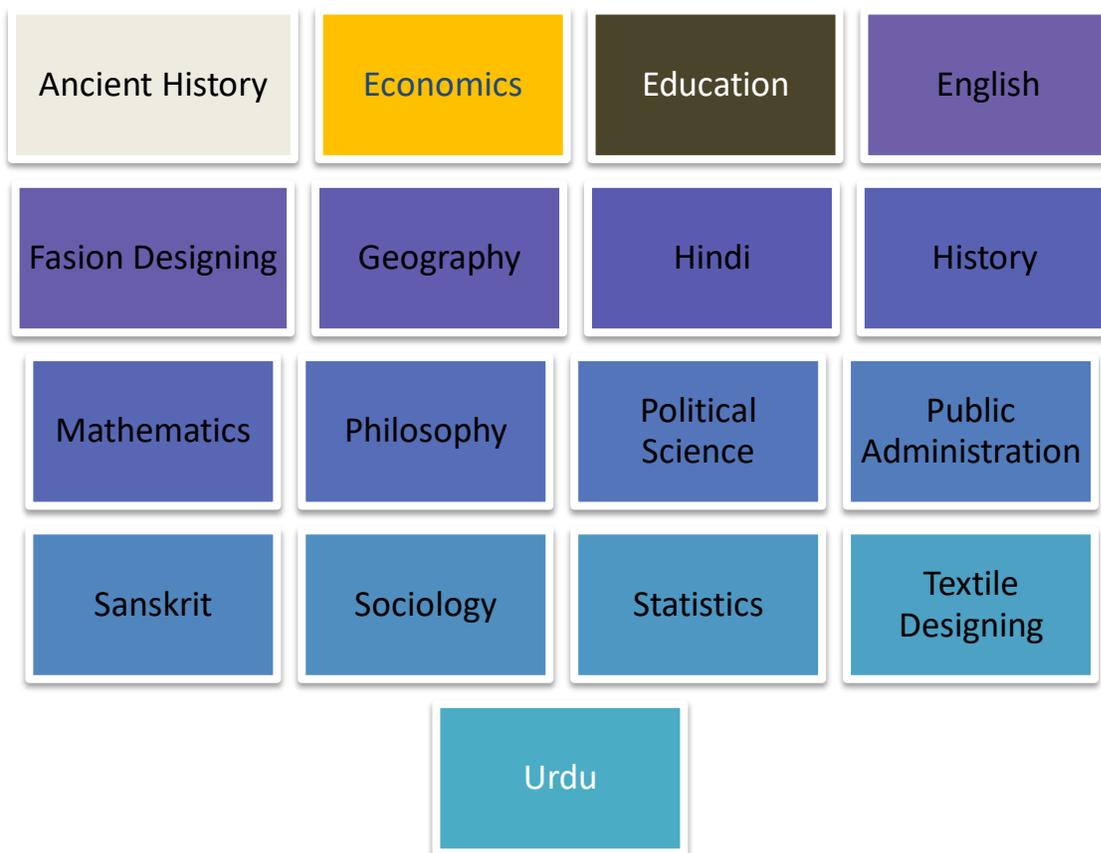


# PROGRAMME PROJECT REPORT

## Bachelor of Arts Programme

(03 Year)

(In Accordance with NEP-2020)



**SCHOOL OF HUMANITIES, SOCIAL SCIENCES AND  
EDUCATION**

**U. P. Rajarshi Tandon Open University,  
Prayagraj**

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## 1. Bachelor’s Degree Programme

The National Education Policy (NEP) 2020 envisions a new vision that enable an individual to study one or more specialized areas of interest at a deep level, and also develop capabilities across a range of disciplines including Sciences, Social Sciences, Arts, Humanities, Languages, as well as Professional, Technical and Vocational subjects. The NEP 2020 focuses on the formulation of expected learning outcomes for all higher education programmes. It states that “National Higher Education Qualifications Framework (NHEQF)” shall be align with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. It also points out that higher educational qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of Outcome Based Education (OBE).

The design of B.A. under UGC Choice Based Credit System (CBCS) programme in line with NHEQF offers opportunities and avenues to learn core subjects but also to explore additional avenues of learning beyond the core subjects for holistic development of a learner.

Programme:	<b>Bachelor of Arts [B.A.]</b>	
Year	First Introduction year: 1999	
<b>Revision of Programme in accordance with NEP-2020</b>		
	Initiation year of revision	2022
	Completion year of revision	2023

The salient advantages of the choice-based credit system are as follows:

- CBCS allows learner to choose inter-disciplinary, intra-disciplinary courses, skill-oriented courses (even from other disciplines according to their learning needs, interests and aptitude) and have more flexibility.
- CBCS offers flexibility for learner to study at different times and at different institutions to complete one course (ease of mobility of learner). Credits earned at one institution can be easily transferred to other universities.
- Learner may undertake as many credits as they can cope with without repeating all the courses in a given semester if they fail in one/more courses.
- Shift in focus from the teacher-centric to learner-centric education.

The uniform grading system will also enable potential employers in assessing the performance of the learner. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on learner's performance in examinations, guidelines framed by the UGC are followed. Hence, adoption of NHEQF helps to overcome the gap between university degree and employability by introducing skills and competencies in the graduates.

## 2. B.A. Programme

The structure and duration of undergraduate programme of Bachelor of Arts in accordance with NEP-2020 includes multiple exit options within this period, with appropriate certifications:

- Level 5: a **certificate** after completing 1 year (2 semesters) of study in the chosen discipline or field, including vocational and professional areas;
- Level 6: a **Diploma** after 02 years (04 semesters) of study;
- Level 7: a **Bachelor's** degree after a 3-year (06 semesters) programme.

### 2.1 Programme's Mission & Objectives

In line with the mission of the University to provide flexible learning opportunities to all, particularly to those who could not join regular colleges or universities owing to social, economic and other constraints, the 3-year Undergraduate Programme in Arts, B.A. aims at providing holistic and value based knowledge and guidance to promote scientific and aesthetic temper in everyday life. The program offers a platform to the learners to fulfill the eligible criteria in various jobs in government and private sector.

The Programme aims at the following objectives:

1. To provide a sound academic base from which an advanced career in various sector can be developed.
2. To provide basic understanding about the Arts, Culture and Languages among learners.
3. To develop academically competent and professionally motivated personnel, equipped with objective, critical thinking, right moral and ethical values that compassionately foster scientific and aesthetic temper with a sense of social responsibility.
4. To enable learners to become globally competent.
5. To inculcate high moral values with knowledge, skill, attitude and self dependency among learners.

### 2.2 Relevance of the Programme with Mission and Goals

The 03-year Undergraduate Programme in Arts (B.A.) is designed with the objective of equipping learners to cope with the emerging trends and challenges in the human life. In congruence with goals of the University the Programme also focuses to provide skilled human beings to the society to meet global demands. The Programme is designed with three major subjects so that a successful learner can go for higher studies in any one of the major subjects of his/ her choice. The Programme also aims at making the learners fit for taking up various jobs and a successful life.

### 2.3 Nature of Prospective Target Group of Learners

The Programme is targeted to all individuals looking to earn a graduation degree for employment, further higher education, promotion in career, professional and development of self.

## 2.4 Appropriateness of Programme to be conducted in ODL mode to acquire specific skills, knowledge & competence

Learning outcomes after Level 5		
Learning Outcomes	Elements of the descriptor	Level 5 (Undergraduate Certificate)
LO 1	Knowledge and understanding	<ul style="list-style-type: none"> <li>• Knowledge of facts, concepts, principles, theories, and processes in multidisciplinary areas.</li> <li>• Understanding of the linkages between various disciplines.</li> </ul>
LO 2	Skills required to perform and accomplish tasks	<ul style="list-style-type: none"> <li>• Acquire cognitive, affective and technical skills for selecting and using relevant methods, knowledge and techniques to assess the appropriateness of approaches to solving problems of human life.</li> </ul>
LO 3	Application of knowledge and skills	<ul style="list-style-type: none"> <li>• Apply the acquired knowledge and a range of cognitive and practical skills to select and use basic methods, knowledge and techniques and information to generate solutions to specific problems relating to human life.</li> </ul>
LO 4	Generic learning outcomes	<ul style="list-style-type: none"> <li>• Listen carefully, read texts related to the Arts, Humanities and Social Sciences analytically and present information in a clear and concise manner.</li> <li>• Express thoughts and ideas effectively in writing and orally and present the results/findings of the studies carried out in a clear and concise manner to different groups.</li> <li>• Meet own learning needs relating to the Arts, Humanities and Social Sciences.</li> <li>• Pursue self-directed and self-managed learning to upgrade knowledge and skills required for higher level of education and training.</li> <li>• Gather and interpret relevant quantitative and qualitative information to identify problems.</li> <li>• Critically evaluate the essential theories, policies and practices by following scientific approach to knowledge development and take actions to generate solutions to specific problems associated with human life.</li> <li>• Make judgement and take decision, based on analysis of data and evidences for formulating responses to issues/problems associated with the human life.</li> </ul>
LO 5	Constitutional, humanistic, ethical and moral values	<ul style="list-style-type: none"> <li>• Embrace constitutional, humanistic, ethical and moral values and practices of these values in real-life situations.</li> </ul>
LO 6	Employment ready skills, and entrepreneurship skills and mindset	<ul style="list-style-type: none"> <li>• Perform effectively in a defined or self jobs related to the livelihood.</li> <li>• Ability to exercise responsibility for the completion of assigned tasks.</li> </ul>

