

# **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 40<sup>th</sup> 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](http://www.jamiahamdard.ac.in)  
[www.jamiahamdardonline.ac.in](http://www.jamiahamdardonline.ac.in)  
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# 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)

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## **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	<b>Bachelor of Arts in English (</b>
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
<b>Total Credits</b>		<b>132</b>

### 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
<b>FIRST</b>	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
		<b>Total Credit</b>			<b>20</b>	<b>60 Hour</b>
<b>SECOND</b>	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
		<b>Total Credit</b>			<b>20</b>	<b>72 Hour</b>
<b>THIRD</b>	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
		<b>Total Credit</b>			<b>22</b>	<b>66 Hour</b>
	BAEN-DC-04	History of English Literature up to Roman Revival	30	70	4	12

<b>FOURTH</b>	BAEN-DC-05	British Literature from Chaucer to 18 <sup>th</sup> 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	<b>30</b>	<b>70</b>	2	06
		<b>Total Credit</b>			<b>22</b>	<b>66 Hour</b>
<b>FIFTH</b>	BAEN-DC-07	History of English Literature from Romantic Revival to 21 <sup>st</sup> Century	30	70	4	12
	BAEN-DC-08	British Literature from 18 <sup>th</sup> Century to 20 <sup>th</sup> 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	<b>30</b>	<b>70</b>	4	12
		<b>Total Credit</b>			<b>24</b>	<b>72 Hour</b>
<b>SIXTH</b>	BAEN-DC-11	British Literature from 20 <sup>th</sup> Century to 21 <sup>st</sup> 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
		<b>Total Credit</b>			<b>24</b>	<b>72 Hour</b>
<b>GRAND TOTAL 132</b>						

## List of Electives Offered

### **Elective-1 Discipline Specific Elective Course (DSE)**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
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)**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
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)**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
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)**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
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

<b>Minor 1: Media Studies</b>		
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
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

  

<b>Minor 2: Readings on India</b>		
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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, NewYork, 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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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.ഉറൂബിന്റെ 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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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

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

<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	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
<b>CLO1</b>	3	3	1	2	2	3	3	1	-	1	1	-
<b>CLO2</b>	2	2	1	2	2	2	3	1	-	2	2	-
<b>CLO3</b>	2	1	1	2	3	3	3	2	-	2	2	-
<b>CLO4</b>	2	1	2	2	2	1	3	1	1	2	2	1
<b>CLO5</b>	3	3	3	3	3	3	3	2	2	2	2	2

### SYLLABUS

#### Module I: Introduction to the Cinema (15 Hours)

- A. History- The Birth of Cinema-The Silent Cinema- The Classical Period-The Sound Cinema
- B. Movements and Theories- Italian Neorealism- French New wave- Japanese Cinema- Korean Cinema-Iranian Cinema-Auteur Theory- Feminist Film Theory- Realism- Male Gaze- Film Semiotics
- C. 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)

- A. 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.
- B. Editing: Chronological Editing, Continuity Editing, Cross Cut, Jump Cut, Continuity Cut, Match Cut
- C. Sound: Diegetic and Extra-Diegetic Sound, Speech, Music
- D. Colour: Black and White Cinema, Technicolour, Eastman Colour,

#### Module III: Essays on Film. (10 Hours)

1. Laura Mulvey: Visual Pleasure and Narrative Cinema
2. Arundhathy Roy: The Great Indian Rape- Trick 1
3. 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.

<b>Letter Grade</b>	<b>Grade Point</b>	<b>Range of Percentage of Marks</b>
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

<b>Letter Grade*</b>	<b>Grade Point</b>
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

<b>Recurring Expenses (A)</b>	
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/-
<b>Total Recurring Expenses (A)</b>	<b>5,72,000/-</b>
<b>Fixed Cost (B) Study Material Development</b>	
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	<b>11,52,000/-</b>
<b>Total Cost for SLM (including course writing and printing)</b> <b>11.52+5.00 lakhs</b>	<b>16,52,000/-</b>

### 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)	<b>5,72,000/- per session</b>
<b>Total cost of counseling class per student</b>	<b>1144/-</b>
<b>Cost of one semester Per Student</b>	<b>190/-</b>

### PROPOSED FEE STRUCTURE

Expected Admissions per semester	100
Fees per semester/per student	10,000/-
Total Revenue in one Semester	<b>10,00,000</b>

### MODE OF PROGRAM

Admission in a year	Annual
First Admission	July 2026
Second Admission	-

Total Admission in a Year	500
<b>Total Revenue</b>	<b>50,00,000/-</b>

## 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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