Level : Apply)

CLO-4: Identify database management issues including data integrity, security, and recovery. (Cognitive Level : (Analyze)

CLO-5: Design and develop Enterprise database (Cognitive Level : Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

List of Experiments

1. Write an SQL query to fetch "FIRST_NAME" from Worker table in upper case.
2. Write an SQL query to print the first three characters of FIRST_NAME from Worker table.
3. Write an SQL query to find the position of the alphabet ('a') in the first name column 'Amitabh' from Worker table.
4. Write an SQL query to print the FIRST_NAME from Worker table after removing white spaces from the right side.
5. Write an SQL query to print the DEPARTMENT from Worker table after removing white spaces from the left side.
6. Write an SQL query that fetches the unique values of DEPARTMENT from Worker table and prints its length.
7. Write an SQL query to print the FIRST_NAME from Worker table after replacing 'a' with 'A'.
8. Write an SQL query to print the FIRST_NAME and LAST_NAME from Worker table into a single column COMPLETE_NAME. A space char should separate them.
9. Prepare Sample Data To Practice SQL Skill.
10. Sample Table – Worker

WORKER_ID	FIRST_NAME	LAST_NAME	SALARY	JOINING_DATE	DEPARTMENT
001	Monika	Arora	100000	2014-02-20 09:00:00	HR
002	Niharika	Verma	80000	2014-06-11 09:00:00	Admin
003	Vishal	Singhal	300000	2014-02-20 09:00:00	HR
004	Amitabh	Singh	500000	2014-02-20 09:00:00	Admin
005	Vivek	Bhati	500000	2014-06-11 09:00:00	Admin
006	Vipul	Diwan	200000	2014-06-11 09:00:00	Account
007	Satish	Kumar	75000	2014-01-20 09:00:00	Account
008	Geetika	Chauhan	90000	2014-04-11 09:00:00	Admin

11. Sample Table – Bonus

WORKER_REF_ID	BONUS_DATE	BONUS_AMOUNT
1	2016-02-20 00:00:00	5000
2	2016-06-11 00:00:00	3000
3	2016-02-20 00:00:00	4000
1	2016-02-20 00:00:00	4500
2	2016-06-11 00:00:00	3500

12. Sample Table – Title

WORKER_REF_ID	WORKER_TITLE	AFFECTED_FROM
1	Manager	2016-02-20 00:00:00
2	Executive	2016-06-11 00:00:00
8	Executive	2016-06-11 00:00:00
5	Manager	2016-06-11 00:00:00
4	Asst. Manager	2016-06-11 00:00:00
7	Executive	2016-06-11 00:00:00
6	Lead	2016-06-11 00:00:00
3	Lead	2016-06-11 00:00:00

13. Write an SQL query to fetch “FIRST_NAME” from Worker table using the alias name as <WORKER_NAME>.
14. Write an SQL query to fetch unique values of DEPARTMENT from Worker table.
15. Write an SQL query to print all Worker details from the Worker table order by FIRST_NAME Ascending.
16. Write an SQL query to print details for Workers with the first name as “Vipul” and “Satish” from Worker table.
17. Write an SQL query to print details of workers excluding first names, “Vipul” and “Satish” from Worker table.
18. . Write an SQL query to print details of Workers with DEPARTMENT name as “Admin”.
19. Write an SQL query to print details of the Workers whose FIRST_NAME contains ‘a’.
20. Write an SQL query to print details of the Workers whose FIRST_NAME ends with ‘a’.

BCA	Paper code	Title of the Course
Semester-4	BCA 401	FUNDAMENTALS OF PROBABILITY AND STATISTICS

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Understand and apply the fundamental concept of probability in computer science. (Cognitive Level: Understand)

CLO-2: Discuss and solve the problems related to probability, probability distributions. (Cognitive Level: Create)

CLO-3: Analyze and compute the problems associated with measure of central tendency like mean, mode and median. (Cognitive Level: Analyze)

CLO-4: Define and solve the problems related to measures of dispersions like range, mean deviation, standard deviation. (Cognitive Level: Evaluate)

CLO-5: Understand and apply the principles of correlation and regression in real life or practical problems. (Cognitive Level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Overview of Probability

Introduction, Events & Different Types of Events, Addition & Multiplication Law, Conditional Probability, Bayes' Theorem.

Unit – II: Probability Distribution

Random Variables, Expectation of Discrete Random Variables & Its Properties Continuous & Discrete Probability Function, Binomial, Poison & Normal Distribution.

Unit – III: Measures of Central Tendency

Definition, Function & Scope of Statistics, Arithmetic Mean, Weighted A.M., Median, Mode, Geometric & Harmonic Mean and Their Merits & Demerits.

Unit – IV: Measures of Variation

Measures of Variation: Range, The Interquartile Range or Quartile Deviation, Average (Mean), Deviation Standard Deviation, Coefficient of Variation, Skew ness, Moments & Kurtosis.

Unit – V: Correlation and Regression Analysis

Introduction, Karl Pearson's Coefficient of Correlation, Rank Correlation Coefficient, Regression Analysis: Difference Between Correlation & Regression, Regression Lines, Regression Equations, Regressions Coefficient.

Reference Books

1. Erwin Kreyszig, Advanced Engineering Mathematics, 9th Edition, John Wiley & Sons, 2006.
2. N.P. Bali and Manish Goyal, A textbook of Engineering Mathematics, Laxmi Publications, Reprint, 2010.
3. P. G. Hoel, S. C. Port and C. J. Stone, Introduction to Probability Theory, Universal Book Stall, 2003 (Reprint).
4. S. Ross, A First Course in Probability, 6th Ed., Pearson Education India, 2002.

BCA	Paper code	Title of the Course
Semester-4	BCA 402	INTRODUCTION TO ARTIFICIAL INTELLIGENCE

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Develop a basic understanding of the building blocks of AI as presented in terms of intelligent agents: Search, inference and logic. (Cognitive level: Create)

CLO-2: To have an understanding of the basic issues of knowledge representation and blind and heuristic search, as well as an understanding of other topics such as minimax, resolution, etc. that play an important role in AI programs. (Cognitive level: Understand)

CLO-3: To have a basic understanding of some of the more advanced topics of AI such as learning, natural language processing, agents and robotics, expert systems, and planning. (Cognitive level: Understand)

CLO-4: To understand the basic of knowledge representation using propositional logic and in programming, introduction of uncertainty and probability (Cognitive level: Understand)

CLO-5: To apply decision tree, neural network and natural language processing concepts in the context of artificial intelligence. (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Overview of Artificial Intelligence

Introduction to AI, Importance of AI, AI and its related field, AI techniques, Criteria for success; Scope of Artificial Intelligence, intelligent agents; Expert systems.

Unit – II: Problem Solving

Problems, problem space and search: Defining the problem as a state space search, Production system and its characteristics, Issues in the design of the search problem, Solving Problems by Searching, heuristic search techniques, constraint satisfaction problems, stochastic search methods.

Unit – III: Game Playing and Knowledge

Minimax, alpha-beta pruning; Knowledge: Definition and importance of knowledge, Knowledge representation, Various approaches used in knowledge representation, Issues in knowledge representation.

Unit – IV: Knowledge Representation and Reasoning

Building a Knowledge Base: Propositional logic, first order logic, situation calculus, theorem proving in First Order Logic; Planning, partial order planning; Uncertain Knowledge and Reasoning, Probabilities, Bayesian Networks.

Unit – V: Learning

Overview of different forms of learning, Learning Decision Trees, Neural Networks; Introduction to Natural Language Processing.

Reference books

1. D.W. Patterson, "Introduction to AI and Expert Systems", PHI
2. Nils J Nilsson, "Artificial Intelligence -A new Synthesis" Harcourt Asia Ltd
3. E. Rich and K. Knight: Artificial intelligence, TMH

BCA	Paper code	Title of the Course
Semester-4	BCA 403	ARTIFICIAL INTELLIGENCE LAB

COURSE LEARNING OUTCOMES (CLO)

After completing this Course, the students should be able to:

CLO-1: Develop a basic understanding of the building blocks of AI as presented in terms of intelligent agents: Search, inference and logic.

CLO-2: To implement AI algorithm in practical problem solving such as using minimax algorithm etc.

CLO-3: To create experts systems by incorporating understanding of some of the more advanced topics of AI such as learning, natural language processing, agents and robotics, expert systems, and planning.

CLO-4: To understand the basic of knowledge representation using propositional logic and in programming, introduction of uncertainty and probability

CLO-5: To apply decision tree, neural network and natural language processing concepts in the context of artificial intelligence.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	-	3	-	-	2	-	2	2	1	2	-
CLO2	-	-	2	1	-	-	-	-	-	-	-	3
CLO3	-	3	-	-	2	-	3	-	-	-	-	2
CLO4	-	1	-	3	1	-	3	-	2	1	-	2
CLO5	3	-	-	1	3	3	-	2	-	--	3	-

List of experiments

1. Solve Travelling Salesman Problem (TSP) using Nearest Neighbor Heuristics.
2. Implement the Generate-and-Test algorithm (take problem of your choice).
3. Implement the Simple hill climbing and Steepest hill climbing algorithm (you can consider 8-puzzle problem).
4. Implement the A* algorithm (take problem of your choice).
5. Implement the game Tic-Tac-Toe using Minimax search procedure (you are encouraged to implement alpha-beta pruning as well).
6. Implement linear regression algorithm (take dataset of your choice) and test your model.
7. Implement K- Nearest Neighbor algorithm (take handwritten digit dataset) and test your model.
8. Implement logistic regression algorithm (take IRIS dataset) and test your model.
9. Implement Decision Tree algorithm (take dataset of your choice) and test your model.
10. Implement ANN algorithm (take IRIS dataset) and test your model.

BCA	Paper code	Title of the Course
Semester-5	BCA 501	FUNDAMENTALS OF SOFTWARE ENGINEERING

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Ability to perform Feasibility analysis for Software Project. (Cognitive level: Analyze)

CLO-2: To concentrate more on the efficiency of the designed Software (Cognitive level: Analyze)

CLO-3: Students should be able to manage and plan the Software development processes (Cognitive level: Evaluate)

CLO-4: Analyze that how the different quality attributes effect the nature of Software being designed (Cognitive level: Analyze)

CLO-5: Optimize the implementation and maintenance of the Software delivered. (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Software and Software Engineering

The Evolving Role of Software, Software Characteristics, Changing Nature of Software, Software Engineering as a Layered Technology, Software Process Framework, Framework and Umbrella Activities, Process Models, Capability Maturity Model Integration (CMMI)

Unit – II: Software Requirement Analysis

Software Requirement Analysis, Initiating Requirement Engineering Process, Requirement Analysis and Modeling Techniques, Flow Oriented Modeling, Need for SRS, Characteristics and Components of SRS.

Unit – III: Software Development Management

Estimation in Project Planning Process, Project Scheduling, Software Risks, Risk Identification, Risk Projection and Risk Refinement, RMMM Plan, Quality Concepts, Software Quality Assurance, Software Reviews, Metrics for Process and Projects.

Unit – IV: Design Engineering

Design Concepts, Architectural Design Elements, Software Architecture, Data Design at the Architectural Level and Component Level.

Unit – V: Software Testing Strategies & Tactics

Software Testing Fundamentals, Strategic Approach to Software Testing, Test Strategies for Conventional Software, Validation Testing, System testing, Black-Box Testing, White-Box Testing and their type.

Reference Books

1. Pressman S.Roger, Software Engineering, Tata McGraw-Hill.
2. Yogesh Singh, Software Testing, Cambridge University Press.2011.
3. SommervilleIan, Software Engineering, 5th ed., Addison Wesley-2000.
4. Fairley Richard, Software, Software Engineering Concepts, Tata McGraw-Hill.
5. Jalote Pankaj, An integrated approach to software engineering, Narosa Publishing House.

BCA	Paper code	Title of the Course
Semester-5	BCA 502	SOFTWARE ENGINEERING LAB

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Ability to perform Feasibility analysis for Software Project. (Cognitive level: Analyze)

CLO-2: To concentrate more on the efficiency of the designed Software (Cognitive level: Analyze)

CLO-3: Students should be able to manage and plan the Software development processes (Cognitive level: Evaluate)

CLO-4: Analyze that how the different quality attributes effect the nature of Software being designed (Cognitive level: Analyze)

CLO-5: Optimize the implementation and maintenance of the Software delivered. (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

1. Write down the problem statement for a suggested system of relevance.
2. Do requirement analysis and develop Software Requirement Specification Sheet (SRS) for suggested system.
3. To perform the function oriented diagram: Data Flow Diagram (DFD) and Structured chart.
4. To perform the user's view analysis for the suggested system: Use case diagram.
5. To draw the structural view diagram for the system: Class diagram, object diagram.
6. To draw the behavioral view diagram : State-chart diagram, Activity diagram
7. To perform the behavioral view diagram for the suggested system : Sequence diagram, Collaboration diagram
8. To perform the implementation view diagram: Component diagram for the system.
9. To perform the environmental view diagram: Deployment diagram for the system.
10. To perform various testing using the testing tool unit testing, integration testing for a sample code of the suggested system.
11. Perform Estimation of effort using FP Estimation for chosen system.
12. To prepare time line chart/Gantt Chart/PERT Chart for selected software project.

BCA	Paper code	Title of the Course
Semester-3	BCA PE311	INTRODUCTION TO WIRELESS COMMUNICATION

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: An understanding on functioning of wireless communication system and evolution of different wireless communication systems and standards. (Cognitive level: Understand)

CLO-2: An ability to compare recent technologies used for wireless communication. (Cognitive level: Analyze)

CLO-3: An ability to explain the architecture, functioning, protocols, capabilities and application of various wireless communication networks. (Cognitive level: Evaluate)

CLO-4: An ability to explain multiple access techniques for Wireless Communication (Cognitive level: Analyze)

CLO-5: An ability to evaluate design challenges, constraints and security issues associated with Ad-hoc wireless networks. (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Introduction to Basic Principles

Liberalization of communications Industry, Digitalization of content, changes in spectrum management, cellular reuse, drive towards broadband, Evolution of mobile communications, mobile radio systems- Examples, trends in cellular radio and personal communications.

Unit – II: Cellular Concept

Frequency reuse, channel assignment, hand off, Interference and system capacity, tracking and grade of service, Improving Coverage and capacity in Cellular systems. Cellular telephony: frequency reuse principle, transmitting, receiving, roaming, GSM network architecture, GSM channel structure, GPRS.

Unit – III: Mobile radio propagation

Free space propagation model, reflection, diffraction, scattering, link budget design, Outdoor Propagation models, Indoor propagation models, Small scale Multipath propagation, Impulse model, Small scale Multipath measurements, parameters of Mobile multipath channels, types of small scale fading, statistical models for multipath fading channels.

Unit – IV: Second Generation and Third Generation Wireless Networks and Standards

WLL, Bluetooth. AMPS, GSM, IS-95 and DECT Satellite networks: orbits, footprint, categories of satellites. Multiple Access Techniques: FDMA, TDMA, CDMA, SDMA, Capacity of Cellular CDMA and SDMA.

Unit – V: Introducing the Mobile Internet

Key Services for the mobile Internet, Business opportunities. WAP: the Mobile Internet Standard: Challenges and Pitfalls, Overview of the Wireless Application Protocol, Implementing WAP Services: The Wireless Markup Language, Enhanced WML: WML Script and WTAI,

Reference books

1. W.C.Y.Lee, "Mobile Communications Engineering: Theory and applications", Second Edition, McGraw-Hill International, 1998.
2. Stephen G. Wilson, "Digital Modulation and Coding", Pearson Education, 2003.

BCA	Paper code	Title of the Course
Semester-3	BCA PE312	INTRODUCTION TO MOBILE COMPUTING

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: To study the basics of wireless, cellular technology. (Cognitive level: Understand)

CLO-2: To analyse the working of Mobile IP, ad hoc network. (Cognitive level: Analyze)

CLO-3: To understand features of mobile operating systems. (Cognitive level: Understand)

CLO-4: To know J2ME, SDK, android that helps the mobile application development. (Cognitive level: Analyze)

CLO-5: To understand the use of M-Commerce application (Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Mobile communication Introduction

Mobile computing devices mobile computing function, mobile computing architecture, evaluation of wireless technology (1G, 2G, 3G, 4G technology).

Unit – II: PCS and GSM

PCS Architecture, GSM architecture, Location tracking and call setup, Mobility management: Handover Security-GSM, SMS, International roaming for GSM.

Unit – III: GPRS and Packet Data Network

GPRS Network Architecture, GPRS Network Operations, Data Services in GPRS, Applications for GPRS, Limitations of GPRS, Spread Spectrum technology, Third Generation Networks, Applications on 3G.

Unit – IV: Wireless Networks

Wireless LAN: IEEE 802.11, Standards, Architecture, Services, Mobile Ad hoc Networks: WiFi and WiMAX, Wireless Local Loop, Bluetooth.

Unit – V: Emerging Mobile Communication Technology

Mobile IP, Cellular IP, VoIP, SIP, LTE, 4G goal and architecture.

Text books:

1. Fundamentals of Mobile Computing, Prasant Kumar Pattanaik, Rajib Mall, Second Edition, PHI, ISBN: 978-81-203-5181-3

Reference books:

1. Mobile Computing, ASOKE TALUKDER HASAN AHMED ROOPA R YAVAGAL, Second Edition. Mc GrawHill.

BCA	Paper code	Title of the Course
Semester-3	BCA PE313	WEB & E-COMMERCE TECHNOLOGIES

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: To introduce the concepts of various web technologies. (Cognitive level: Understand)

CLO-2: To impart knowledge related with website designing. (Cognitive level: Remember)

CLO-3: To introduce the concept of E-commerce. (Cognitive level: Understand)

CLO-4: To explain how payments are made on e-commerce sites. (Cognitive level: Remember)

CLO-5: To explain the role of encryption in e-commerce. (Cognitive level: Remember)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	2	-	2	1	3	2	-	-	-	1	-	1
CLO2	-	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: An introduction to Electronic commerce

What is E-Commerce (Introduction And Definition), Main activities E-Commerce, Goals of E-Commerce, Technical Components of E-Commerce, Functions of E-Commerce, Advantages and disadvantages of E-Commerce, Scope of E-Commerce, Electronic Commerce Applications, Electronic Commerce and Electronic Business(C2C)(C2G,G2G, B2G, B2P, B2A, P2P, B2A, C2A, B2B, B2C).

Unit – II: The Internet and WWW

Evolution of Internet, Domain Names and Internet Organization (.edu, .com, .mil, .gov, .net etc.), Types of Network, Internet Service Provider, World Wide Web, Internet & Extranet, Role of Internet in B2B Application, building own website, Cost, Time, Reach, Registering a Domain Name, Web promotion, Target email, Baner, Exchange, Shopping Bots.

Unit – III: Internet Security

Secure Transaction, Computer Monitoring, Privacy on Internet, Corporate Email privacy, Computer Crime (Laws, Types of Crimes), Threats, Attack on Computer System, Software Packages for privacy, Hacking, Computer Virus (How it spreads, Virus problem, virus protection, Encryption and Decryption, Secret key Cryptography, DES, Public Key Encryption, RSA, Authorisation and Authentication, Firewall, Digital Signature (How it Works).

Unit – IV: Electronic Data Exchange

Introduction, Concepts of EDI and Limitation, Applications of EDI, Disadvantages of EDI, EDI model, Electronic Payment System: Introduction, Types of Electronic Payment System,

Payment Types, Value Exchange System, Credit Card System, Electronic Fund Transfer, Paperless bill, Modern Payment Cash, Electronic Cash.

Unit – V: Planning for Electronic Commerce and Internet Marketing

Planning Electronic Commerce initiates, Linking objectives to business strategies, Measuring cost objectives, Comparing benefits to Costs, Strategies for developing electronic commerce web sites; Internet Marketing: The PROS and CONS of online shopping, The cons of online shopping, Justify an Internet business, Internet marketing techniques, The E-cycle of Internet marketing, Personalization e-commerce.

Text books:

1. Steven Holzner, "HTML Black Book", Dreamtech press.
2. Web Technologies, Black Book, Dreamtech Press
3. Web Applications : Concepts and Real World Design, Knuckles, Wiley-India
4. Internet and World Wide Web How to program, P.J. Deitel & H.M. Deitel Pearson.
5. Greenstein and Feinman, "E-Commerce", TMH
6. Ravi Kalakota, Andrew Whinston, "Frontiers of Electronic Commerce", Addison Wesley
7. Denial Amor, " The E-Business Revolution", Addison Wesley
8. Diwan, Sharma, "E-Commerce" Excel
9. Bajaj & Nag, "E-Commerce: The Cutting Edge of Business", TMH

BCA	Paper code	Title of the Course
Semester-5	BCA PE521	INTRODUCTION TO DATA MINING

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: To identify the scope and necessity of Data Mining. (Cognitive Level: Evaluate)

CLO-2: Describe the designing of Data Mining Techniques. (Cognitive Level: Understand)

CLO-3: To develop ability to understand various algorithms based on data mining tools. (Cognitive Level: Create)

CLO-4: To develop and apply critical thinking, problem-solving, and decision-making skills. (Cognitive Level: Create)

CLO-5: To discover interesting patterns, analyze supervised and unsupervised models and estimate the accuracy of the algorithms. (Cognitive Level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	-	2	1	3	2	-	-	-	1	-	1
CLO2	2	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	-	2	-	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Data Mining Concepts

Data mining primitives, Basics of data mining, Data Mining Functionalities, Classification of Data Mining Systems, Architectures of data mining system.

Unit – II: Association Rules In Large Databases

Association Rule Mining, Mining Single Dimensional Boolean Association Rules from Transactional Databases, Mining Multilevel Association Rules from Transaction Databases.

Unit – III: Classification And Prediction

Issues Regarding Classification and Prediction, Classification by Decision Tree Classification Based on Concepts from Association Rule Mining, Other Classification Methods, Prediction.

Unit – IV: Cluster Analysis In Data Mining

Types of Data in Cluster Analysis. A Categorization of Major Clustering Methods, Partitioning Methods, Density Based Methods, Grid Based Methods, Model Based Clustering Methods, Outlier Analysis.

Unit – V: Data Warehousing and various Issues in Data Mining :

Introduction to Data Warehouse, Data warehousing and its characteristics, Online analytical processing (OLAP), characteristics of OLAP system, Scalability and data management issues in data mining algorithms, measures of interestingness.

Text Books:

1. Pang-Ning Tan, Michael Steinbach, Vipin Kumar, Introduction to Data Mining, Pearson Education.2005.
2. Richard Roiger, Michael Geatz, Data Mining: A Tutorial Based Primer, Pearson Education 2003.

Reference books:

1. G.K. Gupta, Introduction to Data Mining with Case Studies, PHI, 2006.
2. Soman K P, Diwakar Shyam, Ajay V Insight into Data Mining: Theory and Practice, PHI, 2006.

BCA	Paper code	Title of the Course
Semester-5	BCA PE522	INTRODUCTION TO CLOUD COMPUTING

COURSE LEARNING OUTCOMES (CLOs)

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

CLO-1: Analyze the trade-offs between deploying applications in the **CLO**ud and over the local infrastructure. (Cognitive Level: Analyze)

CLO-2: Compare the advantages and disadvantages of various **CLO**ud computing platforms. (Cognitive Level: Analyze)

CLO-3: Deploy applications over commercial **CLO**ud computing infrastructures such as Amazon Web Services, Windows Azure, and GoogleApp Engine. (Cognitive Level: Create)

CLO-4: Analyze the performance, scalability, and availability of the underlying **CLO**ud technologies and software. (Cognitive Level: Analyze)

CLO-5: Identify security and privacy issues in **CLO**ud computing. (Cognitive Level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	3	-	2	-	-	-	1	-	2
CLO2	-	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Introduction to Cloud Computing

Recent trends in Computing, Grid Computing, Cluster Computing, Distributed Computing, Utility Computing, Cloud Computing, History of Cloud Computing, Cloud service providers, Benefits and limitations of Cloud Computing.

Unit – II: Cloud Computing Architecture

Comparison with traditional computing architecture (client/server), Services provided at various levels, Service Models- Infrastructure as a Service(IaaS), Platform as a Service(PaaS), Software as a Service(SaaS), How Cloud Computing Works, Deployment Models such as Public cloud, Private cloud, Hybrid cloud, Community cloud,

Unit – III: Case Studies

Case study of NIST architecture, Case study of Service model using Google App Engine, Microsoft Azure, Amazon EC2, Eucalyptus.

Unit – IV: Service Management in Cloud Computing

Service Level Agreements (SLAs), Billing & Accounting, Comparing Scaling Hardware such as Traditional vs. Cloud, Economics of scaling.

Unit – V: Cloud Security

Network level security, Host level security, Application level security, Data security and Storage- Data privacy and security Issues, Jurisdictional issues raised by Data location, Authentication in cloud computing.

Text Books:

1. Cloud Computing Bible, Barrie Sosinsky, Wiley-India, 2010
2. Cloud Computing: Principles and Paradigms, Editors: Rajkumar Buyya, James Broberg, Andrzej M. Goscinski, Wiley, 2011.
3. Cloud Computing: Principles, Systems and Applications, Editors: Nikos Antonopoulos, Lee Gillam, Springer, 2012

Reference books:

1. **CLO**ud Security: A Comprehensive Guide to Secure **CLO**ud Computing, Ronald L. Krutz, Russell Dean Vines, Wiley-India, 2010
2. Gautam Shroff, Enterprise **CLO**ud Computing Technology Architecture Applications, 2010.
3. Toby Velte, Anthony Velte, Robert Elsenpeter, **CLO**ud Computing, A Practical

BCA	Paper code	Title of the Course
Semester-5	BCA PE523	INTRODUCTION TO DATA SCIENCE AND BIG DATA

COURSE LEARNING OUTCOMES (CLOs)

Upon successful completion of this course, students will be able to:

CLO-1: Understand fundamental tools and technologies of Data Science. (Cognitive Level: Understand)

CLO-2: Analyze Big Data issues and identify solutions (Cognitive Level: Analyze)

CLO-3: Use basic data visualization techniques using Tableau and Power BI, etc. (Cognitive Level: Create)

CLO-4: Will learn basics of No SQL (Cognitive Level: Learn)

CLO-5: Familiar with Hadoop and its related technologies (Cognitive Level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Understanding Big Data

What is big data, why big data, convergence of key trends, unstructured data, industry examples of big data, web analytics, big data and marketing fraud and big data, risk and big data ,credit risk management, big data and algorithmic trading, big data and healthcare, big data in medicine, advertising and big data, big data technologies, introduction to Hadoop, open source technologies, cloud and big data mobile business intelligence, Crowd sourcing analytics ,inter and trans firewall analytics

Unit – II: NoSQL Data Management

Introduction to NoSQL , aggregate data models ,aggregates ,key-value and document data models, relationships, graph databases, schema less databases ,materialized views, distribution models, sharding , master-slave replication , peer-peer replication, sharding and replication, consistency , relaxing consistency , version stamps , mapreduce, partitioning and combining , composing map-reduce calculations

Unit – III: Basics Of Hadoop

Data format , analyzing data with Hadoop , scaling out , Hadoop streaming, Hadoop pipes, design of Hadoop distributed file system (HDFS), HDFS concepts, Java interface , data flow, Hadoop I/O, data integrity, compression, serialization, Avro file-based data structures.

Unit – IV: Map Reduce Applications

Map Reduce workflows, unit tests with MRUnit , test data and local tests – anatomy of Map Reduce job run, classic Map-reduce , YARN , failures in classic Map-reduce and YARN, job scheduling , shuffle and sort , task execution, MapReduce types , input formats, output formats.

Unit – V: Hadoop Related Tools

Hbase, data model and implementations, Hbase clients, Hbase examples– praxis.Cassandra ,cassandra data model , cassandra examples , cassandra clients, Hadoop integration. Pig , Grunt , pig data model , Pig Latin , developing and testing Pig Latin scripts. Hive , data types and file formats , HiveQL data definition , HiveQL data manipulation – HiveQL queries

Text Books:

1. Michael Minelli, Michelle Chambers, and Ambiga Dhiraj, "Big Data, Big Analytics: Emerging Business Intelligence and Analytic Trends for Today's Businesses", Wiley, 2013.
2. P. J. Sadalage and M. Fowler, "NoSQL Distilled: A Brief Guide to the Emerging World of Polyglot Persistence", Addison-Wesley Professional, 2012.
3. Tom White, "Hadoop: The Definitive Guide", Third Edition, O'Reilley, 2012. 5. Eric Sammer, "Hadoop Operations", O'Reilley, 2012.

Reference Books:

1. E. Capriolo, D. Wampler, and J. Rutherglen, "Programming Hive", O'Reilley, 2012. 7. Lars George, "HBase: The Definitive Guide", O'Reilley, 2011.
2. Eben Hewitt, "Cassandra: The Definitive Guide", O'Reilley, 2010.
3. Alan Gates, "Programming Pig", O'Reilley, 2011

BCA	Paper code	Title of the Course
Semester-4	BCA SEE411	INTERNET AND WEB TECHNOLOGY

COURSE LEARNING OUTCOMES (CLOs)

Upon successful completion of this course, students will be able to:

CLO-1: Understand fundamental tools and technologies and protocols governing the web. (Cognitive Level: Understand)

CLO-2: Analyze a web page and identify its elements and attributes. (Cognitive Level: Analyze)

CLO-3: Create web pages using HTML and Cascading Style Sheets. (Cognitive Level: Create)

CLO-4: Build dynamic web pages using JavaScript (Client side programming). (Cognitive Level: Create)

CLO-5: Develop an understanding of electronic commerce and emerging internet trends. (Cognitive Level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit 1: Introduction to Internet and WWW

Introduction to Internet: History of World Wide Web; Protocols governing the web; Understanding the Internet: syntax of URLs, web page and browsers, search engine; Introduction to Cyber Laws in India.

Unit 2: Internet Applications

Internet applications: FTP, Telnet, Email, Chat; Internet addressing: identification of each computer using domain name and IP addresses, DNS.

Unit 3: Formatting Web Pages

Introduction to HTML, XML, DHTML and CSS; Formatting Web Pages with the help of different HTML tags, HTML table, HTML form; using CSS for formatting different objects; using DHTML for dynamic designing of web page.

Unit 4: JavaScript

Introduction to Javascript: Advantages of Javascript, Javascript Syntax, documents, forms, Datatype, Variable, Array, Operator and Expression, Looping Constructor, Event Handling, cookies.

Unit 5: E-Commerce and emerging trends

E-Commerce and security issues; Emerging trends: Internet telephony, virtual reality over the web, etc.; Intranet and extranet; firewall design issues.

Text Books:

1. Raymond Greenlaw and Ellen Hepp, “Fundamentals of Internet and World Wide Web”, TMH.
2. Ivan Bayross, “Web Technologies Part II”, BPB Publications.

Reference Books:

1. Thomas A Powell, “HTML The Complete Reference”, Tata McGraw Hill Publications.
2. Burdman, “Collaborative Web Development”, Addison Wesley.

BCA	Paper code	Title of the Course
Semester-4	BCA SEE412	PROGRAMMING IN VISUAL BASIC

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Students will be able to implement syntax rules in visual basic programs. (Cognitive Level: Create)

CLO-2: Students will have the understanding of variables and data types used in program development. (Cognitive Level: Understand)

CLO-3: Students will be able to apply decision structures for determining different operations, apply loop structures to perform repetitive tasks. (Cognitive Level: Understand)

CLO-4: Students will be able to debug codes written in VB language. (Cognitive Level: Analyze)

CLO-5: Students will be able to develop mini projects based on user interactivity, logical relations among different data etc. (Cognitive Level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Introduction to VB

Visual & Non-Visual programming, Procedural, Object-Oriented, Object-Based and Event-Driven Programming Languages, VB as Event-Driven and Object-Based Language, VB Environment: Menu bar, Toolbar, Project explorer, Toolbox, Properties Window, Form Designer, Form Layout, Immediate window, Default Controls in Tool Box Visual Development and Event Driven programming.

Unit – II: Basics of Programming

Variables: Declaring Variables, Types of variables, Converting Variables Types, User Defined Data Types, Forcing Variable Declaration, Scope & Lifetime of Variables; Constants: Named & Intrinsic, Operators: Arithmetic, Relational & Logic.

Unit – III: Decision Statements in VB

If statement, if-then-else, select-case; Looping Statements in VB: do-loop, for-next, while-wend; Exit statement, Nested Control Structure; Arrays: Declaring and using Arrays, One-dimensional, Two-dimensional and Multi-dimensional Arrays, Static and Dynamic arrays, Array of Arrays.

Unit – IV: Procedures

General & Event Procedures, Subroutines, Functions, Calling Procedures, Arguments - Passing Mechanisms, Optional Arguments, Named Arguments, Functions Returning Custom Data Types Simple Program Development in VB such as Sum of Numbers, Greatest among Numbers, Checking Even/Odd Number, HCF of Two Numbers, Generate Prime Numbers, Generate Fibonacci Series, Factorial of a Number, Searching, Sorting, etc.

Unit – V: VB Objects and Monitoring Mouse Activity

Dialog Boxes, Common Controls, Menus, MDI Forms, Testing, Debugging and Optimization – Working with Graphics.

Monitoring Mouse Activity: File handling, File system controls, File system objects, DLL Servers.

Text/Reference Books:

1. Steven Holzner, Visual Basic 6 Programming: Black Book, Dreamtech Press.
2. Evangelos Petroustos, Mastering Visual Basic 6, BPB Publications.
3. Julia Case Bradley & Anita C. Millspaugh, Programming in Visual Basic 6.0, Tata McGraw-Hill Edition.
4. KMichael Halvorson, Step by Step Microsoft Visual Basic 6.0 Professional, PHI.

BCA	Paper code	Title of the Course
Semester-4	BCA SEE413	FUNDAMENTAL CONCEPTS OF MICROPROCESSOR AND ARDUINO PROGRAMMING

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Learn the Basic of microprocessor and its architecture. (Cognitive Level: Understand)

CLO-2: Learn the Arduino programming language and IDE (Cognitive Level: Understand)

CLO-3: Program basic Arduino examples. (Cognitive Level: Understand)

CLO-4: Prototype circuits and connect them to the Arduino(Cognitive Level: Create)

CLO-5: Connect the Arduino microcontroller to a serial terminal to understand communication and stand-alone use . (Cognitive Level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	-	2	-	2	1	-	3	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	2	1	-	2	-	2	-	-	-	1	1	3
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	-	3	2	-	1	-	2

Unit – I: Fundamentals of Microprocessor

Fundamentals of Architecture: 8 & 16 bit Microprocessor and Microcontroller and its comparison, Embedded System & its Characterization. 8051 Architecture Family: Block Diagrams, CPU, ALU, Family of Bus, Registers, Pointers. Timing Diagrams and Execution Cycles, Overview of Microprocessor Family, I/O Interfacing.

Unit – II: Instruction Set and programming

Addressing modes: Introduction, Instruction syntax, Data types, Subroutine, Types of Addressing. 8051 Instruction set, Instruction timings, Data transfer instructions, Arithmetic instructions, Logical instructions, Branch instructions, Subroutine instructions, Bit manipulation instruction. Assembly language programs, C language programs, Assemblers and compilers.

Unit – III: Introduction to Arduino

Fundamentals of Arduino, Serial Monitoring, Digital and Analog Inputs, Understanding variables, If-Else Statement, comparison Operators and Conditions, While statement, Analog I/O and Serial Communications.

Unit – IV: Programming using Arduino

Arduino Environment, C Programming used for Arduino, ArduinoToolchain, Cross-Compilation, Arduino Sketches, Classes, Pins, Input and Outputs, Debugging, UART protocol, UART parity and Stop.

Unit – V: Applications

Microprocessor: LED, LCD and keyboard interfacing. Stepper motor interfacing, DC Motor interfacing, sensor interfacing.

Arduino: Traffic Light Count Down Timer, Parking Lot Counter, Weighing Machines, Emergency Light for railways, Security Systems.

Text Books:

1. The AVR Microcontroller and Embedded Systems Using Assembly and C, By Muhammad Ali Mazidi, Sarmad Naimi and Sepehr Naimi, Pearson Education.
2. Michael J. Pont, Embedded C AddisonWesley, Pearson Education Limited, 2002.
3. An Embedded Software Primer - David E. Simon, Pearson Education.
4. “Beginning Arduino”, Michal Mc Roberts, Second Edition
5. Michal Mc Roberts “Beginning Arduino” Second Edition, Technology in Action
6. Massimo Banzi, “Getting started with Arduino” 2nd Edition, Orelly 2011

BCA	Paper code	Title of the Course
Semester-5	BCA SEE521	INTRODUCTION TO JAVA PROGRAMMING

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Understand Java Programming concept and various rule. (Cognitive Level: Understand)

CLO-2: Read and understand Java-based software code of medium-to-high complexity. (Cognitive Level: Understand)

CLO-3: Use standard Java's API's when writing applications. (Cognitive Level: Evaluate)

CLO-4: Understand the basic principles of creating Java application (Cognitive Level: Understand)

CLO-5: Understand the fundamental concepts of Object-Oriented Programming through Java language (Cognitive Level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	3	-	2	-	-	-	2	-	3
CLO2	-	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	3	-	2	-	-	-	1	1	2
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	-	3	2	-	1	-	2

Unit – I: Introduction to Java

Java Architecture and Features, Understanding the semantic and syntax differences between C++ and Java, Compiling and Executing a Java Program, Variables, Constants, Keywords Data Types, Operators (Arithmetic, Logical and Bitwise) and Expressions, Comments, Doing Basic Program Output, Decision Making Constructs (conditional statements and loops) and Nesting, Java Methods (Defining, Scope, Passing and Returning Arguments, Type Conversion and Type and Checking, Built-in Java Class Methods).

Unit – II: Arrays, Strings and I/O

Creating & Using Arrays (One Dimension and Multi-dimensional), Referencing Arrays Dynamically, Java Strings: The Java String class, Creating & Using String Objects, Manipulating Strings, String Immutability & Equality, Passing Strings To & From Methods, String Buffer Classes. Simple I/O using System out and the Scanner class, Byte and Character streams, Reading/Writing from console and files.

Unit – III: Object-Oriented Programming Overview

Principles of Object-Oriented Programming, Defining & Using Classes, Controlling Access to Class Members, Class Constructors, Method Overloading, Class Variables & Methods, Objects as parameters, final classes, Object class, Garbage Collection. Inheritance: (Single Level and Multilevel, Method Overriding, Dynamic Method Dispatch, Abstract Classes), Interfaces and Packages, extending interfaces and packages, Package and Class Visibility, Using Standard

Java Packages (util, lang, io, net), Wrapper Classes, Autoboxing/Unboxing, Enumerations and Metadata.

Unit – IV: Exception Handling, Threading, Networking and Database Connectivity

Exception types, uncaught exceptions, throw, built-in exceptions, Creating your own exceptions; Multi-threading: The Thread class and Runnable interface, creating single and multiple threads, Thread prioritization, synchronization and communication, suspending/resuming threads. Using java.net package, Overview of TCP/IP and Datagram programming. Accessing and manipulating databases using JDBC.

Unit – V: Applets and Event Handling

Java Applets:Introduction to Applets, Writing Java Applets, Working with Graphics, Incorporating Images & Sounds. Event Handling Mechanisms,Listener Interfaces, Adapter and Inner Classes. The design and Implementation of GUIs using the AWT controls, Swing components of Java Foundation Classes such as labels, buttons, textfields, layout managers, menus, events and listeners; Graphic objects for drawing figures such as lines, rectangles, ovals, using different fonts. Overview of servlets

Text Books:

1. Programming with Java, E Balagurusamy, Second edition, TMH.
2. Java -The Complete Reference, Patrick Naughton and Herbertz Schidt.
3. Core Java Volume-I and II 2nd edition-Sun MicroSystem.

Reference books:

1. The Java Programming Language, Ken Arnold, James Gosling, David Homes.
2. Cay S. Horstmann, GaryCornell, "Core Java 2 Volume 1 ,9th Edition,Printice Hall.
3. Bruce Eckel, "Thinking in Java", 3rd Edition, PHI, 2002.

BCA	Paper code	Title of the Course
Semester-5	BCA SEE522	FUNDAMENTALS OF .NET PROGRAMMING

COURSE LEARNING OUTCOMES (CLOs)

Upon successful completion of this course, students will be able to:

CLO-1: Develop applications using ASP.NET IDE. Develop simple web page using built in Objects (Cognitive Level: Create)

CLO-2: Use controls available with the IDE platform of ASP.NET for given purpose (Cognitive Level: Apply)

CLO-3: Apply Styles, themes and Master pages in ASP.NET Web applications (Cognitive Level: Apply)

CLO-4: Develop programs using session management and user's preference in ASP.NET. (Cognitive Level: Create)

CLO-5: Describe Objects of ADO.NET (Cognitive Level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	-	2	1	2	2	-	-	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	1	1	3	2	2	2	-	-	-	1	1	1
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	2	2	2	-	1	-	2

Unit – I: Introduction to .NET Framework and C#

.NET framework, MSIL, CLR, CLS, CTS, Namespaces, Assemblies The Common Language Implementation, Assemblies, Garbage Collection, The End to DLL Hell - Managed Execution, Name Spaces - Constructor and Destructors, Function Overloading & Inheritance, Operator Overloading, Modifiers - Property and Indexers , Attributes & Reflection API, When to use Console Applications - Generating Console Output, Processing Console Input.

Unit – II: C#.NET and ADO.NET:

Creating Language Features and Creating .NET Projects, Namespaces Classes and Inheritance -, Namespaces Classes and Inheritance -, C, Exploring the Base Class Library -, Debugging and Error Handling -, Data Types -, Exploring Assemblies and Namespaces, String Manipulation ,Files and I/O ,Collections.

Unit – III: Windows Forms and Controls in details

The Windows Forms Model, Creating Windows Forms Windows Forms Properties and Events, Windows Form Controls, Menus - Dialogs – ToolTips, Apply Inheritance techniques to Forms,

Creating Base Forms, Programming Derived Forms, Printing - Handling Multiple Events, GDI+, Creating Windows Forms Controls

Unit – IV: Connectivity ASP.NET - Themes and Master Pages:

Introduction to ASP.NET, Working with Web and HTML Controls, Using Rich Server Controls, Login controls, Overview of ASP.NET Validation Controls, Using the Simple Validations, Using the Complex Validators Accessing Data using ADO.NET.

Unit – V: Managing State:

Preserving State in Web Applications and Page-Level State, Using Cookies to Preserve State, ASP.NET Session State, Storing Objects in Session State, Configuring Session State, Setting Up an Outof-Process State Server, Storing Session State in SQL Server.

Text Books

1. ASP.NET: The Complete Reference Books Matthew Macdonald McGraw Hill education

Reference Books

1. Programming in Visual Basic. NET Julia Case Bradley, Anita C. Millspaugh McGraw Hill, latest edition

BCA	Paper code	Title of the Course
Semester-5	BCA SEE523	PHP JAVA PROGRAMMING

COURSE LEARNING OUTCOMES (CLOs)

Upon successful completion of this course, students will be able to:

CLO-1: Understand how server-side programming works on the web. (Cognitive Level: Understand)

CLO-2: PHP Basic syntax for variable types and calculations. (Cognitive Level: Understand)

CLO-3: Creating conditional structures. (Cognitive Level: Create)

CLO-4: Storing data in arrays. Understanding POST and GET in form submission. (Cognitive Level: Apply)

CLO-5: Using PHP built-in functions and creating custom functions. (Cognitive Level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	-	2	1	-	2	-	-	-	1	-	2
CLO2	2	-	-	2	-	-	2	1	1	-	1	-
CLO3	3	1	-	3	-	2	-	-	-	1	1	3
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	-	-	2	-	1	-	1

Unit – I: Introduction to PHP

Java PHP introduction, inventions and versions, important tools and software requirements (like Web Server, Database, Editors etc.), PHP with other, technologies, scope of PHP, Basic Syntax, PHP variables and constants, Types of data in PHP , Expressions, scopes of a variable (local, global), PHP Operators : Arithmetic, Assignment, Relational , Logical operators, Bitwise , ternary and MOD operator. PHP operator Precedence and associativity

Unit – II: Handling HTML form with PHP

Capturing Form Data, GET and POST form methods Dealing with multi value fields, Redirecting a form after submission. PHP conditional events and Loops: PHP IF Else conditional statements (Nested IF and Else), Switch case, while, For, and Do While Loop, Goto, Break, Continue and exit.

Unit – III: PHP Functions

Function, Need of Function, declaration and calling of a function, PHP Function with arguments, Default Arguments in Function, Function argument with call by value, call by reference, Scope of Function Global and Local.

Unit – IV: ConnectivityString Manipulation and Regular Expression

Creating and accessing String , Searching & Replacing String, Formatting, joining and splitting String , String Related Library functions, Use and advantage of regular expression over inbuilt function, Use of preg_match(), preg_replace(), preg_split() functions in regular expression.

Unit – V: Array

Anatomy of an Array, Creating index based and Associative array, Accessing array, Looping with Index based array, with associative array using each() and foreach(), Some useful Library function.

Text Books:

1. PHP : The Complete Reference, Steven Holzner, Mcgraw Higher Ed.
2. PHP Beginner's Practical Guide, Pratiyush Guleria, Bpb publications.
3. Web Programming with PHP And MYSQL: A Practical Guide, Max Bramer, Springer.

BCA	Paper code	Title of the Course
Semester-4	BCA OE411	ORGANIZATION BEHAVIOR

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: To understand the conceptual framework of the discipline of OB and its practical applications in the organisational set up. (Cognitive Level: Understand)

CLO-2: To deeply understand the role of individual, groups and structure in achieving organizational goals effectively and efficiently. (Cognitive Level: Understand)

CLO-3: To critically evaluate and analyse various theories and models that contributes in the overall understanding of the discipline. (Cognitive Level: Evaluate)

CLO-4: To develop creative and innovative ideas that could positively shape the organisations. . (Cognitive Level: Create)

CLO-5: To accept and embrace in working with different people from different cultural and diverse background in the workplace. (Cognitive Level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	1	-	2	-	3	2	-	-	-	1	-	-
CLO2	2	-	-	2	-	-	2	1	1	-	1	-
CLO3	-	1	3	2	2	2	-	-	-	1	1	3
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	-	3	2	-	1	-	2

Unit – I: Overview of Organization Behavior

Nature, Scope, Definition and Goals of organizational Behaviour, Fundamental Concepts of Organizational Behaviour, Models of Organizational Behaviour, essential attributes, Psychological dimensions and relevance in the emerging society.

Unit – II: Learning

Styles and principles, Skinner, Thorndike and Piaget theories, Conditions of learning; Memory: Short term and long term; Efficient and effective ways in respect of thinking, problem solving and decision making.

Unit – III: Effects of employee attitudes

Personal and Organizational Values, Job Satisfaction, Nature and Importance of Motivation, Achievement Motive, Theories of Work Motivation: Maslow’s Need Hierarchy Theory, Mc Gregers’s Theory ‘X’ and Theory ‘Y’.