Learning outcomes after Level 6		
Learning	Elements of the	Level 6 (Undergraduate Diploma)

<b>Outcomes</b>	<b>descriptor</b>	
LO 1	Knowledge and understanding	<ul style="list-style-type: none"> <li>• Theoretical and practical knowledge in multidisciplinary contexts.</li> <li>• Deeper knowledge and understanding of one of the learning areas and its underlying principles and theories.</li> <li>• Procedural knowledge required for performing skilled or paraprofessional tasks associated with the chosen fields of learning.</li> </ul>
LO 2	Skills required to perform and accomplish tasks	<ul style="list-style-type: none"> <li>• Cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning.</li> <li>• Cognitive and affective skills required to analyse and synthesize ideas and information from a range of sources.</li> <li>• Act on information to generate solutions to specific problems associated with the chosen fields of learning.</li> </ul>
LO 3	Application of knowledge and skills	<ul style="list-style-type: none"> <li>• Apply the acquired specialized or theoretical knowledge and a range of cognitive and behavioural skills to gather quantitative and qualitative data.</li> </ul>
LO 4	Generic learning outcomes	<p>After completing the programme learners will be able to:-</p> <ul style="list-style-type: none"> <li>• Listen carefully read texts analytically and present complex information in a clear and concise manner.</li> <li>• Communicate the arguments, results and information of the practices and studies accurately and effectively in written and oral form.</li> <li>• Critically evaluate the essential theories, policies and practices by following scientific approach to knowledge development.</li> <li>• Make judgment and take decision, based on the analysis and evaluation of information, for determining solutions to a variety of unpredictable problems.</li> </ul>
LO 5	Constitutional, humanistic, ethical and moral values	<ul style="list-style-type: none"> <li>• Embrace constitutional, humanistic, ethical and moral values; and practice these values in life.</li> </ul>
LO 6	Employment ready skills, entrepreneurship skills and mindset	<ul style="list-style-type: none"> <li>• Take up job/employment or professional practice requiring the exercise of full personal responsibility for the completion of tasks and for the outputs of own work.</li> <li>• Exercise self- management within the guidelines of study and work contexts.</li> <li>• Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.</li> </ul>

<b>Learning outcomes after Level 7</b>		
<b>Learning Outcomes</b>	<b>Elements of the descriptor</b>	<b>Level 7 (Bachelor of Arts)</b>
LO 1	Knowledge and understanding	<ul style="list-style-type: none"> <li>• Comprehensive, factual, theoretical and specialized knowledge in multidisciplinary contexts with depth in the underlying principles and theories.</li> <li>• Knowledge of the current and emerging issues and developments.</li> </ul>
LO 2	Skills required to perform and accomplish tasks	<ul style="list-style-type: none"> <li>• Cognitive and behavioural skills required for performing and accomplishing complex tasks to evaluate and analyse complex ideas.</li> </ul>

		<ul style="list-style-type: none"> <li>• Cognitive and behavioural skills required to generate solutions to specific problems.</li> </ul>
LO 3	Application of knowledge and skills	<ul style="list-style-type: none"> <li>• Apply the acquired specialized theoretical or practical knowledge and cognitive and behavioural skills to gather and analyse quantitative/qualitative data to assess the appropriateness of different approaches for solving problems.</li> </ul>
LO 4	Generic learning outcomes	<p>After completing the programme learners will be able to:-</p> <ul style="list-style-type: none"> <li>• Listen carefully, read the text related to the chosen fields of learning analytically; and present complex information in a clear and concise manner to different groups/audiences.</li> <li>• Communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning.</li> <li>• Critically evaluate evidence for taking actions to generate solutions to specific problems based on empirical evidence.</li> <li>• Make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems.</li> </ul>
LO 5	Constitutional, humanistic, ethical and moral values	<ul style="list-style-type: none"> <li>• Embrace the constitutional, humanistic, ethical and moral values, and practice these values in life.</li> <li>• Identify ethical issues in behavioural Sciences.</li> <li>• Formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues.</li> <li>• Follow ethical practices in all aspects of research and development.</li> </ul>
LO 6	Employment ready skills, and entrepreneurship skills and mindset	<ul style="list-style-type: none"> <li>• Knowledge and essential skill set and competence that are necessary to: take up a professional job and professional practice.</li> <li>• Entrepreneurship skills and mindset required for setting up and running an economic enterprise or pursuing self-employment</li> <li>• Exercise management and supervision in the contexts of work or study activities involving unpredictable work processes and working environment.</li> </ul>

## 2.5 Instructional Design

### 2.5.1 3-year B.A. Programme Structure

The University follows the credit system in all its programmes. One credit is equal to 30 hours of learner's study time which is equivalent to 15 lectures in conventional system. To earn a Bachelor's Degree, a learner has to earn 120 credits in minimum six semesters (three years) with 20 credits per semester. For earning 120 credits, a learner has to opt from the following categories of courses:

- (a) Discipline Specific Core Courses (DSCC)
- (b) Discipline Specific Courses (DSC)
- (c) Skill Enhancement Courses (SEC)
- (d) Ability Enhancement Courses (AEC)

### Programme Structure of B.A. Programme under NHEQF

Level	Year	Sem	First Selected Subject	Second Selected Subject	Third Selected Subject	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Discipline Specific Course (DEC)	Literature Survey/ Research Project	Total credit
			Discipline Specific	Discipline Specific	Discipline Specific					

			Core papers with credit	Core papers with credit	Core papers with credit					
5	1	1 <sup>st</sup>	4	4	4	4	4	-	-	20
		2 <sup>nd</sup>	4	4	4	4	4	-	-	20
6	2	3 <sup>rd</sup>	4	4	4	4	4	-	-	20
		4 <sup>th</sup>	4	4	4	4	4	-	-	20
7	3	5 <sup>th</sup>	-	-	-	-	4	12	4	20
		6 <sup>th</sup>	-	-	-	-	4	12	4	20
<b>Total credit</b>			16	16	16	16	24	24	<b>8</b>	<b>120</b>

**Explanation of terms used for categorization of courses:**

- A. **Discipline Specific Core Courses (DSCC):** A course, which should compulsorily be studied by a learner as a core requirement is termed as a Core course.
- B. **Discipline Specific Course (DSC):** These courses may be offered by the main discipline/subject of study is referred as Discipline Specific Course.
- C. **Skill Enhancement Courses (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge. In B.A. programme. Presently we are not offering options to choose from pool; however courses are fixed for respective semesters.

Semester	Skill Enhancement Courses (SEC)
1	Skill Enhancement Course in Translation Practice [SETP]
2	Skill Enhancement Course in Computer Technology [SECT]
3	Skill Enhancement Course in Science & Technology [SES & T]
4	Skill Enhancement Course in Indian Culture & Tourism [SEIC&T]
5	Skill Enhancement Course in Secretarial Practice [SESP]
6	Skill Enhancement Course in Insurance [SEINS]

- D. **Ability Enhancement Courses (AEC):** Ability Enhancement Courses are based upon the content that leads to knowledge enhancement. Such as English Communication, Hindi Communication, Human Rights and Duties, Health & Hygiene, Environmental Science, Solid Waste Management, Nutrition for Community, Disaster Management.

Semester	Ability Enhancement Courses (AEC)
1	Ability Enhancement Course in English [AECEG] OR Ability Enhancement Course in Hindi [AECHD]
2	Ability Enhancement Course in Human Rights and Duties [AECHRD] OR Ability Enhancement Course in Health & Hygiene [AECHH]
3	Ability Enhancement Course in Environment Awareness [AECEA] OR Ability Enhancement Course in Solid Waste Management [AESWM]
4	Ability Enhancement Course in Nutrition for Community [AECNC] OR Ability Enhancement Course in Disaster Management [AECDM]

- E. **Social or Life Values inculcation and Training/Survey/Project work/ Field Work:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project/survey work, and a learner studies such a course on his own with an advisory support by a counsellor/faculty member. Currently, Project/Survey or Field Work in 5<sup>th</sup> and 6<sup>th</sup> semester respectively is offered under code; AR (Activity Report) 101N **and** AR(Activity Report)102N.

### **Specific Instructions for undergraduate Arts Programms:**

- A learner cannot study and pass the Fashion Designing and Textile Designing both as a compulsory core course.
- The learner cannot choose and study Three Literary subjects. A learner can choose and study any two literary subjects as a Compulsory Core Course simultaneously from Hindi, Sanskrit, Urdu and English.
- The learner can choose and study the Statistics with literary subjects.
- Under **Skill Enhancement Courses**, it is compulsory to study 24 credit papers from 1<sup>st</sup> to 6<sup>th</sup> semester.

In this way, the learner must complete his 40 credit in the first year, 40 credit in the second year and 40 credits in the third year totaling of 120 credits.

**2.5.2 Course curriculum:** The details of syllabus is given in Appendix-I

**2.5.3 Language of Instruction:** SLM will be provided in Hindi but as and when SLM will be available in English, the SLM will be provided in Hindi/English both (Except Literary Subjects). However, learner can write their answers in Term End Examination/Assignments either in Hindi or English.

**2.5.4 Duration of the Programme**

Minimum duration in years: 03: Maximum duration in years: 06

**2.5.5 Faculty & Support Staff requirement**

Professor (1), Associate Professor (1), Assistant Professor (1) and support staff (2)

### **2.6 Instructional Delivery Mechanisms**

The Open University system is more learner-oriented, and the student is an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.

The University follows a multi-media approach for instruction. It comprises of:

- Self-instructional Printed material (Self Learning Material)
- On-line lectures
- Audio and Video Lectures
- Face-to-Face counseling/contact programmes.
- Assignments
- Field work
- Project work in some courses
- Tele Conference/Web Conference
- Web Enabled Academic Support Portal

#### **2.6.1 Self Learning Material**

The Self Learning Material (SLMs) are prepared in line with the UGC guidelines on preparation of SLMs. The prepared study materials are self-instructional in nature.

The course material is divided into blocks. Each block contains a few units. Lessons, which are called Units, are structured to facilitate self-study. The units of a block have similar nature of contents. The first page of each block indicates the numbers and titles of the units comprising the block. In the first block of each course, we start with course introduction. This is followed by a brief introduction to the block. After the block introduction, emphasis is given on contribution of ancient Indian knowledge into that specific course. Next, each unit begins with an introduction to talk about the contents of the unit. The list of objectives is outlined to expect the learning based outcome after working through the unit. This is followed by the main body of the unit, which is divided into various sections and sub-sections. Each unit is summarized with the main highlights of the contents.

Each unit has several “Check Your Progress” Questions and Terminal Questions /exercises. These questions help the learner to assess his/her understanding of the subject contents. At the end of units, additional references/books/suggested online web link for MOOCs/Open Educational Resources for additional reading are suggested.

### **2.6.2 On-Line Lectures**

The University has its own Smart laboratory to manage and deliver On-line lectures for learners.

### **2.6.3 Audio and Video lectures**

Apart from SLM, audio and video lectures have been prepared for some courses. The audio-video material is supplementary to print material. The video lectures are available at YouTube channel of university

### **2.6.4 Counselling/Contact Classes**

The face-to-face (F2F) counseling/contact classes are conducted at head quarter and study centers. The purpose of such a contact class is to answer some of questions and clarify the doubts of learner which may not be possible through any other means of communication. Well experienced counsellors at study centers provide counselling and guidance to the learner in the courses that (s)he has chosen for study. The counselling sessions for each of the courses will be held at suitable intervals throughout the whole academic session. The time table for counselling classes are displayed at head quarter as well as by the coordinator of study center, however, attending counselling sessions is not compulsory. It is noted that to attend the counselling sessions, learner has to go through the course materials and note down the points to be discussed as it is not a regular class or lectures.

### **2.6.5 Assignments**

The purpose of assignments is to test the comprehension of the learning material that learner receives and also help to get through the courses by providing self-feedback to the learner. The course content given in the SLM will be sufficient for answering the assignments.

Assignments constitute the continuous evaluation component of a course. The assignments are available at the SLM section of the home page of university website. In any case, learner has to submit assignment before appearing in the examination for any course. The assignments of a course carry 30% weightage while 70% weightage is given to the term-end examination (TEE). The marks obtained by learner in the assignments will be counted in the final result. Therefore, It is advised to take assignments seriously. However, there will be no written assignments for Lab courses.

### **2.6.6 Field Work**

Field works are an integral component of the B.A. programme. While designing the curricula for Field works, particular care has been taken to weed out experience not significant to the present-day state of the discipline. Importance has been given to the utility of an experience with respect to social/real life, development of expository skills and daily life applications. It is planned to phase the field works during suitable periods (such as summer or autumn vacations) so that in-service persons can take them without difficulty. Field Works worth 04 credits will require full-time presence of the learner at the Study Centre for two week continuously. During this time a learner has to work for around 120 hours. Around 80 hours would be spent on Field work and the remaining time will be used for preparing reports or records, viewing or listening to the video/audio programmes.

### **2.6.7 Tele conference/Web conference**

Teleconference/web conference, using done through appropriate platform to contact like ZOOM, Webex etc. in form of online special counselling sessions is another medium to impart instruction to and facilitate learning for a distance learner. The learners concerned would be informed about the teleconferencing schedule and the place where it is to be conducted by sending bulk SMS.

### **2.6.8 Web Enabled Academic Support Portal**

The University also provide Web Enabled Academic Support Portal to access the course materials, assignments, and other learning resources.

## 2.6.9 Learner Support Service Systems

### (a) Study Centre

A Study Centre has following major functions:

- (i) **Counselling:** Counselling is an important aspect of Open University System. Face to face contact-cum-counselling classes for the courses will be provided at the Study Centre. The detailed programme of the contact-cum-counselling sessions will be sent to the learner by the Coordinator of the Study Centre. In these sessions learner will get an opportunity to discuss with the Counsellors his/her problems pertaining to the courses of study.
- (ii) **Evaluation of Assignments:** The evaluation of Tutor Marked Assignments (TMA) will be done by the Counsellors at the Study Centre. The evaluated assignments will be returned to the learner by the Coordinator of Study Centre with tutor comments and marks obtained in TMAs. These comments will help the learner in his/her studies.
- (iii) **Library:** Every Study Centre will have a library having relevant course materials, reference books suggested for supplementary reading prepared for the course(s).
- (iv) **Information and Advice:** The learner will be given relevant information about the courses offered by the University. Facilities are also provided to give him/her guidance in choosing courses.
- (v) **Interaction with fellow-students:** In the Study Centre learner will have an opportunity to interact with fellow students. This may lead to the formation of self-help groups.

### (b) Learner Support Services (LSS)

The University has formed an LSS cell at the head quarter. The LSS cell coordinate with the Study Centre to get rid of any problem faced by the learner.

## 2.7 Procedure for admissions, curriculum transaction and evaluation

### 2.7.1 Admission Procedure

- (a) The detailed information regarding admission will be given on the UPRTOU website and on the admission portal. Learners seeking admission shall apply online.
- (b) Direct admission to 3-year B.A. programme is offered to the interested candidates.
- (c) **Eligibility:** The candidate should pass the 10+2 level with arts group. To opt B.A. combination, candidate should pass 10+2 with any discipline.

2.7.2 **Programme fee:** Rs. 4500/ year. The fee is deposited through online admission portal only.

### 2.7.3 Evaluation

The evaluation consists of two components: (1) continuous evaluation through assignments, and (2) term-end examination. Learner must pass both in continuous evaluation as well as in the term-end examination of a course to earn the credits assigned to that course. For each course there shall be one written Terminal Examination. The evaluation of every course shall be in two parts that is 30% internal weightage through assignments and 70% external weightage through terminal exams.