Unit – IV: Personality and Stress

Models of personality, factors and desirable features of a healthy personality; Basic Needs and their hierarchy: Mallow model and self actualizing personalities; Work stress: Meaning and definition of Stress, Symptoms of Stress, Sources of Stress, Stress management.

Unit – V: Conflict in organization

Nature of Conflict, Process of Conflict, Levels of Conflict - Intrapersonal, Interpersonal, Sources of Conflict, Effect of Conflict, Conflict Resolution, Meaning and types of Grievances & Process of Grievances Handling.

Text Books

1. Essentials of Organizational Behaviour, Stephen P Robbins, Timothy A Judge; latest edition
2. Organisational Behavior Book by K. Aswathappa; latest edition

Reference Books

1. Organisation Theory and Behaviour, T N Chhabra, B P Singh; latest edition

BCA	Paper code	Title of the Course
Semester-4	BCA OE412	FINANCIAL ACCOUNTING

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Students should be able to conceptually define accounting and bookkeeping. (Cognitive Level: Remember)

CLO-2: Identify the accounting rules required for business enterprises. (Cognitive Level: Analyze)

CLO-3: Apply the accounting rules in determining financial results. (Cognitive Level: Apply)

CLO-4: Connect knowledge and record business changes. (Cognitive Level: Evaluate)

CLO-5: Compare the specificity of different accounts within the accounting policies. (Cognitive Level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	-	2	1	-	2	-	-	-	1	-	2
CLO2	2	-	-	2	-	-	2	1	1	-	1	-
CLO3	3	1	-	3	-	2	-	-	-	1	1	3
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	-	-	2	-	1	-	1

Unit – I: Overview of Financial Accounting

Meaning and Nature of Financial Accounting, Scope of Financial Accounting, Financial Accounting & Management Accounting, Accounting concepts & convention, Accounting standards in India.

Unit – II: Basics of accounting

Capital & Revenue items, Application of Computer in Accounting Double Entry System, Introduction to Journal, Ledger and Procedure for Recording and Posting, Introduction to Trial Balance, Preparation of Final Account, Profit & Loss Account and related concepts, Balance Sheet and related concept.

Unit – III: Financial statement analysis

Ratio analysis, Funds flow analysis, concepts, uses, Preparation of funds flow statement, simple problem, Cash flow analysis, Concepts, uses, preparation of cash flow statement, simple problem, Break – even analysis.

Unit – IV: Definition nature and Objective of Financial Management

Long Term Sources of Finance, Introductory idea about capitalization, Capital Structure, Concept of Cost of Capital, introduction, importance, explicit & implicit cost, Measurement of cost of capital, cost of debt.

Unit – V: Concept & Components of working Capital

Factors Influencing the Composition of working Capital, Objectives of working Capital Management – Liquidity Vs. Profitability and working capital policies. Theory of working capital: Nature and concepts. Cash Management, Inventory Management and Receivables Management.

Text books:

1. T S Grewal, Double Entry Book Keeping, latest edition
2. Sandeep Garg, Accounting Financial Accounting, latest edition

BCA	Paper code	Title of the Course
Semester-4	BCA OE413	CYBER CRIMES & CYBER LAWS

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Describe laws governing cyberspace and analyze the role of Internet Governance in framing policies for Internet security. (Cognitive Level: Understand)

CLO-2: Discuss different types of cybercrimes and analyze legal frameworks of different countries to deal with these cybercrimes. (Cognitive Level: Remember)

CLO-3: Explain the importance of jurisdictional boundaries and identify the measures to overcome cross jurisdictional cyber-crimes. (Cognitive Level: Understand)

CLO-4: Illustrate the importance of ethics in legal profession and determine the appropriate ethical and legal behavior according to legal frameworks. (Cognitive Level: Analyze)

CLO-5: Demonstrate knowledge about Intellectual Property and International aspects of Cyber Laws. (Cognitive Level: Remember)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	-	2	1	-	2	-	-	-	1	-	2
CLO2	2	-	-	2	-	-	2	1	1	-	1	-
CLO3	3	1	-	3	-	2	-	-	-	1	1	3
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	-	-	2	-	1	-	1

Unit – I: Introduction to IT laws & Cyber Crimes

Internet, Hacking, Cracking, Viruses, Virus Attacks, Software Piracy.

Unit – II: E-Mail Investigation

E-Mail Tracking, IP Tracking, E-Mail Recovery, Encryption and Decryption methods, Search and Seizure of Computers.

Unit – III: Introduction to Cyber Crime Investigation

Cyber Forensics, Investigation Tools, e-Discovery, Digital Evidence Collection, Evidence Preservation, Forensics Tools and Softwares, Recovering deleted evidences, Password Cracking, Cyber Security.

Unit – IV: Intellectual property, Legal System of Information Technology

Social Engineering, Mail Bombs, Bug Exploits, Law of Intellectual Property: Copy Right Act, Trade and Merchandise Act, Patent Act, Domain Name Disputes, Cyber-Squatting.

Unit – V: International Perspective of Cyber Law

Electronic Data Interchange, EDI: Concept and legal Issues. Electronic Signature Law's of Major Countries, Cryptography Laws, Cyber Law's of Major Countries.

Text books:

1. Chris Reed and John Angel, "Computer Law", OUP, New York, 2007.
2. Justice Yatindra Singh, "Cyber laws", Universal Law publishing Co, New Delhi, 2012.
3. SK Verma and Raman Mittal, "Legal dimensions of cyber space", Indian Law Institute, New Delhi, 2004.
4. SR Bhansali, "Information Technology Act 2000", University book house pvt. Ltd., Jaipur.

BCA	Paper code	Title of the Course
Semester-5	BCA OE511	STARTUP ENTREPRENEURSHIP

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: To be able to understand basic concepts associated to entrepreneurship. (Cognitive Level: Understand)

CLO-2: To gain an insight about available sources of finance (Cognitive Level: Remember)

CLO-3: Know various schemes available by government for startups (Cognitive Level: Remember)

CLO-4: Able to develop their own startups (Cognitive Level: Create)

CLO-5: Learn competitive edge (Cognitive Level: Remember)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	-	2	-	2	1	-	3	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	2	1	-	2	-	2	-	-	-	1	1	3
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	-	3	2	-	1	-	2

Unit – I: Introduction to Entrepreneurship

Meaning and concept of entrepreneurship, the history of entrepreneurship development, role of entrepreneurship in economic development, agencies in entrepreneurship management and future of entrepreneurship, Meaning of entrepreneur, the skills required to be an entrepreneur, the entrepreneurial decision process, and role models, mentors and support system.

Unit – II: Business Opportunity Identification and Planning

Capturing Business ideas, methods of generating ideas, and opportunity recognition, Preparing a Business Plan: Meaning and significance of a business plan, components of a business plan, and feasibility study

Unit – III: Financing the New Venture

Importance of new venture financing, types of ownership securities, venture capital, types of debt securities, determining ideal debt-equity mix, and financial institutions and banks

Unit – IV: Launching and Managing the New Venture

Choosing the legal form of new venture, protection of intellectual property, and marketing the new venture, Characteristics of high growth new ventures, strategies for growth, and building the new venture capital

Unit – V: Harvesting Rewards

Exit strategies for entrepreneurs, bankruptcy, and succession and harvesting strategy

Text Books:

1. Fundamentals of Entrepreneurship and Small Business Management, Vasant Desai, Himalaya Publishing House.

BCA	Paper code	Title of the Course
Semester-5	BCA OE512	CONCEPTS OF E-GOVERNANCE AND SMART CITY

COURSE LEARNING OUTCOMES (CLOs)

Upon completion of the course students should be able to:

CLO-1: This course is designed to give exposure to project management tools and techniques applicable for planning, controlling & monitoring of Smart Infrastructure and Cities. (Cognitive Level: Remember)

CLO-2: This course would also enable to develop insight for managing project risks, uncertainties and complexities of smart cities project. (Cognitive Level: Remember)

CLO-3: Understanding of road map for Planning Smart Cities and benchmarking their performance for Indian context. (Cognitive Level: Understand)

CLO-4: Understand basic principles and concept of green as well as energy efficient buildings as a part of Smart, sustainable development. (Cognitive Level: Understand)

CLO-5: Optimizing/designing the green building system and use of sustainable materials. (Cognitive Level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	-	2	-	2	1	-	3	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	2	1	-	2	-	2	-	-	-	1	1	3
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	-	3	2	-	1	-	2

Unit – I

E-Government— Overview, E-Governance and E-Government, E-Governance Definitions E-Government Definitions, Framework for e-Government versus e-Governance, E-Government Services, G2G – Government to Government, Government to Constituents (E-Democracy), E-Government around the World

Unit – II

Government, Governance and Democracy, E-Governance Projects in India, Measures to be considered before going for E-Governance

Unit – III

Smart City overview, Introduction, meaning, features, Concept of Smart Community, Smart Transportation, City typologies, -Sustainable cities, Liveable cities, Intelligent cities.

Smart Building and Home Device, Smart Health, Smart Government, Smart Energy and Water Cyber security, Safety, and Privacy, Internet of Things, Block chain, Artificial Intelligence, Alternate Reality, Virtual Reality

Unit – IV

International smart cities-European: Copenhagen, Asian: Singapore

UK smart cities initiatives, Initiatives, Birmingham initiatives, London initiatives, Smart Birmingham vs. smart London

Unit – V

Phases, Stages of Project & their Approval Status, Work Breakdown Structure, Project Organization Structure, Planning, Scheduling & CPM, Smart Cities –Global Standards and Performance, Benchmarks, Practice Code, Smart City Planning and Development, Case Studies on PM of Smart Cities

Text Books:

1. Smart Cities (The MIT Press Essential Knowledge series)
2. Introduction to Smart Cities by Anil Kumar, Pearson.
3. Smart City Governance by Alois Paulin

BCA	Paper code	Title of the Course
Semester-5	BCA OE513	DIGITAL MARKETING AND E-COMMERCE

COURSE LEARNING OUTCOMES (CLOs)

Upon completion of the course students should be able to:

CLO-1: Analyze the impact of E-commerce on business models and strategy (Cognitive Level: Analyze)

CLO-2: Describe the major types of E-commerce (Cognitive Level: Remember)

CLO-3: Explain the process that should be followed in building an E-commerce presence (Cognitive Level: Remember)

CLO-4: Identify the key security threats in the E-commerce environment (Cognitive Level: Evaluate)

CLO-5: Describe how procurement and supply chains relate to B2B E-commerce (Cognitive Level: Remember)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	-	-	2	-	2	1	-	3	-	1	-	1
CLO2	3	-	-	2	-	-	2	1	1	-	1	-
CLO3	2	1	-	2	-	2	-	-	-	1	1	3
CLO4	-	3	1	-	2	-	-	1	1	-	1	-
CLO5	2	-	-	2	1	-	3	2	-	1	-	2

Unit – I: History, Nature and Impact of E-Commerce

Internet and E-Commerce, The Nature of E-Commerce, Retailing on the Internet, Global E-Commerce, Doing Business on the Internet

Unit – III: E-Commerce Essentials

Distribution in E-Commerce, Customer Service and Web Site Personalization, Advertising for E-Commerce.

Unit – III: Marketing management

Marketing Information Management, Conducting Marketing Research, Creating a Web Site, Fundamentals of Internet Marketing.

Unit – IV: Business Structures and the Business Plan in E-Commerce

Business Structures and Economics in E-Commerce, Revenue Models and the Business Plan in E-Commerce

Unit – V: Marketing Entrepreneurship

Building a Career in E-Commerce, Ethical, Legal, and Social Responsibilities in E-Commerce Risk Management, Financing the Business.

Text Books:

1. Anita Agrawal et.al., E-Commerce and Digital Marketing (Mumbai University), Himalayan Publishing House, New Delhi (latest edition).
2. Dr. Shivani Arora, E-Commerce, Taxmann, latest edition
3. Phillip Kotler, Marketing 4.0, Wiley publishers, latest edition

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5.3. Duration of the programme: 3 years (six semesters)

The duration of BCA Programme ODL/OL mode is three Years spread into six semesters. A candidate can complete the programme with a maximum duration of six years (span period). Beyond the said period, such cases shall be considered on case-to-case basis with the approval of the Vice Chancellor or Academic Council as per the extent norms of Jamia Hamdard. In such cases, the student has to seek readmission as per 'Re-Admission' rules and pay the requisite fees.

5.4. Faculty and support staff requirements

As per the UGC ODL/OL Regulation norms, the following faculties have been attached to the CDOE Jamia Hamdard on full time basis to cater the needs of BCA (ODL/OL) and MCA (Online):

Full Time Faculty:

<i>S.No.</i>	<i>Name of the Faculty (full time)</i>	<i>Qualification</i>	<i>Date of appointment/ joining CDOE</i>
01.	Dr. Abdul Majid Farooqi Assistant Professor- Computer Science	M.Sc (Computer Science), M.Tech (CSE) and Ph.D (CSE)	14.11.2023
02.	Dr. Mohd. Mubashshir Hasan Farooqi Assistant Professor-CSE	M.Tech (Electronics and Telecommunications Engineering) and Ph.D	08.02.2024 (JH) 19.12.2025 (CDOE)
03.	Mr. Rehan Saeed Khan Assistant Professor-CSE	M.Sc (Physics), MCA and UGC-NET (CS)-2013	10.11.2023 (JH) 19.12.2025(CDOE)
04.	Ms. Juveria Assistant Professor-CSE	M.Sc (Computer Science), UGC NET (CS) Dec 2018	9.2.2024 (JH) 21.5.2026 (CDOE)

Lab Classes for BCA are conducted with the assistance of regular support staff of Centre for Information Technology by the Faculty Members.

Besides, as per the following Academic Counsellors have been engaged for counselling/PCP and Laboratory classes for BCA programmes on ODL/OL mode (2025-26 session):

List of Academic Counselors for BCA Programme

S No	Name of the Academic Counsellor	Designation	Qualifications	Experience in Teaching / Research	Area of Specialization	Courses being taught through PCP/OL	Mobile Number & Email ID
1.	Dr. Safdar Tanweer	Associate Professor, SEST, JH	Ph.D. (CSE)	13 years	Computer Science & Engineering	BCA - 601 Project Work	9810465885 safdardanweer@yahoo.com
2.	Dr. Md. Tabrez Nafis	Associate Professor, SEST, JH	Ph.D. (CSE)	11 years	Computer Science & Engineering	BCA - 103 Computer Mathematics	9953448275 tabrez.nafis@jamiyahamdard.ac.in
3.	Dr. Siddhartha Sankar Biswas	Assistant Professor, SEST, JH	Ph.D. (CSE)	10 years	Computer Science & Engineering	BCA - 503 Operating System Administration With Windows 2000	9910115368 ssbiswas1984@gmail.com
4.	Mr. Syed Sibtain Khalid	Assistant Professor, SEST, JH	M. Tech. (ECE)	06 years	Electronics and Communication Engineering	BCA - 601 Project Work	9818719677 Sibtain1977@gmail.com
5.	Mr. Nafisur Rahman	Assistant Professor, SEST, JH	M. Tech. (CSE)	05 years	Computer Science & Engineering	BCA-202 Operating System	8376026512 nafiis@gmail.com
6.	Mr. Tabrej Ahmad Khan	Assistant Professor, SEST, JH	M. Tech. (Information Security), Ph.D. (CS) Pursuing	06 years	Information Security	BCA-302 Objective Oriented Programming in C++ BCA-401 Numerical and Statistical analysis	9718129289 tabrejsmvdu@gmail.com
7.	Dr. Naseem Rao	Assistant Professor, SEST, JH	Ph.D. (ECE)	12 years	Electronics and Communication Engineering	BCA-104 Principle of Management BCA-301 Computer System Architecture BCA-403 Computer Networks	9811468973 naseemjmi0786@gmail.com
8.	Dr. Md. Onais Ahmad	JH Staff	M.Tech. (CSE), Ph.D. (CSE)	05 years (SODL)	Computer Science & Engineering	BCA-105 Lab-I (PC Software) BCA-201 Programming Fundamentals	9910690317 oahmad@jamiyahamdard.ac.in

						BCA-305 Lab-I (C++ Application Development	
9.	Dr. Abdul Majid Farooqi	Asstt. Professor, Computer Science, CDOE, JH	M.Tech. (CSE), Ph.D.(CS E) Pursuing	02 years (SODL)	Computer Science & Engineerin g	BCA-101 Computer Fundamentals BCA - 402 Data Structures in C BCA -502 Java Programming	9891958565 majid@jamiaham dard.ac.in

5.5. Instructional Delivery Mechanisms

The Bachelor of Computer Applications (BCA) programme is offered through both Online and Open & Distance Learning (ODL) modes using a blended and technology-enabled teaching-learning approach designed to ensure flexibility, accessibility, academic quality, and effective learner engagement.

The delivery of the programme is supported through a Learning Management System (LMS), digital learning resources, self-learning materials, live interactive sessions, recorded lectures, assignments, practical exercises, discussion forums, and academic mentoring. The programme is designed to facilitate both self-paced learning and faculty-guided instruction to achieve the desired learning outcomes and professional competencies.

Delivery Method in Open & Distance Learning (ODL) Mode

A blended approach combining self-learning with face-to-face academic support. The delivery mechanism includes:

- i. Printed and digital Self-Learning Materials (SLMs) prepared in accordance with UGC-DEB Regulations to facilitate independent learning.
- ii. Academic counseling and Personal Contact Programme (PCP) conducted on weekends within the university campus to support learners academically and practically.
- iii. Weekend classes are conducted by qualified CDOE, Department of Computer Science & Engineering Faculty members as well as from other Department and qualified teachers from other institutions who provide lectures, practical guidance, discussions, mentoring, and doubt-clearing support to learners.
- iv. Laboratory sessions, programming practice, project work, and practical demonstrations are conducted during contact sessions to enhance hands-on learning and technical competency.
- v. Learners are also provided access to digital learning resources, recorded lectures, online support systems, and LMS facilities for supplementary learning.

- vi. Assignments, practical activities, internal assessments, and project evaluations are conducted periodically to monitor learner progress and ensure attainment of programme outcomes.

Delivery Method in Online Mode

In the Online mode, teaching-learning activities are conducted primarily through digital platforms and online technologies. The programme delivery includes:

- i. Live online classes conducted through video conferencing platforms by qualified university faculty and subject experts.
- ii. Access to e-Self Learning Materials (e-SLM), e-books, lecture notes, presentations, recorded video lectures, and multimedia content through the LMS.
- iii. Interactive learning through webinars, virtual classrooms, online discussion forums, quizzes, assignments, and project-based activities.
- iv. Continuous learner support through online mentoring, doubt-clearing sessions, email communication, and academic counseling.
- v. Online practical demonstrations, coding exercises, software-based laboratory activities, and virtual lab sessions to strengthen technical and programming skills.
- vi. Continuous internal assessment through assignments, presentations, quizzes, practical work, and project evaluation.

5.6. Identification of Media: The Print, Audio or Video, Online, Computer aided

The Bachelor of Computer Applications (BCA) programme offered through Online and Open & Distance Learning (ODL) modes utilizes a variety of instructional media to facilitate effective teaching-learning processes, learner engagement, and attainment of programme outcomes. The media adopted by the university are selected based on their suitability for delivering theoretical knowledge, practical skills, learner support, and interactive learning experiences. The following media is being utilized for programme delivery:-

- i. ***Print Media:*** The CDOE provides printed or e-published Self-Learning Materials (SLMs) developed in house by Jamia Hamdard in accordance with UGC-DEB guidelines. The printed study materials are designed to facilitate self-paced learning and include learning objectives, explanatory content, illustrations, examples, self-assessment exercises, references, and review questions. These materials serve as the primary learning resource for learners enrolled in the programme.
- ii. ***Video Media:*** The CDOE provides recorded video lectures by experts and faculty members of Jamia Hamdard, live interactive classes, practical demonstrations, webinars, expert sessions, tutorials, and multimedia learning content. Video resources enable learners to gain conceptual understanding as well as practical exposure to programming, software development, database management, networking, and emerging technologies.
- iii. ***Online Media:*** Online lectures by experts and faculty members are delivered to the enrolled students covering the syllabus during the weekends for not less than 12 hours each course through the LMS portal. Though these online media is aimed to provide counselling and mentoring for the online students, these

resources are also made available to ODL students equally for their benefits. Learners of ODL/OL can access recorded lectures, assignments, quizzes, discussion forums, announcements, academic resources, and learner support services. Besides webinar and lectures expert members in the field is also arranged by the CDOE in a given topic to create interest of the learners in the subject.

- iv. **Online Computer Aided Services:** Computer-aided learning forms an integral part of the BCA programme. Learners are provided opportunities to use programming environments, software development tools, database management systems, simulation software, virtual laboratories, cloud-based platforms, networking tools, and other computing resources required for practical learning. These tools support hands-on skill development, project work, experimentation, and application-oriented learning.
- v. **Interactive and Digital Learning Resources:** -The CDOE also provides a range of interactive digital learning resources including:
 - a. E-books and digital study materials
 - b. Online assessments and quizzes
 - c. Discussion forums and collaborative learning platforms
 - d. Digital library resources and research databases
 - e. Virtual laboratory facilities
 - f. Project-based and case-study-based learning resources
 - g. Faculty mentoring and academic support services

The integration of print, audio, video, online, and computer-aided learning media ensures a comprehensive, flexible, learner-centric, and technology-enabled educational environment that supports effective learning, practical skill development, and achievement of programme objectives in both Online and ODL modes.

5.7. Student Support Services Systems.

The delivery methodology ensures flexibility, inclusiveness, practical exposure, industry relevance, and learner-centric education while maintaining academic standards and quality assurance in accordance with UGC-DEB regulations and institutional policies. i. Students can register their grievances through online as continuous feedback mechanism and the same are regularly monitored and reviewed. The programme delivery in both Online and ODL modes is supported by:

- a. Learning Management System (LMS)
- b. E-learning resources and digital library facilities
- c. Faculty mentoring and academic counseling
- d. Recorded and live lectures
- e. Practical and project-based learning
- f. Online and offline learner support services
- g. Continuous assessment and feedback mechanisms
- h. Online grievance handling mechanism to redress their grievances and monitoring of such complaints/grievances are done regularly at the Assistant Director or Director level.

6. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION & EVALUATION

6.1. Procedure for Admissions: - Admission to the Bachelor of Computer Applications (BCA) programme shall be carried out in accordance with the rules, regulations, and guidelines of Jamia Hamdard, UGC, and UGC-DEB norms applicable to Open & Distance Learning (ODL) and Online programmes.

Admission Prospectus: The admission procedure, examination procedure, minimum eligibility conditions, fee structure, span period, portability of programmes from ODL to OL and vice versa as approved by the Board of Studies and Academic Council of the University and other related information to the students are provided through CDOE **Admission Prospectus** every academic year.

Admission process: The admission process generally includes the following steps:-

- a) Publication of Admission Notification released by the University through leading newspapers and put up on the university website, social media handles to disseminate the information to the target learners and their parents. Besides, digital flyers are released from time to time.
- b) Admission Prospectus and Programme Brochures are made available on the University and CDOE website for allowing adequate opportunity to the prospective learners for choosing a suitable programme through online or ODL mode.
- c) The CDOE OL/ODL Programmes are open to the persons of all genders and of whatever caste, creed, race or class.
- d) Admission of the students are based on the minimum standard prescribed by the UGC, AICTE and adopted by the Jamia Hamdard for CDOE programmes meeting the UGC and AICTE Regulations.
- e) Fees for each programme of CDOE are prescribed by the competent bodies of university from time to time keeping in view of the UGC (Institutions Deemed to be Universities) Regulations 2023 as amended from time to time. Special fee concessions (ranging from 50 to 75% in the tuition fees) are made available to the employees of Jamia Hamdard and their wards as per the University Policy.
- f) Submission of online application forms by eligible candidates along with the prescribed application fee and required documents.
- g) Verification of eligibility criteria, academic qualifications, identity proof, and supporting documents by the university authorities.
- h) Admission shall be granted on the basis of merit, eligibility criteria, and university admission policies subject to the limit of seats limit fixed by UGC/AICTE/Jamia Hamdard fixed from time to time
- i) Selected candidates are required to complete the admission formalities, including fee payment and document verification, within the stipulated time.
- j) After successful admission, learners are provided enrollment details, LMS access credentials, academic calendar, learner handbook, and programme-related information.
- k) Student support services are made available to assist learners regarding admissions, fee submission, academic counseling, examination-related queries, and technical support.

6.2. Curriculum Transaction: - The curriculum transaction of the BCA programme is designed to ensure effective delivery of theoretical knowledge, practical skills, professional competencies, and learner engagement through Online and ODL modes. Revision and updation of curriculum are carried out every year to bring changes in the subject concerned keeping in view of the skill and industry requirement of the learner. The curriculum transaction includes the following components: -

- a. Self-Learning Materials (SLMs):- The programme provides high-quality Self-Learning Materials (SLMs) in printed and digital formats prepared in accordance with UGC-DEB guidelines. The SLMs are designed in a learner-centric manner with clear learning objectives, illustrations, self-assessment questions, examples, exercises, and references for independent learning.
- b. Online Learning Support:- Learners are provided access to the Learning Management System (LMS) for accessing e-content, recorded lectures, presentations, assignments, quizzes, discussion forums, and announcements. Live online classes, webinars, and interactive sessions are conducted by qualified faculty members and subject experts. Recorded video lectures and digital learning resources are made available for flexible and self-paced learning.
- c. Academic Calendar: Activities of the programmes are planned in advance and notified to all the learners, programme coordinators, academic counsellors for effective course delivery in consonance with the directives of UGC-DEB and AICTE Regulations. The Academic Calendar for each cycle of batch of students in an academic year has been prepared after due deliberations in the Faculty Meetings and approved by the Board of Studies of CDOE.



JAMIA HAMDARD
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Phone: +9111 26059688, Extn. 5341, 5342, 5343, 5344

Date: 18-02-2026

Tentative Academic Calendar for BBA, BCA and B. Com Program
Students admitted in the years 2024, 2025 and 2026 (Sem 1st, Sem 2nd, Sem 3rd, Sem 4th Sem)

ACTIVITIES	DATE (s)
Student Induction programme and commencement of classes	26 th Feb 2026
Faculty Led Live sessions commences	28 th Feb 2026 - 1 June 2026
Release of Assignment I	21 April 2026
Last Date for Submission of Assignment I	25 May 2026
Mid-Semester Student Feedback	18 May 2026
Semester Exam- Eligibility list/Student registration confirmation	03 June 2026
Release of Date Sheet/Exam Schedule	04 th June 2026
Semester Exams- Mock Test & Exam prep session	06 June 2026 – 07 June 2026
BBA/BCA/BCOM 6 th Semester Dissertation Submission	15 th June 2026 (Tentative)
End Semester Regular/Reappear Exams	10 June 2026 13 July 2026
Result Declaration (Tentatively)	Last week of July
Last Date of Payment of Fee for next semester	01-Aug-2026
Start of New Semester (Tentatively)	02-Aug-2026


Director
CDOE, Jamia Hamdard



6.3. Examinations/Student Evaluation:

The Examination and Student evaluation system of the BCA programme is designed to assess theoretical knowledge, practical competencies, analytical abilities, and overall learning outcomes in a continuous and comprehensive manner. The evaluation process consists of the following components:

Continuous Internal Assessment (CIA):- Continuous assessment is conducted through assignments, quizzes, programming exercises, presentations, case studies, practical work, project submissions, and participation in academic activities. Internal assessment helps in monitoring learner progress, understanding, and skill development throughout the semester.

Term-End Examination (TEE):-Term-End Examinations are conducted at the end of each semester as per the academic calendar and university regulations. The examinations conducted in offline mode for ODL learners, and in online mode for Online learners, or blended mode as decided by the university and applicable regulatory guidelines. The question papers are designed to evaluate conceptual understanding, analytical thinking, practical application, and problem-solving abilities.

Practical Examination and Project Evaluation: -Practical examinations are conducted for laboratory-oriented and skill-based courses to assess programming, software development, database management, networking, and technical competencies. Project work is evaluated based on implementation, innovation, presentation, documentation, and viva-voce examination.

Grading and Result Declaration:-The performance of learners is evaluated based on the grading system adopted by the university in accordance with UGC norms. Results are declared through the official university portal, and learners are provided opportunities for re-evaluation and grievance redressal as per university rules.

Quality Assurance in Evaluation:-The university ensures transparency, confidentiality, fairness, and reliability in the examination and evaluation process. Moderation mechanisms, faculty review, academic monitoring, and continuous feedback systems are implemented to maintain academic quality and integrity.

Semester Teaching and Annual Examination:- For teaching and counseling, each academic year shall consist of two Academic Semesters, the first referred to as ODD Semester (July-December) and the second as EVEN semester (January-June). Examinations of papers of both the semesters will be held at the end of every EVEN semester. Prescriptions for conducting examinations of papers, are presented in the following table:

1.	Theory Papers	Written only
2.	Lab Papers	Viva Voce
3.	Duration: Theory Paper	3 Hours
4.	Examiners	Paper setters and evaluators to be decided by the university for each paper from time to time. The University will appoint External examiners for each lab paper for every Study Centre.

Award of division to successful candidates:- The result of the successful candidates shall be classified at the end of the final year of examination on the basis of the

aggregate of marks of all subjects (theory, practical and project) secured by the candidate in the I & II year examinations, as indicated below:

Passing percentage	40% & above
II Division	50% & above
I Division	60% & above
Distinction	75% & above based on the overall score of the student of the programme.

Rationalization of weightage for internal assessment and term end examination would be 70% for external/Term end marks and 30% for Internal Assessment as prescribed by the UGC-DEB Regulations.

7. REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES

7.1 Laboratory Support: - Jamia Hamdard provides adequate laboratory infrastructure and technical support facilities for learners enrolled in the Bachelor of Computer Applications (BCA) programme in both Online and Open & Distance Learning (ODL) modes. The university ensures that learners receive practical exposure, hands-on training, and skill-based learning opportunities required for achieving the programme outcomes and industry-oriented competencies. The university provides the following laboratory support facilities to learners:

- a) A well-equipped computer laboratory with modern computing systems, high-speed internet connectivity, and necessary hardware infrastructure to support practical learning activities.
- b) Access to updated operating systems, programming environments, compilers, integrated development environments (IDEs), database management systems, networking tools, and other software required for practical courses.
- c) Availability of licensed and open-source software tools related to programming, web development, database management, networking, cloud computing, cybersecurity, data analytics, and emerging technologies.
- d) Practical sessions, laboratory exercises, coding practice, software demonstrations, and project-based learning activities conducted under the supervision of qualified university faculty members.
- e) Weekend contact classes and practical sessions for ODL learners conducted within the university campus to provide face-to-face academic and laboratory support.
- f) Virtual laboratory facilities, simulation tools, cloud-based platforms, and online practical support mechanisms for learners enrolled in Online mode.
- g) Technical assistance and learner support services for accessing software, virtual tools, LMS platforms, and practical learning resources.
- h) Facilities for project development, experimentation, innovation activities, and practical assessment to strengthen technical and professional competencies.
- i) Regular maintenance, upgradation, and enhancement of laboratory infrastructure and software resources to align with current industry standards and technological advancements.

7.2 Library Resources: - Jamia Hamdard provides comprehensive library and digital learning resources to support the academic, practical, and research needs of learners enrolled in the BCA programme. The university ensures access to both physical and digital learning resources for Online and ODL learners to facilitate continuous learning, research, and professional development. The university provides the following library resources and facilities:-

- a) A well-established central library with a rich collection of textbooks, reference books, journals, magazines, dissertations, and academic resources related to Computer Science, Information Technology, and allied disciplines.
- b) Access to digital library facilities including e-books, e-journals, online databases, research repositories, conference proceedings, and academic publications.
- c) Remote access facilities for Online and ODL learners to utilize digital library resources, e-content, and academic databases from any location.
- d) Access to previous year question papers, project reports, case studies, research articles, and reference materials for academic and research purposes.
- e) Internet-enabled library services, reading room facilities, and digital learning support systems to encourage self-learning and research-oriented activities.
- f) Library orientation, academic guidance, and user support services to help learners effectively utilize physical and digital library resources.
- g) Continuous updating and expansion of library collections and digital resources in accordance with curriculum requirements, technological developments, and industry trends.
- h) Access to plagiarism awareness tools, citation resources, and research support services for project work, assignments, and academic writing activities.

The university continuously strengthens its laboratory and library support systems to ensure effective curriculum delivery, practical skill development, research support, and achievement of learning outcomes for all learners enrolled in the BCA programme through Online and ODL modes.

8. COST ESTIMATE OF BCA PROGRAMME ON DISTANCE MODE

(a) Semester - Wise Cost/Benefit Structure

Recurring Expenses (A)	
Number of Courses	8
Number of Counseling Sessions	12
Cost Per Counselling Session	Rs. 750/- per hour/per Session
Cost Per Course – Counselling Charges	Rs. 9,000
Total cost of Counseling Sessions for 8 courses	Rs. 72,000
Administrative Expenditure per Semester	Rs. 30,000/-
Total Administrative Expenditure/Semester	Rs. 2,00,000

Total Recurring Expenses (A)	Rs. 2,93,000
Fixed Cost (B) Study Material Development	
Course Development /Course	Rs. 1,00,000
Course Development for 8 courses (Writing/editing/vetting Cost)	Rs. 3,84,000
Total Courses writing for 3 years	Rs. 23,04,000
Total Cost for SLM per student (including course writing and printing)- One time cost.	Rs. 4032/-

(b) Total Cost BBA ODL Mode programme

All Sessions Counselling (A x 6 Semester)	Rs. 17,58,000
Office Expenditure	Rs. 12,00,000
Total Recurring Expenses (A)	Rs. 29,58,000
Total cost of counseling class per student	Rs. 16,200
Cost of one semester Per Student	Rs. 4500

(c) Proposed Fee Structure

Expected Admissions per semester	250 students
Fees per semester/per student	Rs. 16,000/-
Total Revenue in one Semester (if the expected numbers are met). But presently the number of students are 90 students July 2025 batch.	Rs. 40,00,000/-

(d) Mode Of Program

Admission in a year	Two Batches
First Admission	Jan- June
Second Admission	July-Dec

Total Admission in a Year	1000
Total Revenue (for three-year duration of BCA Programme @Rs. 40.00 Lakh per semester if the target of 250 students is achieved. The batch size of July 2025 admission stands at 90 students)	Rs. 2,40,00,000

9. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAM OUTCOMES

9.1. Quality Assurance Mechanism: - In accordance with the guidelines of the University Grants Commission (UGC) and UGC-DEB regulations, Jamia Hamdard has established a Centre for Internal Quality Assurance (CIQA) for the Centre for Distance and Online Education (CDOE) to ensure continuous quality enhancement, academic excellence, learner satisfaction, and effective programme delivery in Online and Open & Distance Learning (ODL) modes. The CIQA functions as an institutional mechanism for maintaining quality standards in teaching-learning processes, learner support services, curriculum development, assessment practices, and overall programme management. The Centre continuously works towards developing a culture of quality consciousness, innovation, accountability, and continuous improvement. The quality assurance mechanism includes the following components:

- a) The CIQA Committee has been constituted in accordance with UGC-DEB guidelines to regularly monitor, review, and enhance the quality of academic programmes and institutional processes.
- b) The Centre organizes academic activities, workshops, meetings, training programmes, and quality enhancement initiatives on a regular basis and maintains proper documentation of programmes, activities, and institutional records related to quality improvement.
- c) The CIQA is responsible for incorporating advancements and developments in curriculum design, learning resources, instructional methodologies, digital learning systems, and learner support mechanisms to ensure continuous academic upgradation.
- d) The Centre promotes awareness regarding quality culture, academic standards, best practices, and continuous improvement among faculty members, learners, counselors, and administrative staff.
- e) The CIQA prepares and submits the Annual Quality Assurance Report (AQAR) in accordance with prescribed guidelines and quality parameters to ensure institutional accountability and transparency.
- f) The programme content and digital learning resources are designed in accordance with the Four Quadrant Approach prescribed by UGC, including:
 - a. e-Tutorials
 - b. e-Content
 - c. Self-Assessment
 - d. Discussion Forums and Interactive Components
- g) Programme review and monitoring mechanisms are implemented regularly. The CIQA places the programme before the Review Committee constituted by the university to evaluate the effectiveness, relevance, quality, and learning outcomes of programmes offered through Online and ODL modes.
- h) The Internal Quality Assurance Cell (IQAC) of the university works in coordination with the CIQA for academic monitoring, quality enhancement, and continuous institutional improvement.
- i) A comprehensive feedback mechanism is implemented to obtain 360-degree feedback from learners, faculty members, academic counselors, alumni, employers, and

administrative staff. The feedback received is systematically analyzed, and necessary improvements are incorporated into curriculum design, learner support systems, and programme delivery processes.

- j) The programme is continuously benchmarked with the regular on-campus programmes offered by the university to maintain equivalence in academic standards, quality, and learning outcomes.
- k) Student performance in assignments, practical work, internal assessments, examinations, projects, and other academic activities is periodically analyzed to evaluate learning achievement and programme effectiveness.
- l) Post-completion feedback and learner progression analysis are conducted through surveys, interviews, alumni interactions, and employer feedback to assess the impact of the programme on learners' professional growth, employability, higher education opportunities, and career advancement.
- m) The observations, recommendations, and quality indicators generated through various review and feedback mechanisms are utilized for continuous revision, enhancement, and alignment of the programme with industry requirements, technological advancements, and global academic standards.

9.2. Expected Programme Outcomes: - The quality assurance framework is expected to ensure the following: -

- a. Achievement of Programme Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)
- b. Enhancement of employability and professional competencies among learners
- c. Development of practical, analytical, entrepreneurial, and research-oriented skills
- d. Effective learner engagement and satisfaction
- e. Continuous academic improvement and curriculum relevance
- f. Alignment of the programme with industry expectations and emerging technologies
- g. Promotion of ethical values, social responsibility, and lifelong learning among graduates
- h. Maintenance of academic quality and institutional excellence in Online and ODL education modes.

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PROGRAMME PROJECT REPORT (PPR)

(As approved by the Board of Studies in its Meeting held on 23.12.2019 and approved by the Academic Council in its 40th Meeting held on 3.9.2020)

BACHELOR OF BUSINESS ADMINISTRATION (BBA) Three Year Programme

(OPEN & DISTANCE LEARNING MODE)

(Course Code 403)



JAMIA HAMDARD

(Deemed to be University, NAAC Accredited in A+)

Centre for Distance and Online Education

Hamdard Nagar, New Delhi-110062

www.jamiahamdard.ac.in
www.jamiahamdardonline.ac.in
www.jamiahamdardonline.in

PROGRAMME PROJECT REPORT

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OVER VIEW OF JAMIA HAMDARD AND CDOE

About Jamia Hamdard

Jamia Hamdard was established as Society on 26.04.1989 under the Societies Registration Act, 1860 after the receipt of the Letter of Intent (LoI) for declaring Jamia Hamdard as deemed to be University, issued by the Ministry of Education (Erstwhile Ministry of HRD), Department of Education dated 20.03.1989. Jamia Hamdard has been created after amalgamation of six institutions being run by four Societies (i) The Institute of History of Medicine and Medical Research; (ii) Indian Institute of Islamic Studies; (iii) Hamdard Tibbi College (funded by Delhi Government); (iv) Hamdard College of Pharmacy (affiliated to University of Delhi and funded by UGC); (v) Majeedia Hospital and (vi) The School of Nursing after dissolution of their respective societies on 28.04.1989.

Jamia Hamdard is one of the Government aided deemed to be University and has been recognized as Minority Institution on 22.09.2014 by the National Commission for Minority Educational Institutions (NCMEI) under Article 30(1) of the Constitution of India. The Jamia Hamdard being a deemed to be University is governed by the UGC (Institutions Deemed to be Universities) Regulations as amended from time to time. Jamia Hamdard over a period of 35 years, Jamia Hamdard has evolved into a premier centre for higher learning, fulfilling the objectives.

The following are the teaching Schools, Centres and off campus of Jamia Hamdard:

1. School of Pharmaceutical Education and Research (SPER)
2. School of Unani Medical Education and Research (SUMER)
3. School of Nursing Sciences & Allied Health (SNSAH)
4. School of Engineering Sciences and Technology (SEST)
5. School of Chemical and Life Sciences (SCLS)
6. School of Management and Business Studies (SMBS)
7. School of Humanities and Social Sciences (SHSS)
8. Hamdard Institute of Medical Sciences and Research (HIMSR)
9. Hamdard Institute of Legal Studies and Research (HILSR)
10. Centre for Distance and Online Education (CDOE)
11. Centre for Media and Mass Communication Studies (CMMCS)
12. Jamia Hamdard Off campus, Kannur (established in 2013 with the approval of the Govt. of India)

Jamia Hamdard is widely recognized as one of India's leading higher education institutions. The university has been accredited with an A+ grade by NAAC, securing a score of 3.41 in its fourth accreditation cycle. In the Ministry of Education's NIRF Rankings 2025, Jamia Hamdard was ranked 74th overall among institutions in India and 47th in the university category. It also achieved the top position nationwide in the Pharmacy category and was ranked 87th in Management.

At the international level, Jamia Hamdard has been featured in the QS World University Rankings 2026, where it is placed in the 1401+ band globally. Its Pharmacy & Pharmacology programme has earned exceptional recognition, ranking 59th worldwide in the QS Subject Rankings. Additionally, the university is placed in the 501–520 band in the QS Asia University Rankings.

Jamia Hamdard is known for its robust infrastructure supporting quality education and

research. It is also one of the universities selected by the UGC for promoting education abroad, attracting over 10% of its student body from more than 30 countries. Many international corporations and foreign governments employ its graduates, attesting to the global recognition of its degrees and diplomas.

Mission of Jamia Hamdard

- a) *To promote and advance the cause of higher education through modern methods of teaching and advanced research in such branches of knowledge as the Jamia Hamdard may continue to develop core competence for and as may be in consonance with the emerging needs of India in general and underprivileged communities in particular.*
- b) *To co-operate, collaborate and associate with national and international organizations and institutions in any part of the world having mission wholly or partly similar to those of the Jamia Hamdard and as per the provision of the UGC Regulations in place from time to time.*
- c) *To provide avenues for higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit primarily at Under-graduate, post-graduate and doctoral/research degree levels, fully conforming to the concept and idea of the University as defined in the UGC Deemed to be Universities Regulations and the vision of the founding fathers of Jamia Hamdard as autonomous institution being a Minority Institution.*

About Centre for Distance and Online Education (CDOE)

In 2004, Jamia Hamdard established the School of Open and Distance Learning, which is currently named as “Centre for Distance and Online Education” (CDOE) to extend educational opportunities through innovative methods. The CDOE utilizes information and communication technologies to enhance the quality and reach of education, especially for those unable to attend on-campus programmes. This initiative aims to empower marginalized groups, including tribal populations and Muslim women, by providing access to new knowledge and skills essential for their development.

Programmes Offered:

- 1) Master of Business administration (MBA Online mode)
- 2) Master of Computer applications (MCA Online mode)
- 3) MA in Islamic Studies (MAIS Online mode)
- 4) MA in Political Science (MAPS Online mode)
- 5) Bachelor of Business Administration (BBA ODL & Online mode)
- 6) Bachelor of Computer Applications (BCA ODL & Online mode)
- 7) Advanced Diploma in Drug Regulatory Affairs (ADDRA)- Online mode
- 8) Diploma in Professional Arabic (DPA)- online mode

Mission of the Centre for Distance and Online Education (CDOE), Jamia Hamdard

- a) to provide accessible, affordable, flexible, and quality higher education through Open and Distance Learning (ODL) and Online Learning modes.

- b) to empower learners with academic knowledge, professional competencies, digital skills, ethical values, and lifelong learning opportunities to meet the evolving needs of society, industry, and the global knowledge economy.
- c) to promote inclusive education by reaching learners from diverse geographical, social, and economic backgrounds through technology-enabled teaching-learning systems, learner support services, and outcome-based education aligned with national and international standards.

Targeted Groups of the Centre for Distance and Online Education (CDOE)

The distance and online education programmes aim to reach *marginalized and excluded groups*, such as *tribal populations and Muslim women*, who have been largely overlooked by national education initiatives. These programmes provide opportunities for acquiring new knowledge and skills necessary for personal and professional development, thereby fostering inclusive growth and education.

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Bachelor of Business Administration (BBA)

The Bachelor of Business Administration (BBA) is an undergraduate degree designed to provide students with a strong foundation in business and management principles. This program equips students with essential skills in areas such as marketing, finance, human resource management, and operations. With a blend of theoretical knowledge and practical applications, the BBA program prepares students to take on leadership roles in the business world or pursue further studies.

The BBA program is designed to provide students with foundational knowledge in business and management principles, preparing them for leadership roles across various sectors. It enables learners to develop key competencies in management, entrepreneurship, and decision-making, aligning them with the needs of the contemporary business world both locally and globally.

Aligned with the National Education Policy 2020, the BBA curriculum fosters critical thinking, creativity, effective communication, and problem-solving abilities. The learning design moves beyond traditional rote methods to emphasize applied learning, practical exposure, and holistic development.

Some of the highlights of the curriculum are –

- Provides comprehensive exposure to core business areas including Accounting, Marketing, Economics, Finance, Human Resource Management, and Organizational Behavior.
- Enhances communication skills, interpersonal abilities, business environment awareness, and technological proficiency.
- Emphasizes experiential learning through case studies, presentations, role-plays, projects, and internships.
- Curriculum is structured around Knowledge, Skills, and Attitude (KSA), in alignment with modern employability standards.
- Encourages innovation and entrepreneurship, instilling confidence in students to pursue self-employment opportunities.
- Prepares learners to take up diverse administrative and managerial roles in industry, start-ups, and public sectors.

Throughout the course, students will engage in case studies, projects, and internships, allowing them to apply their learning to real-world business challenges. By the end of the program, students will have developed a comprehensive understanding of business dynamics, critical thinking, and decision-making skills that are crucial for a successful career in the ever-evolving global market.

January and July Sessions, twice a year. The semester of the programme will be applicable accordingly.

a.	Name of the Course	Bachelor of Business Administration (BBA)
b.	Nature	Open and Distance Mode
c.	Duration	Minimum: Three Years Maximum: Six Years
d.	Medium of Instruction and Examinations	English
e.	Eligibility Criteria	S.S.C, Intermediate or Equivalent (recognized by Jamia Hamdard) under 10+2 system of education.
f.	Commencement of the Course	January / July. Twice in a year
g.	Special Feature	After completing the course, a student may either pursue MBA, Set up their Venture , Work in Corporate or Prepare for Govt Job.
h.	Mode of Admission	As per the norms prescribed by Jamia Hamdard from time to time.
i.	Period of Completion (Span Period)	Not more than 06 years
j.	Fees	Rs. 14,500/- per semester

1. PROGRAMME MISSION AND OBJECTIVES

1.1 Mission:

The mission of the CDOE is to provide contemporary education and training to meet the challenges of the evolving global scenario. The objectives include helping students develop the ability to apply multidisciplinary concepts and techniques to acquire relevant knowledge in their fields of interest. Jamia Hamdard's study programmes under CDOE are tailored to meet the learning needs of knowledge seekers, ensuring they can learn at their own pace and convenience. The CDOE is committed to offering professional and job-oriented courses with regularly updated curricula and study materials, integrating information technology tools to enhance learning experiences

- To deliver high-quality and accessible undergraduate business education that empowers students with the knowledge, values, and skills to thrive in a dynamic global economy.
- To nurture ethical, competent, and socially responsible business professionals through interactive and flexible learning environments.
- To contribute to the development of a future-ready workforce capable of driving business innovation and national development.