(a) <b>Theory Course</b>	<b>Max. Marks</b>
Terminal Examination	70
Assignment	30
<b>Total</b>	<b>100</b>
(b) <b>Field based Activity Course</b>	<b>Max. Marks</b>
<b>Total</b>	<b>100</b>

The following 10-Point Grading System for evaluating learners' achievement is used for CBCS programmes:

### 10-Point Grading System in the light of UGC-CBCS Guidelines

Letter Grade	Grade Point	% Range
O (Outstanding)	10	91-100
A+ (Excellent)	9	81-90

A (Very Good)	8	71-80
B+ (Good)	7	61-70
B (Above Average)	6	51-60
C (Average)	5	41-50
P (Pass)	4	36-40
NC (Not Completed)	0	0-35
Ab (Absent)	0	
Q	Qualified	Applicable only for Non-Credit courses
NQ	Not Qualified	

Learner is required to score at least a 'P' grade (36% marks) in both the continuous evaluation (assignments) as well as the term-end examination. In the overall computation also, learner must get at least a 'P' grade in each course to be eligible for the B. A. degree.

### Computation of CGPA and SGPA

(a) Following formula shall be used for calculation of CGPA and SGPA

For jth semester $SGPA (S_j) = \frac{\sum (C_i * G_i)}{\sum C_i}$	where, $C_i$ = number of credits of the $i$ th course in $j$ th semester $G_i$ = grade point scored by the learner in the $i$ th course in $j$ th semester.
$CGPA = \frac{\sum (C_j * S_j)}{\sum C_j}$	where, $S_j$ = SGPA of the $j$ th semester $C_j$ = total number of credits in the $j$ th semester

The CGPA and SGPA shall be rounded off up to the two decimal points. (For e.g., if a learner obtained 7.2345, then it will be written as 7.23 or if s(he) obtained 7.23675 then it be will written as 7.24)

CGPA will be converted into percentage according to the following formula:

$$\text{Equivalent Percentage} = CGPA * 9.5$$

(b) Award of Division

The learner will be awarded division according to the following table:

Division	Classification
1 <sup>st</sup> Division	6.31 or more and less than 10 CGPA
2 <sup>nd</sup> Division	4.73 or more and less than 6.31 CGPA
3 <sup>rd</sup> Division	3.78 or more and less than 4.73 CGPA

### 2.7.4 Multiple Entry and Multiple Exit options

The 3-year B.A. programme is an Outcome-Based Education (OBE) for qualifications of different types. The qualification types and examples of title/nomenclature for qualifications within each type are indicated in Table 1.

Level	Qualification title	Programme duration	Entry Option	Exit option
5	Undergraduate Certificate in Arts	Programme duration: First year (first two semesters) of the B.A. programme	10+2 level with any group	<b>Exit</b> followed by an exit 10- credit bridge course(s) lasting two months, including at least 6- credit discipline-specific field experiences.
6	Undergraduate Diploma in Arts	Programme duration: First two years (first four semesters) of the of the B.A. programme	Undergraduate Certificate obtained after completing the first year (two semesters) of the B.A. programme	<b>Exit</b> followed by an exit 10- credit bridge course(s) lasting two months, including at least 6- credit discipline-specific field experiences.

7	Bachelor in Arts	Programme duration: First three years (first six semesters) of the B.A. programme	Undergraduate diploma obtained after completing two years (four semesters) of the B.A. programme	<b>Exit</b> followed by an exit 10- credit bridge course(s) lasting two months, including at least 6- credit discipline-specific field experiences.
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**Exit requirements from Level 5 to Level 7**

Level	Year	Credits	Required Bridge Course of 10 credit to exit from each Level			Award of Certificate/Diploma/Degree
Level 5	1	40	<b>courses</b>	<b>Credits</b>	<b>Durati on</b>	Undergraduate Certificate in Arts
			job-specific skill course	4	02 – 03 months	
			job-specific internship/apprenticeship	6		
			<b>Total: 10</b>			
Level 6	2	40	<b>courses</b>	<b>Credits</b>	<b>Durati on</b>	Undergraduate Diploma in Arts
			job-specific skill course	4	02 – 03 months	
			job-specific internship/apprenticeship	6		
			<b>Total: 10</b>			
Level 7	3	40	<b>courses</b>	<b>Credits</b>	<b>Durati on</b>	Bachelor in Arts
			job-specific skill course	4	02 – 03 months	
			job-specific internship/apprenticeship	6		
			<b>Total: 10</b>			

**Norms for 10- credit bridge course(s):**

- The job-specific skill course is of 4 credits. Only assignment has to be submitted by learner with 100% evaluation weightage.
- The job-specific internship/apprenticeship of 02-03 months or more of 6 credits, after 2nd or 4th semester, will be mandatory for the learners desirous of exiting with a certificate or Diploma, respectively. The continuing learners may, however, undergo optional research internships after 2nd / 4th semester, to enhance their research capabilities, by engagement as interns in HEI/Research Institute/Industrial R&D labs/any other organization.
- Under exit option from Level 5 to 7, the learner can choose HEI/Research Institute/Industrial R&D labs/any organization (Private/State Govt./Central Govt.) for internship/apprenticeship for job-specific bridge course by own or choose job-specific bridge course from the list provided by the University. After successful completion, he/she submit the certificate obtained from organization to the Training & Placement (T & P) Office of the University to get Undergraduate certificate/diploma for successful completion. The monitoring of such learners shall be done by T & P Cell.

**4. Evaluation of Bridge Course of 10 credit to exit from each Level**

Bridge Course components	Credit	Mode of Evaluation
(a) job-specific skill course	4	Assignment
(b) job-specific internship/apprenticeship	6	Test/Viva voce/ Practical conducted at organization level
<b>Total credits</b>	<b>10</b>	

5. Following is the list of courses under 10 credit bridge course.

Level	Bridge course/ 10 credit			Concerned Person to contact
	Course Code / 4 credit	Job specific Course Title	Internship Domain Area/ 6 credit	
5	BCAG-	Major Medicinal Plants: Cultivation and Economy or Post Harvest Processing: Technology Development	Agriculture and Horticulture	In-charge, Training & Placement Cell
	or BCJMC	News Writing and Editing	Mass Communication and Social Media	
6	BCC	Office Tools and Internet	DTP	
	or BCIBS	.or Insurance and Banking Services	or Insurance/ Finance	
7	BCWWT or BCSWM	Water and Waste Water Treatment or Solid Waste Management	Natural Resources and Environment	In-charge, Training & Placement Cell

### 2.8 Requirement of the Practical Training support and Library Resources

The practical sessions are held in the subject specific department of the Study Centre. In these departments, the learner will have the facility to use the equipment and consumables relevant to the syllabus. The SLM, supplementary text audio and video material of the various courses of the program is available through the online study portal of the University. The University also have a subscription of National Digital Library to provide the learners with the ability to enhance access to information and knowledge of various courses of the programme.

### 2.9 Cost estimate of the programme and the provisions

3-year B.A. programme consists of 68 Core courses, 68 Discipline Centric courses, 51 Ability Enhancement courses, 102 Skill Enhancement courses and 34 Project/Field Based Activities courses. One Core/Ability Enhancement /Skill Enhancement / Project/Field Based Activities course is of 4 credits which consists of approximate 12-16 units except Project/Field Based Activities courses whereas Discipline Centric course is of 03 credits which consists of approximate 09-12 units. The total approximated expenditure on the development of 289 courses is:

S. No.	Item	Cost per Unit (writing, editing & vetting)	Total cost (Rs.)
1	Total no. of units in 289 courses = 4046 approx.	9500	38,43,7000
2	BOS Meetings, etc.	7,50,000	7,50,000
<b>Total</b>			<b>45,93,7000</b>

### 2.10 Quality assurance mechanism and expected programme outcomes

**Quality assurance mechanism:** The programme structure is developed under the guidance of the CIQA and the discipline structure under the guidance of the Board of Studies (BOS) comprising external expert members of the concerned subjects followed by the School Boards. The programme structures, discipline structures and syllabus are approved by the Academic Council of the University. The course structure and syllabus is reviewed time to time according to the feedback received from the stakeholders and societal needs.