1.2 Objectives of Bachelors of Business Administration (BBA) Programme

- a) The distance and online education programmes aim to reach marginalized and excluded groups, such as tribal populations and Muslim women, who have been largely overlooked by national education initiatives. These programmes provide opportunities for acquiring new knowledge and skills necessary for personal and professional development, thereby fostering inclusive growth and education

- b) Accessible and Inclusive Education: Offer a well-structured BBA program in online mode to reach learners across different geographies and socio-economic backgrounds.
- c) Strong Business Foundation: Equip students with a comprehensive understanding of core management functions and business practices.
- d) Develop Analytical Thinking: Foster decision-making skills and logical reasoning through real-world business cases and problem-solving exercises.
- e) Promote Entrepreneurship: Instill entrepreneurial capabilities and a spirit of innovation among students.
- f) Industry Readiness: Align learning with industry expectations to enhance employability and career development.
- g) Effective Use of Technology: Deliver education through advanced online tools and platforms that support interactive and collaborative learning.
- h) Ethical Business Understanding: Embed values of integrity, sustainability, and responsibility into students' business thinking.
- i) Global Orientation: Expose learners to international business practices and emerging global trends.
- j) Research and Application: Encourage curiosity, project-based learning, and analytical thinking through mini-projects and field assignments.

1.3 Program Specific Outcomes:

- a) Graduates of the BBA program will be able to:
- b) Demonstrate managerial skills and foundational business knowledge across multiple domains.
- c) Communicate effectively and present ideas clearly in written and verbal formats.
- d) Analyze business challenges and recommend viable solutions using decision-making tools.
- e) Exhibit leadership qualities, ethical reasoning, and team collaboration.
- f) Start and manage entrepreneurial ventures or contribute to existing organizations.
- g) Pursue higher studies such as MBA, PGDM, or specialized professional certifications.
- h) Integrate technology and data insights into routine business decisions.
- i) Engage in continuous self-learning and remain agile in evolving business environments.

1.4 Upon the completion of the 3-year Bachelor of Business Administration (BBA) programme, students will be able to:

QD-1 The graduates will establish themselves as professionals by solving real-life problems using exploration and analytical skills acquired in the field.

QD-2 The graduates will provide sustainable solutions to ever changing interdisciplinary global problems through their Research & Innovation capabilities.

QD-3 The graduates will become employable, successful entrepreneurs as an outcome of this programme.

QD-4 The graduates will embrace professional code of ethics while providing solution to multidisciplinary social problems in industrial, entrepreneurial and research environments to demonstrate leadership qualities.

QD-5 Pertain ethical principles and entrust to professional ethics and responsibilities in a global economic environment.

Mapping Quadrant Descriptors (QDs) with Mission Statements (MS)

Quadrant Descriptors	MS-1	MS-2	MS-3
QD-1	3	2	3
QD-2	3	1	2
QD-3	2	3	3
QD-4	2	3	3
QD-5	3	2	3

1.5 PROGRAM EDUCATIONAL OBJECTIVES (PEOs) OF 3 YEAR BBA (ODL/OL)

PEO-1: Develop an appreciation of what a business is and the role of management in planning, decision making, organizing, directing, communicating, motivating, controlling and coordinating.

PEO-2: Apply critical thinking skills by identifying and analyzing the critical issues using the relevant case Studies at graduate level.

PEO-3: Analyze, interpret and apply concepts of management for business decision making.

PEO-4: Exhibit the knowledge of Business administration and entrepreneurial qualities and research skills.

PEO-5: Analyze and evaluate real time problems that occur at all levels of business decision making and work efficiently and effectively towards them.

Mapping Program Educational Objectives (PEOs) with Mission Statements (MS)

Programme Educational Objectives	MS-1	MS-2	MS-3
PEO-1	3	2	1
PEO-2	2	1	3
PEO-3	3	3	3
PEO-4	2	3	2
PEO-5	3	1	3

1.6 PROGRAM LEARNING OUTCOMES (PLOs) OF 3 YEARS BBA (ODL/OL)

After completing the 3-year BBA, the students should be able to:

PLO-1: Exhibit a coherent understanding and application of the principles of Accountancy, Finance, Marketing, Human Resource Management, Law, Services Management, International Business, and Business Strategy in Business Administration.

PLO-2: Demonstrate procedural knowledge expected of an Accounting, Finance, Marketing, Human resource, legal, services management & International Business professional, including professionals engaged in research and development, teaching, and government / public service.

PLO-3: Demonstrate skills in the areas related to their specialization in Business Administration & emerging developments in Business Administration.

PLO-4: Use Accounting, Finance, Marketing, Human resource, and other management-related skills to formulate and tackle business administration-related problems and identify and apply Business Administration principles and methodologies to solve a wide range of problems associated with Business Administration.

PLO-5: Communicate the results of studies undertaken in Business Administration in a range of different contexts using the main concepts, constructs, and techniques of Accounting, Finance, Marketing, Human Resource Management, and other related disciplines.

PLO-6: Understand their own areas of interest and meet their own learning needs by drawing on a range of current research and development work and professional materials.

PLO-7: Identify and analyze problems and issues in a given unfamiliar context and apply their disciplinary knowledge and transferable skills to solve complex problems with well-defined solutions.

PLO-8: Demonstrate accounting, finance, and other management-related and soft skills that are relevant to accountants, finance professionals & management professionals.

PLO-9: Demonstrate ICT and research skills.

PLO-10: Demonstrate personal skills with the ability to work both independently and in a group.

PLO-11: Demonstrate professionalism by identifying potential ethical issues in work-related situations and being objective, truthful, unbiased, and ethical in all aspects of work.

PLO-12: Demonstrate appreciation of intellectual property, environmental & sustainability issues and promote a safe learning and working environment.

Mapping Program Learning Outcomes (PLOs) with Quadrant Descriptors (QDs)

	QD-1	QD-2	QD-3	QD-4	QD-5
PLO-1	2	3	2	2	1
PLO-2	3	3	1	3	1
PLO-3	3	1	2	2	2
PLO-4	2	3	2	3	2
PLO-5	3	2	2	3	2
PLO-6	2	2	2	1	2
PLO-7	2	3	3	2	2

PLO-8	2	2	2	2	1
PLO-9	2	3	3	2	3
PLO-10	3	2	1	2	2
PLO-11	2	2	3	2	1
PLO-12	1	2	3	2	3

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

2. RELEVANCE OF THE PROGRAMME WITH JAMIA HAMDARD MISSION AND GOALS:

The ODL/Online BBA programme aligns with Jamia Hamdard's vision of providing quality, inclusive, and learner-centric education through flexible and technology-enabled learning. The programme promotes academic excellence, professional competency, ethical values, and lifelong learning while contributing to skill development and societal progress in line with the University's mission and institutional goals.

Relevance of the Programme with Jamia Hamdard Mission and Goals

- i. The ODL/Online BBA programme supports Jamia Hamdard's mission of providing quality higher education opportunities to diverse learner groups through flexible learning pathways.
- ii. The programme is designed to maintain high academic standards aligned with the University's commitment to excellence in teaching and learning.
- iii. Through self-learning materials, mentoring, counselling sessions, and digital resources, the programme promotes student-focused learning.
- iv. The curriculum develops managerial competencies, leadership qualities, communication skills, and business acumen relevant to industry requirements.
- v. The programme leverages Learning Management Systems (LMS), e-learning resources, and digital platforms to facilitate modern education delivery.
- vi. The programme aligns with the University's emphasis on ethics, social responsibility, and value-based education.
- vii. Flexible learning opportunities enable learners to continuously upgrade knowledge and skills for professional growth.
- viii. Curriculum design and periodic revisions ensure alignment with emerging business trends and industry expectations.

- ix. The programme contributes to creating skilled human resources capable of contributing to economic and societal development.
- x. The ODL/Online mode expands educational access to working professionals, remote learners, and individuals seeking flexible higher education opportunities, supporting Jamia Hamdard's commitment to inclusive education.

3. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS:

The Online/Open and Distance Learning (ODL) BBA Programme is designed to cater to a diverse group of learners seeking flexible, accessible, and industry-relevant business education. The programme enables learners to pursue higher education without geographical, professional, or personal constraints, while developing managerial, entrepreneurial, and leadership competencies required in the contemporary business environment.

The prospective target group of learners includes

- a) Students who have completed 10+2 and aspire to build a strong foundation in business administration and management.
- b) Learners from rural and semi-urban areas who have limited access to quality higher education institutions and professional business programmes.
- c) Individuals intending to join or manage family-owned businesses and seeking formal managerial knowledge and skills.
- d) First-generation learners and aspiring entrepreneurs who wish to acquire business acumen and entrepreneurial competencies.
- e) Women learners requiring flexible learning opportunities to balance academic pursuits with personal, family, or professional responsibilities.
- f) Working professionals and lifelong learners seeking to enhance their qualifications, career prospects, and managerial capabilities.
- g) Learners from economically weaker sections looking for affordable, flexible, and employment-oriented higher education opportunities.

The programme promotes inclusivity, accessibility, and democratization of higher education by providing a flexible, technology-enabled learning environment that supports diverse learner needs and facilitates academic and professional advancement.

4. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN & DISTANCE, AND ONLINE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE:

The BBA programme offered through Open and Distance Learning (ODL) and Online Learning (OL) mode is designed to provide flexible, accessible, and learner-centric education while ensuring the development of managerial and professional competencies. The programme combines self-paced learning, technology-enabled delivery, mentorship, counselling sessions, and academic support mechanisms to facilitate effective learning. The instructional framework enables learners to acquire business knowledge, practical understanding, and employability skills required for professional growth and higher education opportunities.

1. Flexible and Learner-Centric Education: The ODL and OL modes allow learners to pursue higher education at their own pace while balancing academic, professional, and personal responsibilities.
2. Development of Managerial and Business Competencies: The programme strengthens analytical thinking, decision-making abilities, leadership qualities, communication skills, and entrepreneurial competencies essential for business management roles.
3. Technology-Enabled Learning Environment: Learning through LMS, digital resources, recorded lectures, e-library access, and online assessments supports effective acquisition of knowledge and digital competencies.
4. Academic Support and Mentorship: Weekend counselling sessions, one-to-one mentorship, faculty guidance, and learner support mechanisms ensure continuous academic engagement and skill development.
5. Blended Learning for Holistic Competence Development: The integration of Self-Learning Materials (SLMs), physical classroom counselling sessions, digital learning resources, and continuous assessments promotes comprehensive learning and professional readiness.

5. INSTRUCTIONAL DESIGN

The Bachelor of Business Administration (BBA) Programme offered through Open and Distance Learning (ODL)/Online mode at Jamia Hamdard is designed to provide flexible, learner-centric, and outcome-based education through a blended instructional framework integrating self-learning, digital delivery, academic mentoring, and campus-based learner support. The programme follows a structured curriculum approved by the Academic Council and is periodically updated to align with industry requirements and contemporary academic standards.

5.1 Curriculum Design

The instructional delivery is supported through comprehensive Self-Learning Materials (SLMs) provided in both hard copy and digital formats, enabling learners to study at their own pace. Learning is further strengthened through a customized Learning Management System (LMS) providing access to e-content, recorded lectures, learning resources, discussion forums, assignments, and assessments.

To promote academic engagement and personalized support, weekend counselling sessions are conducted on Saturdays and Sundays at the Jamia Hamdard campus through state-of-the-art classroom infrastructure. These sessions facilitate learner interaction, doubt resolution, peer discussions, and academic guidance. Students are also provided one-to-one mentorship and learner support services to ensure continuous academic assistance throughout the programme. The University's physical and digital academic resources further enrich the learning experience, including access to library facilities, e-library resources, and technology-enabled learning platforms. Continuous assessment mechanisms, assignments, practical learning activities, and semester-end examinations ensure achievement of programme outcomes and holistic learner development across six semesters over a duration of three years.

Core Subjects: Accounting, Marketing, Organizational Behaviour, HRM, Business Economics, Business Law.

- **Electives:** Entrepreneurship, Digital Marketing, Supply Chain Management, Financial Services, etc.
- **Skill Enhancement Courses:** Communication Skills, Business Analytics, Leadership & Teamwork.
- **Project Work / Internship:** Mandatory in the final year for industry exposure.

The Program Structure

The Bachelor of Business Administration (BBA) is divided into three parts as under.
Each part will consist of two semesters

Year	Semester-Odd	Semester-Even
1 st	Semester-I	Semester-II
2 nd	Semester-III	Semester-IV
3 rd	Semester-V	Semester-VI

Total Credits at a Glance for 3-year BBA programme

Nature of the Course	Per credit	Total
Discipline Specific Core (DSC)	4	68
General Elective	4	16
Discipline Specific Elective (DSE)	4	20
Skill Enhancement Course (SEC)	4	10
Ability Enhancement Course (AEC)	2	08
Value Added Course (VAC)	2	08
Project based Course	4	04

Distribution of Credits for 3-year BBA Programme

Semester	Discipline Specific Core (DSC)	Generic Elective (GE)	Discipline Specific Elective (DSE)	Skill enhancement Course (SEC)	Ability Enhancement Course (AEC)	Value Added Course (VAC)	Dissertation/ Seminar/ Research Project	Semester wise Total
I	08	4	4	2	2	2	-	22
II	12	4		2	2	2	-	22
III	12	-	4	2	2	2	-	22
IV	12	-	4	2	2	2	-	22
V	12	4	4	-	-	-	4	24
VI	12	4	4	2	-	-	-	22
Total credits	68	16	20	10	08	08	04	134

Total Credits at a Glance for 3-year BBA programme

Nature of the Course	Per credit	Total
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Discipline Specific Core (DSC)	4	68
General Elective	4	16
Discipline Specific Elective (DSE)	4	20
Skill Enhancement Course (SEC)	4	10
Ability Enhancement Course (AEC)	2	08
Value Added Course (VAC)	2	08
Project based Course	4	04

Semester-wise Distribution of Courses in BBA 1st Year

BBA 1st Semester							
Paper Code	Subject	Discipline	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-F-01	Principles of Management	Core	30	70	100	12	4
BBA-F-02	Business Communication	Core	30	70	100	12	4
BBA-F-03	Marketing Management – 1	Core	30	70	100	12	4
BBA-F-04	Business Economics	Core	30	70	100	12	4
	Any one from elective-2	Minor	30	70	100	12	4
	Any one from elective -3	SEC	30	70	100	12	4
Total						72	24

BBA 2nd Semester							
Paper Code	Subject	Discipline	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-F-05	Business Statistics	Core	30	70	100	12	4
BBA-F-06	Business Law	Core	30	70	100	12	4
BBA-F-07	Organizational Behaviour	Core	30	70	100	12	4
BBA-F-08	Cost Accounting	Core	30	70	100	12	4
	Any one from elective-2	Minor	30	70	100	12	4
	Any one from elective-3	SEC	30	70	100	12	4
Total						72	24

Semester wise Distribution of Courses in BBA 2nd Year

BBA 3rd Semester							
Paper Code	Subject	Discipline	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-F-09	Human Resource Management	Core	30	70	100	12	4
BBA-F-10	Business Environment	Core	30	70	100	12	4
BBA-F-11	MIS	Core	30	70	100	12	4
BBA-F-12	Business Ethics and Corporate Governance	Core	30	70	100	12	4
	Any one from elective-1	Generic	30	70	100	12	4
	Any one from elective-2	Minor	30	70	100	12	4
Total						72	24

Semester-4							
Paper Code	Subject	Discipline	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-F-13	Business Research Methods	Core	30	70	100	12	4
BBA-F-14	Financial Management	Core	30	70	100	12	4
BBA-F-15	International Business Environment	Core	30	70	100	12	4
BBA-F-16	Marketing Management - 2	Core	30	70	100	12	4
	Any one from elective-1	Generic	30	70	100	12	4
	Any one from elective-2	Minor	30	70	100	12	4
Total						72	24

Semester wise Distribution of Courses in BBA 3rd Year

BBA 5th Semester							
Paper Code	Subject	Discipline	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-F-17	Quantitative Techniques for Managers	Core	30	70	100	12	4

BBA-F-18	Income Tax	Core	30	70	100	12	4
BBA-F-19	Production and Operations Management	Core	30	70	100	12	4
BBA-F-20	Project Work	Core	40	60	100	-	4
	Any one from elective-1	Generic	30	70	100	12	4
	Any one from elective-3	SEC4	30	70	100	12	4
Total						60	24

Semester-6 (Option between BBA-F-23 and BBA-S-04)

BBA 6 th Semester							
Paper Code	Subject	Discipline	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-F-21	Business Policy and strategy	Core	30	70	100	12	4
BBA-F-22	Project Management	Core	30	70	100	12	4
BBA-F-23	Dissertation (Optional)	Core	30	70	100	12	4
BBA-F-24	Grand Viva	Core	00	100	100	N/A	4
BBA-S-04	Personality Development (Optional)	Core	30	70	100	12	4
	Any one from elective-1	Generic	30	70	100	12	4

Elective-1 Discipline Specific

Finance

Paper Code	Subject	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-DF-101	Investment Management	30	70	100	12	4
BBA-DF-102	Corporate Analysis and Valuation	30	70	100	12	4
BBA-DF-103	International Finance	30	70	100	12	4
BBA-DF-104	Wealth Management	30	70	100	12	4
BBA-DF-105	Financial Derivatives	30	70	100	12	4
BBA-DF-106	Insurance and Risk Management	30	70	100	12	4
BBA-DF-107	Financial Markets and Institutions	30	70	100	12	4
BBA-DF-108	Security Analysis & Portfolio Management	30	70	100	12	4
BBA-DF-109	Project Appraisal and Analysis	30	70	100	12	4

Marketing

Paper Code	Subject	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-DM-101	Advertising Management	30	70	100	12	4
BBA-DM-102	Sales and Distribution Management	30	70	100	12	4
BBA-DM-103	Retail Management	30	70	100	12	4
BBA-DM-104	Rural Management	30	70	100	12	4
BBA-DM-105	International Marketing	30	70	100	12	4
BBA-DM-106	Supply Chain Management	30	70	100	12	4
BBA-DM-107	Services Marketing	30	70	100	12	4
BBA-DM-108	Digital Marketing	30	70	100	12	4
BBA-DM-109	Consumer Behaviour	30	70	100	12	4

Human Resource Management

Paper Code	Subject	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-DH-101	Performance Management	30	70	100	12	4
BBA-DH-102	Maintenance of Human Resources	30	70	100	12	4
BBA-DH-103	Industrial Relation and Trade Union	30	70	100	12	4
BBA-DH-104	Compensation Management	30	70	100	12	4
BBA-DH-105	Labour Legislations	30	70	100	12	4
BBA-DH-106	Human Resource Development	30	70	100	12	4
BBA-DH-107	Counselling & Negotiation	30	70	100	12	4
BBA-DH-108	Cross Cultural HRM	30	70	100	12	4
BBA-DH-109	Talent & Knowledge Management	30	70	100	12	4

Services Management

Paper Code	Subject	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-DS-101	Managing Insurance Services	30	70	100	3-1	4
BBA-DS-102	Managing Tourism Services	30	70	100	3-1	4
BBA-DS-103	Managing Banking Services	30	70	100	3-1	4
BBA-DS-104	NGO Management	30	70	100	3-1	4
BBA-DS-105	Managing IT enabled Services	30	70	100	3-1	4

International Business

Paper Code	Subject	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-DIB-101	International Trade Policy & Strategy	30	70	100	3-1	4
BBA-DIB-102	International Economic Organizations	30	70	100	3-1	4
BBA-DIB-103	International Supply Chain Management	30	70	100	3-1	4
BBA-DIB-104	International Diversity Management	30	70	100	3-1	4
BBA-DIB-105	Foreign Exchange Management	30	70	100	3-1	4

Elective-2 Generic Course

Paper Code	Subject	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-G-01	Small Business and Entrepreneurship	30	70	100	3-1	4
BBA-G-02	Goods and Services Tax	30	70	100	3-1	4
BBA-G-03	Production & Operations Management	30	70	100	3-1	4
BBA-G-04	Environment Management	30	70	100	3-1	4
BBA-G-05	Indian Economy	30	70	100	3-1	4
BBA-G-06	Legal Environment of Business	30	70	100	3-1	4
BBA-G-07	International Business Management	30	70	100	3-1	4

Elective-3 Skill Enhancement Course

Paper Code	Subject	Marks Internal	Marks Semester	Total	Hours	Credits
BBA-S-01	Business Mathematics	30	70	100	3-1	4
BBA-S-02	Basics of Computers and Office Management	30	70	100	3-1	4
BBA-S-03	Digital Economy	30	70	100	3-1	4
BBA-S-04	Personality Development	30	70	100	3-1	4
BBA-S-05	Social Media Ethics	30	70	100	3-1	4
BBA-S-06	Communicative English	30	70	100	3-1	4
BBA-S-07	E-Commerce	30	70	100	3-1	4

5.2 Detailed Syllabus of Bachelors of Business Administration Programme

Semester I

BBA: Semester- I Principles of Management

Course Code: BBAD-01

Credits: 4

Course Learning Outcomes CLOs:

After completing this Course, the students should be able to:

CLO 1: - After completion of this course students will be able to understand the concept & functions and importance of management and its application.

CLO 2: - It will also make the student understand principles, functions and different management theories.

CLO 3: - Students will be adept with various techniques of controlling and co-ordination management techniques like Quality Circle, TQM, BPR and Six Sigma.

CLO 4: - After completion of this course students will understand concepts like Leadership, Planning, Decision-Making, Organizing, Communication, Selection and Training, Controlling, Motivation and Direction.

CLO 5: - To familiarize the contextual knowledge with the outside world.

The learners will achieve the below listed course learning outcomes through classroom teaching, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	1	2	3	1	3	2	3	1	2	1	3
CLO2	3	1	2	3	1	3	2	3	1	2	1	-
CLO3	3	2	2	3	1	3	2	3	1	2	1	2
CLO4	2	2	2	3	2	3	2	3	1	2	1	1
CLO5	2	1	2	1	1	1	2	1	1	2	2	1

UNIT I: Business Organization

Introduction to business, Forms of organizations, Objectives of business, social responsibilities of business, Business risks, Business systems and environment.

UNIT II: Finance

Methods of raising finance, Sources of long-term finance.

UNIT III: Marketing and Advertising

Nature and functions of marketing, Advertising, Channels of Distribution.

UNIT IV: Management

Nature of management, Development of management thought.

UNIT V: Functions of Management

Leadership, Planning, Decision-Making, Organizing, Communication, Selection and Training, Controlling, Motivation and Direction.

Suggested Readings:

1. Basu. Business Organization and Management Tata McGraw Hill, New Delhi.
2. Gupta, C.B. Modern Business Organisation. Mayur Paper Backs, New Delhi.
3. Lele, R.K. and J.P. Mahajan. Business Organisation. Pitamber Publishing, New Delhi.
4. Mishra, N. Modern Business Organisation. Sahitya Bhawan, New Delhi.
5. Prasad, Lallan and S.S. Gulshan. Management Principles and Practices. S. Chand & Co. Ltd., New Delhi.
6. Chhabra, T.N. Principles and Practice of Management. Dhanpat Rai & Co., Delhi.
7. Singh, B.P. and T.N. Chhabra. Business Organisation and Management. Dhanpat Rai & Co., Delhi.
8. Suggested Readings: T Ramaswamy. Principles of Management
9. R.C. Bhatia, Business Organization and Management
10. Jim, Barry, John Chandler, Heather Clark. Organisation and Management. Thomson Learning.
11. Bushkirk R.H. et al Concepts of Business: An Introduction to Business System. Dryden Press, New York.
12. Bowen, H.R. Social Responsibilities of Business. Harper and Row, New York.
13. Allen L.A. Management and Organisation. McGraw Hill, New York.
14. Ansoff, H.J. Corporate Strategy. John Wiley, New York.
15. Burton Gene and Manab Thakur. Management Today Principles and Practice. TataMcGraw Hill, New Delhi.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise of 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations.

BBA: Semester- I
Environmental Management
BBA-D-02
Credits: 4

Course Learning Outcomes (CLOs)

After completing this Course, the students should be able to:

CLO: Explain the fundamental concepts, principles, and importance of environmental management and sustainable development in business and society.

CLO: Analyse the environmental impacts of business activities and evaluate environmental challenges at local, national, and global levels.

CLO 3: Assess environmental laws, regulations, standards, and policies relevant to organizational operations and sustainability practices.

CLO 4: Apply environmental management tools and techniques, such as environmental audits, impact assessments, and waste management practices, to improve organizational performance.

CLO 5: Develop sustainable business strategies and environmental management plans that promote resource conservation, corporate social responsibility, and long-term sustainability.

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	1	2	3	1	3	2	3	1	2	1	3
CLO2	3	1	2	3	1	3	2	3	1	2	1	-
CLO3	3	2	2	3	1	3	2	3	1	2	1	2
CLO4	2	2	2	3	2	3	2	3	1	2	1	1
CLO5	2	1	2	1	1	1	2	1	1	2	2	1

Unit-I: Introduction to Environmental Sciences: Natural Resources:

Environmental Sciences - Significance - Public awareness – Natural Resources- Forest resources - Waterresources - Mineral resources - Food resources - conflicts over resource sharing –

Unit-II: Ecosystem, Biodiversity and Its Conservation:

Ecosystem - concept - structure and function - producers, consumers and decomposers - Food chain - Food web - Ecological pyramids - Energy flow - Forest, Grassland, desert and aquatic ecosystem. Biodiversity - Definition - Types - Values and uses of biodiversity - biodiversity at global, national (India) and local levels
- conservation of biodiversity – In-situ & Ex-situ.

Unit-III: Environmental Pollution And Management

Environmental Pollution - Causes - Effects and control measures of Air, Water, Soil, Noise, Thermal, Nuclear pollution and Disaster Management - Floods, Earth quake, Cyclone and Landslides. Role of individuals in prevention of pollution - pollution case studies.

Unit-IV: Social Issues - Human Population

Urban issues - Energy - water conservation - Environmental Ethics - Global warming - Resettlement and Rehabilitation issues - Environmental legislations - Environmental protection Act. 1986 - Air, Water, Wildlife and forest conservation Act - Population growth and Explosion - Human rights and Value Education - Environmental Health - HIV/AIDS - Role of IT in Environment - Case studies.

UNIT-V: FIELD WORK

Visit to a local area / local polluted site / local simple ecosystem - Report submission and presentation

References

1. A Text Book Of Environmental, Agarwal, K.M., Sikdar, P.K., Deb, S.C. (2002) published by Macmillan India Ltd. Kolkata, India.
2. Uberoi, N. K. (2002). Environmental Management. Excel Books.
3. Environment management by Dr. Swapan Deb”, published by Jaico Publishing House.
4. Environmental Management by S K Agrawal”, published by A.P.H. publishing Corporation.

Readings

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India
3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480
4. Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopedia, Jaico Publishing House, Mumbai, 1196.

Note: Latest edition of text book may be used

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise of 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations.

BBA SEMESTER -1
Marketing Management-I
Paper BBA-D-03
Credit 4

Course Learning Outcomes CLOs

After completing this Course, the students should be able to:

CLO 1: Keeping in mind the ever-changing market, this course is meant to enable the students to understand the various strategies and principles necessary for the business world.

CLO 2: This course will help the students in understanding the fundamentals of marketing and the nitty-gritty of its relevance in businesses.

CLO 3: Students will be able to demonstrate effective understanding of relevant functional areas of marketing management as well as their application.

CLO 5: Students will be able to relate their understanding of the different concepts with the marketing strategies they encounter in their day-to-day life.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	3	2	2	2	2	2	2	2	-1	-
CLO2	3	3	2	2	2	2	2	2	2	2	-	-
CLO3	3	2	2	3	3	3	3	2	2	2	-	1-
CLO4	3	3	3	3	3	2	3	2	2	3	-	-
CLO5	3	3	3	3	3	3	3	2	2	2	-	-2

Unit I

Marketing: nature and scope of marketing; marketing concepts- traditional and modern; selling and marketing; marketing mix; marketing environment; service marketing- characteristics of service.

Unit II

Consumer behavior and market segmentation: nature, scope and significance of consumer behavior; market segmentation- concept and importance; bases for market segmentation.

Unit III

Product: concept of product; consumer and industrial goods; product planning and development; packaging- role and functions;

Unit-IV

Branding: brand name and trade mark; product life cycle; after sales service.

Unit-V

Price: importance of price in marketing mix; factors affecting price; discounts and rebates; pricing strategies.

Suggested Readings:

1. Kotler, Philip; Keller, Kevin Lane; Koshy, Abraham, and Mithileshwar Jha, Marketing Management: A South Asian Perspective, Pearson Education
2. Cundiff E.W. and Still, R.R., Basic Marketing Concepts, Decisions and Strategy; Prentice Hal of India, New Delhi.
3. Stanton W.J., Etzel Michael J and Walter Bruce J; Fundamentals of Marketing; McGraw Hill, New York.
4. Michael, J. Etzel, Bruce J. Walker, William J Stanton and Ajay Pandit. Marketing: Concepts and Cases. (Special Indian Edition). McGraw Hill Education
5. Rorsiter Johan R, Percy Larry: Advertising and Promotion Management; McGraw Hill, New York
6. Aaker, David and Myers Johan G, et. al, Advertising Management; Prentice Hall of India; New Delhi

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER-1 BUSINESS ECONOMICS Paper Code BBA-D-04 Credit 4

Course Learning Outcomes CLOs

After completing this Course, the students should be able to:

CLO 1 Apply the micro economic concepts and techniques in evaluating business decisions taken by firms

CLO 2 Understand the concept of demand analysis and forecasting

CLO 3 Comprehend the concepts of cost, nature of production and its relationship to business operations.

CLO 4 Understand the four basic market models of perfect competition, monopoly, monopolistic and oligopoly competition.

CLO 5 Integrate the concept of price and output decisions of firms under various market structures

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	2	3	2	-	-	2	2	-	-	2	-
CLO2	1	3	1	3	-	-	3	3	-	-	1	1-
CLO3	3	2	2	3	2	-	1	2	-	-	-	-
CLO4	3	2	2	3	2	1	-	2	-	2	-	-
CLO5	3	3	2	2	2	-	-	-	-	-	-	-1

UNIT-I

Meaning and scope of Managerial Economics - Relationship between managerial economics and other subjects - Role and Responsibilities of Managerial Economists.

UNIT-II

Demand Analysis and Forecasting: Types of demand - Determinants of demand - Demand function - Elasticity's of demand - Its importance - Demand forecasting Techniques.

UNIT-III

Production Analysis: Production function - Law of diminishing return - Isoquants - Marginal rate of Substitutions - Elasticity of substitution - Laws of returns to scale - Economies and diseconomies of scale

UNIT-IV

Cost Analysis: Cost concepts - short run cost - output relations - Long run cost - output relations - Cost control and cost reduction - Break - Even Analysis.

UNIT-V

Market Structure and Pricing: Features, Price and output decisions under perfect competition, Monopoly, Monopolistic Competition, Oligopoly - Pricing methods.

Suggested Readings:

1. AHUJA .H.L. –Business Economics: Recommended by UGC in its Model Curriculum, S.Chand & Co, New Delhi. S. Chand & Company Ltd, 2013, Revised edition.
2. Ferguson, Charles E.(1972), Microeconomic theory"Cambridge University press.
3. R.R.Barthwal, Microeconomic Analysis (3rded), Wiley Eastern Ltd.
4. W.J.Baumol, Economic Theory and Operational Analysis, Prentice Hall.
5. A.Koutsyanni's, Modern Microeconomics, Macmillan.
6. M.L.Trivedi, Managerial Economics – Theory and Applications, Tata McGraw Hill
7. Pindyck, R.S., D. L. Rubinfeld and Mehta, P. L. Microeconomics, Pearson Education.
8. Gould, J.P., and Lazear, E.P. Microeconomic Theory, All India Traveller Bookseller, New Delhi.
9. Salvatore, D. Schaum's. Outline of Theory and Problems of Microeconomic Theory, McGraw-Hill International Edition.

10. Pindyck, Rubinfeld and Mehta. (2009). Microeconomics. (7th ed). Pearson.

Note: Latest edition of textbooks may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER-1 Indian Economy BBA-E-05 Credit 4

Course Learning Outcomes (CLOs)

After completing this Course, the students should be able to:

CLO 1: Explain the structure, characteristics, and development of the Indian economy, including its major sectors and economic indicators.

CLO 2: Analyze the impact of economic policies, reforms, and government initiatives on economic growth, employment, and development in India.

CLO 3: Evaluate contemporary economic issues such as inflation, poverty, unemployment, income inequality, and sustainable development in the Indian context.

CLO 4: Assess the role of agriculture, industry, services, foreign trade, and financial systems in shaping India's economic performance.

CLO 5: Develop informed recommendations on economic and business issues by interpreting economic data, policy measures, and emerging trends in the Indian economy

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CLO1	3	1	1	1	1	1	1	-	-	-	-	1
CLO2	3	2	1	1	2	2	2	1	-	-	1	-
CLO3	2	1	3	2	2	2	3	3	-	2	1	-
CLO4	1	1	-	1	2	2	-	1	-	1	-	1
CLO5	1	1	1	1	1	1	1	1	1	1	1	1

UNIT I

Economic Growth, Development and Underdevelopment Economic Growth, Development and Underdevelopment, Economic and Human Development, The environment and development.

UNIT II

Structure of Indian Economy; Colonialism and underdevelopment of the Indian Economy, Nature of the Indian Economy, Natural resources, Infrastructure, Human Resource Development.

UNIT III

Basic Issues in Agriculture; Indian Agriculture: Role, nature and cropping pattern, Issues in Indian Agricultural Policy and Rural development, Agricultural production and productivity trends, Land reforms.

UNIT IV

The Industrial Sector and Services In Indian Economy; Industrial development during the planning period, Some major Industries of India, Industrial Policy, Labour relations, social security and exit policy, Services sector in Indian economy.

UNIT V

Economic Planning and Policy; Economic planning-Rationale, features and objectives, Economic reforms and liberalization.

References:

1. Todaro, Michael P. and Stephen C. Smith. Economic Development. Eighth edition.
2. Bettelheim. Charles India Independent.
3. Bhagwati, J. and Desai, P. India: Planning for industrialization, OUP,
4. Patnaik, Prabhat. Some Indian Debates on Planning. T. J. Byres (ed.). The Indian Economy: Major Debates since Independence, OUP.
5. Dandekar, V. M. Forty Years After Independence in Bimal Jalan. (ed.). The Indian Economy: Problems and Prospects, Viking, New Delhi.
6. Ahluwalia, Montek S. State-level Performance under Economic Reforms in India in A. O. Krueger. (ed.). Economic Policy Reforms and the Indian Economy, The University of Chicago Press.
7. Nagaraj, R. Indian Economy since 1980: Vitrious Growth or Polarisation? Economic and Political Weekly. pp. 2831-39.
8. Ray, S. K. Land Systems and its Reforms In India. Sections II & III, Indian Journal of Agricultural Economics. Vol. 51. Nos. 1 & 2.
9. Visaria, Pravin. Demographic Aspects of Development: The Indian Experience. Indian Journal of Social Sciences. Vol. 6. No. 3.
10. Deepashree, "Indian Economics, Performance and Policies", ANE Books Pvt. Ltd. New Delhi

Note: Latest edition of text book may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from

students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examination

BBA SEMESTER-1
Business Mathematics
Paper Code: BBA-P-01
Credit 4

Course Learning Outcomes (CLOs)

After completing this Course, the students should be able to:

CLO 1: Explain and apply fundamental mathematical concepts, including algebra, matrices, functions, and equations, to solve business-related problems.

CLO 2: Use mathematical techniques to analyze business situations involving profit, cost, revenue, interest, discounts, and financial decision-making.

CLO 3: Apply differential and integral calculus to solve optimization and business applications such as marginal analysis and rate of change problems.

CLO 4: Utilize matrix algebra and quantitative methods to model and solve managerial and economic problems.

CLO 5: Interpret mathematical results and formulate data-driven recommendations for effective business planning and decision-making.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	3	3	3	3	2	2	3	3	3
CLO2	3	2	3	3	3	3	3	2	2	3	3	3
CLO3	2	2	2	2	2	2	2	2	2	1	3	3
CLO4	3	2	2	1	1	3	2	2	3	2	3	2
CLO5	3	3	2	2	2	2	2	2	3	2	3	3

Unit I

Matrix: Introduction, Square Matrix, Row Matrix, Column Matrix, Diagonal Matrix,

Identity Matrix, Addition, Subtraction & Multiplication of Matrix, Use of Matrix in Business Mathematical Induction.

Unit II

Inverse of Matrix, Rank of Matrix, Solution to a system of equation by the adjoint matrix methods & Gaussian Elimination Method.

Unit III

Percentage, Ratio and Proportion, Average, Mathematical Series-Arithmetic, Geometric & Harmonic, Simple Interest & Compound Interest.

Unit IV

Set theory- Notation of Sets, Singleton Set, Finite Set, Infinite Set, Equal Set Null Set, Subset, Proper Subset, Universal Set, Union of Sets, Inter-section of Sets, Use of set theory in business, Permutation & Combination.

Unit V

Concept of Differentiation and Integration, Maxima and Minima in Differentiation, Application of Differentiation & Integration in Business (No proof of theorems.Etc)

Suggested Books:

- 1.Mehta&Madnani, Mathematics for Economics
- 2.Mongia, Mathematics for Economics
- 3.Zamiruddin, Business Mathematics
- 4.Raghavachari, Mathematics for Management

Note: Latest edition of text book may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examination

SEMESTER II

BBA SEMESTER-II

Business Statistics

Paper Code: BBA -D-05

Credit 4

Course Learning Outcomes CLOs

After completing this Course, the students should be able to:

CLO 1 Learn to calculate the measures of central tendency and measures of dispersion

and their application in business

CLO 2 To examine the association and causal relationship among variables

CLO 3 Describe the concept of operation research and linear programming

CLO 4 To understand the application of probability distributions to various business problems.

CLO 5 To apply the Z –test and t-test for mean comparison and perform hypothesis testing

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	3	3	3	3	2	2	3	3	3
CLO2	3	2	3	3	3	3	3	2	2	3	3	3
CLO3	2	2	2	2	2	2	2	2	2	1	3	3
CLO4	3	2	2	1	1	3	2	2	3	2	3	2
CLO5	3	3	2	2	2	2	2	2	3	2	3	3

UNIT – I: Statistical Data and Descriptive Statistics

Measures of Central Tendency Mean, median and mode, Measures of Variation: absolute and relative. Range, quartile deviation, mean deviation, standard deviation, and their coefficients, Properties of standard deviation/variance

UNIT - II: Simple Correlation, Regression Analysis and Time Series Analysis

Correlation Analysis. Meaning of Correlation: simple, multiple and partial; linear and non-linear, Correlation and Causation, Scatter diagram, Pearson’s coefficient of correlation; calculation and properties (proofs not required). Correlation and Probable error; Rank Correlation, Regression Analysis. Principle of least squares and regression lines, Regression equations and estimation; Properties of regression coefficients; Relationship between Correlation and Regression coefficients; Standard Error of Estimate, Introduction to Time Series Analysis.

UNIT – III: Linear Programming Problem Introduction to OR, Linear Programming - Graphical and Algebraic Solution (maximization and minimization).

UNIT – IV: Probability and Probability Distributions

Introduction to Probability, Normal Probability Distribution, Standardized Normal Distribution

UNIT - V: Theory of Estimation and Hypothesis Testing

Hypothesis testing: Concept; Level of Significance; Process of testing; Test of hypothesis concerning Mean; Test of hypothesis Normal Z test & t test for single mean.

Suggested Readings:

1. R.P. Hooda, Statistics for business and Economics.
2. S.P. Gupta (S.P.): Statistical Methods, Sultan Chand & Sons, 34th Edition.
3. Richard Levin & David Rubin: Statistics for management, Prentice Hall.

4. Tondan, Ravi: Business Statistics.
5. Ken Black, Business Statistics.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations.

BBA SEMESTER -II

Business Law

Course Code: BBA-D-202
Credits: 4

Course Learning Outcomes CLOs

After completing this Course, the students should be able to:

Upon successful completion of this course students will be able to:

CLO 1 Understand the legal environment of business and get a basic and broad understanding of business laws.

CLO 2 Learn about the discharge and remedies for breach of legal contracts.

CLO 3 Acquire knowledge of sale of goods act which governs the contract relating to sale of goods.

CLO 4 Have a basic understanding of Memorandum of Association (MoA) and Article of Association (AoA) which define a company's scope of work, objectives, rules and internal management.

CLO 5 Learn the basics of Annual General Meetings and Statutory meetings and legal process of resolution.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	3	3	2	2	2	2	1	2	1	1
CLO2	3	3	3	3	3	1	3	2	2	2	1	1
CLO3	3	3	3	3	2	1	3	1	2	2	1	1
CLO4	3	3	2	3	2	2	3	2	2	2	1	1
CLO5	3	3	2	3	2	2	3	2	2	2	1	1

UNIT – I

Indian Contract Act - Formation - Terms of contract - Forms of contract - Offer and Acceptance Considerations. Capacity - Flaw in consent, Void agreements

UNIT - II

Contracts: Performance - Tender - Quasi contract - Discharge - Remedies for breach of contract. Contract of Agency - Types, creation, duties, rights of principal and agent - Termination of agency.

UNIT - III

Sale of Goods Act - Sale and agreement to sell - Formation - Caveat emptor - Implied conditions and warranty. Definition of Joint Stock Company - Kinds

UNIT - IV

Memorandum of Association - Contents - Doctrine of Ultra Vires - Articles of Association – Contents - Distinction between the Two - Doctrine of Indoor Management - Prospectus - Contents

UNIT – V

Meetings and Resolutions - Statutory Meeting - Annual General Meeting - Extra - Ordinary General Meeting - Resolutions - Ordinary & Special. Winding up of a company-Types

Suggested Readings:

1. N.D. Kapoor, Business Laws, Sultan Chand and Sons, New Delhi 2004
2. MC Kuchhal, Modern Indian Company Law, Shri Mahaveer Book Depot (Publishers), Delhi.
3. Chadha, P.R, Business Law, Galgotia Publishing Company, New Delhi
4. Maheshwari& Maheshwari, Business Law, National Publishing House, New Delhi.
5. M.R. Sreenivasan, Business Laws, Margam Publications.
6. M.V. Dhandapani, Business Laws, Sultan Chand and Sons.
7. S. Badre Alam and P. Saravanel, Mercantile Law

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise of 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations.

BBA SEMESTER -II

Organizational Behavior Course Code BBA-D-06 Credit 4

Course Learning Outcomes CLOs

After completing this Course, the students should be able to:

CLO 1 Analyze the organizational behaviour concepts, and correlate organizational behaviour concepts with individual and group behaviour.

CLO 2 Evaluate personality types, perception and learning process on human behaviour. In addition to this, Analysis and implications of values and attitude in the corporate world.

CLO 3 Recognize the importance of group and group formation stages in the organisation. Implications of various decision-making approaches in the organisation.

CLO 4 Evaluation and analysis of how the study of organizational behaviour can aid in improving the various management processes and practices such as controlling etc.

CLO 5 Identify the critical issues organizational culture and organizational climate and factors influencing organizational culture.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	3	3	3	3	2	2	3	3	3
CLO2	3	2	3	3	3	3	3	2	2	3	3	3
CLO3	2	2	2	2	2	2	2	2	2	1	3	3
CLO4	3	2	2	1	1	3	2	2	3	2	3	2
CLO5	3	3	2	2	2	2	2	2	3	2	3	3

UNIT I

Organizational behavior: Meaning, importance, historical development of organizational behavior. Nature and models of Organization Behavior. Concept of Individual Behavior, Determinants of Individual behavior.

UNIT II

Personality - Concept, Nature, determinants of personality, stages of personality development. Various theories of personality, Learning and Behavior modification.

Perception – Nature and meaning of Perception, perceptual errors, Values and different types of values. Attitude – concept and different forms of attitude.

UNIT III

Nature of group dynamics, reasons for the formation of groups, characteristics of groups, theories of group formation, Importance of groups to the organization, Problems created by small groups, Team building, group decision making.

UNIT IV

Importance to organizations, Process of controlling, some important management tools as means of controlling, Management of change: meaning, importance, resistance to change, factors contributing to organizational change, introducing change in large organizations, change agents.

UNIT-V

Organizational culture and effectiveness; concept, distinction between organizational

culture and organizational climate, factors influencing organizational culture. Organizational effectiveness indicators, achieving organizational effectiveness.

Suggested Readings:

1. Rao, VSP and Narayana, P.S. → Organization Theory & Behavior → Konark Publishers Pvt. Ltd., Delhi, 1987.
2. Prasad, L.M → Organizational Theory & Behavior → Sultan Chand & Sons, New Delhi, 1988.
3. Sekaran, Uma → Organizational Behavior → text & cases → Tata McGraw Hill Pub Ltd., New Delhi, 1989.
4. Robbins, P.Stephen → Organizational Behavior → concepts, controversies & Applications → Prentice Hall of India Ltd., New Delhi, 1988.
5. Chhabra T.N. &Taneja P.L. Organizational Behaviour, Dhanpat Rai and Company (P) Ltd., Delhi, India,2003

Note: Latest edition of textbooks may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER II

Cost Accounting

Course Code: BBA-D- 06

Credits: 4

Course Learning Outcome (CLOs)

Upon successful completion, students will have the knowledge and skills to:

CLO 1 Understand the important concepts and principles related to cost accounting and a basic distinction of cost accounting with other branches of accounting.

CLO 2 Develop an understanding of the various elements of cost in order to control and reduce costs.

CLO 3 Learn the need of various costing including job costing, activity costing and process costing to help businesses keep track of all the costs they have to pay to produce a product or deliver a service.

CLO 4 Demonstrate mastery over budgetary control system and performance measurement systems;

CLO 5 Understand the importance of break-even analysis which is key to analyzing the profit structure of an enterprise

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	3	3	2	1	-	2	1	2	1	1
CLO2	3	3	3	3	3	1	3	2	2	2	1	1
CLO3	3	3	3	3	2	1	2	1	2	2	1	1
CLO4	3	3	3	3	2	2	2	2	2	2	1	1
CLO5	3	3	3	3	3	2	2	2	1	2	1	1

UNIT I: Introduction.

Concept of cost, costing, cost Accounting & Cost Accountancy, Limitations of Financial Accounting, Origin and objectives of cost Accounting, Advantages and Limitations of Cost Accounting Difference between Financial and Cost Accounting, Cost UNIT & Cost Centre

UNIT II: Elements of cost

Classification of cost & Types of Costs, Preparation of Cost Sheet; Material, Labour and overhead cost,

UNIT III: Methods of Costing

Job Costing – Meaning, Features, Advantages and Limitation, Contract Costing – Basic Concepts, Process Costing - Meaning, Features, Normal and Abnormal Loss/ Gains, Operating Costing – Meaning, Features & Objectives Techniques of Costing

UNIT IV: Budget and Budgetary Control-

Definition, Meaning and objectives of Budgetary control Advantages and disadvantages of Budgetary Control Types of Budgets

UNIT V. Cost Accounting Techniques

Marginal Costing; Meaning of Marginal Cost and Marginal Costing; Absorption Costing vs. Marginal Costing; Break-even analysis; Margin of safety and Application of Marginal Costing for decision making

Suggested Reading

1. Advanced cost Accounting by Saxena and Vasistha.
2. Jain S.P., Narang K.L., AggrawalSimmi, Cost Accounting Principles and Practice, Paperback, 2016
3. S.N. Maheshwari, and S.N. Mittal, Cost Accounting: Theory and Problems, Shree Mahavir Book Depot (Publishers)
4. Shukla, M.C., T.S. Grewal and M.P. Gupta. Cost Accounting: Text and Problems. S. Chand & Co. Ltd., New Delhi
5. Arora, M.N. Cost Accounting – Principles and Practice. Vikas Publishing House, New Delhi.
6. Nigam, B.M. Lall and I.C. Jain. Cost Accounting: Principles and Practice. Prentice Hall of India, New Delhi
7. Cost Accounting by Ratnam.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling

Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER II
Social Media Ethics
Course Code BBA-P-05
Credit 4

Course Learning Outcome (CLOs)

After completing this Course, the students should be able to:

CLO 1: Understand the ethical principles, legal issues, and societal responsibilities associated with the use of social media in personal, professional, and organizational contexts.

CLO 2: Identify and analyze ethical challenges related to privacy, data security, cyberbullying, misinformation, intellectual property, and digital rights on social media platforms.

CLO 3: Evaluate the impact of social media practices on individuals, organizations, and society from ethical, legal, and cultural perspectives.

CLO 4: Apply ethical decision-making models and professional standards to resolve social media-related ethical dilemmas in business environments.

CLO 5: Develop ethical social media policies, strategies, and communication practices that promote responsible digital citizenship, transparency, and accountability.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	1	1	2	2	1	3	2	1	1	1	2	1

CLO2	1	1	1	1	1	3	1	1	1	2	2	1
CLO3	1	2	1	1	1	3	1	2	1	3	1	1
CLO4	1	2	1	1	2	3	1	1	2	3	1	1
CLO5	1	2	2	1	1	3	1	1	1	3	2	1

Unit I Social Media Concepts

Social media sites and monetization; 4 Zones of social media introduced; 5th P of marketing (participation); Careers in social media marketing

Unit II Strategic social media marketing

(Overview; planning process introduced; Campaigns (tactics and results), Steps in social media marketingplanning.

Unit III Zones of social media

Social Community: Participation in social networks, Diffusion of digital innovation, Roger’s diffusion theory of innovation, Characteristics of social media sites, Audience engagement, Brand Fans, Marketing applications of social publishing zone. **Social Publishing:** Types of content, Channels of content distribution, Social media publishing strategies, Search Engine optimization, social media optimization, **SocialEntertainment:** Social Entertainment as play, elements of social gaming. **Social Commerce:** Social Commerce and customer decision making process, Social commerce tools for decision stages, Best practicesto leverage social ratings. Benefits of Social Commerce.

Unit IV Social media measurement and metric

Quantifying success; Data mining and social media; Role of social media in marketing research

Unit V social media and privacy/ethics

Introduction to Social Media Ethics, Defamation on Social media platforms, Cyberbullying, forms ofCyberbullying, Cyberstalking

Recommended Books:

1. Tuten, T. & Solomon, M. (2013). *Social Media Marketing*. Boston, MA: Pearson.
2. Van Dijck, J. (2013). *The Culture of Connectivity*. New York, NY: Oxford University Press.

Note: Latest edition of text book may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER-II

Consumer Behavior Course Code: BBA-E-04 Credit 4

Course Learning Outcome (CLOs)

After completing this Course, the students should be able to:

CLO 1: Explain the concepts, theories, and factors influencing consumer behavior in individual and organizational buying decisions.

CLO 2: Analyze the psychological, social, cultural, and personal determinants that affect consumer decision-making processes.

CLO 3: Evaluate consumer needs, preferences, motivations, and purchasing patterns using consumer behavior models and market research data.

CLO 4: Apply consumer behavior insights to develop effective market segmentation, targeting, positioning, and marketing strategies.

CLO 5: Design marketing recommendations and customer engagement strategies based on consumer analysis, ethical considerations, and changing market trends.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	3	3	2	1	-	2	1	2	1	1
CLO2	3	3	3	3	3	1	3	2	2	2	1	1
CLO3	3	3	3	3	2	1	2	1	2	2	1	1
CLO4	3	3	3	3	2	2	2	2	2	2	1	1

CLO5	3	3	3	3	3	2	2	2	1	2	1	1
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Unit I

Meaning, relevance and importance of consumer behavior, Relationship between consumer behaviour and marketing strategy, Market segmentation, Profiling consumers, Notion of psychographics and life-style.

Unit – II

Consumer involvement and decision-making; Consumer decision-making process; Information search process; Evaluative criteria and decision rules. Personality Meaning and nature of personality, Theories of personality: Freudian Theory, Carl Jung Personality Types, Neo- Freudian Personality Theory, and Trait Theory.

Unit III

Consumer as an individual; Motivation for purchase; Needs and goals; Rational and emotional motives; Concept of consumer frustration; Maslow’s theory applied to consumer behavior.

Unit – IV

What is learning? How consumers learn, Elements of learning, Classical conditioning theory of learning, Reference group influence, Opinion leadership.

Unit V

Role of culture in consumer buying behavior, Profile of Indian consumers, Behavioural patterns of Indian consumers, Problems faced by Indian consumers, Consumer protection in India.

Suggested Readings:

1. Leon G. Schiffman and Leslie Lazar Kanuk; Consumer Behaviour, Pearson Education.
2. S Sumathi and P Saravanel; Marketing Research and Consumer Behaviour, Vikas Publishing House Pvt. Ltd.
3. Satish K Batra and Kazmi S H H: Consumer Behaviour, Text and Cases; Excel Books, New Delhi.
4. M S Raju and Dominique Xardel: Consumer Behaviour, Concepts and Applications, Vikas Publishing House Pvt. Ltd.
5. Loudon and Della Bitta: Consumer Behaviour, Concepts and Applications; Tata Mc-GrawHill.

Note: Latest edition of text book may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations.

SEMESTER III

BBA SEMESTER -III Human Resource Management Paper Code BBA-D-09 Credit 4

Course Learning Outcome (CLOs)

(After the completion of the course, the students will be able to)

CLO 1 Explain the importance of human resources and identify the best corporate policies and strategies along with the different strategic and operational control strategies.

CLO 2 It provides a basic understanding of human capital requirement and its planning. It also highlights the different tools used in forecasting and planning of human resources.

CLO 3 State the significance of competitive compensation, employee benefits to both employers and employees.

CLO 4 It also appraises a job-based compensation scheme that is consistent with organizational goals, mission and values, and at the same time linked to the labor market.

CLO 5 Identify the critical issues in the implementation of disciplines, grievances and trade union.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	3	3	2	1	-	2	1	2	1	1
CLO2	3	3	3	3	3	1	3	2	2	2	1	1
CLO3	3	3	3	3	2	1	2	1	2	2	1	1
CLO4	3	3	3	3	2	2	2	2	2	2	1	1
CLO5	3	3	3	3	3	2	2	2	1	2	1	1

UNIT I

Introduction to HRM & HRD:

Concept of HRM, Objectives, Process, HRM vs. Personnel Management, HRM vs. HRD, Objectives of HRD, focus of HRD System, Structure of HRD System, role of HRD manpower.

UNIT II

Human Resource Policies & Strategies

Introduction, role of HR in strategic management, HR policies & Procedures, HR Programme, developing HR policies and strategies, Strategic control, Types of Strategic control, Operational Control System, Functional and grand strategies, Strategy factors.

UNIT III

Manpower planning:

Human Resource Procurement & Mobility, Productivity & improvement job analysis & Job design, work measurement, ergonomics' Human Resource planning-objectives, activities, manpower requirement process Recruitment & Selection, Career planning & development, training methods, basic concept of performance appraisal. Promotion & Transfer.

UNIT IV

Compensation:

Employee Compensation, Wage policy, Wage determination, and Wage board, factors affecting wages & Salary, systems of payments, Job evaluation, components of wage/salary-DA, incentives, bonus, fringe benefits etc., Minimum Wages Act 1948, Workmen Compensation Act 1923, Payment of bonus Act 1965.

UNIT V

Employee relations:

Discipline & Grievance handling types of trade unions, problems of trade unions

Suggested Readings:

1. Mondy, A. W. and Noe, R. M., Human Resource Management, Pearson Education.
2. Decenzo, D.A. and Robbins, S. P., Fundamentals of Human Resource Management, Wiley, India.
3. TN Chhabra, Human Resource Management, Dhanpat Rai & Co., Delhi
4. Dessler, G. and Varkkey, B., Human Resource Management, Pearson Education, Delhi.
5. Dipak Kumar Bhattacharya, Human Resource Management, Excel Books, 2009, 2nded
6. Arun Monappa, Managing Human Resource,
7. Essential of HRM and Industrial Relations-P. Subba Rao
8. C.B. Memoria, Personnel Management

Note: Latest edition of textbooks may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER-III

Business Environment **Course Code: BBA-D-10** **Credit 4**

Course learning outcomes (CLOs)

After completing this Course, the students should be able to:

CLO 1: Understand the concept of business environment and its scope and nature.

CLO 2: Analyze various forms of business environments and its impact on corporate world.

CLO 3: Role of socio-cultural and technological changes in business environment. Corporate Governance

CLO 4: Michel porter's five force model and its application to form competitive strategies.

CLO 5: Exploring various International Institution which are fostering international trade among countries throughout the world.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	3	3	2	1	-	2	1	2	1	1
CLO2	3	3	3	3	3	1	3	2	2	2	1	1
CLO3	3	3	3	3	2	1	2	1	2	2	1	1
CLO4	3	3	3	3	2	2	2	2	2	2	1	1
CLO5	3	3	3	3	3	2	2	2	1	2	1	1

UNIT I Introduction to Business Environment

Business – Meaning, Definition, Nature & Scope, Types of Business Organizations.

Business Environment- Meaning, Characteristics, Scope and Significance, Components of Business Environment.

Micro and Macro Environment – Definition, Differentiation, Analysis of Business Environment, SWOT Analysis.

Introduction to Micro-Environment –Internal Environment: Value system, Mission, Objectives, Organizational Structure, Organizational Resources, Company Image, Brand Equity External Environment: Firm, customers, suppliers, distributors, Competitors, Society Introduction to Macro Components – Demographic, Natural, Political, Social, Cultural Economic, Technological, International and Legal)

UNIT II Political, Economic and Legal environment

Political Institutions- Legislature, Executive, Judiciary, Role of government in Business, Legal framework in India. Economic environment- economic system and economic policies. Concept of Capitalism, Socialism and Mixed Economy, Impact of business on Private sector, public sector and Joint sector. Sunrise sectors of India Economy. Challenges of Indian economy.

UNIT III Social and Cultural Environment

Nature, Impact of foreign culture on Business, Traditional Values and its Impact, Social Audit – Meaning and Importance of Corporate Governance and Social Responsibility of Business.

UNIT IV Technological environment

Features, impact of technology on Business Competitive Environment – Meaning, Michael Porter’s Five Forces Analysis, Competitive Strategies

UNIT V International Environment

GATT/ WTO: Objective and Evolution of GATT, Uruguay round, GATT v/s WTO, Globalization – Meaning, Nature and stages of Globalization, features of Globalization, Foreign Market entry strategies, LPG model. MNCs – Definition, meaning, merits, demerits, MNCs in India. FDI – Meaning, FDI concepts and functions, Need for FDI in developing countries, Factors influencing FDI, FDI operations in India,

Suggested Readings:

1. Cherunilam Francis: Business Environment: Himalaya Publishing House
2. Sherlekar S A, Modern Business Organisation and Management System Approach
3. Justin Paul: Business Environment-Text and Cases, McGrawHill.
4. Sengupta: Government and Business, Vikas Publishing House, New Delhi.
5. Misra&Puri: Economic Environment of Business, Himalaya Publishing House
6. Morrison J, The International Business Environment, Palgrave
7. Aswathappa, Essentials of Business Environment, Himalaya Publishing House, New Delhi
8. MISHRA AND PURI, Indian Economy, Himalaya Publishing House, New Delhi
9. Business Environment Raj Aggarwal Excel Books, Delhi
10. Strategic Planning for Corporate Ramaswamy V McMillan, New Delhi
11. Business and society – Lokanathan and Lakshmi Rajan, Emerald Publishers.
12. Economic Environment of Business – M. Adhikary, Sultan Chand & Sons

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations.

BBA SEMESTER -III
Management Information System
Course Code: BBA-D-11
Credit 4

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO 1 Evaluate the major role played by information systems in today’s changing business environment, where we are using IT-enabled services (ITES)

CLO 2 Identify the major management challenges and their resolution by application of Information system & technology

CLO 3 Define an information system from both a technical and a business perspective since they are going to lead digital business and managing a digital economy.

CLO 4 Able to identify the role of Information in decision making process which is the backbone of any organization.

CLO 5 Understand the concept of Business Process Re-engineering (BPR) and their relationship with technology.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	2	1	2	1	3	2	3	3	3	3
CLO2	3	2	1	1	2	2	2	1	2	3	3	2
CLO3	2	1	3	2	2	2	3	3	3	2	2	3
CLO4	1	1	1	1	2	2	3	1	3	3	3	3
CLO5	3	3	2	3	2	2	3	2	3	2	3	3

UNIT I Introduction to MIS: Concept, Definition, Role of MIS, Impact of MIS, MIS and user, Management effectiveness and MIS. Strategic Management of Business: Types of strategies, MIS and Strategic Business Planning Communication Networks-Concept, Network Topologies, LAN, WAN, TCP/IP

UNIT II MIS and Decision Making

Concepts, Process, MIS and Security challenges, MIS and Information and Knowledge, Database Management Systems: Introduction, Hierarchical Database Model, Network Database Model, Relational Database Model

UNIT III Business Process Re-Engineering

Concept, MIS and BPR, Decision Support Systems (DSS) - Concept, Application, Knowledge Management Systems, MIS and Benefits of DSS.

UNIT IV Enterprise Management Systems

Concept, Enterprise Resource Planning System, EMS and MIS, E- Business Enterprise – E-Business, E-Commerce, E-Communication, E-Collaboration

UNIT V Applications of MIS in Manufacturing Sector

Personnel Management, Financial Management, Production Management, Marketing Management, MIS applications in Service Industry, Management Ethics and Governance

Suggested Reading:

1. Waman S Jawadekar, MIS. McGraw Hill Publications.
2. Kenneth C Laudon and Jane P Laudon, “Management Information Systems-

- Managing the Digital Firm”, Pearson Education, 2/e, 2009.
3. CSV Murthy, “Management Information Systems- Text & Applications”, Himalaya Publishing House, 3/e, 2011
 4. Gordon B. Davis, Magrethe H.Olson, “Management Information Systems, Conceptual Foundations Development”, Tata McGraw Hill, 2008.
 5. Satyasekhar. GV,” Management Information Systems”, Excel Books, 2007.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise of 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations.

BBA SEMESTER -III

Business Ethics and Corporate Governance

Course Code: BBA-D-12

Credit 4

COURSE LEARNING OUTCOMES (CLOs)

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

CLO 1 To develop understanding of basics of ethics, values and Morals

CLO 2 To provide an insight into the evolution of different ethical theories & its impact on business
CLO 3 To be aware of the financial complications in business and human resource issues

CLO 4 To provide an overview of origin and development of corporate governance in India

CLO 5 To elaborate on the role of different authorities in corporate governance

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	O 1	O 2	O 3	O 4	O 5	O 6	O 7	O 8	O 9	O 10	O 11	O 12
CLO1	3	2	3	3	2	3	2	3	2	3	3	3
CLO2	2	2	3	3	3	3	3	3	2	3	3	3
CLO3	3	2	3	3	2	2	3	3	2	3	3	3
CLO4	2	3	3	3	2	1	3	3	2	3	3	3
CLO5	2	3	3	3	3	2	2	3	2	3	3	3

UNIT-1 Introduction:

What is Ethics, Nature and scope of Ethics, Facts and value, Ethical subjectivism and Relativism, Moral Development (Kohlberg’s 6 stages of Moral Development), Ethics and Business, Myth of a moral business

UNIT-2 Decision making (Normal Dilemmas and Problems):

Application of Ethical theories in Business: Utilitarianism. Economic Justice: Distributive

Justice, Ethical Issues in Functional Areas of Business. Marketing: Characteristics of Free and Perfect competitive market, Monopoly oligopoly, Ethics in Advertising (Truth in Advertising).

UNIT-3 Finance:

Fairness and Efficiency in Financial Market, Insider Trading, Green Mail, Golden parachute. HR: Workers Right and Duties: Workplace safety, sexual harassment, whistleblowing.

UNIT-4 Origin and Development of Corporate governance:

Theories underlying Corporate Governance, Agency theory, Separation of ownership and control, Ethics and Governance, Process and Corporate Governance (Transparency Accountability and Empowerment).

UNIT-5 Role of Board of Directors and Board Structure:

Role of Board of Directors, Role of the Non-executive Director, Role of Auditors, SEBI Growth of Corporate Governance. Role of Government, Corporate governance in India.

CASE ANALYSIS COMPULSORY

Suggested Readings:

1. C.S.V. Murthy, Business Ethics and Corporate Governance, HPH
2. Francis & Mishra, Business Ethics, TMH
3. Fernando, Corporate governance, Pearson
4. S. Prabakaran, Business Ethics & Corporate Governance, EB
5. Mallin, Corporate Governance, Oxford
6. U.C. Mathur, Corporate Governance & Business Ethics, MacMillan

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER -III
Sales and Distribution Management
Paper BBA-M-102
Credit 4

Course Learning Outcomes (CLOs)

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

CLO 1: Explain the concepts, principles, and importance of sales and distribution management in achieving organizational marketing objectives.

CLO 2: Analyze sales processes, customer relationship strategies, and factors influencing sales performance in different business environments.

CLO 3: Evaluate distribution channel structures, channel partner relationships, and logistics decisions for efficient product and service delivery.

CLO 4: Apply sales management techniques, including sales forecasting, territory management, quota setting, and sales force motivation, to improve organizational effectiveness.

CLO 5: Develop integrated sales and distribution strategies that enhance customer satisfaction, market coverage, and business profitability.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	1	1	2	2	1	3	2	1	1	1	2	1
CLO2	1	1	1	1	1	3	1	1	1	2	2	1
CLO3	1	2	1	1	1	3	1	2	1	3	1	1
CLO4	1	2	1	1	2	3	1	1	2	3	1	1
CLO5	1	2	2	1	1	3	1	1	1	3	2	1

Unit I

Sales Management; Objectives and Functions, Setting up a sales organization, Personal Selling, Management of Sales force, Recruitment & Selection, Training, Motivation and Evaluation, Compensating Sales Force

Unit II

Theories of Selling: AIDAS, Right Set of circumstances, Buying formula theory. Sale forecasting, Territory Management, Sales Budget, Sales Quota.

Unit III

Distribution Management, Design of Distribution Channel, Channel Conflict, Co-operation & Competition

Unit IV

Vertical marketing system, Horizontal Marketing system, Designing Customer Oriented Marketing Channels: Wholesaling, Retailing.

Unit V

Transportation, Warehousing, Inventory, Order Processing, Market Logistics Decision, SCM, Emerging Trends. Case analysis compulsory

Recommended Books:

1. Havaladar, Cavale, Sales & Distribution Management Tata McGraw Hill.
2. Rusell, F. A. Beach and Richard H. Buskirk, Selling: Principles and Practices, Tata McGrawHill.
3. Still, Richard R., Edward W. Cundiff and Norman A. P. Govoni, Sales Management: Decision Strategies and Cases, Prentice Hall of India Ltd., New Delhi.
4. S.L. Gupta, Sales & Distribution Management, Excel Books
5. Chunnwala, Sales & Distribution Management, –HPH
6. Salesmanship & Sales Management – Sahu&Raut – Vikas
7. Sales & Distribution Management, Panda and Sahadev, Oxford
8. Charles Futrell: Fundamentals of Selling, McGrawHill

Note: Latest edition of the readings may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations.

BBA SEMESTER -III Small Business and Entrepreneurship Course Code: BBA-E-01 Credit 4

Course Learning Outcomes (CLOs)

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

CLO 1: Explain the concepts, characteristics, and significance of small businesses and entrepreneurship in economic growth and employment generation.

CLO 2: Identify and evaluate entrepreneurial opportunities by analyzing market needs, business environments, and innovation potential.

CLO 3: Apply entrepreneurial skills and business planning techniques to develop feasible small business ventures.

CLO 4: Analyze the financial, operational, legal, and managerial challenges faced by small businesses and propose appropriate solutions.

CLO 5: Develop a comprehensive business plan that demonstrates entrepreneurial thinking, sustainability, risk management, and value creation.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

Unit I

Entrepreneurship-Enterprise: Conceptual issues. Entrepreneurship vs. Management. Roles and functions of manager in relation to the enterprise and in relation to the economy. Entrepreneurship is an interactive process between the individual and the environment. Small business as seedbed of Entrepreneurship. Entrepreneur competencies, Entrepreneur motivation, performance and rewards

Unit II

Opportunity scouting and idea generation: role of creativity and innovation and business research. Sources of business ideas. Entrepreneur opportunities in contemporary business environment, for example opportunities in net-work marketing, franchising, business process outsourcing in the early 21 century.

Unit III

The process of setting up a small business: Preliminary screening and aspects of the detailed study of the feasibility of the business idea and financing/non-financing support; Preparation of Project Report and Report on Experiential Learning of successful and unsuccessful entrepreneurs.

Unit IV

Management roles and functions in a small business. Designing and re-designing business process, location, layout, operations planning and control. Basic awareness on the issues impinging on quality, productivity and environment. Managing business growth. [The pros and cons of alternative growth options: internal expansion, acquisitions and mergers, integration and diversification. Crisis in business growth.

Unit-V

Issues in small business marketing. The contemporary perspectives on Infrastructure Development, Product and Procurement Reservation, Marketing Assistance, Subsidies and other Fiscal and Monetary Incentives. National state level and grass-root level financial and non-financial institutions in support of small business development.

Reference Books:

1. Brandt, Steven C., The 10 Commandments for Building a Growth Company, Third

- Edition, MacmillanBusiness Books, Delhi, 1977
2. Bhide, Amar V., The Origin and Evolution of New Business, Oxford University Press, New York, 2000.
 3. Dollinger M.J., 'Entrepreneurship strategies and Resources', 3rd edition, Pearson Education, New Delhi 2006.
 4. Desai, Vasant Dr. (2004) Management of small scale enterprises New Delhi: Himalaya Publishing House,
 5. Taneja, Gupta, Entrepreneur Development New Venture Creation,: 2nd ed. Galgotia Publishing Company
 6. Holt, David H., Entrepreneurship: Strategies and Resources, Illinois, Irwin, 1955

Note: Latest edition of text book may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

SEMESTER IV

BBA SEMESTER -IV Business Research Methods Course Code: BBA -D-13 Credit 4

Course Learning Outcomes (CLOs)

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

CLO 1: Explain the fundamental concepts, principles, and processes of business research and their application in managerial decision-making.

CLO 2: Formulate research problems, objectives, hypotheses, and research questions relevant to business and management issues.

CLO 3: Design appropriate research methodologies, including sampling techniques, data collection methods, and research instruments.

CLO 4: Analyze and interpret qualitative and quantitative data using suitable statistical and analytical techniques to draw meaningful conclusions.

CLO 5: Prepare and present a professional business research report that demonstrates ethical research practices and provides actionable recommendations.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

Unit I

Business research: meaning and definition – features of business research, Business Research Process, Ethical issues in Research, process of problem definition – understanding background of the problem - determination of unit of analysis – determine the relevant variables and state the research questions – hypothesis and research objectives.

Unit II

Research Design: Meaning and Types. Exploratory research- objectives & methods, experience survey, secondary data analysis, case study, pilot study by focus group interview, Descriptive and Causal research – survey, experiments, secondary data studies and observation

Unit III

Sampling Design: simple random sampling – restricted random sampling – stratified, cluster and systematic - nonrandom sampling – convenient and judgment sampling – sampling error and non-sampling error.

Unit IV

Measurement and scaling: nominal - ordinal – interval and ratio scale, designing questionnaire, Survey methods

Unit V

Data processing: processing stages, editing, coding and data entry, descriptive analysis under different types of measurements – percentages frequency table, measures of central tendency.

Reference Books:

1. Donald R. Cooper and Pamela S. Schindler: Business Research Methods, Latest edition, Irwin McGraw-Hill International Editions, New Delhi.
2. John Adams, Hafiz T.A. Khan, Robert Raeside, David White: Research Methods for graduate business and social science students, Response Books, New Delhi – 110044.

3. Naresh K. Malhotra: Marketing research, latest edition, Pearson Education.
4. William G. Zikmund, Business Research methods, Thomson
5. Wilkinson T.S. and Bhandarkar P.L.: Methodology and Techniques of social research, Himalaya Publishing House.

Note: Latest edition of text books may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER-IV

Financial Management Course Code: BBA-D-14 Credit 4

Course Learning Outcomes (CLOs)

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

CLO 1: Explain the fundamental concepts, principles, and objectives of financial management and their role in business decision-making.

CLO 2: Analyze financial statements and evaluate the financial performance and position of an organization using relevant financial tools and ratios.

CLO 3: Apply capital budgeting techniques to assess investment opportunities and make informed financial decisions.

CLO 4: Evaluate financing alternatives and working capital management strategies to optimize organizational financial resources.

CLO 5: Develop financial plans and recommendations by considering risk, return, cost of capital, and value maximization objectives.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12

CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

UNIT 1 Introduction

Meaning, nature and scope of finance, financial goals, finance functions

UNIT II Time Value of Money

Concepts of Present Value, Future Value, Value of Annuity

UNIT III Capital Budgeting

The Capital Budgeting Process, Cash Flow Estimation, Payback Period Method, Discounted Payback Period Method, Accounting Rate of Return, Net Present Value (NPV), Net Terminal Value, Internal Rate of Return (IRR), Profitability Index, Capital rationing

UNIT IV Working Capital Decisions

Meaning, significance and types of working capital, Financing of working capital, Management of Inventor, management of cash; management of account receivables

UNIT V Capital structure and Dividend Decisions

Capital Structure- Theories of Capital Structure (Net Income, Net Operating Income, MMHypothesis, Traditional Approach). Operating and Financial leverage. Determinants of capitalstructure, determining capital structure in practice, Cost of capital, Principles of Dividend Policy

Books:

1. Chandra, P. Financial Management-Theory and Practice, Tata McGraw Hill
2. Pandey, I M. Financial Management, Vikas Publications UNCTAD Reports
3. Khan, M.Y. and P.K. Jain, Financial Management: Text and Problems, Tata McGraw Hill
4. Vanhorne, J.C.: Financial Management and Policy; Prentice Hall of India, New Delhi.
5. Ravi M kishore: Fundamentals of Financial Management Books:
6. Rustagi, R.P., Financial Management, Galgotia Publishing Company

Note: Latest edition of text books may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examination

BBA SEMESTER -IV

International Business Environment

Course Code: BBA-D-15

Credit 4

Course learning outcomes (CLOs)

After completing this Course, the students should be able to:

CLO 1: Understand the concept of business environment and its scope and nature.

CLO 2: Analyze various forms of business environments and its impact on corporate world.

CLO 3: Role of socio-cultural and technological changes in business environment. Corporate Governance

CLO 4: Michel porter's five force model and its application to form competitive strategies.

CLO 5: Exploring various International Institution which are fostering international trade among countries throughout the world.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	2	1	2	1	3	2	3	3	3	3
CLO2	3	2	1	1	2	2	2	1	2	3	3	2
CLO3	2	1	3	2	2	2	3	3	3	2	2	3
CLO4	1	1	1	1	2	2	3	1	3	3	3	3
CLO5	3	3	2	3	2	2	3	2	3	2	3	3

Detailed Syllabus:

UNIT I Introduction to Business Environment

Business – Meaning, Definition, Nature & Scope, Types of Business Organizations.

Business Environment- Meaning, Characteristics, Scope and Significance, Components of Business Environment.

Micro and Macro Environment – Definition, Differentiation, Analysis of Business Environment, SWOT Analysis.

Introduction to Micro-Environment –Internal Environment: Value system, Mission, Objectives, Organizational Structure, Organizational Resources, Company Image, Brand Equity External Environment: Firm, customers, suppliers, distributors, Competitors, Society Introduction to Macro Components – Demographic, Natural, Political, Social, Cultural Economic, Technological, International and Legal)

UNIT II Political, Economic and Legal environment

Political Institutions- Legislature, Executive, Judiciary, Role of government in Business, Legal framework in India. Economic environment- economic system and economic policies. Concept of Capitalism, Socialism and Mixed Economy, Impact of business on Private sector, public sector and Joint sector. Sunrise sectors of India Economy. Challenges of Indian economy.

UNIT III Social and Cultural Environment

Nature, Impact of foreign culture on Business, Traditional Values and its Impact, Social Audit – Meaning and Importance of Corporate Governance and Social Responsibility of Business.

UNIT IV Technological environment

Features, impact of technology on Business Competitive Environment – Meaning, Michael Porter's Five Forces Analysis, Competitive Strategies

UNIT V International Environment

GATT/ WTO: Objective and Evolution of GATT, Uruguay round, GATT v/s WTO, Globalization – Meaning, Nature and stages of Globalization, features of Globalization, Foreign Market entry strategies, LPG model. MNCs – Definition, meaning, merits, demerits, MNCs in India. FDI – Meaning, FDI concepts and functions, Need for FDI in developing countries, Factors influencing FDI, FDI operations in India,

Suggested Readings:

1. Cherunilam Francis: Business Environment: Himalaya Publishing House
2. Sherlekar S A, Modern Business Organisation and Management System Approach
3. Justin Paul: Business Environment-Text and Cases, McGrawHill.
4. Sengupta: Government and Business, Vikas Publishing House, New Delhi.
5. Misra&Puri: Economic Environment of Business, Himalaya Publishing House
6. Morrison J, The International Business Environment, Palgrave
7. Aswathappa, Essentials of Business Environment, Himalaya Publishing House, New Delhi
8. MISHRA AND PURI, Indian Economy, Himalaya Publishing House, New Delhi
9. Business Environment Raj Aggarwal Excel Books, Delhi
10. Strategic Planning for Corporate Ramaswamy V McMillan, New Delhi
11. Business and society – Lokanathan and Lakshmi Rajan, Emerald Publishers.
12. Economic Environment of Business – M. Adhikary, Sultan Chand & Sons

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER -IV

Marketing Management-2

Course Code: D-16

Credit 4

Course Learning Outcomes (CLOs)

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

CLO 1: Analyze consumer behavior, market dynamics, and environmental factors to develop effective marketing strategies.

CLO 2: Evaluate market segmentation, targeting, and positioning (STP) strategies for different products and services.

CLO 3: Design integrated marketing mix strategies, including product, pricing, distribution, and promotion decisions, to achieve organizational objectives.

CLO 4: Assess the role of digital marketing, social media, and emerging marketing technologies in creating customer value and competitive advantage.

CLO 5: Develop comprehensive marketing plans and recommendations based on market research, performance metrics, and ethical marketing practices.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	2	1	2	1	3	2	3	3	3	3
CLO2	3	2	1	1	2	2	2	1	2	3	3	2
CLO3	2	1	3	2	2	2	3	3	3	2	2	3
CLO4	1	1	1	1	2	2	3	1	3	3	3	3
CLO5	3	3	2	3	2	2	3	2	3	2	3	3

Unit-I

Promotion: promotion mix; methods of promotion; advertising; personal selling; selling as a career.

Unit-II

Distribution: physical distribution; channels of distribution-concept and role; types of channels; factors affecting choice of a particular channel; physical distribution of goods;

Unit III

Advertising: functions of advertising; advertising media; different types of media; relativemerits and demerits; characteristics of effective advertisement;

Unit-IV

Media: measuring media effectiveness; media planning and scheduling; Legal and ethical aspects of advertising.

Unit V

Sales promotion: meaning, nature and functions; limitations of sales promotion; sales promotionschemes: sample; coupon; price off; premium plan; consumer contests and sweep stakes; POP displays; demonstration; trade fairs and exhibitions; sales promotion techniques and sales force.

Reference Books:

1. Kotler, Philip: Marketing Management; Prentice Hall, New Jersey.
2. Cundiff E.W. and Still, R.R., Basic Marketing Concepts, Decisions and Strategy; Prentice Halof India, New Delhi.
3. Stanton W.J., Etzel Michael J and Walter Bruce J; Fundamentals of Marketing; McGraw Hill,New York.

Note: Latest edition of text books may be used

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise of 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations.

BBA SEMESTER -IV
Managing Tourism
Services
Course Code: BBA-S-
102
Credit 4

Course Learning Outcomes (CLOs)

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

CLO 1: Explain the concepts, structure, and significance of the tourism and hospitality industry and its contribution to economic development.

CLO 2: Analyze the operations and management of tourism services, including travel agencies, tour operators, accommodation, transportation, and destination management.

CLO 3: Evaluate customer needs, service quality standards, and visitor experiences to enhance tourism service delivery and customer satisfaction.

CLO 4: Apply tourism planning, marketing, and sustainable tourism practices to manage tourism services effectively in diverse environments.

CLO 5: Develop strategic recommendations for tourism organizations by integrating service management, sustainability, technology, and ethical considerations.

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	3	3	2	3	1	2	1	2
CLO2	2	3	3	3	1	3	2	2	2	3
CLO3	2	2	3	3	2	2	3	3	1	2
CLO4	2	3	3	3	2	3	2	3	3	2
CLO5	2	3	3	3	3	1	1	3	1	1

Unit I

Concepts, definitions, origin and development of Tourism Industry, Types of tourism, domestic, international, regional, inbound, outbound, components of tourism. Nature, characteristics, significance and scope of tourism.

Unit II

Growth and development of tourism, Components & typology of tourism. Tourism organizations: World Tourism Organization (WTO), Pacific Asia Travel Association (PATA), World Tourism & Travel Council, (WTTC)

Unit III

Role and function of Ministry of Tourism, Govt. of India, ITDC, visitor, tourist, traveler, excursionist. Tourist Destination Life Cycle.

Unit IV

Concept of tourism product. Characteristics of Tourism Product, forms of tourism product both natural & man-made. Heritage Monuments, arts, craft, Flora, Fauna Environmental Ecology.

Unit V

Tourist Resources -- Definition & Differentiation, Types, religious & spiritual centers, fairs & Festivals. Yoga meditation & others centers. Role of Travel Agencies in Tourism, MICE Tourism

Suggested Readings

1. Introduction to Tourism & Hotel Industry, Zulfikar, SPD
2. Marketing Mgmt. for Travel & Tourism, Nelson Thrones
3. Marketing of Hospitality Kotler, Bowen, Makens.

- 4.Event Management in leisure & tourism – David Watt
 5.Tourism Development Principles and Practices,A K Bhatia6.Travel and Tourism
 ManoharPuri ,GianChand

Note: Latest edition of text book may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise of 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations.

BBA SEMESTER -IV

**Goods and Services Tax
 Course Code: BBA-E-02
 Credit 4**

Course Learning Outcomes (CLOs)

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

CLO 1: Explain the concepts, structure, objectives, and legal framework of the Goods and Services Tax (GST) system in India.

CLO 2: Analyze GST provisions related to registration, supply, valuation, input tax credit, and tax liability for different business transactions.

CLO 3: Apply GST rules and procedures to compute tax liabilities, claim input tax credits, and maintain GST-related records and documentation.

CLO 4: Evaluate GST compliance requirements, including return filing, payment procedures, assessments, and audit provisions.

CLO 5: Develop practical solutions and recommendations for GST planning and compliance while ensuring adherence to statutory and ethical requirements.

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PL O9	PLO10	PLO11	PLO12
CLO1	3	1	1	1	1	1	1	-	-	-	-	1
CLO2	3	2	1	1	2	2	2	1	-	-	1	-
CLO3	2	1	3	2	2	2	3	3	-	2	1	-
CLO4	1	1	-	1	2	2	-	1	-	1	-	1
CLO5	1	1	1	1	1	1	1	1	1	1	1	1

Unit 1

Basic Concept of Indirect Taxes and Introduction of GST, Supply, Levy and collection Under GST

Unit 2

Exemption from GST, Taxability of Composite and Mixed supply, Location of the suppliers and place of supply of Goods and services under GST

Unit 3

Composition Levy (Composition Scheme), Time of supply and valuation of supply in GST,

Unit 4

Input tax credit and its utilization, Tax invoice, Credit & Debit Notes, Registration, payment of tax and Returns under GST.

Unit-5

Customs Law: Basic concepts, Territorial water, High Seas, Types of custom duties, valuation, Baggage Rule & Exemptions.

Suggested Readings:

1. GST and Customs- Law & Practices- V.S. Datey, Taxmann
2. Indirect Taxes-Snowwhite Publications.
3. GST Ready Reacnor- Saxena
4. Elements of Indirect Taxes- Law & Practices- V.S. Datey, Taxmann

Note: Latest edition of text book may be used

Teaching-Learning Strategies

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Assessment methods and weightages

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SEMESTER V

BBA SEMESTER V

Quantitative Techniques for Managers

Course Code: BBA-D-17
Credit 4

Course Learning Outcomes (CLOs)

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

CLO 1: Explain the role and importance of quantitative techniques in managerial decision-making and problem-solving.

CLO 2: Apply statistical and mathematical tools to organize, summarize, and analyze business data.

CLO 3: Use probability concepts and forecasting techniques to support business planning and decision-making under uncertainty.

CLO 4: Formulate and solve managerial problems using quantitative models such as linear programming, transportation, and assignment models.

CLO 5: Interpret the results of quantitative analyses and recommend appropriate managerial actions based on data-driven insights

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	2	3	2	2	3	3
CLO2	3	2	2	2	2	3	3	3	2	2	2	2
CLO3	3	2	2	3	2	3	3	2	2	2	2	2
CLO4	3	3	2	3	2	2	2	2	2	2	2	2
CLO5	3	3	3	3	3	2	2	2	2	2	2	2

Unit I

Theory of probability: Probability rules – Bayes theorem - Probability distribution - Binomial, Poisson and Normal.

Unit II

Statistical decision theory: Decision environment - decision making under certainty and uncertainty and risk conditions - EMV, EOL and marginal analysis - value of perfect information
- decision tree analysis - simulation and sensitivity analysis.

Unit III

Sampling theory: meaning of sampling - random sample - characteristics of random sampling method - non random sampling methods and their uses - determining sample size - sampling error and standard error.

Unit IV

Sampling distribution: Features central limit theorem - uses of sampling distribution - estimation - estimating population parameters - point and interval estimates - estimating proportion, percentage and mean of population from large sample and small sample. Testing of hypothesis - testing of proportions and means of large samples - through small

samples - one tailed and two tailed tests - testing differences P between two samples for mean and proportions - errors in hypothesis testing

Unit V

Chi square distribution: characteristics – applications - tests of independence and tests of goodness of fit - test of association - F distribution - testing of population variance - analysis of variance - one way and two way analysis.

Correlation and regression analysis - simple, partial and multiple correlation - computation methods - simple, partial and multiple regressions - computation methods - estimating values using regression equation - standard error of estimate - testing significance of correlation and regression coefficients - interpreting correlation - explained variation and unexplained variation - coefficient of determination.

Reference Books:

1. N.D.Vohra, “Quantitative Techniques in Management”, Tata McGraw Hill, 3rd edition.
2. Anderson, D. R., D. J. Sweeney and T. A. Williams. 2003. *Quantitative Methods for Business*. South-Western Educational Publishing.
3. Anderson, D. R., D. J. Sweeney, T. A. Williams and J. D. Camm. 2009. *Quantitative Methods for Business*. South-Western College Publishing.

Note: Latest edition of text books may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER -V

Income Tax

Course Code: BBA -D-18

Credit 4

Course Learning Outcomes CLOs

On successful completion of this course, the student will be able to

CLO 1 Demonstrate knowledge of direct taxes and identify the technical terms related to Income Tax.

CLO 2 Students would determine the residential status of an individual and scope of total income.

CLO 3 Students would compute income from salaries, house property, business/profession, capital gains and income from other sources.

CLO 4 Discuss the various benefits/ deductions under Chapter VI-A of the Income tax act;

1961

CLO 5 Compute the net total income of an individual.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	2	3	2	2	3	3
CLO2	3	2	2	2	2	3	3	3	2	2	2	2
CLO3	3	2	2	3	2	3	3	2	2	2	2	2
CLO4	3	3	2	3	2	2	2	2	2	2	2	2
CLO5	3	3	3	3	3	2	2	2	2	2	2	2

UNIT -1: Introduction of Income Tax Act 1961

Charge of Income tax, person, assessment year, previous year, Maximum amount, which is not chargeable to income tax, Assesses, Rounding off of total income tax, Scope of total income, residential status.

UNIT -2: Income Under the head –salary

Meaning of salary, Taxability of component of salary, perquisites, Perquisites where taxable only in the case of specified employees, tax free perquisites (for all employees), Treatment of leave travel concession or assistance(LTC/LTA), treatment of provident fund for income-tax purposes, Gratuity, uncommitted and Commuted pension leave encashment, deduction from salary. Problems on salary computation and taxability.

UNIT-3: Income under the head- Income from House Property

Meaning of house property, ownership, use of the house property, Computation of net annual value of a property, treatment of unrealised, deductions from net annual value of property, computation of income of a property which is self-occupied, interest when not detectable, unrealised rent received charges, Practical problems under this head.

UNIT- 4: Income under the head – Profit and Gain of Business or Profession

Meaning of P&G of business or profession, study of deductions under this head, Depreciation, assets installation, manufacture incomes, site restoration funds, expenditure on Scientific research, Time of payment of fees, Amortization of preliminary expenses, Specified expenditure, deemed profit chargeable to tax, practical Problems under this head.

UNIT-5: Income under the head Capital Gain, Income from other sources, TDS & PAT

Computation of income under the head ‘Capital Gain’ from investment and Income from other sources. Income which does not form part of Total income. Deduction u/s 80A to 80U, Practical problem under this heading, Deduction of tax at sources, Payment of advance tax.

Suggested Readings:

1. Lal, B.B., (2009), Income Tax and Central Sales tax Law and Practice, 30th edition, Pearson Education.
2. Singhanian, V. K and Singhanian, Monica, Students Guide to Income Tax, latest edition, Taxman Publications.
3. Ahuja, Girish and Gupta, Ravi, Systematic Approach to Income Tax, Latest Edition, Bharat Law House.

4. Datey, V.S., Indirect Taxes-Law and Practice, latest edition, Taxmann Publications.
5. Government of India, Bare Acts (Income Tax, Service Tax, Excise and Customs)
6. Vashisht, Nitin and Lal, B.B., (2009), Direct Taxes: Income Tax, Wealth Tax and Tax Planning, 30th edition, Pearson Education.

Note: Latest edition of textbooks may be used.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

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BBA SEMESTER-V

Production and Operations Management

Course Code: BBA-D-19

Credit 4

Course Learning Outcomes (CLOs)

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

CLO 1 The students will be able to develop a vast understanding of the concepts of Production and Operations Management.

CLO 2 The students have developed an understanding of the application-oriented approach in operations management.

CLO 3 The ability to grasp the latest developments in operations management spanning the international arena.

CLO 4 The ability to comprehend the role of operations in an organization during strategic decision making, planning and operational control.

CLO 5 The students would be well acquainted with the mechanics that come into play while delivering high-quality, cost-competitive products and service.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	2	3	2	2	3	3
CLO2	3	2	2	2	2	3	3	3	2	2	2	2
CLO3	3	2	2	3	2	3	3	2	2	2	2	2
CLO4	3	3	2	3	2	2	2	2	2	2	2	2
CLO5	3	3	3	3	3	2	2	2	2	2	2	2

UNIT I Introduction

Meaning and Functions of Production Management, Role and Responsibility of Production Function in Organization, Types of Production System- Continuous Intermittent, Joblotsetc Plant Layout- Objectives, Types, Materials Flow, Pattern. Safety Considerations and

Environmental Aspects.

UNIT II Production Design

Definition, Importance, Factors affecting product Design, Product Policy-Standardization, Simplification. Production Development-Meaning, Importance, Factors Responsible for Development, Techniques of Product Development.

UNIT III Production Planning and Control

Meaning, Objectives, Scope, Importance & Procedure of Production Planning, Routing scheduling Master Production Schedule, Production Schedule, Dispatch, Follow up, Production Control-Meaning, objectives, Factors affecting Production Control.

UNIT IV Methods Study, Work Study and Time Study

Methods Study- Concept, Questioning Techniques, Principles of Motion Economy, Flow Process Chart, Multiple Activity Chart, SIMO Chart, Travel Chart. Work Study- Concepts, Scope and Applications, Work Study and Production Improvement.

Time Study –Routing Concepts, Stopwatch Study, Allowance, PMTS Systems (Concepts Only) Quality Control, Quality Circles, Effects of Globalization on Business.

UNIT V Ergonomics

Definition, Importance, Work and Rest Cycles, Biomechanical Factors, Effects of Factors such as Light, Ventilation, Noise, Heat on Performance. Importance, Safe Practices in handling Chemicals, Gases, Bulk Materials, Safety with cargo handling equipment, Safetyequipment's and Devices, Statutes Governing Safety.

Suggested Readings:

1. James Apple & John, Plant Layout and Material Handling, Wileysons
2. Aswathappa, K & Shridhara Bhat, K. "Production and Operations Management", Himalaya Publishing House Mumbai, 2/e, 2009
3. R S Goel, Production & Operations Management, Pragati Prakashan
4. Chunawalla & Patel, "Production and Operations Management", Himalaya Publishing House, Mumbai, 2009.
5. Chavy, SN. Production & Operation Management, TMH Delhi
6. Elwood S Butta, Modern Production and Operation Management

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER-V

Maintenance of Human Resources

Course Code: BBA-H-102
Credit 4

Course Learning Outcomes (CLOs)

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

CLO 1: Explain the concepts, objectives, and importance of human resource maintenance in enhancing employee well-being and organizational effectiveness.

CLO 2: Analyze factors affecting employee health, safety, welfare, job satisfaction, and work-life balance in organizational settings.