The Centre for Internal Quality Assurance (CIQA) will monitor, improve and enhance effectiveness of the programme through the following:

- ✓ Annual academic audit
- ✓ Feedback analysis for quality improvement
- ✓ Regular faculty development programs
- ✓ Standardization of learning resources
- ✓ Periodic revision of program depending upon the changing trends by communicating to the concerned school

(a) **Expected programme outcomes (POs)**

Knowledge and understanding	<b>PO1</b>	Demonstrate a fundamental/coherent understanding of the academic field of Arts, its different learning areas and applications, and its linkages with related disciplinary areas/subjects
Skills related to specialization	<b>PO 2</b>	Demonstrate skills involving the constructive use of knowledge in the subfields of Arts, and other related fields of Arts in a range of settings, including for pursuing higher studies related to the Arts.
Application of knowledge and skills	<b>PO 3</b>	Identify and apply appropriate principles and methodologies to solve different types of problems with well-defined solutions.
	<b>PO 4</b>	Apply knowledge of typical and atypical development across the lifespan of an individual
Generic learning outcomes	<b>PO 5</b>	Communicate accurately the findings of the experiments/investigations while relating the conclusions/findings to relevant theories of Arts.
	<b>PO 6</b>	Read texts and research papers analytically and present complex information and the findings of the experiments/investigations while relating the conclusions to relevant courses in Arts.

**Group of Disciplines under B.A. programme with Structure and Syllabus**

Structure of B.A. programme:

**CIQA structure (Width wise) to be paste**

<b>S. No.</b>	<b>Discipline, Discipline structure and Syllabus</b>	<b>Page No.</b>
1	Ancient History (SoSS)	

2	Economics (SoH)	
3	Education (SoE)	
4	English (SoH)	
5	Fashion Designing (SoVS)	
6	Geography (SoSS)	
7	Hindi (SoH)	
8	History (SoSS)	
9	Mathematics (SoSc)	
10	Philosophy (SoH)	
11	Political Science (SoSS)	
12	Public Administration (SoSS)	
13	Sanskrit (SoH)	
14	Sociology (SoSS)	
15	Statistics (SoSc)	
16	Textile Designing (SoVS)	
17	Urdu (SoH)	

## **COURSE STRUCTURE of Disciplines will be mention here.**

### APPENDIX LISTS:

<b>1.</b>	<b>APPENDIX-I</b>	Detailed Discipline Structure & Syllabus (1.1 to 1.17)
<b>2.</b>	<b>APPENDIX-II</b>	Guidelines for Field Work/Project (UGPW) is available at link (1.1 to 1.17): <a href="http://14.139.237.190/upload_pdf/01_02_2023_Guidelines_fo_Project_Lit_Survey_Dissertation.pdf">http://14.139.237.190/upload_pdf/01_02_2023_Guidelines_fo_Project_Lit_Survey_Dissertation.pdf</a>
<b>3.</b>	<b>APPENDIX-III</b>	Guidelines for Preparing report on Literature Survey is available at link : <a href="http://14.139.237.190/upload_pdf/01_02_2023_Common_Guidelines_for_Literature_Review.pdf">http://14.139.237.190/upload_pdf/01_02_2023_Common_Guidelines_for_Literature_Review.pdf</a>
<b>4.</b>	<b>APPENDIX-IV</b>	Internship Policy: Guidelines and Procedures (With Effect From Academic Year 2023-24) is available at link: <a href="http://14.139.237.190/upload_pdf/01_02_2023_Guidelines_for_Internship.pdf">http://14.139.237.190/upload_pdf/01_02_2023_Guidelines_for_Internship.pdf</a>

( UG Course-English)

**Paper Structure**

Year	Semester	Course Code	Title of the Course	Credits	Max. Marks
<b>Compulsory Core Course</b>					
UG I	I	UGEN-101 (N)	Reading Poetry	4	100
	II	UGEN -102(N)	Literature in English 1550-1750	4	100
UG II	III	UGEN -103(N)	Literature in English 1750-1900	4	100
	IV	UGEN -104(N)	20 <sup>th</sup> Century Literature	4	100
<b>Discipline Centric Elective Course</b>					
UG III	V	DCEEN-101(N)	English Grammar and Communication Skills	3	100
		DCEEN 102(N)	Reading Fiction and Drama	3	100
	VI	DCEEN 103(N)	Indian Writing in English	3	100
		DCEEN 104(N)	History of English Literature	3	100
<b>Skill Enhancement Course</b>					
	I	SETP-01(N)	Skill Enhancement Course on Translation Practice, Level and Areas	4	100
	II	SECT-02(N)	Skill Enhancement Course on Computer Technology	4	100
	III	SES&T-01(N)	Skill Enhancement Course on Science and Technology	4	100
	IV	SEIC&T-02(N)	Skill Enhancement Course on Indian Culture and Tourism	4	100
	V	SESP-03(N)	Skill Enhancement Course on Secretarial Practices	4	100
	VI	SEINS-04(N)	Skill Enhancement Course on Insurance	4	100
<b>Ability Enhancement Compulsory Course</b>					
	I	ACEEG Or AECHD	Ability Enhancement in English Or Ability Enhancement in Hindi	4	100
	II	AEC Human Rights and Duties Or AEC Health and Hygiene	Ability Enhancement in Human Rights Or Ability Enhancement in Health and Hygiene	4	100
	III	AECA Or AESWM	Ability Enhancement Course in Environment Awareness Or Ability Enhancement Course in Solid Waste Management	4	100
	IV	AECNC or AEDM	Ability Enhancement Course in Nutrition for Community Or Ability Enhancement Course in Disaster Management	4	100
<b>Literary Survey/Research Projects/Field Work</b>					
	V	AR-101 N	Project Work : Select any one Topics	4	100

			<p>given below – Supernatural Elements on Shakespearean Tragdy</p> <p>Social Concern in the paly of Galsworthy</p> <p>G.B.Shaw: the Dramatist &amp; His Plays</p> <p>Feminist Perspective in Vijay Tendulkar's play.</p>		
	VI	AR-102 N	<p>Literary Survey on any one given Topics</p> <p>Shakespeare's Plays</p> <p>Shashi Despande's That Long Silence</p> <p>Sarogini Naidu's Selected poems.</p>	4	100

Course prerequisites:10+2		
Programme: BA	Year: 2023-24	Semester: I
Subject: English		
Course Code: UGEN-101 (N)	Course Title: <b>Reading Poetry</b>	
<p>Course Objectives:</p> <ul style="list-style-type: none"> <li>To familiarize the learners with the poetic devices and techniques applied in the formation of poem</li> <li>To develop and understanding of different kinds of poetry like sonnet, epic, lyric elegy etc.</li> <li>To make learners aware of rules of versification and nature of literature.</li> <li>To keep the beauty of poetic genre , rhythm, poetic expression, rhetoric as well as prosody</li> </ul>		
<p>Course Outcomes:</p> <p>After completing this course, the learners will be able to:</p> <p>CO1:Understanding the basic terminology and practical elements of poetry</p> <p>CO2.Analyse the underlying meaning of a poem by using the elements of poetry</p> <p>CO3. Understand the various techniques and style of the British Poetry, American Poetry and Indian Poetry</p> <p>CO4. Analyse the various elements of poetry such as diction, tone, form, imagery, figure of speech and symbolism etc.</p>		
Credits: 04	<b>Type of Course:</b> Core	
Max. Marks:100	Min. Passing Marks: 36	
<b>(Syllabi should be framed block wise/unit wise; No of blocks and units may change)</b>		
<p><b>Block 1 : British and Indian Poetry</b></p> <p>Unit 1: Thomas Gray : “Elegy written In a Country Churchyard”.</p> <p>Unit 2: Robert Browning :” Prospice”</p> <p>Unit 3 : Sarojini Naidu : “The Flute-Player of Brindavan”</p> <p><b>Block 2 : British Poetry</b></p> <p>Unit 4: Matthew Arnold : “Dover Beach”</p> <p>Unit 5: G.M. Hopkins : “Pied Beauty”</p> <p><b>Block 3 : American Poetry</b></p> <p>Unit 6: Robert Frost : “The Road Not Taken”</p> <p>Unit 7: Emily Dickinson: “Success is Counted Sweetest”</p> <p><b>Block 4 : Prosody, Figures of Speech and Forms of Poetry</b></p> <p>Unit 8: Prosody – Heroic Couplet, Blank Verse, Free Verse, Metrical Patterns- Iambic, Trochaic.</p> <p>Unit 9: <b>Figures of Speech I</b></p> <p style="padding-left: 40px;">(i)Simile (ii) Metaphor (iii) Antithesis (iv) Oxymoron (v) Paradox (vi) Personification</p> <p>Unit 10: <b>Figures of Speech II</b></p> <p style="padding-left: 40px;">(i) Pathetic Fallacy (ii) Irony (iii) Onomatopoeia (iv) Alliteration, (v) Metonymy (vi) Synecdoche</p> <p>Unit 11: <b>Forms of Poetry (A)</b></p> <p style="padding-left: 40px;">(i) Lyric (ii) Ode (iii) Sonnet (iv) Elegy (v) Satire</p> <p>Unit 12: <b>Forms of Poetry (B)</b></p> <p style="padding-left: 40px;">(i) Epic (ii) Ballad (iii) Dramatic Monologue</p>		