CLO 3: Evaluate human resource maintenance practices related to compensation, benefits, employee welfare, grievance handling, and labor relations.

CLO 4: Apply relevant labor laws, occupational health and safety standards, and employee welfare measures to maintain a productive workforce.

CLO 5: Develop strategies and policies for employee retention, engagement, well-being, and workplace harmony to support organizational goals.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	3	3	2	1	-	2	1	2	1	1
CLO2	3	3	3	3	3	1	3	2	2	2	1	1
CLO3	3	3	3	3	2	1	2	1	2	2	1	1
CLO4	3	3	3	3	2	2	2	2	2	2	1	1
CLO5	3	3	3	3	3	2	2	2	1	2	1	1

Unit I

Career Management: Understanding Careers, Career planning and Management, Career paths, Career development, the role of HR department in Career management of Employees. The psychosocial work environment.

Unit II

High potential employees: Definition and categories of high potential (HipO) employees; characteristics of high -potential employees; Identification and development of high potential employees; Retention of high potential employees.

Unit III

Labour Welfare: Need for labour welfare, Principles of Labour Welfare, Types of Labour welfare, Classification of labour welfare, Administration of welfare facilities. Welfare Provisions under Factories Act, 1948, Mines Act 1952, Contract Labour (Regulation and Abolition) Act, 1970.

Unit IV

Health and Safety: Healthy working Environment, Occupational Health Hazards, Safety

ofworkers, Industrial Accidents, Industrial Safety programmes

Unit V

Social Security Measures: Nature of social security, methods of social, social security in India

Recommended Books:

- (1.) A.M. Sharma, Industrial Jurisprudence & Labour Legislation, HPH
- (2.) Industrial and Labour Legislations, L.M. Porwal and Sanjeev Kumar - Vrinda
- (3.) Human Resource Management, Principles and practice, P.G'Aquinas
- (4.) Human Resource management, A.K.Singh, B.R.Duggal, Puneet Mohan, Sun India Publications
- (5.) Human Resource Management; Sharon Pande, SwapnalekhaBasak, Pearson

Note: Latest edition of text book may be used.

Teaching-Learning Strategies

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Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER -V

Office Management Course Code: BBA-P-02 Credit 4

Course Learning Outcomes (CLOs)

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

CLO 1: Explain the principles, functions, and significance of office management in supporting organizational efficiency and effectiveness.

CLO 2: Analyze office systems, procedures, communication channels, and administrative workflows to improve office operations.

CLO 3: Apply modern office technologies, record management practices, and information systems for efficient office administration.

CLO 4: Evaluate office layouts, resource utilization, budgeting, and workplace coordination to enhance productivity and cost effectiveness.

CLO 5: Develop office management plans and administrative strategies that promote effective communication, coordination, and organizational performance.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	2	3	2	2	3	3
CLO2	3	2	2	2	2	3	3	3	2	2	2	2
CLO3	3	2	2	3	2	3	3	2	2	2	2	2
CLO4	3	3	2	3	2	2	2	2	2	2	2	2
CLO5	3	3	3	3	3	2	2	2	2	2	2	2

Unit I: Office Management and IT

Role of Computer in modern business and in various functional areas of business and its applications Introduction to office organization and management, Forms and Types of organization, , Objectives and Principles of Office Management, Functions of Office Manager, Qualities required for Office Manager..

Filing and Indexing

Filing and Indexing – Its meaning and importance, essentials of good filing, centralized vs. decentralized filing, system of classification, concept of paperless office methods of filing, Digitalization and retrieval of records, Managing old records, meaning and need for indexing, various types of indexing.

Unit II: Mailing Procedures and understanding different applications

Mailing Procedures – meaning and importance of mail, centralization of mail handling work, office equipment and accessories, Inward and outward mail, courier services, Operating Systems: Functions, Process Management: Multi-programming, Multi-processing, Multi-tasking, Multi-threading, Real time OS; Memory Management: virtual memory; User Interface: GUI, File system

Unit III: Understanding setting up of Modern Office

Modern Office Equipment Introduction, meaning and Importance of office automation, objectives of office mechanization, advantages, disadvantages, factors determining office mechanization. Kind of office machines. Modern technology and office communication, email, voice mail, internet, multimedia, scanner, video-conferencing, web-casting.

Unit IV: Setting and Managing Budgets and Expenses through IT systems

Budget - Annual, revised and estimated. Recurring and non-recurring heads of expenditure; Audit process-Vouching and verification of Assets & Liabilities. Consumables/ Stock register and Asset register; Procedure for disposal of records and assets. Managing Online platforms for office meetings and protocols

Unit V: Changing facets of Office Management and Security Issues

Introduction to Co-working spaces. Advantages and disadvantages of co-working spaces. Use of Modern technology in business functions like data analytics, Artificial intelligence

etc. Modern office equipments like Alexa, Biometric machines, AI enabled spaces, IOT devices etc.

Internet Security: Types of attacks, DOS attacks, Viruses and Worms, Identity Theft, Snooping and Sniffing. Cyber Law and Internet security Legislation

Recommended Books:

1. Information Technology for Managers, Sudalaimuthu & Hariharan, HPH
2. Understanding Computers Today & Tomorrow, D. Monley & CS Parker, Cengage/Thomson
3. Introduction to Computer Science, ITL Education Solutions Ltd, Pearson
4. Information Technology, Dr. Sushila Madan, Taxmann
5. Computer Fundamentals by P K Sinha
6. Ghosh, P. K. Office Management, Sultan Chand & Sons, New Delhi
7. Duggal, B, Office Management & Commercial Correspondence, Kitab Mahal, New Delhi
8. Pillai, R.S.N and Bagavathi, Office Management, S. Chand & Company Ltd, New Delhi
9. Chopra R. K., Office Management, Himalaya Publishing House.
10. Bhatia, R.C. Office Management - Galgotia Publishers, New Delhi
11. Kuchhal M.C. Secretarial practice, Vikas Publishing House, Paperback, New Delhi.
12. Publications of the Institute of Company Secretaries of India.
13. Sinha, K.K., Business Communication, Galgotia and Sons, New Delhi.
14. Ghosh, P.K & Balachandra, V., Company Secretarial Practice, Sultan Chand & Sons, New Delhi.
15. Manual of Company's Act, 2013 by Bharat Law House. Note: Latest edition of text books may be used

Note: Latest edition of text book may be used.

Teaching-Learning Strategies

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Assessment methods and weightages

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BBA SEMESTER -V

**Project Work
Course Code BBA-D-20**

Course Learning Outcomes (CLOs)

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

CLO 1: Identify and formulate a business-related problem, research question, or project objective through systematic investigation and analysis.

CLO 2: Apply appropriate research methods, analytical tools, and business concepts to collect, interpret, and evaluate relevant data.

CLO 3: Demonstrate the ability to integrate knowledge gained from various business disciplines to address real-world organizational issues.

CLO 4: Develop practical solutions, recommendations, or project outcomes based on critical analysis, evidence, and professional judgment.

CLO 5: Prepare and present a comprehensive project report and oral presentation that effectively communicate findings, conclusions, and recommendations while adhering to ethical and professional standards.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	2	3	2	2	3	3
CLO2	3	2	2	2	2	3	3	3	2	2	2	2
CLO3	3	2	2	3	2	3	3	2	2	2	2	2
CLO4	3	3	2	3	2	2	2	2	2	2	2	2
CLO5	3	3	3	3	3	2	2	2	2	2	2	2

SEMESTER VI

BBA SEMESTER -VI Business Policy and Strategy Course Code: BBA-D-21

Course Learning Outcomes CLOs

After the completion of the intended course on Business Policy and Strategy, students should be able to:

CLO 1 To understand and explain business policy and strategy, long-range planning, strategic planning, etc.

CLO 2 To understand and explain the strategic management process and various factors affecting it like environmental factors, organizational factors, etc.

CLO 3 To understand and explain the environmental scanning process via discussion of various socio-cultural, economic, legal, and political factors.

CLO 4 To understand and explain the process of internal analysis of any business by using various tools like swot analysis, functional area profile and resource and development matrix, etc.

CLO 5 To understand and explain various strategy formulation approaches via strategy options like growth and expansion, diversification, retrenchment, BCG Model, stop-light strategy model etc.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	2	3	2	2	3	3
CLO2	3	2	2	2	2	3	3	3	2	2	2	2
CLO3	3	2	2	3	2	3	3	2	2	2	2	2
CLO4	3	3	2	3	2	2	2	2	2	2	2	2
CLO5	3	3	3	3	3	2	2	2	2	2	2	2

UNIT I

Introduction: Nature, scope and importance of the course on Business Policy; Evolution of this course – Forecasting, Long-range planning, strategic planning and strategic management.

UNIT II

Strategic Management Process: Formulation Phase – vision, mission, environmental scanning, objectives and strategy; implementation phase – Strategic Activities, Evaluation and Control.

UNIT III

Environmental Analysis: Need, Characteristics and categorization of environmental factors; approaches to the environmental scanning process- structural analysis of competitive environment; ETOP a diagnosis tool.

UNIT IV

Analysis of Internal Resources: Strengths and Weakness; Resource Audit; Strategic Advantage Analysis; Value-Chain Approach to Internal Analysis; Methods of analysis and diagnosing Corporate Capabilities – Functional Area Profile and Resource, Deployment Matrix, Strategic Advantage Profile; SWOT analysis.

UNIT V

Formulation of Strategy: Approaches to Strategy formation; major strategy options – Stability, Growth and Expansion, Diversification, Retrenchment, Mixed Strategy; Choice of Strategy – BCG Model; Stop-Light Strategy Model

Suggested Reading

1. Ghosh, P. K.; Strategic Planning and Management, Sultan Chand & Sons, New Delhi
2. Kazmi, Azhar; Business Policy, Tata McGraw-Hill, New Delhi.
3. Suri R.K.; Business Policy & Strategic Management, Brijwasi Publisher & Distributor.

Note: Latest edition of textbooks may be used.

Teaching-Learning Strategies

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Assessment methods and weightages

The assessment will comprise 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations

BBA SEMESTER VI

Project Management Paper BBA-D-22

Course Learning Outcomes (CLOs)

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

CLO 1 To memorize and to understand the basic concepts of project management.

CLO 2 Apply these concepts in industrial projects or any other projects.

CLO 3 To analyse the role of administrative agencies and Project Life Cycle in Project Management.

CLO 4 Evaluate the projects on the grounds of project formulation, feasibility study and detailed project report etc.

CLO 5 Design the project timeline, work break down structure using the techniques and tools of project management, to achieve the objectives of the project effectively and efficiently.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	2	-	3	3	3	2	1	1	-	3	-	-
CLO2	3	2	3	3	2	3	3	2	-	3	2	-
CLO3	1	3	3	3	3	3	2	2	-	1	-	3
CLO4	3	3	3	3	3	2	3	3	3	3	2	2
CLO5	3	3	3	3	2	2	3	3	3	3	2	-

UNIT-I

Concepts of project management - concept of a project category of projects - project life -cycle phases - project management concepts - tools and techniques for project management. The project manager - roles and responsibilities of project manager.

UNIT-II

Project formulation - formulation stages - bottlenecks - feasibility report –financing arrangements - finalization of project implementation schedule.

UNIT-III

Administrative agencies for project approval Ministry of Finance - Bureau of public enterprises planning commission public investment board. Organizing human resources and contracting - delegation project manager's authority -project organization - accountability in project execution - contracts - R' of contracting - tendering and selection of contractors - team building.

UNIT-IV

Organizing systems and procedures - working of systems - design of systems - project work

system' design - work break down structure - project execution plan - project procedure manual project control system - planning scheduling and monitoring - monitoring contracts and project diary.

UNIT-V

Project implementation stages project direction - communications in a project -coordination guidelines for effective implementation reporting in project management -project evaluation and its objectives, types and methods.

Text and Suggested Readings:

1. Project Management - Choudhary–Tata McGraw Hill Pub.
2. Project Management: The Managerial Process (Special Indian Edit.) -Clifford F Gray, Oregon State University.
3. Chandra. Prasanna, Project Preparation Appraisal and Implementation. Tata McGraw Hill.
4. You can win-Shiv Khera –McMillan India ltd.
5. Basic Managerial Skill for all-Prentice –Hall of India Pvt ltd, New Delhi.
6. 8 th Habit-Stephen covey
7. Management thoughts-PramodBatra.

Teaching-Learning Strategies

The learners will achieve the above-listed course learning outcomes through Counselling Sessions, and the recording lectures are also available on our LMS, learning by doing case study, group task, learning through discussion among the peer group, experiential learning, reflective learning, open-ended questions by the teacher and Open-ended questions from students.

Assessment methods and weightages

The assessment will comprise of 100 marks, out of which 30 marks will be for internal assessment and 70 marks will be for Semester Examinations.

BBA SEMESTER – VI

Performance Management Course Code: BBA-H-101

Course Learning Outcomes (CLOs)

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

CLO 1: Explain the concepts, objectives, and significance of performance management systems in achieving individual and organizational goals.

CLO 2: Analyze various performance appraisal methods, key performance indicators (KPIs), and performance measurement frameworks used in organizations.

CLO 3: Apply performance planning, monitoring, feedback, and evaluation techniques to enhance employee and organizational performance.

CLO 4: Evaluate the effectiveness of performance management systems and identify challenges related to employee motivation, development, and productivity.

CLO 5: Develop performance management strategies and improvement plans that align employee performance with organizational objectives and ethical practices.

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	3	3	2	3	1	2	1	2
CLO2	2	3	3	3	1	3	2	2	2	3
CLO3	2	2	3	3	2	2	3	3	1	2
CLO4	2	3	3	3	2	3	2	3	3	2
CLO5	2	3	3	3	3	1	1	3	1	1

Unit I

Performance Management (PM) Conceptual Frame Work: Introduction to Performance Management, importance, process of Performance Management, link between Performance Management and Performance Appraisal, Benefits of Performance Management

Unit II

Performance Planning, Role Analysis and Evaluating Performance Management. Performance Appraisal, Meaning of Performance appraisal, methods and approaches to performance appraisal, Obstacles in appraisal, Designing appraisal for better results.

Unit III

360° feedback, Assessment centres, Performance reviews, Coaching and Counselling, Performance Management in Manufacturing, Services and IT Sector, Strategies for improving performance. Performance Management and development, Performance Management and pay.

Unit IV

Performance Management Application & Improvement: Performance Management for Teams, Performance Management in practice, Analysing Performance problems. Performance counselling- Concept, Principles and Skills competency based Performance Management.

Unit V

Performance Management linked Reward Systems: Reward Management, Objectives, Components of Reward System, Linkage of Performance Management to Reward and Compensation Systems “Do only what you get paid for” Syndrome, Types of pay for Performance Plans – Individual based, Team Based, Plant Wide Plans and Corporate Wide Plans.

Recommended Books:

- (1.) Armstrong, M. & HellenMurlis. Reward Management. A handbook of RemunerationStrategy.

- (2.) Dwivedi, R.S. Managing Human Resources; Personnel Management in the Indian Enterprises. Galgotia Publishing Co.
- (3.) Venkataratnam, C.S., & B. K. Srivastava. Personnel Management and Human Resources. Tata McGraw Hill.
- (4.) Thomas, J. Bergman, V.G. Scarpello and F.S. Hills. Compensation Decision Making. Dryden Press.
- (5.) Dunn, J.D. and F. M. Rachal. Wage and Salary Administration: Total Compensation System. McGraw Hill, New York.
- (6.) Human Resource Management; Sharon Pande, Swapnalekha Basak, Pearson

BBA SEMESTER -VI

Personality Development Course Code BBA-P-04

Course Learning Outcomes (CLOs)

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

CLO 1 The student will be able to understand, analyze, develop and exhibit accurate sense of self.

CLO 2 Think critically.

CLO 3 Demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment.

CLO 4 Learn to balance confidence with humility and overcome problems associated with personality.

CLO 5 To exhibit the best professional personality traits in the industry

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

UNIT I

Introduction: Define personality, perception- personality, Man-personal personality, Personality Factors- Factors of association Personality Relationship at home-friends-environment educational factor- Situational Factors- Conditional Genetic-- spiritual-public relations factors

UNIT II

Trait Personification/ Personality Traits: Personality Traits-personality person-formation- factors influencing person habits of highly effective people & personality habits- Be proactive— Begin with the end in mind—Put first things first—Think win-Seek first to understand then to be understood – Synergize- body language.

UNIT III

Five Pillars of Personality Development: Introspection – Self Assessment – Self Appraisal – Self Development- Self Introduction.

UNIT IV

Self Esteem - Term of self-esteem- symptoms- advantages- Do's and don'ts to develop positive
– Positive self-esteem& negative self esteem

UNIT V

Personality Formation Structure: Mind mapping, Competency mapping& 360* assessment & development, Types of persons – Extrovert- Introvert, Ambivert person

Recommended Books:

1. 7 Habits of highly effective people-Stephen Covey

BBA SEMESTER-VI

Dissertation

Course Code: BBA-D-23

Course Learning Outcomes (CLOs)

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

CLO 1: Identify and formulate a significant business research problem by conducting a comprehensive review of relevant literature and industry practices.

CLO 2: Design and implement an appropriate research methodology for collecting, analyzing, and interpreting data related to the selected research topic.

CLO 3: Apply theoretical concepts, analytical tools, and business knowledge to investigate and address complex organizational or managerial issues.

CLO 4: Critically evaluate research findings and develop evidence-based conclusions and recommendations that contribute to business knowledge and practice.

CLO 5: Prepare and defend a well-structured dissertation that demonstrates academic rigor, ethical research practices, effective communication, and independent research capability.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	3	3	3	3	2	2	3	3	3
CLO2	3	2	3	3	3	3	3	2	2	3	3	3
CLO3	2	2	2	2	2	2	2	2	2	1	3	3
CLO4	3	2	2	1	1	3	2	2	3	2	3	2
CLO5	3	3	2	2	2	2	2	2	3	2	3	3

BBA SEMESTER-VI

Grand Viva Course Code: BBA-D-24

Course Learning Outcomes (CLOs)

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

CLO 1: Demonstrate comprehensive knowledge and understanding of key concepts, theories, and practices across various functional areas of business administration.

CLO 2: Analyze business problems and situations by integrating knowledge acquired from different courses within the BBA program.

CLO 3: Apply critical thinking, analytical reasoning, and problem-solving skills to respond effectively to academic and practical business questions.

CLO 4: Communicate ideas, arguments, and solutions confidently and professionally through oral presentations and discussions.

CLO 5: Defend academic work, project findings, and business decisions by providing logical, evidence-based, and well-structured responses.

5.3 Duration of the programme 3 years (six semesters)

The duration of BBA Programme ODL/OL mode is three Years spread into six semesters. A candidate can complete the programme with a maximum duration of six years (span period). Beyond the said period, such cases shall be considered on case-to-case basis with the approval of the Vice Chancellor or Academic Council as per the extent norms of Jamia Hamdard. In such cases, the student has to seek readmission as per 'Re-Admission' rules and pay the requisite fees.

5.4 Faculty and support staff requirement

As per the UGC ODL/OL Regulation norms, the following faculties have been attached to the CDOE Jamia Hamdard on full time basis to cater the needs of BBA (ODL/OL) and MBA (Online):

Full Time Faculty:

<i>S.No.</i>	<i>Name of the Faculty (full time)</i>	<i>Qualification</i>	<i>Date of appointment/ joining CDOE</i>
01.	Prof. M. A. Sikandar	MA, MBA (HR), LL.B, M.Phil (Management) & Ph.D (Commerce & Business).	18.4.2025
02.	Ms. Azza Ayyub Siddiqui	MBA NET	
03.	Dr. Javid Majeed Pandith	Ph.D. NET Management	21-10.2025

Besides, as per the following Academic Counsellors have been engaged for counselling/PCP and Laboratory classes for BBA programmes on ODL/OL mode (2025-26 session):

List of Academic Counselors for BBA Programme

S.N.	Name of the Academic Counselors	Designation	Qualification	Experience in Teaching/ Research	Area of Specialization	Courses Recommended for Academic Counseling
1.	Mohd. Abdul Moid Siddiqui	Assistant Professor	Ph.D. (Business Administration)	6 years	General Management Strategic Management Human Resource Management Organizational Behaviour Marketing Research	Organization Behaviour, Human Resource Management
2.	Dr. Waseem Khan	Research Assistant	Ph.D (Agricultural Economics & Business Management)	2 years	Managerial Economics, Marketing Research, Business Statistics, Business Environment	Business Environment, Managing Tourism Services
3.	Dr Abdullah	Assistant Professor	Ph.D. (Management)	4 years and 11 months	Marketing Research, Statistics, Computer Applications, Consumer Behavior	Principle of Management, Social Media Ethics
4.	Mr Mohd. Arshad Khan	Research Associate	P.h.D. (Agricultural Economics & Business Management)	9 years one month	Indian Economy, Rural Enterprises, Business Policy, General Management	Business Economics, Business Policy and Strategy
5.	Mohd . Sarim	Assistant Professor	Ph.D. (Finance)	4 /and half years	Management Accounting, Project Appraisal and Financing, Financial Markets and Institutions and Business Communications	International Business Environment,

6.	Dr Mohamad Awais	Research Associate	Post Doctorate	5 years and 4 months	Agricultural Economics, General Management, Policy Research	Business Research
7.	Dr Matloob Ullah Khan	Assistant Professor	Ph.D. (Management)	11 years	Financial Engineering, Business Mathematics, Income Tax, Applied Finance, Financial Derivatives	Business Mathematics, Indirect Taxes
8.	Dr Saad Bin Azhar	Assistant Professor, NDIM, New Delhi	Ph.D. (Management)	3 years	Marketing Management, Advertising, Management, Entrepreneurship Development	Industrial Economy, Sales and Distribution Management
9.	Ms Neelofar Khan	Research Scholar	UP-SLET, M.S.W., B.Ed., Ph.D (Mathmetics) Pursuing	9 years	Linear Algebra, Business Mathematics, Quantitative Techniques, Matrix, Integral Calculus, Business Statistics, Differential Calculus, Numerical Analysis	Business Statistics, Quantitative Techniques for Managers
10.	Dr Mohammad Jamshed	Assistant Professor, SMBS	Ph.D. in Business Management	12 years	Financial Management, Capital Market, Commodity Market, Risk Management, Marketing Management, Retail Management, Supply Chain Management, Logistics, Agricultural Marketing, Computer Software Packages and MIS	Environmental Management, Consumer Behaviour, Business Ethics and Corporate Governance, Projects

11.	Dr . Faizan Khan Sherwani	Guest Faculty, SMBS	Ph.D. in Finance & Economics	11 years	Financial Management, Financial Accounting, Cost & Management Accounting, Rural Finance, Islamic Finance, Income Tax, Indirect Tax, HRM, Marketing Management, Marketing of Services	Indian Economy, Cost Accounting, Financial Management,
12.	Dr Asad Ahmad	Assistant Professor, SMBS	Ph.D. (Marketing)	7 years	Marketing Consumer Behavior; Advertisement; E-marketing; E-service Quality	Marketing Management
13.	Dr Obaidur Rahman	Research Associate, ICAR	MBA (Marketing) Ph.D. Thesis (Submitted)	4 years	Marketing Research; Consumer Behavior; Marketing; e-Commerce; Service Quality	Business Research Methods,
14.	Dr Arif Anwar	Guest Faculty, SMBS	Ph.D. (Business Administration)	3 years	Business Research, Operation Research, Consumer Behavior, Marketing Management, Service Marketing, Data Analytics, Programming	Small Business and Entrepreneurship, Production and Operations Management
15.	Dr. Syed Aijazuddin	Consultant, JHRCA, Jamia Hamdard	Ph.D. (Social Sciences)	30 years	General Management, Business Communication, HRM, Performance Management, Compensation Management	Performance and Compensation Management, Maintenance of Human Resources

16.	Dr. Abdul Wahid Farooqi	Asst. Professor, Dept. of Commerce, Zakir Husain College, DU	Ph.D. (Management)	20 years	Business Law, General Management, Rural Marketing, Banking, Insurance	Business Law, Taxation Law
17.	Syed Zakir Hussain	Guest Faculty	MBA, PMP, Ph.D. (Pursuing)	18 years	Project Management, MIS, Computer Applications	Management Information System, Project Planning and Evaluation
18.	Dr. Afaq Husain	Guest Faculty	MBA, Ph.D., Post- Doc.	8 years	Marketing, Business Stats, Supply Chain Management	Marketing Management II, Office Management

5.5 Instructional Delivery Mechanisms

The Bachelor of Business Administration (BBA) programme is offered through both Online and Open & Distance Learning (ODL) modes using a blended and technology-enabled teaching-learning approach designed to ensure flexibility, accessibility, academic quality, and effective learner engagement.

The delivery of the programme is supported through a Learning Management System (LMS), digital learning resources, self-learning materials, live interactive sessions, recorded lectures, assignments, practical exercises, discussion forums, and academic mentoring. The programme is designed to facilitate both self-paced learning and faculty-guided instruction to achieve the desired learning outcomes and professional competencies.

Delivery Method in Open & Distance Learning (ODL) Mode

A blended approach combining self-learning with face-to-face academic support. The delivery mechanism includes:

- i. Printed and digital Self-Learning Materials (SLMs) prepared in accordance with UGC-DEB Regulations to facilitate independent learning.
- ii. Academic counseling and Personal Contact Programme (PCP) conducted on weekends within the university campus to support learners academically and practically.
- iii. Weekend classes are conducted by qualified CDOE Faculty and , Department of Management, School of Management and Business Studies JH Faculty members as well as from other Department and qualified teachers from other institutions who provide lectures, practical guidance, discussions, mentoring, and doubt-clearing support to learners.
- iv. Laboratory sessions, programming practice, project work, and practical demonstrations are conducted during contact sessions to enhance hands-on learning and technical competency.

- v. Learners are also provided access to digital learning resources, recorded lectures, online support systems, and LMS facilities for supplementary learning.
- vi. Assignments, practical activities, internal assessments, and project evaluations are conducted periodically to monitor learner progress and ensure attainment of programme outcomes.

Delivery Method in Online Mode

In the Online mode, teaching-learning activities are conducted primarily through digital platforms and online technologies. The programme delivery includes:

- i. Live online classes conducted through video conferencing platforms by qualified university faculty and subject experts.
- ii. Access to e-Self Learning Materials (e-SLM), e-books, lecture notes, presentations, recorded video lectures, and multimedia content through the LMS.
- iii. Interactive learning through webinars, virtual classrooms, online discussion forums, quizzes, assignments, and project-based activities.
- iv. Continuous learner support through online mentoring, doubt-clearing sessions, email communication, and academic counseling.
- v. Online practical demonstrations, coding exercises, software-based laboratory activities, and virtual lab sessions to strengthen technical and programming skills.
- vi. Continuous internal assessment through assignments, presentations, quizzes, practical work, and project evaluation.

5.6 Identification of Media: The Print, Audio or Video, Online, Computer aided

The Bachelor of Business Administration (BBA) programme offered through Online and Open & Distance Learning (ODL) modes utilizes a variety of instructional media to facilitate effective teaching-learning processes, learner engagement, and attainment of programme outcomes. The media adopted by the university are selected based on their suitability for delivering theoretical knowledge, practical skills, learner support, and interactive learning experiences.

The following media is being utilized for programme delivery:

- i. ***Print Media:*** The CDOE provides printed or e-published Self-Learning Materials (SLMs) developed in house by Jamia Hamdard in accordance with UGC-DEB guidelines. The printed study materials are designed to facilitate self-paced learning and include learning objectives, explanatory content, illustrations, examples, self-assessment exercises, references, and review questions. These materials serve as the primary learning resource for learners enrolled in the programme.
- ii. ***Video Media:*** The CDOE provides recorded video lectures by experts and faculty members of Jamia Hamdard, live interactive classes, practical demonstrations, webinars, expert sessions, tutorials, and multimedia learning content. Video

resources enable learners to gain conceptual understanding as well as practical exposure to programming, software development, database management, networking, and emerging technologies.

- iii. **Online Media:** Online lectures by experts and faculty members are delivered to the enrolled students covering the syllabus during the weekends for not less than 12 hours each course through the LMS portal. Though these online media is aimed to provide counselling and mentoring for the online students, these resources are also made available to ODL students equally for their benefits. Learners of ODL/OL can access recorded lectures, assignments, quizzes, discussion forums, announcements, academic resources, and learner support services. Besides webinar and lectures expert members in the field is also arranged by the CDOE in a given topic to create interest of the learners in the subject.
- iv. **Online Computer Aided Services:** Computer-aided learning forms an integral part of the Bachelor of Business Administration (BBA) programme. Learners are provided opportunities to use programming environments, software development tools, database management systems, simulation software, virtual laboratories, cloud-based platforms, networking tools, and other computing resources required for practical learning. These tools support hands-on skill development, project work, experimentation, and application-oriented learning.
- v. **Interactive and Digital Learning Resources:** -The CDOE also provides a range of interactive digital learning resources including:
 - a. E-books and digital study materials
 - b. Online assessments and quizzes
 - c. Discussion forums and collaborative learning platforms
 - d. Digital library resources and research databases
 - e. Virtual laboratory facilities
 - f. Project-based and case-study-based learning resources
 - g. Faculty mentoring and academic support services

The integration of print, audio, video, online, and computer-aided learning media ensures a comprehensive, flexible, learner-centric, and technology-enabled educational environment that supports effective learning, practical skill development, and achievement of programme objectives in both Online and ODL modes.

5.7. Student Support service systems.

The delivery methodology ensures flexibility, inclusiveness, practical exposure, industry relevance, and learner-centric education while maintaining academic standards and quality assurance in accordance with UGC-DEB regulations and institutional policies. Students can register their grievances through online as continuous feedback mechanism and the same are regularly monitored and reviewed. The programme delivery in both Online and ODL modes is supported by:

- a. Learning Management System (LMS)
- b. E-learning resources and digital library facilities
- c. Faculty mentoring and academic counseling

- d. Recorded and live lectures
- e. Practical and project-based learning
- f. Online and offline learner support services
- g. Continuous assessment and feedback mechanisms
- h. Online grievance handling mechanism to redress their grievances and monitoring of such complaints/grievances are done regularly at the Assistant Director or Director level.

6. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION & EVALUATION

6.1. Procedure for Admissions: - Admission to the Bachelor of Business Administration (BBA) programme shall be carried out in accordance with the rules, regulations, and guidelines of Jamia Hamdard, UGC, and UGC-DEB norms applicable to Open & Distance Learning (ODL) and Online programmes.

Admission Prospectus: The admission procedure, examination procedure, minimum eligibility conditions, fee structure, span period, portability of programmes from ODL to OL and vice versa as approved by the Board of Studies and Academic Council of the University and other related information to the students are provided through CDOE **Admission Prospectus** every academic year.

Admission process: The admission process generally includes the following steps:-

- a) Publication of Admission Notification released by the University through leading newspapers and put up on the university website, social media handles to disseminate the information to the target learners and their parents. Besides, digital flyers are released from time to time.
- b) Admission Prospectus and Programme Brochures are made available on the University and CDOE website for allowing adequate opportunity to the prospective learners for choosing a suitable programme through online or ODL mode.
- c) The CDOE OL/ODL Programmes are open to the persons of all genders and of whatever caste, creed, race or class.
- d) Admission of the students are based on the minimum standard prescribed by the UGC, AICTE and adopted by the Jamia Hamdard for CDOE programmes meeting the UGC and AICTE Regulations.
- e) Fees for each programme of CDOE are prescribed by the competent bodies of university from time to time keeping in view of the UGC (Institutions Deemed to be Universities) Regulations 2023 as amended from time to time. Special fee concessions (ranging from 50 to 75% in the tuition fees) are made available to the employees of Jamia Hamdard and their wards as per the University Policy.
- f) Submission of online application forms by eligible candidates along with the prescribed application fee and required documents.
- g) Verification of eligibility criteria, academic qualifications, identity proof, and supporting documents by the university authorities.
- h) Admission shall be granted on the basis of merit, eligibility criteria, and university admission policies subject to the limit of seats limit fixed by UGC/AICTE/Jamia Hamdard fixed from time to time
- i) Selected candidates are required to complete the admission formalities, including fee payment and document verification, within the stipulated time.
- j) After successful admission, learners are provided enrollment details, LMS access credentials, academic calendar, learner handbook, and programme-related information.
- k) Student support services are made available to assist learners regarding admissions, fee submission, academic counseling, examination-related queries, and technical support.

6.2. Curriculum Transaction: - The curriculum transaction of the **BBA** programme is designed to ensure effective delivery of theoretical knowledge, practical skills, professional competencies, and learner engagement through Online and ODL modes. Revision and updation of curriculum are carried out every year to bring changed in the subject concerned keeping in view of the skill and industry requirement of the learner. The curriculum transaction includes the following components: -

- a. Self-Learning Materials (SLMs):- The programme provides high-quality Self-Learning Materials (SLMs) in printed and digital formats prepared in accordance with UGC-DEB guidelines. The SLMs are designed in a learner-centric manner with clear learning objectives, illustrations, self-assessment questions, examples, exercises, and references for independent learning.
- b. Online Learning Support:- Learners are provided access to the Learning Management System (LMS) for accessing e-content, recorded lectures, presentations, assignments, quizzes, discussion forums, and announcements. Live online classes, webinars, and interactive sessions are conducted by qualified faculty members and subject experts. Recorded video lectures and digital learning resources are made available for flexible and self-paced learning.
- c. Academic Calendar: Activities of the programmes are planned in advance and notified to all the learners, programme coordinators, academic counsellors for effective course delivery in consonance with the directives of UGC-DEB and AICTE Regulations. The Academic Calendar for each cycle of batch of students in an academic year has been prepared after due deliberations in the Faculty Meetings and approved by the Board of Studies of CDOE.



JAMIA HAMDARD
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Date: 18-02-2026

Tentative Academic Calendar for BBA, BCA and B. Com Program
Students admitted in the years 2024, 2025 and 2026 (Sem 1st, Sem 2nd, Sem 3rd, Sem 4th Sem)

ACTIVITIES	DATE (s)
Student Induction programme and commencement of classes	26 th Feb 2026
Faculty Led Live sessions commences	28 th Feb 2026 - 1 June 2026
Release of Assignment I	21 April 2026
Last Date for Submission of Assignment I	25 May 2026
Mid-Semester Student Feedback	18 May 2026
Semester Exam- Eligibility list/Student registration confirmation	03 June 2026
Release of Date Sheet/Exam Schedule	04 th June 2026
Semester Exams- Mock Test & Exam prep session	06 June 2026 – 07 June 2026
BBA/BCA/BCOM 6 th Semester Dissertation Submission	15 th June 2026 (Tentative)
End Semester Regular/Reappear Exams	10 June 2026 13 July 2026
Result Declaration (Tentatively)	Last week of July
Last Date of Payment of Fee for next semester	01-Aug-2026
Start of New Semester (Tentatively)	02-Aug-2026


Director
CDOE, Jamia Hamdard



6.3. Examinations/Student Evaluation: -The Examination and Student evaluation system of the Bachelor of Business Administration (BBA) programme is designed to assess theoretical knowledge, practical competencies, analytical abilities, and overall learning outcomes in a continuous and comprehensive manner. The evaluation process consists of the following components:

Continuous Internal Assessment (CIA):- Continuous assessment is conducted through assignments, quizzes, programming exercises, presentations, case studies, practical work, project submissions, and participation in academic activities. Internal assessment helps in monitoring learner progress, understanding, and skill development throughout the semester.

Term-End Examination (TEE):-Term-End Examinations are conducted at the end of each semester as per the academic calendar and university regulations. The examinations conducted in offline mode for ODL learners, and in online mode for Online learners, or blended mode as decided by the university and applicable regulatory guidelines. The question papers are designed to evaluate conceptual understanding, analytical thinking, practical application, and problem-solving abilities.

Practical Examination and Project Evaluation: -Practical examinations are conducted for laboratory-oriented and skill-based courses to assess programming, software development, database management, networking, and technical competencies. Project work is evaluated based on implementation, innovation, presentation, documentation, and viva-voce examination.

Grading and Result Declaration:-The performance of learners is evaluated based on the grading system adopted by the university in accordance with UGC norms. Results are declared through the official university portal, and learners are provided opportunities for re-evaluation and grievance redressal as per university rules.

Quality Assurance in Evaluation:-The university ensures transparency, confidentiality, fairness, and reliability in the examination and evaluation process. Moderation mechanisms, faculty review, academic monitoring, and continuous feedback systems are implemented to maintain academic quality and integrity.

Semester Teaching and Annual Examination:- For teaching and counseling, each academic year shall consist of two Academic Semesters, the first referred to as ODD Semester (July-December) and the second as EVEN semester (January-June). Examinations of papers of both the semesters will be held at the end of every EVEN semester. Prescriptions for conducting examinations of papers, are presented in the following table:

1.	Theory Papers	Written only
2.	Lab Papers	Viva Voce
3.	Duration: Theory Paper	3 Hours
4.	Examiners	Paper setters and evaluators to be decided by the university for each paper from time to time. The University will appoint External examiners for each lab paper for every Study Centre.

Award of division to successful candidates:- The result of the successful candidates shall be classified at the end of the final year of examination on the basis of the aggregate of marks of all subjects (theory, practical and project) secured by the candidate in the I & II year examinations, as indicated below:

Passing percentage	40% & above
II Division	50% & above
I Division	60% & above
Distinction	75% & above based on the overall score of the student of the programme.

Rationalization of weightage for internal assessment and term end examination would be 70% for external/Term end marks and 30% for Internal Assessment as prescribed by the UGC-DEB Regulations.

I. Examination Scheme:

70% weightage for Semester Term End Examination (STEE)
30% weightage for Internal Assessment

II. Assessment

- ✓ Internal assessments for 30 (4 credit paper) and 15 (for 2 credit paper) in respect of theory papers will be based on written tests, case discussions, assignments, quizzes, marks for presentations, viva- voce, class attendance, class participation etc.
- ✓ The evaluation shall be done by the subject teacher and marks will be notified.
- ✓ A candidate who reappears (as an ex-student) in the semester examination of a course will retain the marks of internal assessment.
- ✓ A student who will be required to seek re-admission, for whatever reason, will have to appear for internal assessment and tests afresh.

III. *Internal assessment Methods

- a. Quizzes and Sessional exams assessing theoretical knowledge.
- b. Practical assignments creating digital marketing materials.
- c. Group projects developing comprehensive digital marketing campaigns.
- d. Case studies analysing real-world digital marketing strategies.

IV. Semester Examinations

- a) The Semester examinations shall be held at the end of each semester as notified in the academic calendar. Candidates shall appear in the examination of their uncleared papers in the next year examination of the same paper along with other students of junior batch as backlog. Thus, the uncleared papers of Semester - I shall be cleared in Semester- III and those of Semester - II in Semester-IV. Also, Semester-III and any backlog of Semester I in Semester-V and Semester-VII and any backlog of semester II & IV in Semester-VI. Backlog of semester V will be cleared in semester VI. Backlog of semester V & VI will be conducted after final year exam in the form of backlog exams. This may also include any uncleared paper of previous semesters as well. (Depending upon the number of papers he/she can carry). Still if the student fails, it would be taken up by the student next year as an ex-student along with the junior batch again depending upon the number of papers he/she can carry.
- b) The answer books of students can be shown to them within one week after declaration of its result, upon written request. For this, a fee of Rs. 2,000/- per paper

- will have to be paid in advance. Students will also be allowed to compare his/her marks with the highest scorer for which a fee of Rs. 4,000/- will have to be paid.
- c) The duration of semester examinations of each 4 credits theory paper will be 3 hours and 2 credits paper 1.5 hours,
 - d) The question papers shall be set up by either an external or an internal examiner duly appointed by the competent authority.
 - e) The papers set by the examiners shall be moderated by a panel of moderators constituted by competent authority.
 - f) **The minimum pass marks shall be 40 Percent aggregate in theory and viva-voce Examination.**

V. Promotion Criteria

The candidate may be promoted to the next semester/year of Bachelor's/Master's/P.G. Diploma's automatically unless detained from examination on any genuine grounds. Any student who has completed all the six semesters but has some backlogs will appear in the subsequent backlog papers as an ex-student during the span period.

VI. Span Period

A student must complete all the requirements of BBA degree programme within a period of Six years from his/ her admission. In a genuine case, permission may be granted even beyond the period of five years with prior approval of the Vice Chancellor and/or the Academic Council.

VII. Credit System

Credits are a value allocated course Unit to describe the student workload required to complete them. They reflect the quantity of work each course requires in relation to total quantity of work required to complete a full semester/ year of academic study at the institution, i.e. lecturers, practical work, seminars, private work in the laboratory, library or at home and examination or other assessment activities. The following is the list of subjects, wherein the core subjects are compulsory. The students are given choice to choose from electives.

As per National Education Policy, 2020 the courses being offered in BBA are distributed under 6 different disciplines. These are Discipline Specific Core (DSC), Discipline Specific Elective (DSE), Generic Elective Courses (GE), Ability Enhancement Courses (AEC) SEC (Skill Enhancement Course) and Value-Added Courses (VAC) and Project based Course (PBC)

VIII. Grading System

The grade awarded to a student in any particular course will be based on his/her performance in sessional and final examinations. The letter grades and their equivalent numerical points are listed below.

Letter Grade	Grade Point	Range of Percentage of Marks
O (Outstanding)	10	90 and above to 100 (90-100)
A+ (Excellent)	9	80 and above and Less than 90 (80<90)
A (Very Good)	8	70 and above and Less than 80 (70<80)
B+ (Good)	7	65 and above and Less than 70 (65<70)
B (Above average)	6	55 and above and Less than 65 (55<65)

C (Average)	5	50 and above and Less than 55 (50<55)
P (Pass)	4	40 and above and Less than 50 (40<50)
F (Fail)	0	00 and above and Less than 40 (00<40)
Ab (Absent)	0	

If a candidate does not write a paper, he/ she will be awarded I grade.

Adoption of the UGC grading system and evolve a conversion formula from CGPA to percentage of marks and vice versa

Letter Grade*	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

Earned Credit (E C)

The credit for the course in which a student has obtained “C” or a higher grade will be counted as credits earned by him/ her. Any course in which a student has obtained “F” grade will not be counted towards his/ her earned credits

Evaluation of Performances

- SGPA (Semester Grade Point Average) will be awarded on successful completion of each semester
- CGPA (Cumulative Grade Point Average) which is the grade point average for all the completed semester at any point in time, which will be awarded in each semester on successful completion of the current semester as well as all of the previous semester. CGPA is not applicable in semester I.

Calculation of SGPA and CGPA in a semester

$$\frac{\sum (\text{Earned Credits X Grade Point})}{\sum (\text{Course Credits Registered})} \text{ SGPA} =$$

$$\text{Point) CGPA} = \frac{\sum_{J=1}^m (\text{Earned Credits X Grade Point})}{\sum (\text{Course Credits Registered})}$$

Where m is the number of semester passed

Classification of Results.

The result of successful candidates who fulfill the criteria for the award of BBA shall be classified at the end of last semester, on the basis of his/her CGPA.

Formula for Conversion of CGPA into percentage of Marks.

The percentage equivalent to the CGPA shall be obtained by using the following formula:
Equivalent percentage of CGPA = CGPA x 10

Classification shall be done on the basis following criteria: -

- He/ she shall be awarded “I Division with Distinction” if her/ his final CGPA is 7.5 and above and upto 10.
- He/ she shall be awarded “First Division” if her/ his final CGPA is 6.00 and above and less than 7.50.
- He/ she shall be awarded “Second Division” if her/ his final CGPA is 5.00 and above and less than 6.00.

He/ she shall be awarded “Third Division” if her/ his final CGPA is 4.00 and above and less

7. REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES

7.1 Laboratory Support: - Jamia Hamdard provides adequate laboratory infrastructure and technical support facilities for learners enrolled in the (Bachelor of Business Administration (BBA) programme in both Online and Open & Distance Learning (ODL) modes. The university ensures that learners receive practical exposure, hands-on training, and skill-based learning opportunities required for achieving the programme outcomes and industry-oriented competencies. The university provides the following laboratory support facilities to learners:

- a) A well-equipped computer laboratory with modern computing systems, high-speed internet connectivity, and necessary hardware infrastructure to support practical learning activities.
- b) Access to updated operating systems, programming environments, compilers, integrated development environments (IDEs), database management systems, networking tools, and other software required for practical courses.
- c) Availability of licensed and open-source software tools related to programming, web development, database management, networking, cloud computing, cybersecurity, data analytics, and emerging technologies.
- d) Practical sessions, laboratory exercises, coding practice, software demonstrations, and project-based learning activities conducted under the supervision of qualified university faculty members.
- e) Weekend contact classes and practical sessions for ODL learners conducted within the university campus to provide face-to-face academic and laboratory support.
- f) Virtual laboratory facilities, simulation tools, cloud-based platforms, and online practical support mechanisms for learners enrolled in Online mode.

- g) Technical assistance and learner support services for accessing software, virtual tools, LMS platforms, and practical learning resources.
- h) Facilities for project development, experimentation, innovation activities, and practical assessment to strengthen technical and professional competencies.
- i) Regular maintenance, upgradation, and enhancement of laboratory infrastructure and software resources to align with current industry standards and technological advancements.

7.2 Library Resources: - Jamia Hamdard provides comprehensive library and digital learning resources to support the academic, practical, and research needs of learners enrolled in the Bachelor of Business Administration (BBA) programme. The university ensures access to both physical and digital learning resources for Online and ODL learners to facilitate continuous learning, research, and professional development. The university provides the following library resources and facilities: -

- a) A well-established central library with a rich collection of textbooks, reference books, journals, magazines, dissertations, and academic resources related to Computer Science, Information Technology, and allied disciplines.
- b) Access to digital library facilities including e-books, e-journals, online databases, research repositories, conference proceedings, and academic publications.
- c) Remote access facilities for Online and ODL learners to utilize digital library resources, e-content, and academic databases from any location.
- d) Access to previous year question papers, project reports, case studies, research articles, and reference materials for academic and research purposes.
- e) Internet-enabled library services, reading room facilities, and digital learning support systems to encourage self-learning and research-oriented activities.
- f) Library orientation, academic guidance, and user support services to help learners effectively utilize physical and digital library resources.
- g) Continuous updating and expansion of library collections and digital resources in accordance with curriculum requirements, technological developments, and industry trends.
- h) Access to plagiarism awareness tools, citation resources, and research support services for project work, assignments, and academic writing activities.

The university continuously strengthens its laboratory and library support systems to ensure effective curriculum delivery, practical skill development, research support, and achievement of learning outcomes for all learners enrolled in the BBA programme through Online and ODL modes.