<p><b>Suggested Text Book Readings:</b>  Abrams, M.H. &amp; Harpham, G.G., "A Glossary of Literary Terms", Cengage Learning, Delhi, 2015  Boulton, M., "The Anatomy of Poetry", Kalyani, New Delhi, 1979.  Bhattacharyya, A., "Studies in English Rhetoric and Prosody", Books Way, New Delhi, 2014.  Brower, Reuben. "The Poetry of Robert Frost: Constellations". 1963</p>	
<p>This course can be opted as an elective by the students of following subjects:      NA</p>	
<p>Suggested equivalent online courses (MOOCs) for credit transfer:    NA</p>	
<p><b>Electronic media and other digital components in the curriculum:</b>  <b>Choose any one or more than:</b> (Electronic Media: Audio/Video Lectures, Online  Counselling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for  reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic and digital  contents)      NA</p>	
<p>Name of electronic media      NA</p>	<p>Year of incorporation    NA</p>

Course prerequisites:10+2		
Programme: BA	Year: 2023-24	Semester: II
Subject: English		
Course Code: UGEN-102(N)	Course Title: <b>Literature in English 1550-1750</b>	
<p>Course Objectives:</p> <ul style="list-style-type: none"> <li>To familiarize the learners with socio-cultural and literary aspects of English literature 1550-1750</li> <li>To demonstrate critical understanding of English literature 1550-1750</li> <li>To compare the literary trends in literature produced in different contexts and age</li> </ul>		
<p>Course Outcomes:</p> <p>After completing this course, the learners will be able :</p> <p>CO1.To explain the forms of poetry like sonnet, epic and mock-epic etc.</p> <p>CO2.To develop the textual analysis of the texts.</p> <p>CO3.To understand the tradition of Shakespearean drama</p> <p>CO4.To understand the stylistic and thematic experiments carried out in prescribed texts.</p>		
Credits:4	<b>Type of Course:</b> Core	
Category of Course ( <b>Please mention category of course; It may have more than one option</b> )	Awareness/ life skills / soft skills/ value-added / employability/ entrepreneurship/ skill development/ MOOCs or OER	
Max. Marks:100	Min. Passing Marks: 36	
<p><b>Block 1 : Elizabethan and Jacobean Poetry</b></p> <p>Unit 1: Shakespeare : Sonnet 18 : “Shall I Compare Thee to a Summer’s Day’, Sonnet 65 : “Since Brass Nor Stone’</p> <p>Unit 2: John Milton : ‘On His Blindness’</p> <p><b>Block 2 : Neo-Classical Poetry</b></p> <p>Unit 3 : John Dryden: ‘Song from the Indian Emperor,’</p> <p>Unit 4: Alexander Pope : ‘From An Essay on Man, Epistle II, 1-18’</p> <p><b>Block 3 : Prose</b></p> <p>Unit 5: Francis Bacon: “Of Studies”. “ OF Truth”, “OF Friendship”</p> <p>Unit 6: Joseph Addison: “Sir Roger at Home”</p> <p>Unit 7: Richard Steele : “ The Spectator Club”</p> <p><b>Block 4 - Drama- Shakespeare: <i>Macbeth</i></b></p> <p>Unit 8: Shakespeare : Life and Works</p> <p>Unit 9: Background, Study of the play : Analysis of Act I and II</p> <p>Unit 10: Analysis of Act III, Act IV and V</p> <p>Unit 11 : Characterisation and Technique</p> <p>Unit 12 : Annotations : Important Passages</p> <p><b>Block 5 : Fiction - Swift : <i>The Battle of the Books.</i></b></p> <p>Unit 13: Swift : Life and Works</p> <p>Unit 14: <i>The Battle of the Books</i>: Title, Themes</p> <p>Unit 15: Characters, Structure and Technique</p> <p>Unit 16: Satiric Element in the work</p>		
<p>Suggested Text Book Readings:</p> <ul style="list-style-type: none"> <li>HughWalker, <i>English Essay and Essayists London</i>: J.M.Dent and Sons Ltd.,1928.</li> <li>Dorothy Van Ghent: <i>The English Novel form and function</i>, HarperPerennial,1967</li> <li>Bradley,A.C., <i>Shakespearean Tragedy</i>,Palgrave Macmillion,2002 Ed.</li> <li>Boulton, Marjorie. <i>The Anatomy of Poetry</i>. Routledge and Kegan Paul, 1953</li> <li>Daiches,David. <i>A Critical History of English Literature</i>. Secker andWarburg Ltd,1961.</li> </ul>		

This course can be opted as an elective by the students of following subjects: NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

**Electronic media and other digital components in the curriculum:**

**Choose any one or more than:** (Electronic Media: Audio/Video Lectures, Online Counselling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic and digital contents) NA

Name of electronic media NA

Year of incorporation NA

Course prerequisites:10+2		
Programme: BA	Year: 2023-24	Semester: III
Subject: English		
Course Code: UGEN-103	Course Title: <b>Literature in English 1750-1900</b>	
<p>Course Objectives:</p> <ul style="list-style-type: none"> <li>To familiarize the learners with socio-cultural and literary aspects of English literature 1750-1900</li> <li>To demonstrate the salient features of poetry, fiction and non-fiction prose</li> <li>To compare the literary trends in literature produced in different contexts and age</li> </ul>		
<p>Course Outcomes :</p> <p>After completing this course, the learners will be able :</p> <p>CO1.To familiar with the salient features of Romantic poetry</p> <p>CO2. Critically analyse the theme and style of prescribed prose writers</p> <p>CO3. Appreciation of novel as a vehicle for social change</p> <p>CO4. To skill in critical analysis of the given novels focusing on their structural and thematic aspects</p>		
Credits: 4	<b>Type of Course:</b> Core	
Category of Course ( <b>Please mention category of course; It may have more than one option</b> )	Awareness/ life skills / soft skills/ value-added / employability/ entrepreneurship/ skill development/ MOOCs or OER	
Max. Marks: 100	Min. Passing Marks: 36	
<b>(Syllabi should be framed block wise/unit wise; No of blocks and units may change)</b>		
<b>Block 1 : Pre- Romantic Poetry and The Romantic Poetry (I)</b>		
Unit 1: William Blake: ‘Tiger’		
Unit 2: William Wordsworth : ‘Ode on Intimations of Immortality’		
Unit 3 : Samuel Taylor Coleridge : ‘The Ancient Mariner’		
<b>Block 2 : The Romantic Poetry (II) and The Victorian Poetry</b>		
Unit 4 : P.B. Shelley : ‘Ode to the West Wind’		
Unit 5: John Keats : ‘Ode to Autumn’		
Unit 6 : Lord Alfred Tennyson : ‘Ulysses’		
Unit 7 : Robert Browning : ‘My Last Duchess’		
<b>Block 3 : Prose</b>		
Unit 8: Charles Lamb: “Dream Children”		
Unit 9: William Hazlitt: “ My First Acquaintance with Poets”		
<b>Block 4 : Fiction- Jane Austen: <i>Pride and Prejudice</i></b>		
Unit 10: Jane Austen: Life and Works		
Unit 11: <i>Pride and Prejudice</i> : Title, Theme and Plot		
Unit 12: Characters, Structure and Technique		
<b>Block 5 : Charls Dickens: <i>Oliver Twist</i></b>		
Unit 13: Charls Dickens: Life and Works		
Unit 14: <i>Oliver Twist</i> : Analysis		
Unit 15: Characters, Structure and Technique		
Unit 16: Social Concerns		
<p>Suggested Text Book Readings:</p> <ul style="list-style-type: none"> <li>Wordsworth, William. <i>William Wordsworth:Selected Poems</i>.Penguin Classics,2004.</li> <li>M.H.Abrams: <i>English Romantic Poets</i>USA:OUP.2<sup>nd</sup> ed.,1975</li> <li>Raymond Williams: <i>The English Novel From Dickens to Lawrence</i>, Chatto and Windus1970.London Oxford University Press,1970</li> </ul>		

This course can be opted as an elective by the students of following subjects: NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

**Electronic media and other digital components in the curriculum:**

**Choose any one or more than:** (Electronic Media: Audio/Video Lectures, Online Counselling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic and digital contents) NA