8. COST ESTIMATE OF BBA PROGRAMME ON DISTANCE MODE

(a) Semester - Wise Cost/Benefit Structure

Recurring Expenses (A)	
Number of Courses	8
Number of Counseling Sessions	12
Cost Per Counselling Session	Rs. 750/- per hour/per Session
Cost Per Course – Counselling Charges	Rs. 9,000
Total cost of Counseling Sessions for 8 courses	Rs. 72,000
Administrative Expenditure per Semester	Rs. 30,000/-
Total Administrative Expenditure/Semester	Rs. 2,00,000
Total Recurring Expenses (A)	Rs. 2,93,000
Fixed Cost (B) Study Material Development	
Course Development /Course	Rs. 1,00,000
Course Development for 8 courses (Writing/editing/vetting Cost)	Rs. 3,84,000
Total Courses writing for 3 years	Rs. 23,04,000
Total Cost for SLM per student (including course writing and printing)- One time cost.	Rs. 4032/-

(b) Total Cost BBA ODL Mode programme

All Sessions Counselling (A x 6 Semester)	Rs. 17,58,000
Office Expenditure	Rs. 12,00,000
Total Recurring Expenses (A)	Rs. 29,58,000
Total cost of counseling class per student	Rs. 16,200
Cost of one semester Per Student	Rs. 4500

(c) Proposed Fee Structure

Expected Admissions per semester	250 students
Fees per semester/per student	Rs. 16,000/-

Total Revenue in one Semester (if the expected numbers are met). But presently the number of students are 90 students July 2025 batch.	Rs. 40,00,000/-
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(d) Mode Of Program

Admission in a year	Two Batches
First Admission	Jan- June
Second Admission	July-Dec

Total Admission in a Year	1000
Total Revenue (for three-year duration of BBA Programme @Rs. 40.00 Lakh per semester if the target of 250 students is achieved. The batch size of July 2025 admission stands at 35 students)	Rs. 2,40,00,000

9. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAM OUTCOMES

9.1. **Quality Assurance Mechanism:-** In accordance with the guidelines of the University Grants Commission (UGC) and UGC-DEB regulations, Jamia Hamdard has established a Centre for Internal Quality Assurance (CIQA) for the Centre for Distance and Online Education (CDOE) to ensure continuous quality enhancement, academic excellence, learner satisfaction, and effective programme delivery in Online and Open & Distance Learning (ODL) modes. The CIQA functions as an institutional mechanism for maintaining quality standards in teaching-learning processes, learner support services, curriculum development, assessment practices, and overall programme management. The Centre continuously works towards developing a culture of quality consciousness, innovation, accountability, and continuous improvement. The quality assurance mechanism includes the following components:

- a) The CIQA Committee has been constituted in accordance with UGC-DEB guidelines to regularly monitor, review, and enhance the quality of academic programmes and institutional processes.
- b) The Centre organizes academic activities, workshops, meetings, training programmes, and quality enhancement initiatives on a regular basis and maintains proper documentation of programmes, activities, and institutional records related to quality improvement.
- c) The CIQA is responsible for incorporating advancements and developments in curriculum design, learning resources, instructional methodologies, digital learning systems, and learner support mechanisms to ensure continuous academic upgradation.
- d) The Centre promotes awareness regarding quality culture, academic standards, best practices, and continuous improvement among faculty members, learners, counselors, and administrative staff.

- e) The CIQA prepares and submits the Annual Quality Assurance Report (AQAR) in accordance with prescribed guidelines and quality parameters to ensure institutional accountability and transparency.
- f) The programme content and digital learning resources are designed in accordance with the Four Quadrant Approach prescribed by UGC, including:
 - a. e-Tutorials
 - b. e-Content
 - c. Self-Assessment
 - d. Discussion Forums and Interactive Components
- g) Programme review and monitoring mechanisms are implemented regularly. The CIQA places the programme before the Review Committee constituted by the university to evaluate the effectiveness, relevance, quality, and learning outcomes of programmes offered through Online and ODL modes.
- h) The Internal Quality Assurance Cell (IQAC) of the university works in coordination with the CIQA for academic monitoring, quality enhancement, and continuous institutional improvement.
- i) A comprehensive feedback mechanism is implemented to obtain 360-degree feedback from learners, faculty members, academic counselors, alumni, employers, and administrative staff. The feedback received is systematically analyzed, and necessary improvements are incorporated into curriculum design, learner support systems, and programme delivery processes.
- j) The programme is continuously benchmarked with the regular on-campus programmes offered by the university to maintain equivalence in academic standards, quality, and learning outcomes.
- k) Student performance in assignments, practical work, internal assessments, examinations, projects, and other academic activities is periodically analyzed to evaluate learning achievement and programme effectiveness.
- l) Post-completion feedback and learner progression analysis are conducted through surveys, interviews, alumni interactions, and employer feedback to assess the impact of the programme on learners' professional growth, employability, higher education opportunities, and career advancement.
- m) The observations, recommendations, and quality indicators generated through various review and feedback mechanisms are utilized for continuous revision, enhancement, and alignment of the programme with industry requirements, technological advancements, and global academic standards.

9.2. Expected Programme Outcomes:- The quality assurance framework is expected to ensure the following:-

- a. Achievement of Programme Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)
- b. Enhancement of employability and professional competencies among learners
- c. Development of practical, analytical, entrepreneurial, and research-oriented skills
- d. Effective learner engagement and satisfaction
- e. Continuous academic improvement and curriculum relevance
- f. Alignment of the programme with industry expectations and emerging technologies
- g. Promotion of ethical values, social responsibility, and lifelong learning among graduates

- h. Maintenance of academic quality and institutional excellence in Online and ODL education modes

PROGRAMME PROJECT REPORT (PPR)

(as approved by the Board of Studies in its Meeting held on 23.12.2019 and approved by the Academic Council in its 40th Meeting held on 3.9.2020)

BACHELOR OF ARTS (ENGLISH)
Three-Year Programme

(Open & Distance Learning Mode)

(Course Code: 404)



JAMIA HAMDARD

(Deemed to be University, NAAC Accredited in A+)

Centre for Distance and Online Education

Hamdard Nagar, New Delhi-110062

www.jamiahamdard.ac.in
www.jamiahamdardonline.ac.in
www.jamiahamdardonline.in

PROGRAMME PROJECT REPORT

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OVER VIEW OF JAMIA HAMDARD AND CDOE

About Jamia Hamdard

Jamia Hamdard was established as Society on 26.04.1989 under the Societies Registration Act, 1860 after the receipt of the Letter of Intent (LoI) for declaring Jamia Hamdard as deemed to be University, issued by the Ministry of Education (Erstwhile Ministry of HRD), Department of Education dated 20.03.1989. Jamia Hamdard has been created after amalgamation of six institutions being run by four Societies (i) The Institute of History of Medicine and Medical Research; (ii) **Indian Institute of Islamic Studies**; (iii) Hamdard Tibbi College (funded by Delhi Government); (iv) Hamdard College of Pharmacy (affiliated to University of Delhi and funded by UGC); (v) Majeedia Hospital and (vi) The School of Nursing after dissolution of their respective societies on 28.04.1989.

Jamia Hamdard is one of the Government aided deemed to be University and has been recognized as Minority Institution on 22.09.2014 by the National Commission for Minority Educational Institutions (NCMEI) under Article 30(1) of the Constitution of India. The Jamia Hamdard being a deemed to be University is governed by the UGC (Institutions Deemed to be Universities) Regulations as amended from time to time. Jamia Hamdard over a period of 35 years, Jamia Hamdard has evolved into a premier centre for higher learning, fulfilling the objectives.

Mission of Jamia Hamdard

- a) *To promote and advance the cause of higher education* through modern methods of teaching and advanced research in such branches of knowledge as the Jamia Hamdard may continue to develop core competence for and as may be in consonance with the emerging needs of India in general and underprivileged communities in particular.
- b) *To co-operate, collaborate and associate with national and international organizations* and institutions in any part of the world having mission wholly or partly similar to those of the Jamia Hamdard and as per the provision of the UGC Regulations in place from time to time.
- c) *To provide avenues for higher education leading to excellence and innovations* in such branches of knowledge as may be deemed fit primarily at Under-graduate, post-graduate and doctoral/research degree levels, fully conforming to the concept and idea of the University as defined in the UGC Deemed to be Universities Regulations and the vision of the founding fathers of Jamia Hamdard as autonomous institution being a Minority Institution.

About Centre for Distance and Online Education (CDOE)

In 2004, Jamia Hamdard established the School of Open and Distance Learning, which is currently named as “Centre for Distance and Online Education” (CDOE) to extend educational opportunities through innovative methods. The CDOE utilizes information and communication technologies to enhance the quality and reach of education, especially for those unable to attend on-campus programmes. This initiative aims to empower marginalized groups, including tribal populations and Muslim women, by providing access to new knowledge and skills essential for their

development.

Programmes Offered:

- 1) Master of Business administration (MBA Online mode)
- 2) Master of Computer applications (MCA Online mode)
- 3) MA in Islamic Studies (MAIS Online mode)
- 4) MA in Political Science (MAPS Online mode)
- 5) Bachelor of Business Administration (BBA ODL & Online mode)
- 6) Bachelor of Computer Applications (BCA ODL & Online mode)
- 7) Advanced Diploma in Drug Regulatory Affairs (ADDRA)- Online mode
- 8) Diploma in Professional Arabic (DPA)- online mode

Mission of the Centre for Distance and Online Education (CDOE), Jamia Hamdard

- a) to provide accessible, affordable, flexible, and quality higher education through Open and Distance Learning (ODL) and Online Learning modes.
- b) to empower learners with academic knowledge, professional competencies, digital skills, ethical values, and lifelong learning opportunities to meet the evolving needs of society, industry, and the global knowledge economy.
- c) to promote inclusive education by reaching learners from diverse geographical, social, and economic backgrounds through technology-enabled teaching-learning systems, learner support services, and outcome-based education aligned with national and international standards.

Targeted Groups of the Centre for Distance and Online Education (CDOE)

The distance and online education programmes aim to reach marginalized and excluded groups, such as tribal populations and Muslim women, who have been largely overlooked by national education initiatives. These programmes provide opportunities for acquiring new knowledge and skills necessary for personal and professional development, thereby fostering inclusive growth and education.

Programme Coordinator(s)

Programme Coordinator:	Contact details
Ms. Shimli Sashidharan Assistant Professor (English) Jamia Hamdard, Kannur Campus	Email: shimlisashidharan@gmail.com
Assistant Programme Coordinator:	Contact details
Dr. Sanya Khan (Assistant Programme Coordinator) Assistant Professor (English), Jamia Hamdard, CDOE	Email: dr.sanya@jamiahamdard.ac.in

Bachelor of Arts (English)

The Bachelor of Arts (English) is an undergraduate degree designed to provide students with a strong foundation in English language. This program equips students with essential skills in areas English language and literature. This program prepares students to equip them with English language knowledge or pursue further studies.

Throughout the course, students will gain knowledge of English language. By the end of the program, students will have developed a comprehensive understanding of English language, critical thinking and skills that are crucial for a successful career in the ever-evolving global market.

Some of the highlights of the curriculum are –

- Provides comprehensive exposure to core areas of English Studies including Literature, Literary Theory, Linguistics, Cultural Studies, and Creative Writing.
- Enhances communication skills, critical thinking, analytical abilities, language proficiency, and understanding of diverse cultural and literary traditions.
- Emphasizes experiential and participatory learning through seminars, presentations, textual analysis, group discussions, projects, creative assignments, and research-based activities.
- Curriculum is structured around Knowledge, Skills, and Attitude (KSA), aligning with contemporary academic and professional competencies.
- Encourages creativity, originality, and intellectual inquiry, fostering confidence in students to pursue careers in writing, publishing, media, education, and related fields.
- Prepares learners for diverse professional roles in academia, content development, journalism, communication, civil services, cultural organizations, and other public and private sectors.

Throughout the course, students will engage in textual analysis, research projects, presentations, seminars, creative assignments, and academic activities that enable them to apply literary and linguistic concepts to contemporary social, cultural, and communicative contexts. By the end of the programme, students will have developed a comprehensive understanding of literature, language, and critical theory, along with strong analytical, interpretative, communication, and creative thinking skills essential for careers in academia, media, publishing, content development, communication, and other professional fields.

Admissions are offered twice a year, in the January and July sessions, and the semester of the programme shall commence accordingly.

a.	Name of the Course	Bachelor of Arts in English (
b.	Nature	Open and Distance Mode
c.	Duration	Minimum: Three Years Maximum: Six Years
d.	Medium of Instruction and Examinations	English
e.	Eligibility Criteria	S.S.C, Intermediate or Equivalent (recognized by Jamia Hamdard) under 10+2 system of education.
f.	Commencement of the Course	January / July. Twice in a year
g.	Special Feature	After completing the course, a student may either pursue MA, English, Literature , .
h.	Mode of Admission	As per the norms prescribed by Jamia Hamdard from time to time.
i.	Period of Completion (Span Period)	Not more than 06 years
j.	Fees	Rs. 10,000/- per semester

1. PROGRAMME MISSION AND OBJECTIVES

1.1 Mission:

The mission of the CDOE is to provide contemporary education and training to meet the challenges of the evolving global scenario. The objectives include helping students develop the ability to apply multidisciplinary concepts and techniques to acquire relevant knowledge in their fields of interest. Jamia Hamdard's study programmes under CDOE are tailored to meet the learning needs of knowledge seekers, ensuring they can learn at their own pace and convenience. The CDOE is committed to offering professional and job-oriented courses with regularly updated curricula and study materials, integrating information technology tools to enhance learning experiences

- To deliver high-quality and accessible undergraduate business education that empowers students with the knowledge, values, and skills to thrive in a dynamic global economy.
- To nurture ethical, competent, and socially responsible business professionals through interactive and flexible learning environments.
- To contribute to the development of a future-ready workforce capable of driving business innovation and national development.

1.2 Objectives of Bachelors of Arts in English Programme

- a) The distance and online education programmes aim to reach marginalized and excluded groups, such as tribal populations and Muslim women, who have been largely overlooked by national education initiatives. These programmes provide opportunities for acquiring new knowledge and skills necessary for personal and professional development, thereby fostering inclusive growth and education
- b) Accessible and Inclusive Education: Offer a well-structured BA English program in online mode to reach learners across different geographies and socio-economic backgrounds.

- c) Strong Literature Foundation: Equip students with a comprehensive understanding of core management functions and business practices.
- d) Develop Analytical Thinking: Foster decision-making skills and logical reasoning through real-world business cases and problem-solving exercises.
- e) Industry Readiness: Align learning with industry expectations to enhance employability and career development.
- f) Effective Use of Technology: Deliver education through advanced online tools and platforms that support interactive and collaborative learning.
- g) Global Orientation: Expose learners to international business practices and emerging global trends.
- h) Research and Application: Encourage curiosity, project-based learning, and analytical thinking through mini-projects and field assignments.

1.3 Program Specific Outcomes:

Graduates of the BA program will be able to:

- a) Develop proficiency in English language skills including listening, speaking, reading, and writing for academic, professional, and personal communication.
- b) Demonstrate knowledge of English literature across different periods, genres, cultures, and literary movements.
- c) Apply critical and analytical thinking to interpret, evaluate, and appreciate literary and non-literary texts.
- d) Understand linguistic concepts and language structures and use them effectively in diverse communication contexts.
- e) Enhance creative and academic writing abilities through the production of essays, reports, reviews, and other forms of written expression.
- f) Recognize cultural, social, and historical perspectives reflected in literature and develop sensitivity toward diversity and human values.
- g) Utilize digital and self-learning resources effectively to support lifelong learning, independent study, and career development in the ODL environment.

1.4 Upon the completion of the 3-year Bachelor of Arts (English) programme, students will be able to:

QD-1 Display a systematic knowledge by understanding the field of literary and theoretical developments which includes the student's ability to recognize, speak and write about genres, forms, periods, movements, concern for nature and other conventions of writing.

QD-2 Provide the ability to understand the role of literature in a changing world from inter disciplinary perspective as well as in relation to its professional and everyday use. The aspect of inter disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems.

QD-3 Demonstrate the ability to think and write critically to the outside world about one's role as an Indian citizen through the readings of English literatures and literatures in translation.

QD-4 Communicate various ideas, discuss mixed opinions and advocate moral values, including literary values, in all shades and shapes of life so as to expand the knowledge of the

subject as it moves from the classroom to life and the outside world.

QD-5 Demonstrate the ability to share the results and ideas of academic, disciplinary and inter disciplinary learning and other co-curricular activities through different forms of communication such as essays, dissertations, reports, findings, notes, etc. on different platforms such as the classrooms, journals, magazines, etc.

QD-6 Recognize the scope of English Language and Literature studies in terms of career opportunities, employment and life-long engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields.

QD-7 Apply skills of language and literature to foster a larger sense of ethical and moral responsibility among fellow humans and the society in order to see and respect differences in and among various species and life-forms in the surroundings and learn to transcend them.

1.5 PROGRAMME EDUCATIONAL OBJECTIVES (PEOs) OF 3 YEAR BA ENGLISH (ODL/OL)

PEO-1: Develop an understanding and appreciation of English language, literature, literary traditions, and cultural contexts, along with the role of critical inquiry and interpretation in the humanities.

PEO-2: Apply critical thinking, analytical reasoning, and interpretative skills through the study and analysis of literary texts, language, and contemporary cultural issues at the undergraduate level.

PEO-3: Analyze, interpret, and apply concepts of literary criticism, linguistics, and communication in academic, professional, and social contexts.

PEO-4: Exhibit proficiency in written and oral communication, creative expression, research aptitude, and intellectual independence essential for higher studies and professional growth.

PEO-5: Demonstrate the ability to evaluate contemporary social, cultural, and literary issues with sensitivity, ethical awareness, and effective problem-solving and communication skills in diverse professional environments.

PROGRAMME LEARNING OUTCOMES FOR BA ENGLISH (PLOs)

After the completion of BA English, the students should be able to:

PLO-1: Recognise the structure and function of English language skills to develop communication and creativity.

PLO-2: Differentiate various concepts about literary and cultural texts representations.

PLO-3: Provide an approach that is critical and theoretical to literature in order to utilize them for literary and cultural text analysis.

PLO-4: Attempt an analytical writing in essays, critical writings and research papers.

PLO-5: Understand the process of communication and try to interpret human emotions and experiences by adopting a literary representation using inter disciplinary methodologies.

PLO-6: Possess such values and ideals that a citizen of modern secular democratic State

requires.

PLO-7: Exhibit familiarity with major literary works, genres, periods, and critical approaches to British, American, Indian, including Dalit and Post-Colonial literatures.

PLO-8: Employ critical reading strategies, disciplinary writing expertise and sophisticated analytical skills in their written and oral communication.

PLO-9: Appreciate, interpret and critically evaluate literature.

PLO-10: Appreciate the role of English Literature and Language in society.

PLO-11: Close reading in a variety of forms, styles, structures and modes and articulate the value of close reading in the study of literature, creative writing or rhetoric.

PLO-12: Develop and carry out research projects and locate, evaluate, organise and incorporate information effectively.

Mapping Program Learning Outcomes (PLOs) with Quadrant Descriptors (QDs)

	QD-1	QD-2	QD-3	QD-4	QD-5
PLO-1	3	3	3	3	3
PLO-2	2	3	3	2	3
PLO-3	1	3	3	1	3
PLO-4	3	2	3	3	2
PLO-5	3	2	2	3	2
PLO-6	2	1	2	3	1
PLO-7	3	1	1	2	1
PLO-8	2	2	2	2	1
PLO-9	1	3	3	1	2
PLO-10	3	2	3	3	2
PLO-11	1	3	3	2	3
PLO-12	2	2	3	1	3

2. RELEVANCE OF THE PROGRAMME WITH JAMIA

HAMDARD MISSION AND GOALS:

Jamia Hamdard, a Govt Aided Deemed to be University envisions to be an institution of academic excellence, generate knowledge through research by integrating local wisdom with global expertise, nurture talent and promote intellectual growth in keeping with the University motto of "Excellence driven by compassion". This reflects the university's commitment to providing world-class education while honoring its philanthropic roots in traditional Unani medicine and healthcare and serve humanity with a commitment towards social, economic, cultural and spiritual development of society and the nation.

With the above goal, the HEI is working on a mission to equip the students with academic and professional skills, ethical values and leadership qualities to enable them to contribute towards social, regional and national development. This will help the learners get intellectual excellence through effective teaching, research, project-based activities,

internship, etc.

The BA English programme supports and advances the vision and mission of the University by:

- i. Offering a comprehensive and contemporary curriculum that promotes academic excellence, critical inquiry, creativity, and cultural awareness.
- ii. Preparing learners to understand and engage with literary, linguistic, and cultural issues at local, national, and global levels with sensitivity, ethics, and intellectual responsibility.
- iii. Enabling students from diverse geographical, social, and economic backgrounds to access quality higher education through flexible online and distance learning modes.
- iv. Encouraging analytical thinking, research aptitude, creative expression, and effective communication through interdisciplinary and experiential learning practices.
- v. Promoting social awareness, inclusivity, empathy, and cultural understanding through the study of literature, language, and humanities.
- vi. Enhancing employability and professional competence by developing communication, writing, analytical, and interpretative skills relevant to careers in teaching, media, publishing, journalism, content development, public relations, and related fields.
- vii. Integrating technology-enabled learning, digital resources, and innovative pedagogical practices into the teaching-learning process to meet contemporary educational needs.
- viii. Supporting lifelong learning, intellectual growth, and holistic personality development in accordance with the University's commitment to excellence and compassion.

3. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS:

The Online BA English programme is suitable for a wide variety of learners, particularly: 10+2 graduates seeking a foundation in business and administration.

The prospective target group of learners includes:

- i. Aspirants from rural and semi-urban regions with limited access to quality business education.
- ii. Students aiming to enter family businesses with formal management training.
- iii. First-generation learners with entrepreneurial aspirations.
- iv. Women learners who need flexible academic formats to continue their studies.
- v. Lifelong learners seeking to enhance their credentials for career growth.
- vi. Economically weaker sections looking for cost-effective and employable degrees.
- vii. This program supports inclusivity, accessibility, and the democratization of education by offering a practical and engaging undergraduate business degree.

4. APPROPRIATENESS OF PROGRAM TO BE CONDUCTED IN OPEN & DISTANCE, AND ONLINE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE:

The BA English programme is well-suited to be offered through Open & Distance Learning (ODL) and Online Learning (OL) modes due to the following reasons:

- i. **Language and Humanities-Based Curriculum:** The programme primarily focuses on literature, language studies, communication, linguistics, literary criticism, and cultural studies, which can be effectively delivered through digital and distance learning platforms.
- ii. **Flexible and Self-Paced Learning:** The programme allows learners to study at their own pace and convenience, making it suitable for students, working professionals, homemakers, and learners from diverse socio-economic backgrounds.
- iii. **Accessibility and Inclusivity:** The online and distance learning mode expands access to quality higher education for learners residing in remote, rural, and underserved regions, thereby promoting inclusive and equitable education.
- iv. **Technology-Enabled Learning:** Learning Management Systems (LMS), e-content, recorded lectures, virtual classrooms, digital libraries, discussion forums, online assessments, and multimedia resources enhance the teaching-learning experience and encourage interactive learning.
- v. **Development of Communication and Analytical Skills:** The programme effectively develops reading, writing, analytical, interpretative, presentation, and communication skills through online assignments, seminars, presentations, discussions, and project-based activities.
- vi. **Research and Independent Learning:** The nature of literary and language studies encourages independent reading, critical inquiry, textual analysis, and research-oriented learning, all of which can be efficiently facilitated through digital platforms and online academic resources.
- vii. **Career and Skill Development:** The programme equips learners with language proficiency, creative thinking, content development, communication, and critical reasoning skills that are relevant for careers in teaching, media, publishing, journalism, public relations, content writing, translation, and related fields.
- viii. **Affordable and Scalable Delivery:** The ODL and OL modes provide cost-effective and scalable access to quality education while maintaining academic standards and flexibility for a large and diverse learner base.
- ix. **Continuous Academic Engagement:** Online interaction through webinars, discussion forums, mentoring sessions, academic counselling, and collaborative activities promotes sustained learner engagement and academic support throughout the programme.

5. INSTRUCTIONAL DESIGN

The B.A. English programme follows a structured and interactive instructional design aimed at delivering academic excellence through digital and online learning modes over six semesters (3 years). The programme is multidisciplinary in nature and is designed to develop literary understanding, language proficiency, critical thinking, communication skills, and interdisciplinary knowledge among learners.

5.1. Curriculum Design

The curriculum design of the BA (English) programmes includes the following nine components/types of courses spread across six semesters which includes face to face Lectures/Personal Contact Programmes/Online lectures during weekends:

Course component	Abbreviation	No. of Credits
Discipline Core Courses	DC	60
Discipline Specific Electives:	DSE	16
Multi- Disciplinary Course	MDC	08
Minor Courses	MN	16
Ability Enhancement and	AEC	12
Skill Enhancement Course	SEC	12
Value-Added Courses	VAC	08
Total Credits		132

Distribution of Credits for 3-year BA English programme

SEMESTER	DC	DE	MN	MD	SE	AE	VA
I	01	-	01	02	01	04	-
II	02	-	-	-	02	01 03	01 02
III	03	01	03	03	03	-	03
IV	04, 05, 06, 15	02	-	-	-	-	02
V	07, 08 09, 10	03	07	-	-	-	-
VI	11, 12, 13, 22	04	16	-	-	-	-
Total	15	04	04	02	03	03	04
Credits	60	16	16	08	12	12	08

GRAND TOTAL OF CREDITS: 132

SEMESTER	Paper CODE	COURSE TITLE	INTERNAL ASSESMENT	TERM END EXAM	Credit	Hours
FIRST	BAEN-DC-01	Introduction to Genres: Poetry and Prose	30	70	4	12
	BAEN-MN-01	Writing for Media	30	70	4	12
	BAEN-MD-02	Critical Reasoning and Academic Presentation	30	70	4	12
	BAEN-SE-01	Presentation and Performance Skills	30	70	4	12
	BAEN-AE-04	Additional Language (Arabic / Urdu / Malayalam)	30	70	4	12
		Total Credit			20	60 Hour
SECOND	BAEN-DC-02	History of English Language	30	70	4	12
	BAEN-AE-03	Gender Studies	30	70	4	12
	BAEN-AE-01	English for Professional Use	30	70	4	12
	BAEN-SE-05	Written Communication	30	70	4	12
	BAEN-VA-02	Social Media Ethics	30	70	2	12
	BBEN-VA-01	Environmental Science	30	70	2	12
		Total Credit			20	72 Hour
THIRD	BAEN-DC-03	Introduction to Drama and Theatre	30	70	4	12
	BAEN-DE-01	Postcolonial Literatures	30	70	4	12
	BAEN-MN-03	Public Relations	30	70	4	12
	BAEN-MD-03	Digital Marketing	30	70	4	12
	BAEN-SE-03	Public Speaking	30	70	4	12
	BAEN-VA-05	Introduction to Sociology	30	70	2	06
		Total Credit			22	66 Hour
	BAEN-DC-04	History of English Literature up to Roman Revival	30	70	4	12

FOURTH	BAEN-DC-05	British Literature from Chaucer to 18 th Century	30	70	4	12
	BAEN-DC-06	Introduction to Linguistics	30	70	4	12
	BAEN-DE-02	American Literature	30	70	4	12
	BAEN-DC-15	Reading on Democracy and Secularism	30	70	4	12
	BAEN-VA-06	Introduction to Digital Humanities	30	70	2	06
		Total Credit			22	66 Hour
FIFTH	BAEN-DC-07	History of English Literature from Romantic Revival to 21 st Century	30	70	4	12
	BAEN-DC-08	British Literature from 18 th Century to 20 th Century	30	70	4	12
	BAEN-DC-09	Introduction to Literary Criticism	30	70	4	12
	BAEN-DC-10	Modern Literatures in English	30	70	4	12
	BAEN-DE-03	Indian Writings in English	30	70	4	12
	BAEN-MN-07	Introduction to Journalism	30	70	4	12
		Total Credit			24	72 Hour
SIXTH	BAEN-DC-11	British Literature from 20 th Century to 21 st Century	30	70	4	12
	BAEN-DC-12	Introduction to Women's Writing	30	70	4	12
	BAEN-DC-13	Modern Literary Criticism	30	70	4	12
	BAEN-DE-04	Dalit Literature	30	70	4	12
	BAEN-MN-16	Cultural Studies	30	70	4	12
	BAEN-DC-22	Film Studies	30	70	4	12
		Total Credit			24	72 Hour
GRAND TOTAL 132						

List of Electives Offered

Elective-1 Discipline Specific Elective Course (DSE)

Course Code	Course Title	Credits
BAEN- DE01	Postcolonial Literatures	4
BAEN- DE02	American Literature	4
BAEN- DE03	Indian Writings in English	4
BAEN- DE04	Dalit Literature	4

Elective-2 Multi-Disciplinary Course (MDC)

Course Code	Course Title	Credits
BAEN-MD01	Language and Technology	4
BAEN-MD02	Critical Reasoning and Academic Presentation	4
BAEN-MD03	Understanding Contemporary Issues	4

Elective -3 Skill Enhancement Courses (SEC)

Course Code	Course Title	Credits
BAEN- SE01	Presentation and Performance Skills	4
BAEN- SE02	Written Communication in English	4
BAEN- SE03	Public Speaking	4
BAEN- SE04	Soft Skills	4
BAEN- SE05	Digital Communication	4

Elective -4 Value Added Courses (VAC)

Course Code	Course Title	Credits
BAEN- VA01	Environmental Science	2
BAEN- VA02	Social Media Ethics	2
BAEN- VA03	Understanding India	2
BAEN- VA04	Digital and Technological Solutions	2
BAEN-VA05	Introduction to Sociology	2

Elective -5 Minor Courses

Minor 1: Media Studies		
Course Code	Course Title	Credits
BAEN-MN01	Writing for Media	4
BAEN-MN02	Introduction to Radio Jockeying and Anchoring	4
BAEN-MN03	Public Relations	4
BAEN-MN07	Introduction to Journalism	4

Minor 2: Readings on India		
Course Code	Course Title	Credits
BAEN-MN04	Literature of Kerala from Renaissance to Modern Period	4
BAEN-MN05	Readings on Democracy and Secularism	4
BAEN-MN06	Narratives of Resistance	4
BAEN-MN08	Eco-reading of India	4

5.2 Detailed Syllabus of Bachelor of Arts (English)

SEMESTER-I

INTRODUCTION TO GENRES: POETRY AND PROSE

Paper Code: BAEN-DC01

After completion of this Course, the student should be able:

CLO-1: To outline the basic elements of poetry, the stylistic and the rhetorical devices and the various genres of poetry.

CLO-2: To analyse and identify trends in poetry.

CLO-3: To define different forms of poetry and classify different forms and themes of poetry.

CLO-4: To acquaint the students with the different styles of prose writing and understand the use of literary devices.

CLO-5: To discover the various perspectives in reading poetry and prose.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Introduction to Poetry (5 Hours)

Rhyme, Ballad, Sonnets, Epic, Elegy, Dramatic Monologue, Alliteration, Assonance, Blank Verse, Ode, Metaphor and Simile.

Module II: Poetry (20 Hours)

William Shakespeare - Sonnet 121
Kamala Das - The Dance of the Eunuchs
Nissim Ezekiel - Night of the Scorpion
John Milton - On His Blindness
Dilip Chitre - Father Returning Home
Wilfred Owen - Strange Meeting
Ted Hughes - Thought Fox
Lord Tennyson - In Memoriam
Meena Kandasamy - Ms. Militancy
Camille Dungy - Trophic Cascade

Module III: Introduction to Prose (5 Hours)

Narratology, Biography, Autobiography, Essay, Periodicals, Editorial, Satire, Text, Form, Content, Subject, Theme.

Module IV: Fiction (10 Hours)

Oscar Wilde - The Model Millionaire

Richard Steele - The Trumpet Club

Module V: Non-Fiction (20 Hours)

Anne Frank - The Diary of a Young Girl (Chapter 4)

Pablo Neruda - Excerpts from Memoirs ("The Word")

Albert Camus - Nobel Acceptance Speech

References:

1. Abrams, M.H. A Handbook of Literary Terms. Cengage, 2009.
2. Drabble, Margaret. The Oxford Companion to English Literature. OUP, 1995. 3.Scholes, Robert, et al., editors. Elements of Literature: Fiction, Poetry, Drama, Essay, Film. OUP, 2007. pp 297-303.
4. <https://www.poetryfoundation.org/>.
5. Visual Poetry: Dona Mayoora: Melancholic Rain.
6. A Concise Companion to Literary Forms. Emerald,2013.
7. The Vintage Book of Contemporary World Poetry. Ed. J.D McClatchy, 1996.

**SEMESTER 1
WRITING FOR MEDIA
BAEN-MN01**

After completion of this Course, the student should be able:

CLO-1: To familiarize the students with the latest trends in media.

CLO-2: To understand the specificities and possibilities of the different kinds of media.

CLO-3: To impart necessary technical writing skills.

CLO-4: To better understand the professional media industry and the forms of writing for mass media.

CLO-5: To demonstrate an understanding of media writing principles and techniques.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module 1: Media & Communication (10 Hours)

Communication- Characteristics- Types- Mass Communication- Print Media- Electronic Media – Digital Media- Audience

Module II: Print Media (15 Hours)

Evolution - Feature writing- Article writing- Editorial writing- Op-ed-pieces – Letter to the Editor- Book review- Film review-Interview- Writing a news story-Lead- Freelancing - Editing- Subbing-Proof reading

Module III: Electronic Media (15 Hours)

Radio as a medium of mass communication –characteristics-challenges-radio news- radio features - documentaries- discussions – TV news- TC script- TV features- Music programmes – Interviews- Live programmes and shows- sports- film

Module IV: Digital Media (10 Hours)

E-Books- E magazines-E News Papers-E Journals-Writings for Web- Technical writing – Copy Writing- Profile Writing- Editing- Caption writing- News analysis- Blogs- Email- Instant Messaging- Ethics – Cyber Laws

Module V: Advertising (10 Hours)

Type-Advertisement through print media- Direct Mail- Broadcast Advertising- Signs and Posters- Promotional Literature- Writing a Brochure -Classifieds.

References:

1. Stoval, James Glen. Writing for the Mass Media. Pearson Education, 2006. Menchar, Melvin.

- Basic News Writing. William C Brown Cox, 1983
2. Rich, Carole. Writing and Reporting News: A Coaching Method. Wadsworth/Thomson Learning, 2003. Neal, James A and Suzane S Brown. News Writing and Reporting.
 3. Surjeeth Publications, 2003. Feldman, Tony. An Introduction to Digital Media. Blueprint Series, 1996.
 4. Boother, Dianna. F Writing. Macmillan, 2008.
 5. Lewis, Richard. Digital Media: An Introduction. Prentice Hall. Nigel, Chapman. Digital Media Tools. Paperback 26 Oct, 2007.

SEMESTER 1
CRITICAL REASONING AND ACADEMIC PRESENTATION
Paper Code: BAEN-MD02

After completion of this Course, the student should be able:

CLO-1: To understand what is critical thinking and its benefits.

CLO-2: To understand the characteristics of critical discourses.

CLO-3: To learn how to use various resources for critical thinking.

CLO-4: To practice accuracy in writing.

CLO-5: To give the students guidelines for effective presentations

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Introduction to Critical Thinking (10 Hours)

Critical thinking- Barriers- Arguments- Fallacies- Social Influence on Critical Thinking- Persuasive Discourses- Conformity- Prejudices.

Module II: Language of Critical Thinking (10 Hours)

Characteristics of Critical and Analytical Writing- Preparing for Critical Writing- Sign Posting- Writing Conventions.

Module III: Resources (5 Hours)

Academic Writing- Research Resources- Using Net Sources- Using the Library- Reading for Writing.

Module IV: Writing Process (10 Hours)

Evaluating a Text- Recording the Data—Note Taking- Writing Conclusions- Writing Mechanics- Essay Writing- Understanding and Selecting Key Points- Organizing Paragraphs.

Module V: Soft Skills for Academic Presentation (10 Hours)

The Audience- Objectives of Presentation- Techniques of Effective Presentation-Structuring the Presentation- Visual Presentation Aids.

References:

1. Bowell, Tracy and Kemp, Gary. Critical Thinking: A Concise Guide. Routledge, London, 2002.
2. Paul, Richard and Elder, Linda. The Miniature Guide to Critical Thinking: Concepts and Tools. Foundation for Critical Thinking, 2008.
3. Paul, Richard and Elder, Linda. The Nature and Functions of Critical Thinking: Concepts and

- Tools. Foundation for Critical Thinking, 2008.
4. Gregory Bassham, William Irwin, Henry Nardone and James M. Wallace. Critical Thinking: A Student's Introduction. Ed.4. McGraw-Hill, New York, 2002.

SEMESTER 1
PRESENTATION AND PERFORMANCE SKILLS
Paper Code: BAEN-SE01

After completion of this Course, the student should be able:

CLO-1: To cultivate writing abilities, comprehend the integration of writing and implement academic writing norms.

CLO-2: To comprehend the rules of speech.

CLO-3: To get familiar with the terminology, ideas, and methods of reasoning and argumentation.

CLO-4: To generate arguments by evaluation, synthesis and analysis.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Writing Procedure (10 Hours)

Overview of Scholarly Writing- what is scholarly writing- purpose- types-features. Brainstorming- organising and outlining. Crafting the text- composing the introduction and conclusion- sequencing the paragraphs- proofreading and editing- finalising.

Module II: Writing Components (10 Hours)

Discussions- Persuasions and reasoning- comparison and contrast- defining and categorising the problems and remedies.

Module III: Writing for Academic or Professional Groups (10 Hours)

Review Writings-Reviewing texts- movies- product reviews. Writing evaluative reports. Designing questionnaires- collecting data. Writing etiquette- blog writings.

Module IV: Professional Skills (10 Hours)

What are Professional Skills- Importance- Types- Tips to develop- Business Skills- Importance.

Module V: Skill Activity (5 Hours)

Students have to be formed in groups to check their various skills- Students should be made to write articles and review articles of various journals.

References:

1. Sword, Helen. *Stylish Academic Writing*. Harvard University Press. 2012.
2. Swales, M. John and Feak, B. Christina. *Academic Writing for Graduate Students*. University of Michigan Press. 2004.
3. Oshima, Alice and Hogue, Ann. *Writing Academic English*. Longman. 1999.
4. Frederich, Patricia. *Teaching Academic Writing*. Bloomsbury Academic. 2008.
5. Fox, Mary Frank. *Scholarly Writing and Publishing*. Routledge. 2019.

SEMESTER 1
ADDITIONAL LANGUAGE I (ARABIC)
Paper Code: BAEN-AE04

After completing this Course, the students should be able:

CLO-1: To understand the basic grammar of the Arabic Language.

CLO-2: To develop communicative skills in Arabic.

CLO-3: To understand the correct usage of Arabic grammar.

CLO-4: To understand the link between translation theory and translation practice.

CLO-5: To understand the importance of communication in the present era.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: (10Hours)

الآيات

تبارك الله احسن الخالقين

Module II: (10 Hours)

الاحاديث اوصاني ربي من الحكمة

Module III: (5 Hours)

خبرة

فمن رغب عن سنتي فليس مني

Module IV: (10 Hours)

الشعر

الرضا بقضاء الله وقدره الا فاصبر

Module V: (10 Hours)

إبليس ينتصر

انا عاجز عن الشكر

References:

1. Al Baseeth
2. Al Adabul Arabiya
3. Al Thakadum

SEMESTER 1
ADDITIONAL LANGUAGE I (MALAYALAM)
Paper Code: BAEN-AE02M

After completing this Course, the students should be able to:

CLO-1: Understanding the story content and structure in depth.

CLO-2: Acquaint the students with different thoughts and style of Malayalam Fiction.

CLO-3: Understanding the Malayalam poetry.

CLO-4: Help students to develop their creative thinking & writing.

CLO-5: Understand the stories, Autobiography, Novel and accept the messages.

Mapping of course learning outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: കവിത (10 Hours)

1. സൂര്യകാന്തി - ജി ശങ്കരക്കുറുപ്പ്
2. എന്തുപറ്റി നമ്മുക്ക് - സുഗതകുമാരി

Module II: കഥ (10 Hours)

1. രാചിയമ്മ - ഉറുബ്
2. തല്പം - സുഭാഷ് ചന്ദ്രൻ

Module III: ആത്മകഥ (10 Hours)

കാലപ്പകർച്ചകൾ - ദേവകി നിലയങ്ങോട് (ആദ്യത്തെ 7 അധ്യായങ്ങൾ)

Module IV: നോവൽ (10 Hours)

നൂറ് സംഹാസനങ്ങൾ - ജയമോഹൻ

Module V: (5 Hours)

1. മുഗൾകലകൾ - വിജയലക്ഷ്മി
2. തേന്മാവ് - ബഷീർ

References:

- 1.ജി. ശങ്കരകുറുപ്പിന്റെ സമ്പൂർണ്ണ കൃതികൾ.
- 2.ഉറുബിന്റെ കൃതികൾ - ഡിസി ബുക്സ്.
- 3.കാലപകർച്ചകൾ -ദേവകി നിലയങ്ങോട് മാതൃഭൂമി ബുക്സ്.
- 4.നൂറ് സംഹാസനങ്ങൾ -ജയമോഹൻ, മാതൃഭൂമി ബുക്സ്.
5. മലയാള സാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ - എരുമേലി കറന്റ് ബുക്സ്.
- 6 തലൂം - സുഭാഷ്ചന്ദ്രൻ ഡിസി ബുക്സ്.
- 7.സുഗതകുമാരിയുടെ സമ്പൂർണ്ണകൃതികൾ - ഡിസി ബുക്സ്.

SEMESTER 1
ADDITIONAL LANGUAGE I (URDU)
Paper Code: BAEN-AE02M

After completing the course, the student will be able:

CLO-1: To develop basic writing and expressive skills in Urdu.

CLO-2: To introduce students to important poetic and prose forms of Urdu literature.

CLO-3: To provide elementary knowledge of major literary movements and trends in Urdu.

CLO-4: To enhance reading comprehension and literary appreciation at a foundational level.

CLO-5: To promote awareness of the historical and cultural development of the Urdu language.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

Detailed Syllabus:

پہلی اکائی: اردو کی تحریری مشق
الف۔ درخواست نویسی
ب۔ خطوط نگاری
د۔ مضمون نگاری
ج۔ رپورٹاژ
دوسری اکائی: اردو کی چند اہم شعری اصناف
الف۔ غزل
ب۔ نظم
د۔ مثنوی
ج۔ مرثیہ
تیسری اکائی: اردو کی چند اہم نثری اصناف
الف۔ داستان اور افسانہ
ب۔ سوانح اور خاکہ
د۔ سفر نامہ
ج۔ انشائیہ
چوتھی اکائی: اردو کے چند اہم ادارے اور تحریکات
الف۔ فورٹ ولیم کالج
ب۔ قدیم دہلی کالج
د۔ علی گڑھ تحریک
ج۔ ترقی پسند تحریک

Essential / Core Readings

1. Maulana Azad National Urdu University (MANUU).
Mutala-e-Nazm (Paper-II). Diploma in Urdu, First Semester.

- Hyderabad: Centre for Distance and Online Education, Maulana Azad National Urdu University, 2025.
ISBN: 978-81-994387-3-6.
2. Maulana Azad National Urdu University (MANUU).
Mutala-e-Nasr (Paper–III). Diploma in Urdu, First Semester.
Hyderabad: Centre for Distance and Online Education, Maulana Azad National Urdu University, 2025.
ISBN: 978-81-994387-9-8.
3. Maulana Azad National Urdu University (MANUU).
Urdu Zaban-o-Adab ki Tareekh. B.A. (Honours), First Semester.
Hyderabad: Centre for Distance and Online Education, Maulana Azad National Urdu University, 2025.
ISBN: 978-81-992584-6-4.
4. Maulana Azad National Urdu University (MANUU).
MIL Urdu-I. For B.A./B.Com., First Semester.
Hyderabad: Directorate of Distance Education, Maulana Azad National Urdu University, 2021.
ISBN: 978-93-80322-93-3.
5. Maulana Azad National Urdu University (MANUU).
MIL Urdu-II. For B.A./B.Com., Third Semester.
Hyderabad: Directorate of Distance Education, Maulana Azad National Urdu University, 2022.
ISBN: 978-93-95203-05-0.

SEMESTER-II

HISTORY OF ENGLISH LANGUAGE

Course Code: BAEN-DC-02

After completion of this Course, the student should be able:

CLO-1: To outline the origin and evolution of English Language.

CLO-2: To discover the various socio-political forces and contexts that influenced English language and literature at different historical contexts.

CLO-3: To point out the pattern of changes language has undergone at different stages. CLO-4: To develop a historical view of English language.

CLO-5: To identify the various forces that worked together to form and shape Modern English Language.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Theories of English Language (10 Hours)

Bow-Wow Theory Ding- Dong Theory Pooh- Pooh Theory Yo- He- Yo Theory Ta- Ta Theory

Module II: Laws of English Language (10 Hours)

Grimm's Law-Verner's Law.

Module III: Origin of English Language (10 Hours)

Language families- Indo- European Family- Characteristics- Satem Group- Eastern, Armenian, Balto Slavonic, Albanian. Centum Group- Italic, Greek, Primitive Germanic, Celtic.

Module IV: Descent of English Language (15 Hours)

Old English- dialects, grammar, pronunciation, spelling, vocabulary- Middle English- dialects, grammar, pronunciation, spelling, vocabulary- Modern English- Renaissance, Reformation, Bible translation, printing press- Great vowel shift.

Module V: Growth of English Language (15 Hours)

Word formation.- Individual contributors to the Growth of English vocabulary- Loan words- Semantic changes- Varieties of English language- American, Indian, Hinglish, Chinglish, Pidgin and Creole.

References:

1. Wood, F.T. An Outline History of English Language. Trinity P, 2014.
2. Shyamala, V. A History of English Language. Sharath Ganga P, 2005.
3. Baugh, Albert Gall and Cable. Thomas, A History of the English Language. Printice Hall. 2002.
4. Kisak, F and Kisak F. Paul. The History of the English Language. Create Space Independent Publishing platfrom. 2015.
5. Singh, Ishtia. The History of English: A Student's Guide. Routledge. 2013.

Semester II

GENDER STUDIES Paper Code BAEN-AE03

After completion of this Course, the student should be able:

CLO-1: To learn different perspectives of gender.

CLO-2: To analyse the contemporary society in terms of gender equality.

CLO-3: To introduce social hierarchy and power structure.

CLO-4: To investigate how social and political context shape gender and sexuality. CLO-5: To challenge pre conceptions and to achieve gender equity.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

MODULE I: Key Terms (5 Hours)

Gender, Sex, Gendering, Gender Roles, Gender Identity, Masculinity, Femininity, Patriarchy, Misogyny, Chauvinism, Gender Dysphoria.

MODULE II: Poetry (15 Hours)

“Bosom Friend” : Hira Bansode

“The Old Playhouse” : Kamala Das

“Random Access Man” : Meena Kandasamy

“This is a Photograph of Me” : Margaret Atwood

“Phenomenal Woman” : Maya Angelou

MODULE III: Short Story (5 Hours)

“Draupadi” : Mahasweta Devi

MODULE IV: Non-Fiction (10 Hours)

“Accept Me”(I am Vidya) : Living Smile Vidya

MODULE V: Essay (10 Hours)

“Structural Violence and the Trans Struggle for Dignity” : Gee Imaan Semmalar
“Clothing Matters: Visiting the Melmundusamaram” : K.M Sheeba.

References:

1. Gerda, Lerner. Creation of Patriarchy. New York, OUP. 1986.

2. Joan, Scott. *Gender and The Politics of History*. New York. 1987.
3. Seu, Morgan (ed.), *New Feminist History Reader*, Routledge, 2006.
4. Bhutalia, Urvashi. *The Other Side of the Silence: Voice from the Partition of India*. Penguin. 1998.
5. Kiran, Pawar. *Women in Indian History. Vision and Venture*. 1996.
6. Abrahams, M.H. , *A Glossary of Literary Terms*. 2020.
7. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books. 2018.
8. Davis, Angela. *Women, Race and Class*. Navayana Publishing. 2013.

SEMESTER II
ENGLISH FOR PROFESSIONAL USE
Paper Code: BAEN-AE01

After completion of this Course, the student should be able:

CLO-1: To develop a deep understanding of the fundamentals of communication.

CLO-2: To acquaint the students with the basics of English grammar.

CLO-3: To enable the students to enrich their vocabulary and LSRW skills.

CLO-4: To encourage learner autonomy through pair and group activities.

CLO-5: To effectively integrate English language learning with employability skills and training.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Introduction to Communication (5 Hours)

- Definition
- Types
- Process
- Barriers.

Module II: Phonetics Basics (10 Hours)

- Received Pronunciation
- Sounds: Vowels/Diphthongs, Consonants
- Syllables.

Module III: Introduction to Grammar and Usages (10 Hours)

- Parts of Speech
- Tenses
- Voice
- Subject Verb Agreement
- Tag Questions.

Module IV: Listening & Speaking (10 Hours)

- Listening to a conversation
- Listening to a speech
- Listening to a lecture
- Listening to weather forecast
- Listening to instructions and directions.
- Group Discussion

- Interview - Speech
- Debate
- Telephone conversation
- Day-to-day conversation

Module V: Reading & Writing (10 Hours)

- Reading Strategies
- Vocabulary (synonyms, antonyms, homonyms, homophones, eponyms, prefixes, suffixes, phrasal verbs, idioms)
- Dictionary usage
- News reports
- Advertisement
- Chart, Table & Graph
- Letter Writing (Personal, Official, Cover Letter, Apology Letter)
- Email Writing
- Essay Writing
- Resume & Biodata

References:

1. Kumar, Sanjay, and Pushpa Lata. Communication Skills. OUP, 2011.
2. Raman , Meenakshi , and Sangeeta Sharma. Communication Skills. OUP, 2011.
3. Wood, F.T. .A Remedial English Grammar for Foreign Students. Macmillan, 1965.
4. Choili, Mark. Towards Academic English. CUP, 2007.
5. A.C. Gimson. Introduction to the Pronunciation of English.
6. Daniel, Jones. English Pronouncing Dictionary..
7. T, Balasubramanyam. A Text of English Phonetics for Indian Students.

SEMESTER II

WRITTEN COMMUNICATION IN ENGLISH

Paper Code: BAEN- SE02

After completion of this Course, the student should be able:

CLO-1: To understand the significance of written communication in academics. CLO-2: To improve the writing skills of students.

CLO-3: To study the relevance of writing through online platform. CLO-4: To create an awareness of the structure of newspaper.

CLO-5: To explore students' creativity. Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Key Concepts (10 Hours)

Introduction to communication- written communication- definition- features- dos and don'ts- examples- advantages and disadvantages- How written communication is different from other medium of communication- web writing.

Module II: Essay and Review (8 Hours)

Essay- Definition- structure – writing essays on different topics

Review and appreciation- Definition- differences- writing book review- Film review- poem appreciation.

Module III: Formal Writing (5 Hours)

Resume and cover letter

Letter- Formal-Business letter- Apology letter- Request letter

Module IV: Newspaper Writing (10 Hours)

Definition and Features of News story- Editorial- Article- Periodicals. Advertisement- Definition- Types -Writing an advertisement.

Letter to the editor- Op- ed pieces- Feature

Module V: Web Writing (12 Hours)

Definition and features of web writing- Advantages and disadvantages Email- definition- uses- How to write an email.

E news- blog writing- content writing.

References:

1. <http://www.angelfire.com/wi/writingprocess/links.html>
2. Foggin, J. (1991). Real Writing. Sevenoaks, UK: Hodder and Stoughton.
3. <http://www.askoxford.com/betterwriting/letterwriting/?view=uk>
4. Adler B. Ronald and Russell F. Proctor II. Looking Out, Looking In. Cengage Learning.2017.
5. Dianna L.Vanblerkom. College Study Skills.Wadsworth.2003
6. Aggarwal, R. (2003). Effective Communication Skills. Jaipur : Sublime Publications
7. Davies, F. 1995, Introducing Reading. Penguin Books.

SEMESTER II
SOCIAL MEDIA ETHICS
Paper Code : BAEN-VA02

After completion of this Course, the student should be able to:

CLO-1: Analyze the Impact of Social Media on Society.

CLO-2: Apply Ethical Principles to Social Media Practices.

CLO-3: Evaluate Online Content and Sources Critically.

CLO-4: Develop Responsible Social Media Practices.

CLO-5: Design and Implement Ethical Social Media Campaigns.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module-I: Introduction to Social Media Ethics (10 Hours):

Overview of social media platforms and their impact on society- Defining social media ethics and its importance- Key ethical considerations: privacy, security, and online harassment

Module-II: Online Privacy and Security (8 Hours)

Data collection and usage on social media platforms- Privacy settings and data protection laws (e.g., GDPR, CCPA)- Online security threats: phishing, malware, and ransomware- best practices for online security and privacy

Module-III: Digital Citizenship and Online Behaviour (9 Hours)

Digital citizenship: rights, responsibilities, and norms- Online harassment: types, consequences, and prevention strategies- Cyberbullying and online hate speech.

Module-IV: Misinformation and Disinformation on Social Media (9 Hours)

Types of misinformation: fake news, propaganda, and disinformation- Spread of misinformation on social media platforms- Fact-checking and verification techniques- Media literacy and critical thinking skills

Module-V: Case Study: Social Media Ethics in Practice (9 Hours)

Social media platforms community guidelines and moderation policies- Ethical considerations for social media marketers and influencers.

References:

1. "Social Media and Society in India" by S. S. Jagnathan and S. M. Feroze (2020)
2. "The Digital Public Sphere in India" by Sahana Udupa (2018)
3. "Data Protection Law in India" by Rahul Matthan (2020)
4. "Cybersecurity in India: Challenges and Opportunities" by Pavan Duggal (2019)
5. "Digital India: Understanding the Impact of Digital Technologies" by Nalini Rajan (2017)

SEMESTER II

ENVIRONMENTAL SCIENCE

Paper Code: BAEN-VA01

After completion of this Course, the student should be able:

CLO-1: To understand complex environmental issues.

CLO-2: To master the core concepts and methods of ecology and environmental problem solving.

CLO-3: To envisage exposing students to the real situations in their surroundings and to help them connect, aware, appreciate and be sensitized towards the prevailing environmental issues.

CLO-4: To make them aware of the different types of pollutions and different measures to control it.

CLO-5: To impart basic knowledge about the environment and its allied problems.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Introduction to Environment (10 Hours)

Brief Discussion on the Components of the Environment- Brief Outline of the Environment (Protection) Act 1986 - Role of NGOs like Green Peace in Environmental Protection.

Module II: Ecosystem (10 Hours)

Ecology- Brief Outline on Elements of Ecology- Brief Discussion on Ecological Balance and Consequences of Change in Ecological Balance- Principles of Environmental Impact Assessment.

Module III: Air Pollution (10 Hours)

Pollution - Types and Causes of Pollution- Types of Pollutants - Atmosphere and its Layers- Air Pollution- Sources of Air Pollution- Classification of Air Pollutants- Major air pollutants and their effects- Causes and Effects of Air Pollution-AIR Act 1981.

Module IV: Water Pollution (5 Hours)

Water Pollution- Causes- Control measures- Pollutants- Origin and Effects of Water Pollutant- Sewage treatment plant- Waste water treatment plant- Objectives of Water Prevention & Control of Pollution Act 1974.

Module V: Land Pollution (10 Hours)

Land Pollution - Pollutants (Municipal- Industrial. Commercial- Agricultural- Hazardous Solid Waste); their Original Effects- Collection and Disposal of Solid Waste.

References:

1. Ali, Salim. The Book on Indian Birds. BNHS, Mumbai, 2002.
2. Cunningham, William P, and Mary Ann Cunningham. Environmental Science: A Global Concern. McGraw-Hill Education, 2015.
3. De, Anil Kumar, and Arnab Kumar De. Environmental Studies. New Age Publications (Academic), 2007.
4. Rao, CS. Environmental Pollution Control Engineering. New Age International (P) Limited, 2020.
5. Vinod, A and K. Venugopal. Environmental Studies. Calicut University Central Co-op Store, 2015.

SEMESTER-III

INTRODUCTION TO DRAMA AND THEATRE

Paper Code: BAEN-DC03

After completion of this Course, the student should be able:

CLO-1: Establish and illustrate the basic elements of drama. CLO-2: Appreciate drama as an art form.

CLO-3: Identify the different genres and masters of drama.

CLO-4: Assess the theatrical performances and the texts and evaluate them critically from various standpoints.

CLO-5: Demonstrate how writers use the resources language as creativity.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Introduction to Drama (10 Hours)

What is Drama?- The Origin of Drama- A Short History of English Drama- Drama as a Performing Art- Drama & Theatre- Drama & Society.

Module II: Types of Theatre (10 Hours)

Theatre of the Absurd - Epic Theatre - Street Theatre - Theatre of Cruelty - Poor Theatre - Feminist Theatre - Ritualistic Theatre - Anger Theatre.

Module III: Genres of Drama (5 Hours)

Tragedy – Comedy - Tragi-Comedy – Farce – Melodrama – Masque - One-Act- Play - Dramatic Monologue.

Module IV: Elements of Drama (5 Hours)

Setting – Plot – Character - Structure – Style - Theme – Audience – Dialogue.

Module V: Reading Drama -Detailed (30 Hours)

1. As You Like It : William Shakespeare.
2. Arms and The Man : G.B. Shaw
3. Riders to the Sea : J.M. Synge

References:

1. J. L. Styan. Elements of Drama.CUP, 1967.
2. Wilfred L. Guerin, et al., A Hand Book of Critical Approaches to Literature. OUP, 2007.
3. Keir Elam. The Semiotics of Theatre and Drama. Routledge, 2009.

4. Cross, D and Steven Craft. *Literature, Criticism and Style: A Practical Guide to Advanced Level English Literature*. OUP, 2000.
5. Lazar, Gillian *Literature and Language Teaching: A Guide for Teachers & Trainers*. CUP, 1993.

SEMESTER III

POSTCOLONIAL LITERATURES

Paper Code: BAEN- DE01

After completion of this Course, the student should be able:

CLO-1: To acquire knowledge about the basic concepts in Postcolonial Literature.

CLO-2: Think critically about the texts in relation to Postcolonial Theory.

CLO-3: To help in understanding both colonizer and colonized.

CLO-4: To trace the various styles of writings of this age.

CLO-5: Read specimens of the major works belonging to the Postcolonial Literature.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Literary Concepts (5 Hours)

Orientalism, Eurocentrism, Diaspora, Ambivalence, Third Space, Hybridity, Mimicry,

Module II: Poetry (20 Hours)

1. Ruins of a Great House : Derek Walcott
2. House of a Thousand Doors : Meena Alexander
3. Once Upon a Time : Gabriel Okara
4. Aboriginal Australia : Jack Davis
5. The Mystic Drum : Gabriel Okara

Module III: Drama (5 Hours)

1. Hayavadana : Girish Karnad

Module IV: Prose (15 Hours)

1. Decolonising the Mind : Ngugi Wa Thiango
2. Marriage is a Private Affair : Chinua Achebe

Module V: Fiction (15 Hours)

1. The White Tiger : Arvind Adiga

Reference:

1. Nayar, Pramod. K. Aspects of Post Colonial Literature. Pearson, 2008.
2. Dobie, Ann B. Theory into Practice: An Introduction to Literary Criticism. Cengage, 2012.
3. Abrams, M.H. A Handbook of Literary Terms. Cengage, 2009.

4. Morrison, Toni. *The Bluest Eye*. Surjeet P, 2013.

SEMESTER III
PUBLIC RELATIONS
Paper Code: BAEN-MN03

After completion of this Course, the student should be able:

CLO 1: To introduce the concept of public relations.

CLO 2: To understand the role of advertisement in communication.

CLO 3: To learn different theories of public relations.

CLO 4: To develop the student's knowledge and skills in public relations.

CLO 5: To develop a public relations plan including goals, objectives and tactics.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Communication (15 Hours)

Communication Process- Definition- Scope- Types- Models of communication: Aristotle, Laswell-Shannon and Weaver, Berlo- Levels of Communication: Interpersonal and intra personal, Group and Mass.

Module II: Basics of Public Relations (15 Hours)

Understanding Public Relation- Definition and Features- Types- Objectives- The History of Modern Public Relations- Public Relations Agency- Pioneers of Public Relations.

Module III: Public Relations and Propaganda (10 Hours)

Propaganda Definition- Features Similarities- Differences- Pioneers of Propaganda.

Module IV: Advertisement (10 Hours)

Definition- Features- Objectives- Evolution- Types- Advertising Agency- Trends in Indian Advertising -Advertising as a Marketing Tool- Persuasion-Persuasive Communication

Module V: Theories (10 Hours)

Individual Difference Theory- Selective Exposure Theory- Selective Perception Theory- Reinforcements Theory- Reflex Effect Theory- Agenda Setting Theory.

References:

1. Hasan, S. Mass communication: Principles and Concepts, Sage Publications, 2012.
2. Elizabeth, M Perse. Media Effects and Society, New Jersey, 2000.
3. Ferguson, C J. The Impact of Video Game Violence on Youth Aggression, Psychological Science, Springer, 2022.

4. Griffin, E. A First Look at Communication Theory (9th ed), New York, 2017.
5. Davis, R. The Psychology of Media Consumption, Understanding why we Watch, Read and Listen, Oxford University Press,2021.

**SEMESTER III
PUBLIC SPEAKING
Paper Code: BAEN-SE03**

After completion of this Course, the student should be able:

CLO-1: To speak more confidently by utilizing a variety of delivery skills.

CLO-2: To develop excellent communication skills, enthusiasm and the ability to engage with the audience.

CLO-3: To develop effective Public speaking skills which develops career advancement, creativity, leadership abilities.

CLO-4: To develop informative and persuasive speeches through research, audience analysis etc.

CLO-5: To enhance student's presentation via effective use of multimedia and visual support.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Introduction (10 Hours)

Introduction to Public Speaking, Characteristics of Public Speaking, Importance of Audience, Context, Speaker, Speech Planning Process, Speech Making Process.

Module II: Significance of Confidence (10 Hours)

- Importance of Speech Delivery
- The Key Issues in Effective Speech Delivery
- Developing Confidence through Effective Public Speaking

Step 1: Select Appropriate Speech Goal

Step 2: Understand the Audience

Step 3: Gather and Evaluate Information

Step 4: Organize and Develop Ideas into Speech Outline

Step 5: Choose Appropriate Visual Aids Step 6: Practice the Wording and Delivery of Speech.

- Understanding Public Speaking Apprehension: Signs and its causes
- Overcoming Public Speaking Apprehension: General Methods, Specific Techniques.

Module III: Speaking the Mind (10 Hours)

Types of Speeches, Models of Public Speaking, Dialogic Theory of Public Speaking, Informative Speaking Characteristics: Intellectual Stimulation, Creativity, Emphasis to Aid Memory Methods of Informing: Description, Definition, Comparison and Contrast, Narration, Demonstration.

Module IV: Practice (10 Hours)

Speaking Practice in relation to all the above Modules.

Module V: Media Training (5 Hours)

Training to give a speech on any topic based on any famous medias. (Watching famous speeches and meaningful discussion is to be conducted in the classroom)

References:

1. Verderber Kathleen and, Rudolff. F Verderber. The Challenge of Effective Speaking, Thomson Wadsworth 13th ed., 2006, Unit I: pp 1-12, Unit II : pp 23-31, Unit III : pp 215- 239.
2. Raman, Meenakshi , and Sangeeta Sharma. Communication Skills. OUP, 2011.

SEMESTER III
INTRODUCTION TO SOCIOLOGY
Paper Code: BAEN-VA03

After completion of this Course, the student should be able:

CLO-1: To appreciate multicultural and multifaceted nature of India.

CLO-2: To analyse the historical and socio-political developments of India.

CLO-3: To develop a critical understanding of Indian knowledge systems and cultural heritage.

CLO-4: To examine the evolution of India's constitutional framework and its impact on contemporary governance.

CLO-5: To help students comprehend India from global, national, and local perspectives.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Geography of India (5 Hours)

- India's geographical position in the world and its neighboring countries.
- Geographical diversities: Physical features, climate, and natural resources.
- Impact of geography on India's socio-economic development.

Module II: History of India (10 Hours)

- India's Freedom Struggle: Major milestones and key movements.
- An introduction to Indian knowledge systems: Philosophical traditions, scientific achievements, and educational heritage.
- Contributions of India to global knowledge traditions.

Module III: Communicating Culture: Telling, Representations, and Leisure (10 Hours)

- Oral narratives: Myths, tales, and folklore as vehicles of cultural transmission.
- An introduction to the tribal cultures of India: Traditions, customs, and socio-economic practices.
- Role of language, literature, and performing arts in shaping Indian culture.

Module IV: Indian Social Structure (10 Hours)

- Continuity and change in Indian social structures.
- Caste, community, class, and gender: Their evolving roles in contemporary India.
- Social reform movements and their impact on Indian society.

Module V: Understanding Indian Polity (10 Hours)

- The Making of the Indian Constitution: Key constitutional reforms during the British period.
- The Constituent Assembly and the drafting of the Constitution.

- Features of the Indian Constitution: Federalism, fundamental rights and duties, directive principles of state policy.
- The idea of the basic structure and constitutional amendments.
- Constitution as a living document: Relevance and adaptability in contemporary India.

Reference:

Unit I: Geography of India

1. Ramesh Dutta Dikshit, *Political Geography: Politics of Place and Spatiality of Politics*, Macmillan Education, 2020.
2. Deshpande C. D., 1992: *India: A Regional Interpretation*, ICSSR, New Delhi.
3. Johnson, B. L. C., ed. 2001. *Geographical Dictionary of India*. Vision Books, New Delhi.
4. Mandal R. B. (ed.), 1990: *Patterns of Regional Geography – An International Perspective*. Vol. 3 – Indian Perspective.
5. Tirtha, Ranjit 2002: *Geography of India*, Rawat Pubs., Jaipur & New Delhi.
6. Pathak, C. R. 2003: *Spatial Structure and Processes of Development in India*. Regional Science Assoc., Kolkata.
7. Tiwari, R.C. (2007) *Geography of India*. Prayag Pustak Bhawan, Allahabad 12. Sharma, T.C. (2013) *Economic Geography of India*. Rawat Publication, Jaipur

Unit II: History of India

1. <https://iksindia.org>
2. Bose D. M., S. N. Sen and B. V. Subbarayappa ed. (1971) *A Concise History of Science in India*, Indian National Science Academy, New Delhi.
3. Chandra, Bipan, Amal Tripathi & Barun De (1972), *Freedom Struggle*, National Book Trust, New Delhi. • Husain, S. Abid. (2003). *The National Culture of India*, National Book Trust, New Delhi.
4. Kapoor, Kapil and Avadesh Kumar Singh ed. (2005), *Indian Knowledge Systems*, 2 Volumes, DK Printworld, New Delhi.
5. Mohanta, Basant Kumar and Vipin Kumar Singh ed. (2012), *Traditional Knowledge System and Technology in India*, Pratibha Prakashan

Unit III: Communicating Culture: Telling, Representations, and Leisure

1. Kanak Mital, “A Santhal Myth, Five Elements” & M.D. Subash Chandran, “Peasant Perception of Bhutas, Uttara Kannada” in *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition, edited by Baidyanath Saraswati), pp. 119-125; 151-166.
2. A. K. Ramanujan, “‘A Flowering Tree’: A Woman’s Tale”, *Oral Tradition*, 12/1 (1997): 226-243.
3. Stuart H. Blackburn, “The Folk Hero and Class Interests in Tamil Heroic Ballads”, *Asian Folklore Studies*, Vol. 37, No. 1 (1978), pp. 131-149.
4. Beatrix Hauser, “From Oral Tradition to ‘Folk Art’: Reevaluating Bengali Scroll Paintings”, in *Asian Folklore Studies*, Vol. 61, No. 1 (2002), pp. 105-122.
5. Komal Kothari, “Myths, Tales and Folklore: Exploring the Substratum of Cinema” pdf.

Unit IV: Indian Social Structure

1. Singh, Y. (1968). *Caste and Class : Some Aspects of Continuity and Change*. *Sociological Bulletin*, 17(2), 165–186. <https://doi.org/10.1177/0038022919680205>
2. Singh, Y. (1986). *Modernization of Indian Tradition: A Systemic Study of Social Change*. India: Rawat Publications.
3. Gupta, D. (2000). *Interrogating caste: understanding hierarchy and difference in Indian society*. India: Penguin Books.
4. Rege, S. (1996). *Caste and Gender: The Violence Against Women in India*. Italy: European University Institute.
5. Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-colonial India*. India: Dorling Kindersley (India), licencees of Pearson Education in South Asia.
6. Uberoi, P. (1994). *Family, Kinship and Marriage in India*. India: Oxford University Press.

7. Robinson, R. (2004). *Sociology of Religion in India*. India: SAGE Publications.
8. Srinivas, M. N. (2000). *Caste: Its 20Th Century Avatar*. India: Penguin Books Limited.
9. Jamil, G. (2021). *Women in Social Change*. SAGE Publishing India.

Unit V: Understanding Indian Polity

1. Madhav Khosla. *The Indian Constitution*. New Delhi, Oxford University Press, 2012.
2. Ramachandra Guha. *Makers of Modern India*. Cambridge, Mass., The Belknap Press of Harvard University Press, 2013.
3. Thapar, Romila. *Indian Cultures as Heritage: Contemporary Pasts*. London, Seagull Books, 2021
4. Venkataraghavan Subha Srinivasan. *The Origin Story of India's States*. Penguin Random House India Private Limited, 25 Oct. 2021.
5. J Sai Deepak. *India That Is Bharat : Coloniality, Civilization, Constitution*. New Delhi, Bloomsbury, 2021.
6. Pylee, M. V. *India's Constitution*. Asia Publishing House, 1962.
7. Basu, D. D. *Introduction to the Constitution of India*. S. C. Sarkar & Sons (Private) Ltd., 1960.

SEMESTER-IV

HISTORY OF ENGLISH LITERATURE UPTO ROMANTIC REVIVAL **Paper Code BAEN-DC04**

After completion of this Course, the student should be able:

CLO-1: To outline the history of English literature from the Old English Period to the Romantic Revival.

CLO-2: Read specimens of major works belonging to the period.

CLO-3: Trace the relationship between political economy, cultural history and production of arts and literature with reference to the different ages in English Literature.

CLO-4: To understand the key aspects of different ages in English literature from Old English Period to Romantic Revival.

CLO-5: To understand the key genres, authors, texts, styles and themes from the Old English Period to the Romantic Revival.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I (10 Hours)

1. Old English Literature
2. Middle English Literature

Module II (10 Hours)

1. The Sixteenth Century

Module III (10 Hours)

1. The Seventeenth Century

Module IV (15 Hours)

1. The Eighteenth Century

Module V (15 Hours)

1. The Nineteenth Century (Up to Romantics)

References:

1. Alexander, Michael. *A History of English Literature*. Palgrave, 2007.
2. Drabble, Margaret, *The Oxford Companion to English Literature*. OUP, 1995.
3. Evans, Ifor. *A Short History of English Literature*. Penguin, 1963.
4. Nayar, Pramod. *A Short History of English Literature*. CUP, 2014.
5. Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2002.
6. Poplawski, Paul, editor. *English Literature in Context*. CUP, 2008.
7. John, Mulgan, and D. M. Davin. *History of English Literature*. Clarendon Press.
8. Sampson, George. *History of English Literature*. CUP, 2014.

SEMESTER IV

BRITISH LITERATURE FROM CHAUCER TO 18th CENTURY

Paper Code: BAEN-DC05

After completion of this Course, the student should be able:

CLO-1: To outline the history of English literature from the Old English Period to the Romantic Revival.

CLO-2: Read specimens of major works belonging to the period.

CLO-3: Trace the relationship between political economy, cultural history and production of arts and literature with reference to the different ages in English literature.

CLO-4: To understand the key aspects of different ages in English literature from Old English Period to Romantic Revival.

CLO-5: To understand the key genres, authors, texts, styles and themes from the Old English Period to the Romantic Revival.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Poetry (Non-Detailed) (5 Hours)

1. The General Prologue to The Canterbury Tales (first 100 lines): Geoffrey Chaucer

Module II: Poetry (Detailed) (10 Hours)

1. Sonnet 18: Shall I Compare Thee to a Summers Day: William Shakespeare
2. A Valediction Forbidding Mourning: John Donne
3. Mac Flecknoe: John Dryden
4. Elegy Written in a Country Churchyard: Thomas Gray

Module III : Drama (15 Hours)

1. Othello : William Shakespeare
2. The Duchess of Malfi : John Webster
3. The School for Scandals: R.B. Sherridan

Module IV: Essay (10 Hours)

1. Of Studies : Francis Bacon
2. Friendship : Joseph Addison

Module V: Fiction (20 Hours)

1. A Tale of a Tub : Johnathan Swift
2. Robinson Crusoe : Daniel Defoe
3. Pamela : Samuel Richardson

SEMESTER IV

INTRODUCTION TO LINGUISTICS

Paper Code: BAEN-DC06

After completion of this Course, the student should be able:

CLO-1: To lead to a greater understanding of the human mind, of human communicative action and relations through an objective study of language

CLO-2: To help students towards a better pronunciation and to improve the general standard of pronunciation in every day conversation and in reading.

CLO-3: To familiarize students with key concepts of Linguistics and develop awareness of latest trends in Language Studies.

CLO-4: To help the students develop a sense of grammar, syntax and usage. CLO-5: To improve writing and speech skills.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Language (15 Hours)

1. Language defined (Form and Function)
2. Language and Linguistics (Language as a Scientific Study) (Qualities and Parameters of Scientific Study)
3. Animal Communication System and Human Language. (Verbal and Nonverbal)
4. Branches of Linguistics. (Socio, Psycho, Computational, Anthropological)

Module II: Phonetics and Phonology (20 Hours)

1. Speech Organs
2. Speech Sounds
 - a. Classification of Vowels: Pure Vowels, Diphthongs, Triphthongs
 - b. Classification of Consonants
3. Basic Principles of Phonology
 - a. Phone, Phoneme, Allophone
 - b. Discovery Procedure (Contrastive Distribution, Complementary Distribution and Free Variation)
 - c. Consonant Clusters
 - d. Assimilation, Elision
4. Supra-segmental Features (Stress, Pitch, Intonation, Juncture etc.)
5. Syllable Structure
6. Transcription
7. Articulation and Auditory Exercises

Module III: Morphology (10 Hours)

1. Basic Concepts of Morphology
2. Morph, Morpheme, Allomorph
3. Elements of Word Building
 - a. Free Morpheme, Bound Morpheme, (Affix)
 - b. Root, Stem, Word; Simple, Complex, Compound Words.
4. Word Formation

Module IV: Semantics (5 Hours)

1. Basic Principles of Semantics
 - a. Concepts of Meaning
 - b. Types of Ambiguity

Module V: Syntax (10 Hours)

1. Grammar and Usage
2. Open Classes and Closed Classes (Lexical and Grammatical)
3. Phrase, Clause and Sentence
4. Phrases and their Structures
5. Clauses and their Structures
6. Clause Elements or Verb Patterns
7. Classification of Sentences According to:
 - a. Word Order & Meaning
 - b. Clause Structure.
8. Auxiliary Verbs – Mood and Tense
9. Analysis, Synthesis and Transformation of all Types of Sentences (Practical Exercises are to be given in the prescribed areas)

Reference for Grammar:

Murphy, Raymond. Essential English Grammar. CUP, 2013.

Reference for Phonetics:

1. Roach, Peter. English Phonetics and Phonology. CUP, 2009.

Reading List (Core Reading):

1. Gimson A.C. An Introduction to the Pronunciation of English. CUP, 1980.
2. Peter, Roach. English Phonetics and Phonology. CUP, 2009.
3. Lyons, John. Language and Linguistics: An Introduction. CUP, 1999.
4. Huddleston, Rodney and Geoffrey K. Pullum. A Student's Introduction to English Grammar. CUP, 2005.

SEMESTER IV

AMERICAN LITERATURE

Paper Code: BAEN-DE02

After completion of this Course, the student should be able:

CLO-1: To analyze and discuss the works of American Literature from a range of genres including the novel, short story and poetry etc.

CLO-2: To sensitize the students to the themes and styles of American Literature.

CLO-3: To understand the American style of writing and philosophies like Transcendentalism, its impact on the other writers.

CLO-4: Interpret and appreciate different types of poetry, prose, novels etc. CLO-5: To develop critical thinking.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Poetry (10 Hours)

1. The Raven : Edgar Allan Poe
2. I Felt a Funeral : Emily Dickinson
3. Home Burial : Robert Frost
4. Phenomenal Woman: :Maya Angelou
5. Passage to India: Walt Whitman

Module II: Prose (5 Hours)

1. "Self-Reliance" : Ralph Waldo Emerson

Module III: Short Story (15 Hours)

1. "The Fall of the House of Usher" : Edgar Allan Poe
2. Barn Burning : William Faulkner

Module IV: Fiction (15 Hours)

1. The Bluest Eye : Toni Morrison

Module V: Drama (15 Hours)

1. Death of a Salesman : Arthur Miller

References:

1. Subbian , editor. An Anthology of American Prose.

2. An Anthology of Prose (edited by P. MaruthanayagaBhongle, Rangrao. Contemporary American Literature: Poetry, Fiction, Drama and Criticism. New Delhi: Atlantic Publishers, 2002.
3. Collins: An Introduction to American Literature.
4. Crawford, Bartholow V et al. American Literature. New York: Barnes and Noble Books, 1945
5. Mathiessew, F.O. American Literature up to Nineteenth Century
6. Spiller - Cycle of American Literature - A New Harvest of American Literature
7. Warren, Robert Penn.- American Literature

SEMESTER IV

READING ON DEMOCRACY AND SECULARISM

Paper Code BAEN-DC15

After completion of this Course, the student should be able:

CLO-1: To understand the diversity of perspectives and voices within African Literature.

CLO-2: To introduce African Diaspora.

CLO-3: To analyse the complexities of race and gender within African literary tradition.

CLO-4: To understand the contemporary relevance of African Literature.

CLO-5: To trace the evolution of Poems and Dramas as literary forms

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Introduction to African Literature (13 Hours)

Poems-Oral Tradition-Novels-Short Stories-Drama-African Theatre-Slavery and Colonisation-Slave Trade and Slave Narratives-Slavery Abolition Acts-Pan Africanism-Black Arts Movement-Negritude and Black Consciousness-African Diaspora.

Module II: Poetry (10 Hours)

1. Were I to Choose : Gabriel Okara
2. Cactus : Jean Joseph Rabearivelo
3. Africa : David Diop
4. The Casualties : John Pepper Clarke

Module III: Prose (15 Hours)

1. The Advance : Henry Lopes
2. Girls at War : Chinua Achebe
3. How to Write About Africa : Binyavanga Wainaina

Module IV: Drama (10 Hours)

1. Death and The Kings Horsemen : Wole Soyinka
2. The Island : John Kani

Module V: Novels (12 Hours)

1. Half of a Yellow Son : Chimamanda Ngozi Adichie
2. The River Between : Ngugi Wa Thiongo

References:

1. Simon, Gikandi, Reading Chinua Achebe: Language and Ideology in Fiction, Nairobi

Heinemann,1991.

2. Obi, Maduakor, Wole Soyinka: An Introduction to his Writing, Garland, 1986.

3. Valliant, Janet G, Black, French and African: A Life of Leopold Sedar Senghor, Harvard University Press, 2013.

4. Bhatt, Purnima Mehta, The African Diaspora in India: Assimilation, Change and Cultural Survivals, Taylor and Francis, 2017.

5. Eltis, David, The Rise of African Slavery in the Americas, Cambridge University Press, 2000.

SEMESTER IV
Introduction to Digital Humanities
Paper Code: BAEN-VA-06

Upon completion of this course the students:

- will have a general overview of digital humanities, including its history and applications.
- will be introduced the theory and practice of digital humanities through critical learning and use of various standards, applications, and tools.
- will gain technical skills and competencies for understanding and creating basic humanities resources using digital tools.
- will be prepared to undertake more advanced courses in the field of digital and exact humanities
- Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)
-

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

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Module I - Introduction to Digital Humanities

Defining digital humanities
Nature, Concept and Scope
Need and importance
Disciplines and the constituents

Module II - Theories and Debates in Digital Humanities

History of technology and the arts & humanities
Theories and debates in digital humanities
Challenges and the future of DH

Module III – Digital Data and Information

Collections and Digital Editions
Big Data and Metadata
Digital Libraries and Archives
Cyber-infrastructure
Digital Footprint
Techniques for extracting and analyzing digital data

Module IV - Tools and Methodology

Digital Exhibits
Digital Mapping
Text Analysis and Information Visualization & Conceptualization
Network Analysis

Geospatial digital humanities (Geographical information System)
3D-Modelling, Animation and publishing tools

Module V - Project

An innovative project which uses the techniques of digital humanities will be undertaken by groups of students

independently or in collaboration with other departments/disciplines/industry/organizations.

Sample projects:

Creating a descriptive web-based database catalogue of Mahatma Gandhi.

Making an atlas of Tribal languages of North India,

Digitize classical books and volumes and place them on the web.

Digitizing oral narratives to make endangered oral literatures accessible.

3D Modelling of historical monuments

References

1. Anne Burdick et al. 2012. A Short Guide to the Digital Humanities.
2. Burdick, Annie et.al., 2012. Digital Humanities, Cambridge: The MIT Press.
3. Franco Moretti. 2005. Graphs, Maps. Trees.
4. Matthew K Gold. Ed. 2012. Debates in the Digital Humanities.
5. Susan Schreibman, Ray Siemens, John Unsworth, 2004. A Companion to Digital Humanities, Oxford: Blackwell.
6. Blackwell.

SEMESTER-V

HISTORY OF ENGLISH LITERATURE FROM ROMANTIC REVIVAL TO 21ST CENTURY

Paper Code: BAEN-DC07

After completion of this Course, the student should be able:

CLO-1: To outline the history of English literature from the Victorian Age to the Twenty First Century.

CLO-2: Read specimens of major works belonging to the period.

CLO-3: Analyze the work of a range of Victorian writers, both canonical and less well-known, and with a range of genres including the novel, short story and poetry.

CLO-4: To understand the key aspects of different ages in English literature from the Victorian Age to Twenty First Century.

CLO-5: To understand the key genres, authors, texts, styles and themes from the Victorian Age to Twenty First Century.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1

CLO5	3	3	3	3	3	3	3	2	2	2	2	2
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SYLLABUS

Module I (10 Hours)

1. Later Nineteenth Century Poets.

Module II (15 Hours)

1. Nineteenth Century Novelists.
2. Other Nineteenth Century Prose.

Module III: (15 Hours)

1. Twentieth Century Novels and Other Prose.
2. Twentieth Century Drama.

Module IV: (10 Hours)

1. Twentieth Century Poetry.

Module V: (10 Hours)

1. The Twenty First Century.

References:

1. Alexander, Michael. A History of English Literature. Palgrave, 2007.
2. Drabble, Margaret. The Oxford Companion to English Literature. OUP, 1995.
3. Evans, Ifor. A Short History of English Literature. Penguin, 1963.
4. Nayar, Pramod. A Short History of English Literature. CUP, 2014.
5. Peck, John, and Martin Coyle. A Brief History of English Literature. Palgrave, 2002.
6. Poplawski, Paul, editor. English Literature in Context. CUP, 2008.
7. John, Mulgan, and D. M. Davin. History of English Literature. Clarendon Press, 1964.
8. Sampson, George. History of English Literature. CUP, 2014.

SEMESTER V

BRITISH LITERATURE FROM 18th CENTURY TO 20th CENTURY

Paper Code BAEN-DC08

After completion of this Course, the student should be able:

CLO-1: To outline the history of English literature from the Romantic Age to the Twentieth Century.

CLO-2: Read specimens of major works belonging to the period.

CLO-3: Analyze the work of a range of writers, both canonical and less well-known, and with a range of genres including the novel, short story and poetry.

CLO-4: To understand the key aspects of different ages in English literature from the Romantic Age to Twentieth Century.

CLO-5: To understand the key genres, authors, texts, styles and themes from the Romantic Age to Twentieth Century.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Poetry (Romantic and Victorian) (15 Hours)

1. It is a Beauteous Evening, Calm and Free : William Wordsworth
2. Kubla Khan : S.T. Coleridge
3. Dover Beach : Matthew Arnold
4. Ode to the West Wind : P.B. Shelley
5. Ode to a Nightingale : John Keats
6. Ulysses : Alfred Lord Tennyson
7. My Last Duchess : Robert Browning

Module II: Poetry (Modern) (10 Hours)

1. The Windhover : Gerald Manley Hopkins
2. On the Move : Thom Gunn

Module III: Prose (5 Hours)

1. On the Knocking at the Gate in Macbeth: Thomas De Quincy

Module IV: Drama (15 Hours)

1. The Importance of Being Earnest : Oscar Wilde

Module V: Fiction (15 Hours)

1. Pride and Prejudice : Jane Austen

References:

1. Alexander, Michael. *A History of English Literature*. Palgrave, 2007.
2. Drabble, Margaret. *The Oxford Companion to English Literature*. OUP, 1995.
3. Evans, Ifor. *A Short History of English Literature*. Penguin, 1963.
4. Nayar, Pramod. *A Short History of English Literature*. CUP, 2014.
5. Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2002.
6. Poplawski, Paul, editor. *English Literature in Context*. CUP, 2008.
7. John, Mulgan, and D. M. Davin. *History of English Literature*. Clarendon Press, 1964.
8. Sampson, George. *History of English Literature*. CUP, 2014.

SEMESTER V

INTRODUCTION TO LITERARY CRITICISM

Paper Code: BAEN-DC09:

After completion of this Course, the student should be able:

CLO-1: To recognize the history and principles of literary criticism since Plato.

CLO-2: To differentiate between judgment and appreciation.

CLO-3: To appraise important movements in the history of literary criticism.

CLO-4: Learners will have knowledge about major, critical movements and critics in various critical traditions.

CLO-5: To identify various movements and schools of thought.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Classical & Neoclassical Age (15 Hours)

Plato's concept of art, Criticism of Poetry, Aristotle's defence of poetry, Concept of Tragedy, Definition, Plot.

“An Essay of Dramatic Poesy” - John Dryden “An Essay on Criticism” - Alexander Pope “Preface to Shakespeare” – Dr. Samuel Johnson

Module II: Romantic & Victorian Age (10 Hours)

“Preface to the Lyrical Ballads”: William Wordsworth “Biographia Literaria “: ST Coleridge

“The Study of Poetry” – Mathew Arnold

Module III: Indian Aesthetics (10 Hours)

Theory of Rasa, Vyanjana, and Alankara

(The relationship between all the modules discussed. For example, The Concept of Rasa and Purgation, Alankara and Figures of Speech etc.)

Module IV: Literary Terms and Concepts (15 Hours)

Figures of Speech: Simile, Metaphor, Synecdoche, Metonymy, Symbol, Irony, Paradox

Movements: Classicism, Neo-classicism, Romanticism, Humanism, Realism

Concepts: Objective Correlative, Ambiguity. Intentional Fallacy. Affective Fallacy, Negative Capability, Myth, Archetype

Literary Forms: Lyric, Ode, Elegy, Epic, Sonnet, Ballad, Dramatic Monologue, Melodrama, Tragi-comedy, Farce, & Satire

Module V: Literary Appreciations (10 Hours)

In this Module, critical analysis of short poems and short stories are to be done by students. The students may be asked to analyse literary pieces in terms of theme, diction, tone, figures of speech, imagery etc.

References:

1. Aristotle: Poetics Classical Appendix in English Critical Texts. OUP, Madras, 1962. Prasad, B. An Introduction to English Criticism. Macmillan, 1965. pp 1-28.
2. Gupta, S.N. Das. "The Theory of Rasa." Indian Aesthetics: An Introduction, edited by V.S. Sethuraman. Macmillan, 1992, pp. 191-196.
3. Kuppaswami, Sastri. "The Highways of Literary Criticism in Sanskrit." Indian Aesthetics: An Introduction, edited by V.S. Sethuraman, Macmillan, 1992, pp. 173-190.
4. Raghavan, V. "Use and Abuse of Alankara." Indian Aesthetics: An Introduction, edited by S. Sethuraman, Macmillan, 1992, pp. 235-244.
5. Preface to Lyrical Ballads." English Critical Texts, edited by D. J Enright, et al., OUP, 1962, paragraphs 5 to 12. pp. 164-172.
6. Abrams, M.H. A Glossary of Literary Terms. 7th ed. Thomson Heinle, 1999.
7. Martin Coyle. Literary Terms and Criticism. Macmillan, 1993.

SEMESTER V

Paper Code: BAEN-DC10 MODERN LITERATURES IN ENGLISH

After completion of this Course, the student should be able:

CLO-1: To acquire knowledge about the literary movements. CLO-2: To interpret texts written by Modern writers.

CLO-3: To engage with the major genres and forms of Modern English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.

CLO-4: To appreciate and analyze the poems, prose, fiction and drama in the larger socio- political and religious contexts of the time.

CLO-5: To understand the history of early twentieth-century modernism in the light of stream of consciousness, Imagism, Expressionism etc

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Literary Movements (10 Hours)

Modernism, Imagism, Impressionism, Expressionism, Surrealism, The Avant-garde, Stream of Consciousness, Movement Poetry, Theatre of the Absurd, Existentialism, Angry Theatre, Postmodernism.

Module II: Poetry (15 Hours)

1. Easter 1916 : W. B. Yeats
2. Journey of the Magi : T. S. Eliot
3. The Unknown Citizen : W.H. Auden
4. Next Please : Philip Larkin
5. Constable Calls : Seamus Heaney

Module III: Prose (15 Hours)

1. "Araby" : James Joyce
2. "Rocking Horse Winner" : D. H. Lawrence
3. "How Should One Read a Book" : Virginia Woolf

Module IV: Drama (10 Hours)

1. Waiting for Godot : Samuel Beckett

Module V: Fiction (10 Hours)

1. The French Lieutenant's Woman : John Fowles

Drama for Screening

1. Pygmalion: George Bernard Shaw

(After a brief introduction, the play is to be screened and discussed. The play and/or 'My Fair Lady's are recommended.)

References:

1. Abrahms, M. H. A Glossary of Literary Terms. Cengage. 2012.
2. Peter, Childs. Modernism. Routledge, 2008.
3. John, Peck and Martin Coyle. .A Brief History of English Literature. Palgrave, 2002.

SEMESTER V

INDIAN WRITINGS IN ENGLISH

Paper Code: BAEN-DE03

After completion of this Course, the student should be able:

CLO-1: To correlate the various phases of the evolution of Indian writing in English.

CLO-2: To delineate the thematic concerns, genres and trends of Indian writing in English.

CLO-3: To understand Indian Writing in English as a specific genre based on certain common socio-political contexts.

CLO-4: To identify the development of history of Indian English literature from its beginning to the present day.

CLO-5: To interpret the works of great writers of Indian writers in English.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Critical Perspectives on Indian Writings in English (5 Hours)

1. "Nationalism, Colonialism and Indian English Literature"- P.P. Raveendran. (From Raveendran, P.P. Texts, Histories, Geographies: Reading Indian Literature. Orient Black Swan, 2009)

Module II: Drama (5 Hours)

1. Nagamandala : Girish Karnad

Module III: Fiction (10 Hours)

1. The Shadow Lines : Amitav Ghosh

Module IV: Short Stories (20 Hours)

1. India- A Fable : Raja Rao (From The Meaning of India)
2. TheLiar: Mulk Raj Anand
3. Unfaithful Servants : Manjula Padmanabhan
4. The Remains of the Feast : Gita Hariharan

Module V: Poetry (20 Hours)

1. Our Casuarina Tree : Toru Dutt
2. Obituary : A. K Ramanujan
3. Poet, Lover, Bird Watcher : Nissim Ezekiel
4. The Coromandel Fishers : Sarojini Naidu
5. A Summer Poem : Jayanta Mahapatra
6. Ghanashyam : Kamala Das

7. Gitanjali: Song 35 (Where the Mind is without Fear): Rabindranath Tagore

Reference:

1. Abidi, S.Z. H. Studies in Indo-Anglian Poetry. Prakash Book Depot, 1979.
2. Asnani, Shyam M. Critical Reponse to Indian English Fiction. Mittal, 1986.
3. Bhatta, Krishna S. Indian English Drama: A Critical Study. Sterling, 1987.
4. Bhatnagar, O.P, editor. Studies in Indian Poetry in English. RachanaPrakashan, 1981.
5. Desai, S.R. and G.N. Devy. Critical Thought: An Anthology of 20th Century Indian English Essays. Sterling, 1986.
6. King, Bruce. Modern Indian Poetry in English. OUP, 1987.
7. Lal, P, editor. Modern Indian Poetry in English: An Anthology and a Credo. Writers' Workshop, 1969.2nd Expanded Edition 1971.
8. Lall, E.N. The Poetry of Encounter: Three Indo- Anglian Poets Dom Moraes, A.K. Ramanujan and Nissim Ezekiel. Sterling P, 1983.
9. Myles, Ashley, E, editor. An Anthology of Indo-Anglian Poetry. Mittal, 1991.
10. Naik, M. K,editor. Perspectives on Indian Poetry in English. Abhinav, 1984.
11. Narasimhaiah, C.D, editor. Makers of Indian English Literature. Pencraft, 2000. 12. Peeradina, Saleem , editor. Contemporary Indian Poetry in English: An Assessment and Selection. Macmillan, 1972.
13. Prasad, Madhusudan, editor. Indian English Novelists: An Anthology of Critical Essays. Sterling, 1982

SEMESTER V

INTRODUCTION TO JOURNALISM

Paper code: BAEN-MN07

After completion of this Course, the student should be able:

CLO 1: To introduce the concept of journalism and different types of journalism.

CLO 2: To make students clear about the role of journalist in society.

CLO 3: To compare the difference between different types of journalism.