Name of electronic media NA

Year of incorporation NA

Course prerequisites: 10+2		
Programme: BA	Year: 2023-24	Semester: IV
Subject: English		
Course Code: UGEN-104 (N)	Course Title: <b>20<sup>th</sup> Century Literature</b>	
Course Objectives: <ul style="list-style-type: none"> <li>To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers in 20<sup>th</sup> century English literature</li> <li>To familiar with representative literary and cultural texts within significant number of historical ,geographical and cultural contexts</li> </ul>		
Course Outcomes: After completing this course,the learners will be able: CO1.To familiar with thematic and stylistic aspects of British and Indian poets CO2. To develop critical thinking and imagination through fiction and non-fiction prose CO3. To develop the key concepts of structure and technique used in the representative texts.		
Credits: 4	<b>Type of Course:</b> Core	
Category of Course ( <b>Please mention category of course; It may have more than one option</b> )	Awareness/ life skills / soft skills/ value-added / employability/ entrepreneurship/ skill development/ MOOCs or OER	
Max. Marks:100	Min. Passing Marks:36	
<b>Block 1 : Modern Poetry : British and Indian</b> Unit 1: W.B. Yeats : ‘A Prayer for My Daughter’, ‘The Second Coming’ Unit 2: T.S. Eliot : ‘When You are Old’, ‘The Journey of the Magi’ Unit 3 : A.K. Ramanujan: ‘Another View of Grace’, ‘Obituary’ <b>Block 2 : Prose</b> Unit 4 : E.V. Lucas : Tight Corners Unit 5: Richard Wright : Twelve Million Black Voices Unit 6 : Jawaharlal Nehru : Will and Testament <b>Block 3 : Drama - John Galsworthy : <i>Strife</i></b> Unit 7: John Galsworthy: Life and Works Unit 8: <i>Strife</i> : Analysis Act; I Unit 9: <i>Strife</i> : Analysis Act II and Act III Unit 10 : <i>Strife</i> as a Problem Play Unit 11 : Characters , Structure and Technique Unit 12 : Annotations: Important Passages <b>Block 4 : Fiction - Raja Rao : <i>Kanthapura</i></b> Unit 13: Raja Rao: Career and Works Unit 14: <i>Kanthapura</i> : Background Unit 15: <i>Kanthapura</i> : Themes, Characters Unit 16 : <i>Kanthapura</i> : Structure and Technique		
Suggested Text Book Readings: <ul style="list-style-type: none"> <li>Pritchard,William H. <i>W.B.Yeats: A critical Anthology</i>.Penguin,1972.</li> <li>Maxwell,D.E.S. <i>The Poetry of T.S. Eliot</i>.Routledge andKeagonPaul,1960.</li> <li>Daiches, David. <i>A Critical History of English Literature</i>,Vol.I-IV. New Delhi: Allied Publishers,2005.</li> <li>Iyengar,K.R.S.,<i>Indian Writing in English</i>,New Delhi,Sterling,1985</li> <li>Naik, M.K.Shyamala Narayan,<i>Indian English Literature</i>,Sahitya Akademi,2009</li> </ul>		
This course can be opted as an elective by the students of following subjects: NA		

Suggested equivalent online courses (MOOCs) for credit transfer: NA

**Electronic media and other digital components in the curriculum:**

**Choose any one or more than:** (Electronic Media: Audio/Video Lectures, Online Counselling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic and digital contents) NA

Name of electronic media NA

Year of incorporation NA

Course prerequisites:10+2		
Programme: BA	Year: 2023-24	Semester: V
Subject: English		
Course Code: DCEN 101(N)	Course Title: <b>English Grammar and Communication Skills</b>	
Course Objectives: <ul style="list-style-type: none"> <li>• To enable the learner to communicate effectively and appropriately in real life situation</li> <li>• To develop the basic understanding of grammar and communication skills</li> <li>• To enhance the listening , speaking , reading and writing skills of students</li> </ul>		
Course Outcomes: CO1: Students will be able to accurately and precisely communicate – both in speaking and writing in a variety of contexts and genres. CO2. Demonstrate a thorough command of English and its linguistic structures. CO3. Recognize the errors of usage and correct them CO4. Use language for speaking with confidence in anintelligible and acceptable manner		
Credits: 3	<b>Type of Course:</b> Core	
Category of Course ( <b>Please mention category of course; It may have more than one option</b> )	Awareness/ life skills / soft skills/ value-added / employability/ entrepreneurship/ skill development/ MOOCs or OER	
Max. Marks: 100	Min. Passing Marks: 36	
<b>(Syllabi should be framed block wise/unit wise; No of blocks and units may change)</b>		
<b>Block 1 : English Grammar I</b> Unit 1: Use of Articles. Unit 2: Elements of Sentences Unit 3 : Subject- Verb Agreement Unit 4: Basic Verb Patterns <b>Block 2 : A Study of Tenses</b> Unit 5: Present Tense and It's Forms Unit 6: Past Tense and It's Forms Unit 7: Future Tense and It's Forms <b>Block 3 : English Grammar II</b> Unit 8: Relative Clauses and Adverbial Clauses Unit 9: Prepositional Participle and Phrases Unit 10: Direct and Indirect Speech Unit 11 : Active and Passive Voice Unit 12 : Vocabulary Buildings <b>Block 4 : Communication Skills</b> Unit 13: Communication : An Introduction Unit 14: Non- Verbal Communication Unit 15: Effective Communication Unit 16: Communication in English		
Suggested Text Book Readings: N.D.V. Prasad Rao, Learner's English grammar and composition, S. Chand & Company ltd. New Delhi 1998. S.T. Imam, Brush up your English, Bharat Bhawan New Delhi 2016 K.P. Thakur, A Practical Guide to English Grammar, Bharti Bhawan New Delhi 2006 Raymond Murphey, Intermediate English Grammar Cambridge university press, New Delhi, 1994. Kumar,Sanjay ,Pushp Lata ,Language and Communication skills,Oxford University Press,2018		

This course can be opted as an elective by the students of following subjects: NA	
Suggested equivalent online courses (MOOCs) for credit transfer: NA	
<b>Electronic media and other digital components in the curriculum:</b> <b>Choose any one or more than:</b> (Electronic Media: Audio/Video Lectures, Online Counselling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic and digital contents) NA	
Name of electronic media NA	Year of incorporation NA

Course prerequisites:10+2		
Programme: BA	Year: 2023	Semester: V
Subject: English		
Course Code: DCEN -102(N)	Course Title: <b>Reading Fiction and Drama</b>	
<p>Course Objectives:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the growth of novel its various types.</li> <li>• Get acquainted with different culture, myth and Social Conservation through the reading of selected novel of British and India</li> <li>• Be exposed to origin and growth of drama in England</li> <li>• Understand the general features of Shakespearean</li> </ul>		
<p>Course Outcomes:</p> <p>CO1. To identify and describe distinct literary characteristics of novel and its forms.</p> <p>CO2. Get acquainted with different culture ,myths and social conservation through the reasing of selected British and Indian novels and plays</p> <p>CO3. To explain the salient features of British drama 16<sup>th</sup> and 20<sup>th</sup> century</p>		
Credits: 3	<b>Type of Course:</b> Core	
Category of Course ( <b>Please mention category of course; It may have more than one option</b> )	Awareness/ life skills / soft skills/ value-added / employability/ entrepreneurship/ skill development/ MOOCs or OER	
Max. Marks: 100	Min. Passing Marks: 36	
<b>(Syllabi should be framed block wise/unit wise; No of blocks and units may change)</b>		
<p><b>Block 1 : Fiction: Shashi Deshpande- <i>That Long Silence</i></b></p> <p>Unit 1: Introduction of Indian English Novel.</p> <p>Unit 2: Shashi Deshpande as a Woman Novelist</p> <p>Unit 3 : <i>That Long Silence</i>: Title, Theme and Plot</p> <p>Unit 4: <i>That Long Silence</i>: Feminism, Characters ,Structure and Technique</p> <p><b>Block 2 : George Orwell- <i>Animal Form</i></b></p> <p>Unit 5: Introducing George Orwell</p> <p>Unit 6 : <i>Animal Farm</i>: Title, Theme and Plot</p> <p>Unit 7 <i>Animal Farm</i> : Symbolism, Characters, Structure and Technique</p> <p><b>Block 3 : Drama: William Shakespeare- <i>The Merchant of Venice</i></b></p> <p>Unit 8: Brief Introduction to British Drama</p> <p>Unit 9: Background study of the play: Analysis of Act I and II</p> <p>Unit 10: Analysis Act III, of Act IV and V</p> <p>Unit 11 : Characterisation and Technique</p> <p>Unit 12 : Annotations : Important Passages</p> <p><b>Block 4 : G.B. Shaw : <i>Arms and the Man</i></b></p> <p>Unit 13: Life and Works of G.B. Shaw and Analysis of Act I</p> <p>Unit 14: Analysis of Act II and III</p> <p>Unit 15: Title, Theme, Characters and Style</p> <p>Unit 16: Annotations: Important Passages</p>		
<p>Suggested Text Book Readings:</p> <ul style="list-style-type: none"> <li>• Prasad,B., <i>A Background to the Study of English Literature</i>,Trinity Press,New Delhi,2014.</li> <li>• Compton –Rickett,A.,<i>A History of English literature</i>, Nabu Press,2010.</li> <li>• Daiches,David, <i>A Critical History of EnglishLiterature</i>. Secker andWarburg Ltd,1961.</li> <li>• Sree,S Prasanna,<i>Women in the novels of Shashi Deshpande: A Study</i>.Ivy Publishing House,2011.</li> </ul>		