CLO 4: To understand the significance of mass communication.

CLO 5: To analyse the impact of journalism on social development.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Terms (15 Hours)

Mass Communication- Journalism: Definition, History-Media- Popular Culture- Broadcasting- Principles of Journalism, Digital Journalism- News: Freelance Writing and Reporting- Feature Writing- Types of Journalism: Photo Journalism, Magazine Journalism, Investigative Journalism, Broadcast Journalism.

Module II: Photo Journalism (10 Hours)

Photo Journalism -Definition- Photography as a Medium of Communication- Relevance of Photography in Journalism- Role of a Photo Journalist- Camera: Handling Camera- Photo Editing- Photo Captions.

Module III: Magazine Journalism (15 Hours)

Magazine Journalism- Types of Magazines: General Interest and Special Interest- Difference Between Magazine Journalism and Newspaper Journalism- Magazine Journalism: Current Trends-Article, Features- Reviews- Column- Cartoons and Photo for Magazine- Role of Magazine Journalist.

Module IV: Investigative Journalism (10 Hours)

Investigative Journalism: Definition- Society- Power Structure- History- Investigative Reporter- Tools used for Investigative Journalism- Role of an Investigative Journalist- Examples- Safety and Security in Investigative Journalism.

Module V: Broadcast Journalism (10 Hours)

Broadcast Journalism- Definition, History and Development- Types: T V , Radio, Online- Principles of Broadcast Journalism- News Writing and Reporting- Hard News and Soft News- Data Journalism- Broadcast Journalism and Social Impact.

References:

1. Root, Robert. Modern Magazine Editing, Brown publishers, 1996.
2. Dick, Jill. Writing for Magazines, Unistar books, 2004.
3. Keene, Martin. Practical Photo Journalism: A Professional Guide, Oxford Focal Press, 1995.
4. Kovach, Bill and Tom Rosenstiel. The Elements of Journalism, Crown, 2001.
5. McLuhan, Marshall. Understanding Media, MIT Press, 1994.

SEMESTER-VI

BRITISH LITERATURE FROM 20th CENTURY TO 21st CENTURY

Paper Code: BAEN-DC11

After completion of this Course, the student should be able:

CLO-1: To understand the literary movements of the period.

CLO-2: To understand the historic and cultural context of works.

CLO-3: To recognise literary influence and allusion.

CLO-4: To familiarise major works and its political relevance.

CLO-5: To improve critical reading.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Poetry (Detailed) (10 Hours)

1. Digging : Seamus Heaney
2. Text : Carol Ann Duffy
3. In a Station of the Metro : Ezra Pound
4. Daddy : Sylvia Plath

Module II: Poetry (Non Detailed) (3 Hours)

1. The Waste Land : T. S. Eliot

Module III: Prose (12 Hours)

1. How to Escape from Intellectual Rubbish : Burtrand Russel
2. The Great Shipwreck : G.K. Chesterton
3. Politics and the English Language: George Orwell

Module IV: Drama (10 Hours)

1. Rosencratz and Guildenstern are Dead : Tom Stoppard
2. Top Girls: Caryl Churchill

Module V: Fiction (25 Hours)

1. Heart of Darkness : Joseph Conrad
2. A Portrait of the Artist as a Young Man : James Joyce
3. Lord of the Flies : William Golding

References:

1. Alexander, Michael. A History of English Literature. Palgrave, 2007.

2. Drabble, Margaret. *The Oxford Companion to English Literature*. OUP, 1995.
3. Evans, Ifor. *A Short History of English Literature*. Penguin, 1963.
4. Nayar, Pramod. *A Short History of English Literature*. CUP, 2014.
5. Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave,
6. 2002.
7. Poplawski, Paul, editor. *English Literature in Context*. CUP, 2008.
8. John, Mulgan, and D. M. Davin. *History of English Literature*. Clarendon Press, 1964.
9. Sampson, George. *History of English Literature*. CUP, 2014.

SEMESTER VI

INTRODUCTION TO WOMEN'S WRITING

Paper Code: BAEN-DC12

After completion of this Course, the student should be able:

CLO-1: To generalize and infer on what grounds women's writings can be considered as a separate genre.

CLO-2: To interpret texts written by Women writers across different cultures.

CLO-3: To differentiate between sex and gender and how the latter is a social construction. CLO-4: To identify the misconceptions regarding women and to evolve a human perspective about them.

CLO-5: To develop a keen interest in analysing critically the diversity of women's experiences across the world and to marvel at their creative skills.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Poetry (20 Hours)

1. The Two Fires : Margaret Atwood
2. Minority : Imtiaz Dharker
3. An Introduction : Kamala Das
4. Princess-in- exile : Meena Kandasamy
5. An Ancient Gesture : Edna St. Vincent Millay
6. Combing : Gladys Cardiff
7. Woman's Work : Julia Alvarez

Module II: Essay (10 Hours)

1. Myth and Reality from The Second Sex : Simone de Beauvoir
2. Introduction to Women's Writing in India : Susie Tharu & K. Lalitha

Module III: Drama (10 Hours)

1. Medea : Nabaneeta Dev Sen
2. Trifles : Susan Glaspell

Module IV: Fiction (5 Hours)

1. I Know Why the Caged Bird Sings : Maya Angelou

Module V: Short Fiction/ Non -Fiction (15 Hours)

1. The Yellow Wall- Paper: Charlotte Perkins Gilman

2. Prathikaradevatha : Lalithambika Antharjanam
3. Afternoon with Shakuntala : Vaidehi
4. Story of an Hour : Kate Chopin
5. Garden Party : Katherine Mansfield

References:

1. Angelou, Maya. I Know Why the Caged Bird Sings. Random House, 1969.
2. Susan Glasspell, Triflesarrett, Michele. Women's Oppression Today. Verso, 1988.
3. Belsey, Catherine, and Jane Moore, editors. The Feminist Reader: Essays in Gender and the Politics of Literary Criticism. 2nd edition. Palgrave, 1997.
4. Christian, Barbara. Black Feminist Criticism: Perspectives on the Black Women Writer. Pegamon P, 1985.
5. Fuss, Diana, editor. Inside/Out. Routledge, 1991.
6. Gubar, Susan and Sandra Gilbert. The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination. Yale UP, 1979.
7. Moi, Toril. Sexual/ Textual Politics. Methuen, 1985.
8. Jacobus, Mary. Women Writing and Writing about Women. Croomhelm, 1979.
9. Eagleton, Mary. editor. Feminist Literary Criticism. Longman, 1991.
10. Showalter, Elaine. editor. Speaking of Gender. Routledge, 1989.
11. Showalter, Elaine. A Literature of Their Own. Virago, 1978.

SEMESTER VI

MODERN LITERARY CRITICISM

Paper Code: BAEN-DC13

After completion of this Course, the student should be able:

CLO-1: To develop an understanding of important texts and movements in the history of literary theory.

CLO-2: To critique literature and culture in the context of theory.

CLO-3: To develop various perspectives of thinking and critique the major arguments presented in literature.

CLO-4: To develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society.

CLO-5: Learners will be able to strengthen and deepen their interpretative skills.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Structuralism, Post-structuralism and Psychoanalysis (10 Hours)

Structuralism: Saussure -Sign, Signifier, Signified- Claude Levi-Strauss and Roland Barthes- Structuralist narratology.

Poststructuralism: Derrida- Logocentrism, Aporia, Decentering.

Psychoanalytic Theory: Freud - Id, Ego, Superego, Oedipus Complex- Lacan - Imaginary, Symbolic, Real.

Module II: Marxism, Cultural Studies, Cultural Materialism and New Historicism (20 Hours)

Marxism: Base, Superstructure, Materialism, ideology- The Frankfurt School- Culture industry- Antonio Gramsci - The formation of the intellectuals, Subaltern- Louis Althusser - Ideological State apparatus and Interpellation.

Cultural Studies: Culturalism- New Left- CCCS-Raymond Williams definition of Culture- Structure of feeling- Stuart Hall and the 'popular', - Two paradigms of Cultural Studies.

Cultural Materialism & New Historicism: Marxist framework of Culture and History, Historiograph- Foucauldian notion of Power- Difference with Old Historicism- Stephen Greenblatt- Louis Montrose.

Module III: Feminism and Queer Theory (10 Hours)

Feminism: The three waves in feminism- Gynocriticism-French Feminism- Ecriture feminine-Sexual Politics-Marxist Feminism- Lesbian Feminism- Black Feminism-Dalit Feminism- Postfeminism- Womanism.

Queer Theory: Social constructionism of gender and sexuality, LGBTIQ- Transgender identity

Module IV: Postmodernism, Postcolonialism, and Ecocriticism (15 Hours)

Postcolonialism: Eurocentrism-Orientalism-Alterity- Diaspora- Hybridity-Uncanny- Strategic Essentialism- Subaltern Studies- Postcolonial Critique of Nationalism.

Postmodernism: Critique of Enlightenment and Universalism- Habermas's notion of Modernity as an Incomplete Project- Lyotard's concept of incredulity towards metanarratives- Baudrillard's ideas of Simulation-Simulacra and hyperreality- Brian McHale's concept of Postmodernist literatures.

Ecocriticism: Anthropocentrism-Shallow Ecology vs Deep Ecology- Environmental Imagination- Ecofeminism

Module V: Literary Appreciation (5 Hours)

In this module, the students are supposed to read the selected literary works in the light of the theoretical concepts listed in the previous modules.

References:

1. Saussure, Ferdinand de. *Course in General Linguistics*. Edited by Charles Bally and Albert Sechehaye, translated by Wade Baskin, McGraw-Hill, 1966.
2. Barthes, Roland. *Mythologies*. Translated by Annette Lavers, Hill and Wang, 1972.
3. Derrida, Jacques. *Of Grammatology*. Translated by Gayatri Chakravorty Spivak, Johns Hopkins University Press, 1976.
4. Freud, Sigmund. *The Interpretation of Dreams*. Translated by James Strachey, Basic Books, 2010.
5. Lacan, Jacques. *Écrits: A Selection*. Translated by Alan Sheridan, W.W. Norton & Company, 1977.
6. Marx, Karl, and Friedrich Engels. *The German Ideology*. Prometheus Books, 1998.
7. Gramsci, Antonio. *Selections from the Prison Notebooks*. Edited and translated by Quintin Hoare and Geoffrey Nowell Smith, International Publishers, 1971.
8. Hall, Stuart. *Cultural Representations and Signifying Practices*. SAGE Publications, 1997.
9. Greenblatt, Stephen. *Renaissance Self-Fashioning: From More to Shakespeare*. University of Chicago Press, 1980.
10. Montrose, Louis. "Professing the Renaissance: The Poetics and Politics of Culture." *The New Historicism*, edited by H. Aram Veesser, Routledge, 1989.

11. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
12. hooks, bell. *Feminist Theory: From Margin to Center*. Routledge, 1984.
13. Rich, Adrienne. "Compulsory Heterosexuality and Lesbian Existence." *Signs: Journal of Women in Culture and Society*, vol. 5, no. 4, 1980.
14. Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. Translated by Geoff Bennington and Brian Massumi, University of Minnesota Press, 1984.
15. Said, Edward W. *Orientalism*. Pantheon Books, 1978.
16. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, Macmillan, 1988.
17. Glotfelty, Cheryll, and Harold Fromm, editors. *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1996.
18. Shiva, Vandana. *Staying Alive: Women, Ecology, and Development*. Zed Books, 1989.

SEMESTER VI

DALIT LITERATURE Paper Code : BAEN-DE04

After completion of this Course, the student should be able:

CLO-1: To correlate the various phases of the evolution of Dalit writings.

CLO-2: To delineate the thematic concerns, genres and trends of Dalit writings. CLO-3: To understand Dalit writings as a specific genre based on certain common socio-political contexts.

CLO-4: To identify the development of the history of Dalit writings from its beginning to the present day.

CLO-5: To interpret the works of great writers of Dalit writings.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Introduction to Dalit Literature (8 Hours)

Origins of Dalit Literature- Dr. Bheemrao Ramji Ambedkar (1891-1956)- Shantabai Kamble- Dalit and Indian narratives- Malayalam Dalit writing.

Module II: Poetry (12 Hours)

1. Mother : Waman Nimbalkar
2. The Dalits are Coming : Siddalingaiah
3. Touch : Meena Kandasamy
4. A Dalit woman in the land of goddesses : Aruna Gogulamanda
5. Wasteland : Vijila Chirappad

Module III: Autobiography (12 Hours)

1. Karukku : Bama
2. Kocharethi : Narayan
3. Jina Amucha : Baby Kamble
4. Koveru Kazhuthaigal : Imaiyam
5. Coming Out as Dalit: A Memoir: Yashica Dutt

Module IV: Prose (15 Hours)

1. Dalit Women Talk Differently : Gopal Guru

2. Dalit Aesthetics : Dr. Mrinmoy Pramanick

Module V: Essay (13 Hours)

1. Caste in India: Their Mechanism, Genesis and Development : Dr. B.R. Ambedkar
2. Conceptualizing Brahmanical Patriarchy in Early India: Gender, Class, Caste and State : Uma Chakravarti

Reference:

1. Prasad, Amamrnath and Gaijan, M.B. Dalit Literature: A Critical Exploration, (New Delhi: Sarup and sons, 2007).
2. Ilaiah, Kancha. Why I am not a Hindu.
3. Kumar, Raj. Dalit Personal Narratives: Reading Caste, Nation and Identity. (Hyderabad: Orient black SwanPvt. Ltd, 2011).
4. Rege, Sharmila. Writing Caste/ Writing Gender: Reading Dalit Women's Testimonies. (New Delhi, 2006).
5. Abedi, Zakir. Contemporary Dalit Literature: Quest for Dalit Literature. New Delhi, 2010.

SEMESTER VI

CULTURAL STUDIES Paper Code : BAEN-DC16

After completion of this Course, the student should be able:

CLO-1: To understand the basic concepts and theoretical developments of cultural studies.

CLO-2: To learn contemporary cultural perspectives.

CLO-3: To introduce significant debates prevalent in cultural studies.

CLO-4: To analyse societal power relations.

CLO-5: To analyse cultural conflicts and marginalisation.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Introduction to Cultural Studies (15 Hours)

Culture: Mass culture and Popular culture. Civilisation, Evolution of Cultural studies as a discipline, Methodologies in cultural studies. Major concepts in Cultural Studies: Hegemony, power and Ideology.

Module II: Major thinkers of Cultural Studies and their works (10 Hours)

Richard Hoggart, Raymond Williams and Stuart Hall.

Module III: (10 Hours)

Cultural Studies: Two Paradigms : Stuart Hall Advertising: The Magic System : Raymond Williams

Space, Power, Knowledge : Michel Foucault

Module IV: (15 Hours)

Art and Mass culture : Max Horkheimer

Religion as a cultural System : Clifford Geertz

Entertainment as Utopia: Richard Dyer

Module V: (10 Hours)

“Tradition, Transgression and Norms” (pp. 1-8)

From The Tao of Cricket: Ashis Nandy Visual Pleasure and Narrative Cinema: Laura Mulvey Essays on Music : Theodor W Adorno References:

1. Lewis, Jeff. *Cultural Studies: The Basics*, Sage Publication, 2008.
2. Saha, Anamika. *Race, Culture and Media*, Sage Publication, 2021.
3. Butler, Judith. *Gender Trouble*, Routledge, 1990
4. During, Simon. *The Cultural Studies Reader*, Routledge, 1993.
5. Chirkov, Valery. *An Introduction to Culture and Psychology: A SocioCultural Perspective*, Routledge, 2024.

SEMESTER VI

FILM STUDIES

Paper Code V

After completion of this Course, the student should be able:

CLO-1: To outline the basic elements of film, cinematography and its technical aspects. CLO-2: To analyse different types of movies and film theories.

CLO-3: To understand different stages involved in film making.

CLO-4: To acquaint the students with the different terminologies of films.

CLO-5: To appreciate films through cultural, social and political view and study the impact of film on society.

Mapping of Course learning Outcomes (CLOs) with Program learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	2	2	3	3	1	-	1	1	-
CLO2	2	2	1	2	2	2	3	1	-	2	2	-
CLO3	2	1	1	2	3	3	3	2	-	2	2	-
CLO4	2	1	2	2	2	1	3	1	1	2	2	1
CLO5	3	3	3	3	3	3	3	2	2	2	2	2

SYLLABUS

Module I: Introduction to the Cinema (15 Hours)

- History- The Birth of Cinema-The Silent Cinema- The Classical Period-The Sound Cinema
- Movements and Theories- Italian Neorealism- French New wave- Japanese Cinema- Korean Cinema-Iranian Cinema-Auteur Theory- Feminist Film Theory- Realism- Male Gaze- Film Semiotics
- Film Genres- Short Film- Future Film- Documentary- Thriller- Horror- Animation- Film Noir- Science Fiction- Road Movies- 3-D Films.

Module II: Film Terminology (15 Hours)

- Mise-en-scene- Long Takes- Deep Focus- Shallow Focus- Shots: Close up, Medium, Long Shot- Camera Angle: Straight on Angle Shot, High Angle Shot, Low Angle Shot, Shot Reverse Shot.
- Editing: Chronological Editing, Continuity Editing, Cross Cut, Jump Cut, Continuity Cut, Match Cut
- Sound: Diegetic and Extra-Diegetic Sound, Speech, Music
- Colour: Black and White Cinema, Technicolour, Eastman Colour,

Module III: Essays on Film. (10 Hours)

- Laura Mulvey: Visual Pleasure and Narrative Cinema
- Arundhathy Roy: The Great Indian Rape- Trick 1
- Satyajit Ray: Notes on Filming Bibhuti Bushan

Module IV: Film for Appreciation (10 Hours)

1. Charlie Chaplin: The Great Dictator
2. Satyajit Ray: Pather Panchali
3. Ramu Kariat: Chemmeen
4. Akira Kurosawa: Rashomon.

Module V: Case Studies of Contemporary Cinema (10 Hours)

1. Majid Majidi: Muhammad: The Messenger of God
2. Kiran Rao: Laapataa Ladies
3. Jithu Madhavan: Aavesham
4. Bong Joon-ho: Parasite

References:

1. "A Dictionary of Film Studies" by Annette Kuhn and Guy Westwell.
2. "Cinema Studies: The Key Concepts" by Susan Hayward.
3. "Satyajit Ray on Cinema" edited by Sandip Ray.
4. Selected articles and book chapters.
5. Online resources and multimedia materials.

5.3 Duration of the programme

The duration of MA (ENGLISH) Programme ODL/OL mode is three Years spread into six semesters. A candidate can complete the programme with a maximum duration of six years (span period). Beyond the said period, such cases shall be considered on case-to-case basis with the approval of the Vice Chancellor or Academic Council as per the extent norms of Jamia Hamdard. In such cases, the student has to seek readmission as per 'Re-Admission' rules and pay the requisite fees.

5.4 Faculty and support staff requirement

As per the UGC ODL/OL Regulation norms, the following faculties have been attached to the CDOE Jamia Hamdard on full time basis to cater the needs of M.A (ENGLISH)

Faculty Name & Designation	Qualification	Date if Joining CDOE
Ms. Shimli Sashidharan Assistant Professor Jamia Hamdard , Kannur Campus	Ph.D (English), MA (English) and B.Ed, SET (English) (2015), NET(English) (2019)	
Ms. Taqdees Fatima Assistant Professor English CDOE	MA (English)	26.11.2025
Dr. Sanya Khan Assistant Professor English CDOE	Ph.D (English) and UGC-NET (English)	26.11.2025
Dr. Ayesha Kamal, Assistant Professor English	MA English, M.Phil.Eng Ph.D	01.06.2026

5.5 Instructional delivery mechanisms

The Bachelor of Arts in English programme is offered through both Online and Open & Distance Learning (ODL) modes using a blended and technology-enabled teaching-learning approach designed to ensure flexibility, accessibility, academic quality, and effective learner engagement.

The delivery of the programme is supported through a Learning Management System (LMS), digital learning resources, self-learning materials, live interactive sessions, recorded lectures, assignments, practical exercises, discussion forums, and academic mentoring. The programme is designed to facilitate both self-paced learning and faculty-guided instruction to achieve the desired learning outcomes and professional competencies.

Delivery Method in Open & Distance Learning (ODL) Mode

A blended approach combining self-learning with face-to-face academic support. The

delivery mechanism includes:

- i. Printed and digital Self-Learning Materials (SLMs) prepared in accordance with UGC-DEB Regulations to facilitate independent learning.
- ii. Academic counseling and Personal Contact Programme (PCP) conducted on weekends within the university campus to support learners academically and practically.
- iii. Weekend classes are conducted by qualified CDOE Faculty and , Department of Management, School of Management and Business Studies JH Faculty members as well as from other Department and qualified teachers from other institutions who provide lectures, practical guidance, discussions, mentoring, and doubt-clearing support to learners.
- iv. Laboratory sessions, programming practice, project work, and practical demonstrations are conducted during contact sessions to enhance hands-on learning and technical competency.
- v. Learners are also provided access to digital learning resources, recorded lectures, online support systems, and LMS facilities for supplementary learning.
- vi. Assignments, practical activities, internal assessments, and project evaluations are conducted periodically to monitor learner progress and ensure attainment of programme outcomes.

Delivery Method in Online Mode

In the Online mode, teaching-learning activities are conducted primarily through digital platforms and online technologies. The programme delivery includes:

- i. Live online classes conducted through video conferencing platforms by qualified university faculty and subject experts.
- ii. Access to e-Self Learning Materials (e-SLM), e-books, lecture notes, presentations, recorded video lectures, and multimedia content through the LMS.
- iii. Interactive learning through webinars, virtual classrooms, online discussion forums, quizzes, assignments, and project-based activities.
- iv. Continuous learner support through online mentoring, doubt-clearing sessions, email communication, and academic counseling.
- v. Online practical demonstrations, coding exercises, software-based laboratory activities, and virtual lab sessions to strengthen technical and programming skills.
- vi. Continuous internal assessment through assignments, presentations, quizzes, practical work, and project evaluation.

1.3 Identification of Media: The Print, Audio or Video, Online, Computer aided

The Bachelor of Arts In English programme offered through Online and Open & Distance Learning (ODL) modes utilizes a variety of instructional media to facilitate effective teaching-learning processes, learner engagement, and attainment of programme outcomes. The media adopted by the university are selected based on their suitability for delivering theoretical knowledge, practical skills, learner support, and interactive learning experiences.

The following media is being utilized for programme delivery:

- i. ***Print Media:*** The CDOE provides printed or e-published Self-Learning Materials (SLMs) developed in house by Jamia Hamdard in accordance with UGC-DEB guidelines. The printed study materials are designed to facilitate self-paced learning and include learning objectives, explanatory content, illustrations, examples, self-assessment

exercises, references, and review questions. These materials serve as the primary learning resource for learners enrolled in the programme.

- ii. **Video Media:** The CDOE provides recorded video lectures by experts and faculty members of Jamia Hamdard, live interactive classes, practical demonstrations, webinars, expert sessions, tutorials, and multimedia learning content. Video resources enable learners to gain conceptual understanding as well as practical exposure to programming, software development, database management, networking, and emerging technologies.
- iii. **Online Media:** Online lectures by experts and faculty members are delivered to the enrolled students covering the syllabus during the weekends for not less than 12 hours each course through the LMS portal. Though these online media is aimed to provide counselling and mentoring for the online students, these resources are also made available to ODL students equally for their benefits. Learners of ODL/OL can access recorded lectures, assignments, quizzes, discussion forums, announcements, academic resources, and learner support services. Besides webinar and lectures expert members in the field is also arranged by the CDOE in a given topic to create interest of the learners in the subject.
- iv. **Online Computer Aided Services:** Computer-aided learning forms an integral part of the BA English programme. Learners are provided opportunities to use programming environments, software development tools, database management systems, simulation software, virtual laboratories, cloud-based platforms, networking tools, and other computing resources required for practical learning. These tools support hands-on skill development, project work, experimentation, and application-oriented learning.
- v. **Interactive and Digital Learning Resources:** -The CDOE also provides a range of interactive digital learning resources including:
 - a. E-books and digital study materials
 - b. Online assessments and quizzes
 - c. Discussion forums and collaborative learning platforms
 - d. Digital library resources and research databases
 - e. Virtual laboratory facilities
 - f. Project-based and case-study-based learning resources
 - g. Faculty mentoring and academic support services

The integration of print, audio, video, online, and computer-aided learning media ensures a comprehensive, flexible, learner-centric, and technology-enabled educational environment that supports effective learning, practical skill development, and achievement of programme objectives in both Online and ODL modes.

5.7. Student Support service systems.

The delivery methodology ensures flexibility, inclusiveness, practical exposure, industry relevance, and learner-centric education while maintaining academic standards and quality assurance in accordance with UGC-DEB regulations and institutional policies. Students can register their grievances through online as continuous feedback mechanism and the same are regularly monitored and reviewed. The programme delivery in both Online and ODL modes is supported by:

- a. Learning Management System (LMS)
- b. E-learning resources and digital library facilities
- c. Faculty mentoring and academic counseling
- d. Recorded and live lectures
- e. Practical and project-based learning

- f. Online and offline learner support services
- g. Continuous assessment and feedback mechanisms
- h. Online grievance handling mechanism to redress their grievances and monitoring of such complaints/grievances are done regularly at the Assistant Director or Director level.

6. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION & EVALUATION

- 6.1. Procedure for Admissions:** - Admission to the Bachelor of Arts in English programme shall be carried out in accordance with the rules, regulations, and guidelines of Jamia Hamdard, UGC, and UGC-DEB norms applicable to Open & Distance Learning (ODL) and Online programmes.

Admission Prospectus: The admission procedure, examination procedure, minimum eligibility conditions, fee structure, span period, portability of programmes from ODL to OL and vice versa as approved by the Board of Studies and Academic Council of the University and other related information to the students are provided through CDOE **Admission Prospectus** every academic year.

Admission process: The admission process generally includes the following steps:-

- a) Publication of Admission Notification released by the University through leading newspapers and put up on the university website, social media handles to disseminate the information to the target learners and their parents. Besides, digital flyers are released from time to time.
- b) Admission Prospectus and Programme Brochures are made available on the University and CDOE website for allowing adequate opportunity to the prospective learners for choosing a suitable programme through online or ODL mode.
- c) The CDOE OL/ODL Programmes are open to the persons of all genders and of whatever caste, creed, race or class.
- d) Admission of the students are based on the minimum standard prescribed by the UGC, AICTE and adopted by the Jamia Hamdard for CDOE programmes meeting the UGC and AICTE Regulations.
- e) Fees for each programme of CDOE are prescribed by the competent bodies of university from time to time keeping in view of the UGC (Institutions Deemed to be Universities) Regulations 2023 as amended from time to time. Special fee concessions (ranging from 50 to 75% in the tuition fees) are made available to the employees of Jamia Hamdard and their wards as per the University Policy.
- f) Submission of online application forms by eligible candidates along with the prescribed application fee and required documents.
- g) Verification of eligibility criteria, academic qualifications, identity proof, and supporting documents by the university authorities.
- h) Admission shall be granted on the basis of merit, eligibility criteria, and university admission policies subject to the limit of seats limit fixed by UGC/AICTE/Jamia Hamdard fixed from time to time
- i) Selected candidates are required to complete the admission formalities, including fee payment and document verification, within the stipulated time.
- j) After successful admission, learners are provided enrollment details, LMS access credentials, academic calendar, learner handbook, and programme-related information.
- k) Student support services are made available to assist learners regarding admissions, fee submission, academic counseling, examination-related queries, and technical support.

- 6.2. Curriculum Transaction:** - The curriculum transaction of the Bachelor of Arts In English programme is designed to ensure effective delivery of theoretical knowledge, practical skills, professional competencies, and learner engagement through Online and ODL modes. Revision and updation of curriculum are carried out every year to bring changed in the subject concerned keeping in view of the skill and industry requirement of the learner. The curriculum transaction includes the following components: -

- a. Self-Learning Materials (SLMs):- The programme provides high-quality Self-Learning Materials (SLMs) in printed and digital formats prepared in accordance with UGC-DEB guidelines. The SLMs are designed in a learner-centric manner with clear learning objectives, illustrations, self-assessment questions, examples, exercises, and references for independent learning.
- b. Online Learning Support:- Learners are provided access to the Learning Management System (LMS) for accessing e-content, recorded lectures, presentations, assignments, quizzes, discussion forums, and announcements. Live online classes, webinars, and interactive sessions are conducted by qualified faculty members and subject experts. Recorded video lectures and digital learning resources are made available for flexible and self-paced learning.
- c. Academic Calendar: Activities of the programmes are planned in advance and notified to all the learners, programme coordinators, academic counsellors for effective course delivery in consonance with the directives of UGC-DEB and AICTE Regulations. The Academic Calendar for each cycle of batch of students in an academic year has been prepared after due deliberations in the Faculty Meetings and approved by the Board of Studies of CDOE.

NORMS FOR DELIVERY OF COURSES THROUGH OL MODE

Sr. No	Subject Credits	No. of weeks to cover the syllabus	Interactive sessions (Synchronous & Asynchronous)		Hours of Study Material		Self-Study hours including assessments	Total hours of study
			Synchronous (Subject live sessions/webinars/Consulting)	Asynchronous (Discussion Forums/Mentoring)	AV content	ELM		
1	2	6 weeks	6 hours	12 hours	10 hours	10 hours	22 hours	60 hours
2	4	12 weeks	12 hours	24 hours	20 hours	20 hours	44 hours	120 hours
3	6	14 weeks	14 hours	28 hours	30 hours	30 hours	66 hours	180 hours
4	8	16 weeks	16 hours	32 hours	40 hours	40 hours	88 hours	240 hours

Delivery of Online programme: The delivery of the programme will be completely online and adhering to the guidelines of UGC (ODL and Online Programmes) Regulations, 2020.

S. No	Credit value of the course	No. of Weeks	Synchronous Online Counselling/Webinars/Interactive Live Lectures (1 hour per week)	Discussion Forum/asynchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours	Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
1	2 credits	6	6 hours	12 hours	10	10	22	60
2	4 credits	12	12 hours	24 hours	20	20	44	120
3	6 credits	14	14 hours	28 hours	30	30	66	180
4	8 credits	16	16 hours	32 hours	40	40	88	240

6.3 Examinations/Student Evaluation: -The Examination and Student evaluation system of the BA

English programme is designed to assess theoretical knowledge, practical competencies, analytical abilities, and overall learning outcomes in a continuous and comprehensive manner. The evaluation process consists of the following components:

Continuous Internal Assessment (CIA):- Continuous assessment is conducted through assignments, quizzes, programming exercises, presentations, case studies, practical work, project submissions, and participation in academic activities. Internal assessment helps in monitoring learner progress, understanding, and skill development throughout the semester.

Term-End Examination (TEE):-Term-End Examinations are conducted at the end of each semester as per the academic calendar and university regulations. The examinations conducted in offline mode for ODL learners, and in online mode for Online learners, or blended mode as decided by the university and applicable regulatory guidelines. The question papers are designed to evaluate conceptual understanding, analytical thinking, practical application, and problem-solving abilities.

Practical Examination and Project Evaluation: -Practical examinations are conducted for laboratory-oriented and skill-based courses to assess programming, software development, database management, networking, and technical competencies. Project work is evaluated based on implementation, innovation, presentation, documentation, and viva-voce examination.

Grading and Result Declaration:-The performance of learners is evaluated based on the grading system adopted by the university in accordance with UGC norms. Results are declared through the official university portal, and learners are provided opportunities for re-evaluation and grievance redressal as per university rules.

Quality Assurance in Evaluation:-The university ensures transparency, confidentiality, fairness, and reliability in the examination and evaluation process. Moderation mechanisms, faculty review, academic monitoring, and continuous feedback systems are implemented to maintain academic quality and integrity.

Semester Teaching and Annual Examination:- For teaching and counseling, each academic year shall consist of two Academic Semesters, the first referred to as ODD Semester (July-December)

and the second as EVEN semester (January-June). Examinations of papers of both the semesters will be held at the end of every EVEN semester. Prescriptions for conducting examinations of papers, are presented in the following table:

1.	Theory Papers	Written only
2.	Lab Papers	Viva Voce
3.	Duration: Theory Paper	3 Hours
4.	Examiners	Paper setters and evaluators to be decided by the university for each paper from time to time. The University will appoint External examiners for each lab paper for every Study Centre.

Award of division to successful candidates:- The result of the successful candidates shall be classified at the end of the final year of examination on the basis of the aggregate of marks of all subjects (theory, practical and project) secured by the candidate in the I & II year examinations, as indicated below:

Passing percentage	40% & above
II Division	50% & above
I Division	60% & above
Distinction	75% & above based on the overall score of the student of the programme.

Rationalization of weightage for internal assessment and term end examination would be 70% for external/Term end marks and 30% for Internal Assessment as prescribed by the UGC-DEB Regulations.

I. Examination Scheme:

70% weightage for Semester Term End Examination (STEE)
30% weightage for Internal Assessment

II. Assessment

- ✓ Internal assessments for 30 (4 credit paper) and 15 (for 2 credit paper) in respect of theory papers will be based on written tests, case discussions, assignments, quizzes, marks for presentations, viva- voce, class attendance, class participation etc.
- ✓ The evaluation shall be done by the subject teacher and marks will be notified.
- ✓ A candidate who reappears (as an ex-student) in the semester examination of a course will retain the marks of internal assessment.
- ✓ A student who will be required to seek re-admission, for whatever reason, will have to appear for internal assessment and tests afresh.

III. *Internal assessment Methods

- a. Quizzes and Sessional exams assessing theoretical knowledge.
- b. Practical assignments creating digital marketing materials.
- c. Group projects developing comprehensive digital marketing campaigns.
- d. Case studies analysing real-world digital marketing strategies.

IV. Semester Examinations

- a) The Semester examinations shall be held at the end of each semester as notified in

the academic calendar. Candidates shall appear in the examination of their uncleared papers in the next year examination of the same paper along with other students of junior batch as backlog. Thus, the uncleared papers of Semester - I shall be cleared in Semester- III and those of Semester - II in Semester-IV. Also, Semester-III and any backlog of Semester I in Semester-V and Semester-VII and any backlog of semester II & IV in Semester-VI. Backlog of semester V will be cleared in semester VI. Backlog of semester V & VI will be conducted after final year exam in the form of backlog exams. This may also include any uncleared paper of previous semesters as well. (Depending upon the number of papers he/she can carry). Still if the student fails, it would be taken up by the student next year as an ex-student along with the junior batch again depending upon the number of papers he/she can carry.

- b) The answer books of students can be shown to them within one week after declaration of its result, upon written request. For this, a fee of Rs. 2,000/- per paper will have to be paid in advance. Students will also be allowed to compare his/her marks with the highest scorer for which a fee of Rs. 4,000/- will have to be paid.
- c) The duration of semester examinations of each 4 credits theory paper will be 3 hours and 2 credits paper 1.5 hours,
- d) The question papers shall be set up by either an external or an internal examiner duly appointed by the competent authority.
- e) The papers set by the examiners shall be moderated by a panel of moderators constituted by competent authority.
- f) **The minimum pass marks shall be 40 Percent aggregate in theory and viva-voce Examination.**

V. Promotion Criteria

The candidate may be promoted to the next semester/year of Bachelor's/Master's/P.G. Diploma's automatically unless detained from examination on any genuine grounds. Any student who has completed all the six semesters but has some backlogs will appear in the subsequent backlog papers as an ex-student during the span period.

VI. Span Period

A student must complete all the requirements of Bachelor of Arts In English programme within a period of Six years from his/ her admission. In a genuine case, permission may be granted even beyond the period of five years with prior approval of the Vice Chancellor and/or the Academic Council.

VII. Credit System

Credits are a value allocated course Unit to describe the student workload required to complete them. They reflect the quantity of work each course requires in relation to total quantity of work required to complete a full semester/ year of academic study at the institution, i.e. lecturers, practical work, seminars, private work in the laboratory, library or at home and examination or other assessment activities. The following is the list of subjects, wherein the core subjects are compulsory. The students are given choice to choose from electives.

As per National Education Policy, 2020 the courses being offered in Bachelor of Arts In English programme are distributed under 6 different disciplines. These are Discipline Specific Core (DSC), Discipline Specific Elective (DSE), Generic Elective Courses (GE), Ability Enhancement Courses (AEC) SEC (Skill Enhancement Course) and Value- Added Courses (VAC) and Project based Course (PBC)

VIII. Grading System

The grade awarded to a student in any particular course will be based on his/her performance in sessional and final examinations. The letter grades and their equivalent numerical points are listed below.

Letter Grade	Grade Point	Range of Percentage of Marks
O (Outstanding)	10	90 and above to 100 (90-100)
A+ (Excellent)	9	80 and above and Less than 90 (80<90)
A (Very Good)	8	70 and above and Less than 80 (70<80)
B+ (Good)	7	65 and above and Less than 70 (65<70)
B (Above average)	6	55 and above and Less than 65 (55<65)
C (Average)	5	50 and above and Less than 55 (50<55)
P (Pass)	4	40 and above and Less than 50 (40<50)
F (Fail)	0	00 and above and Less than 40 (00<40)
Ab (Absent)	0	

If a candidate does not write a paper, he/ she will be awarded I grade.

Adoption of the UGC grading system and evolve a conversion formula from CGPA to percentage of marks and vice versa

Letter Grade*	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

Earned Credit (E C)

The credit for the course in which a student has obtained “C” or a higher grade will be counted as credits earned by him/ her. Any course in which a student has obtained “F” grade will not be counted towards his/ her earned credits

Evaluation of Performances

- SGPA (Semester Grade Point Average) will be awarded on successful completion of each semester
- CGPA (Cumulative Grade Point Average) which is the grade point average for all the completed semester at any point in time, which will be awarded in each semester on successful completion of the current semester as well as all of the previous semester. CGPA is not applicable in semester I.

Calculation of SGPA and CGPA in a semester

$$\frac{\sum (\text{Earned Credits X Grade Point})}{\sum (\text{Course Credits Registered})} \text{ SGPA} =$$

$$\frac{\sum_{J=1}^m (\text{Earned Credits X Grade Point})}{\sum (\text{Course Credits Registered})} \text{ CGPA} =$$

Where m is the number of semester passed

Classification of Results.

The result of successful candidates who fulfill the criteria for the award of Bachelor of Arts In English programme shall be classified at the end of last semester, on the basis of his/her CGPA.

Formula for Conversion of CGPA into percentage of Marks.

The percentage equivalent to the CGPA shall be obtained by using the following formula:

$$\text{Equivalent percentage of CGPA} = \text{CGPA} \times 10$$

Classification shall be done on the basis following criteria: -

- He/ she shall be awarded “I Division with Distinction” if her/ his final CGPA is 7.5 and above and upto 10.
- He/ she shall be awarded “First Division” if her/ his final CGPA is 6.00 and above and less than 7.50.
- He/ she shall be awarded “Second Division” if her/ his final CGPA is 5.00 and above and less than 6.00.

He/ she shall be awarded “Third Division” if her/ his final CGPA is 4.00 and above and less

7. REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES

7.1 Laboratory Support: - Jamia Hamdard provides adequate laboratory infrastructure and technical support facilities for learners enrolled in BA English programme in both Online and Open & Distance Learning (ODL) modes. The university ensures that learners receive practical exposure, hands-on training, and skill-based learning opportunities required for achieving the programme outcomes and industry-oriented competencies. The university provides the following laboratory support facilities to learners:

- a) A well-equipped computer laboratory with modern computing systems, high-speed internet connectivity, and necessary hardware infrastructure to support practical learning activities.
- b) Access to updated operating systems, programming environments, compilers, integrated development environments (IDEs), database management systems, networking tools, and other software required for practical courses.
- c) Availability of licensed and open-source software tools related to programming, web development, database management, networking, cloud computing, cybersecurity, data analytics, and emerging technologies.
- d) Practical sessions, laboratory exercises, coding practice, software demonstrations, and project-based learning activities conducted under the supervision of qualified university faculty members.
- e) Weekend contact classes and practical sessions for ODL learners conducted within the university campus to provide face-to-face academic and laboratory support.
- f) Virtual laboratory facilities, simulation tools, cloud-based platforms, and online practical support mechanisms for learners enrolled in Online mode.
- g) Technical assistance and learner support services for accessing software, virtual tools, LMS platforms, and practical learning resources.
- h) Facilities for project development, experimentation, innovation activities, and practical assessment to strengthen technical and professional competencies.
- i) Regular maintenance, upgradation, and enhancement of laboratory infrastructure and software resources to align with current industry standards and technological advancements.

7.2 Library Resources: - Jamia Hamdard provides comprehensive library and digital learning resources to support the academic, practical, and research needs of learners enrolled in the BA English programme. The university ensures access to both physical and digital learning resources for Online and ODL learners to facilitate continuous learning, research, and professional development. The university provides the following library resources and facilities:-

- a) A well-established central library with a rich collection of textbooks, reference books, journals, magazines, dissertations, and academic resources related to Computer Science, Information Technology, and allied disciplines.
- b) Access to digital library facilities including e-books, e-journals, online databases, research repositories, conference proceedings, and academic publications.
- c) Remote access facilities for Online and ODL learners to utilize digital library resources, e-content, and academic databases from any location.
- d) Access to previous year question papers, project reports, case studies, research articles, and reference materials for academic and research purposes.
- e) Internet-enabled library services, reading room facilities, and digital learning support systems to encourage self-learning and research-oriented activities.
- f) Library orientation, academic guidance, and user support services to help learners effectively utilize physical and digital library resources.

- g) Continuous updating and expansion of library collections and digital resources in accordance with curriculum requirements, technological developments, and industry trends.
- h) Access to plagiarism awareness tools, citation resources, and research support services for project work, assignments, and academic writing activities.

The university continuously strengthens its laboratory and library support systems to ensure effective curriculum delivery, practical skill development, research support, and achievement of learning outcomes for all learners enrolled in the BA English programme through Online and ODL modes.

8, COST ESTIMATE OF B.A. ENGLISH PROGRAMME IN ODL

SEMESTER - WISE COST / BENEFIT STRUCTURE

Recurring Expenses (A)	
Number of Courses	06
Number of Counseling Sessions	72
Cost Per Counselling Session	Rs. 750.00/-
Cost Per Course – Counselling Charges	RS. 12000/-
Total cost of Counseling Sessions for 6 courses	Rs. 72000/-
Administrative Expenditure per Semester	Rs. 500000/-
Total Recurring Expenses (A)	5,72,000/-
Fixed Cost (B) Study Material Development	
Course Development /Course	144 Units
Course Development for 6 courses (Writing/editing/vetting Cost) per semester	6 x 4 x 8000 = 1,92,000/-
Total Courses writing for 3 years	11,52,000/-
Total Cost for SLM (including course writing and printing) 11.52+5.00 lakhs	16,52,000/-

TOTAL COST BA ENGLISH

All Sessions Counselling (A*6 Semester) 36 courses x 12 classes x 1000 per class	4,32,000/-
Office Expenditure	5,00,000/-
Total Recurring Expenses (A)	5,72,000/- per session
Total cost of counseling class per student	1144/-
Cost of one semester Per Student	190/-

PROPOSED FEE STRUCTURE

Expected Admissions per semester	100
Fees per semester/per student	10,000/-
Total Revenue in one Semester	10,00,000

MODE OF PROGRAM

Admission in a year	Annual
First Admission	July 2026
Second Admission	-

Total Admission in a Year	500
Total Revenue	50,00,000/-

9. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAM OUTCOMES

9.1. **Quality Assurance Mechanism:-** In accordance with the guidelines of the University Grants Commission (UGC) and UGC-DEB regulations, Jamia Hamdard has established a Centre for Internal Quality Assurance (CIQA) for the Centre for Distance and Online Education (CDOE) to ensure continuous quality enhancement, academic excellence, learner satisfaction, and effective programme delivery in Online and Open & Distance Learning (ODL) modes. The CIQA functions as an institutional mechanism for maintaining quality standards in teaching-learning processes, learner support services, curriculum development, assessment practices, and overall programme management. The Centre continuously works towards developing a culture of quality consciousness, innovation, accountability, and continuous improvement. The quality assurance mechanism includes the following components:

- a) The CIQA Committee has been constituted in accordance with UGC-DEB guidelines to regularly monitor, review, and enhance the quality of academic programmes and institutional processes.
- b) The Centre organizes academic activities, workshops, meetings, training programmes, and quality enhancement initiatives on a regular basis and maintains proper documentation of programmes, activities, and institutional records related to quality improvement.
- c) The CIQA is responsible for incorporating advancements and developments in curriculum design, learning resources, instructional methodologies, digital learning systems, and learner support mechanisms to ensure continuous academic upgradation.
- d) The Centre promotes awareness regarding quality culture, academic standards, best practices, and continuous improvement among faculty members, learners, counselors, and administrative staff.
- e) The CIQA prepares and submits the Annual Quality Assurance Report (AQAR) in accordance with prescribed guidelines and quality parameters to ensure institutional accountability and transparency.
- f) The programme content and digital learning resources are designed in accordance with the Four Quadrant Approach prescribed by UGC, including:
 - a. e-Tutorials
 - b. e-Content
 - c. Self-Assessment
 - d. Discussion Forums and Interactive Components
- g) Programme review and monitoring mechanisms are implemented regularly. The CIQA places the programme before the Review Committee constituted by the university to evaluate the effectiveness, relevance, quality, and learning outcomes of programmes offered through Online and ODL modes.
- h) The Internal Quality Assurance Cell (IQAC) of the university works in coordination with the CIQA for academic monitoring, quality enhancement, and continuous institutional improvement.
- i) A comprehensive feedback mechanism is implemented to obtain 360-degree feedback from learners, faculty members, academic counselors, alumni, employers, and administrative staff. The feedback received is systematically analyzed, and necessary improvements are

incorporated into curriculum design, learner support systems, and programme delivery processes.

- j) The programme is continuously benchmarked with the regular on-campus programmes offered by the university to maintain equivalence in academic standards, quality, and learning outcomes.
- k) Student performance in assignments, practical work, internal assessments, examinations, projects, and other academic activities is periodically analyzed to evaluate learning achievement and programme effectiveness.
- l) Post-completion feedback and learner progression analysis are conducted through surveys, interviews, alumni interactions, and employer feedback to assess the impact of the programme on learners' professional growth, employability, higher education opportunities, and career advancement.
- m) The observations, recommendations, and quality indicators generated through various review and feedback mechanisms are utilized for continuous revision, enhancement, and alignment of the programme with industry requirements, technological advancements, and global academic standards.

9.2. Expected Programme Outcomes:- The quality assurance framework is expected to ensure the following:-

- a. Achievement of Programme Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)
- b. Enhancement of employability and professional competencies among learners
- c. Development of practical, analytical, entrepreneurial, and research-oriented skills
- d. Effective learner engagement and satisfaction
- e. Continuous academic improvement and curriculum relevance
- f. Alignment of the programme with industry expectations and emerging technologies
- g. Promotion of ethical values, social responsibility, and lifelong learning among graduates
- h. Maintenance of academic quality and institutional excellence in Online and ODL education modes