This course can be opted as an elective by the students of following subjects: NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

**Electronic media and other digital components in the curriculum:**

**Choose any one or more than:** (Electronic Media: Audio/Video Lectures, Online Counselling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic and digital contents) NA

Name of electronic media NA

Year of incorporation NA

Course prerequisites:10+2		
Programme: BA	Year: 2023	Semester: VI
Subject: English		
Course Code: DCEN -103 (N)	Course Title: <b>Indian Writing in English</b>	
Course Objectives: <ul style="list-style-type: none"> <li>To introduce learners to the various phases of evolution in Indian Writing in English</li> <li>To acquaint learners to the pluralistic dimensions of this literature.</li> <li>To help them understand the different genres of this elective.</li> </ul>		
Course Outcomes: <p>CO1:To learn the literary social, cultural, biographical and historical background of the greatest writing penned by Indian writers.</p> <p>CO2. Understand the growth of Indian writing in English in the context of Indian’s problematic relations with English race and language.</p> <p>CO3. Acquaint with the work of significant writer of Poetry ,Drama, Fiction and Short Stories</p>		
Credits: 3	<b>Type of Course:</b> Core	
Category of Course ( <b>Please mention category of course; It may have more than one option</b> )	Awareness/ life skills / soft skills/ value-added / employability/ entrepreneurship/ skill development/ MOOCs or OER	
Max. Marks: 100	Min. Passing Marks: 36	
<b>(Syllabi should be framed block wise/unit wise; No of blocks and units may change)</b>		
<p><b>Block 1 : Poetry</b></p> <p>Unit 1: Toru Dutt : ‘Our Casuarina Tree’</p> <p>Unit 2: R.N. Tagore : ‘<i>Gitanjali</i>’ ( Songs- 1,2 and 103)</p> <p>Unit 3 : Nissim Ezekiel : ‘Night of the Scorpion’ ‘Background Casually’</p> <p>Unit 4: Kamla Das : , ‘My Grand Mother’s House’</p> <p>Unit 5 : A.K. Ramanujan : ‘ Love Poem for A Wife’</p> <p><b>Block 2 : Prose</b></p> <p>Unit 6: Indian Prose : A Survey</p> <p>Unit 7: Mahatma Gandhi : <i>My Story</i></p> <p>Unit 8: J.L. Nehru : <i>An Autobiography</i> ( Chapter L: A Visit to Gandhi Ji )</p> <p><b>Block 3 : Fiction</b></p> <p>Unit 8: Indian English Novel : Historical Perspective</p> <p>Unit 9: Life and Works of R.K. Narayan</p> <p>Unit 10: <i>The Guide</i> : Title , Theme, Plot and Characterization</p> <p>Unit 11 : Structure and Technique</p> <p><b>Block 4 : Drama</b></p> <p>Unit 13: A Short History of Indian English Drama</p> <p>Unit 14: Vijay Tendulkar : Life and Works</p> <p>Unit 15: <i>Silence! The Court is in Session</i> : Title, Theme, Plot and Characters</p> <p>Unit 16: Structure and Technique</p>		
Suggested Text Book Readings: <ul style="list-style-type: none"> <li>Iyengar,K.R.S.,<i>Indian Writing in English</i>,New Delhi,Sterling,1985.</li> <li>Narasimhaiah,C.D.Ed., <i>Makers of Indian English Literature</i>,Delhi,Penkraft International,2000.</li> </ul>		

- Naik, M.K.Shyamala Narayan,*Indian English Literature*,Sahitya Akademi,2009.

This course can be opted as an elective by the students of following subjects: NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

**Electronic media and other digital components in the curriculum:**

**Choose any one or more than:** (Electronic Media: Audio/Video Lectures, Online Counselling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic and digital contents) NA

Name of electronic media NA

Year of incorporation NA

Course prerequisites: 10+2		
Programme: BA	Year: 2023-24	Semester: VI
Subject: English		
Course Code: DCEN -104(N)	Course Title: History of English Literature	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>To develop a chronological understanding of the major trends and movements of English Literature from Renaissance to Modern Age.</li> <li>To make new learners capable to read literature with interest.</li> <li>To study the important socio-political, cultural and literary developments of English Literature</li> </ul>		
<b>Course Outcomes:</b> After completing this course, the learners will be able to : CO1: Develop an understanding of the historical and literary background of English literature CO2. develop an understanding of the evolution of English literature, the concept, cause and impact of renaissance and Reformation CO3. Understand the characteristics of Elizabethan and metaphysical poetry and special features of Neo-Classical age Romantic age and its features CO4. Interpret the characteristics of Victorian age and its literature, Poetry of Pre-Raphaelites and Naughty-Nineties CO5. Comprehend the trends in the poetry, drama and fiction of 20 <sup>th</sup> century English literature		
Credits: 3	<b>Type of Course: Core</b>	
Category of Course ( <b>Please mention category of course; It may have more than one option</b> )	Awareness/ life skills / soft skills/ value-added / employability/ entrepreneurship/ skill development/ MOOCs or OER	
Max. Marks: 100	Min. Passing Marks: 36	
<b>(Syllabi should be framed block wise/unit wise; No of blocks and units may change)</b>		
<b>Block 1 : From Renaissance to the Eighteenth Century</b> Unit 1: The Renaissance and the Reformation Unit 2: The University Wits Unit 3 : Metaphysical Poetry Unit 4: Neo-Classicism Unit 5 : Elizabethan Songs and Sonnets <b>Block 2 : Romantic Age</b> Unit 6: Growth to the Novel Unit 7: Precursors of Romantic Poetry Unit 8: Romanticism and The French Revolution Unit 9: Growth of Romantic Literature (Prose, Poetry, Drama and Poetry) <b>Block 3 : Victorian Age</b> Unit 10: Growth and Characteristics of Victorian Literature Unit 11: Pre- Raphaelite Poetry Unit 12: Naughty Nineties <b>Block 4 : Literature of the Modern Age</b> Unit 13: 20 <sup>th</sup> Century Literature- Georgian Poetry, Imagism, Symbolism, The Movement Unit 14: 20 <sup>th</sup> Century Novel-Stream of Consciousness, Psychological, Campus Novels. Unit 15: 20 <sup>th</sup> Century Drama-Problem Play, Theatre of the Absurd, Expressionism, Kitchen Sink Drama		

Unit 16: Post – Colonial Literature, Feminism , Post -Modernism and Post- Structuralism	
<p>Suggested Text Book Readings:</p> <p>Prasad,B., “A Background to the Study of English Literature”,Trinity Press,New Delhi,2014.  Compton –Rickett,A.,”A History of English literature”, Nabu Press,2010.  C.m.Bowra: “The Romantic Imagination OUP,1961rpt.  M.H.Abrams: “English Romantic Poets”USA:OUP.2<sup>nd</sup> ed.,1975  Hugh Walker: “The Literature of the Victorian Era”Cambridge University Press,2011</p>	
This course can be opted as an elective by the students of following subjects: NA	
Suggested equivalent online courses (MOOCs) for credit transfer: NA	
<p><b>Electronic media and other digital components in the curriculum:</b>  <b>Choose any one or more than:</b> (Electronic Media: Audio/Video Lectures, Online Counselling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents) NA</p>	
Name of electronic media NA	Year of incorporation NA

