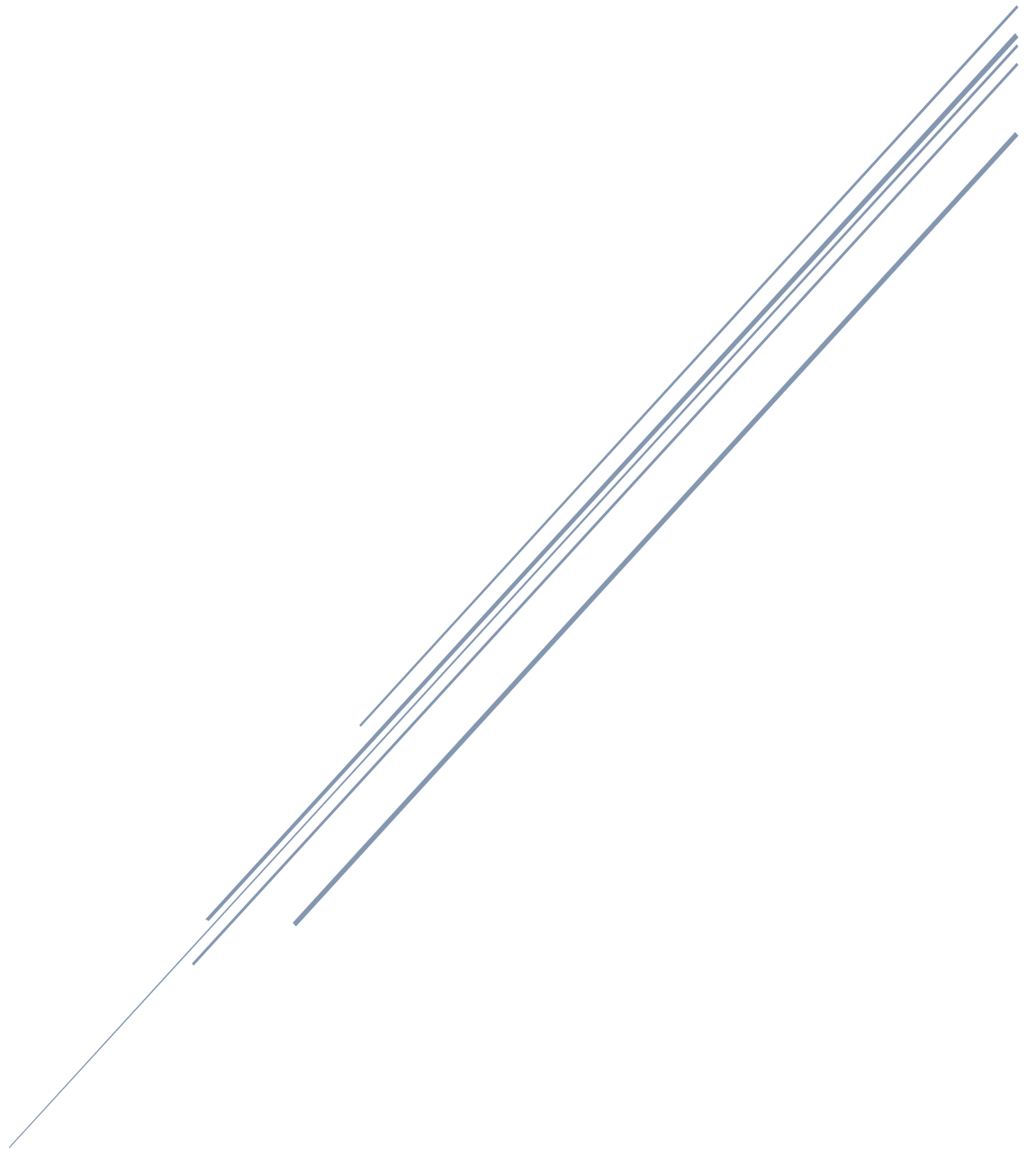# BACHELOR OF ARTS (HONS) (ENGLISH)-ODL

PROGRAMME PROJECT REPORT (PPR)

School of Humanities

PPR of BA in English approved by 39th Academic Council (vide memo no.: Reg/0322 dated 14.03.2023) for delivery of programme through Open Distance Learning mode.

i. Programme's mission and objectives:

The five-fold Mission:

- ✓ Inculcate literary/linguistic competencies in disadvantaged learners; young learners & life-long learners within the ODL mode.
- ✓ Foreground values of diversity & integration, cultural adaptation, humanism, democratic & ethical norms through lit. texts
- ✓ Acquaintance with world lit., & Bhasha texts – Plurality & Translation Studies
- ✓ Develop communication skills & literary appreciation
- ✓ Prepare learners for relevant career opportunities

Programme Educational Objectives (PEO):

- ✓ Periodic knowledge of History of English lit., Indian Literatures and Writing in English; World Literatures
- ✓ Acquaintance with literary texts
- ✓ Primary knowledge of literary criticism and theory
- ✓ Essentials of linguistics & basics of pronunciation
- ✓ Functional grammar & communicative skills

ii. Relevance of the program with HEI's Mission and Goals:

The following aspects of the Mission of NSOU as stated on the official website have been kept in mind for this particular program:

- ✓ To propagate quality education in flexible mode all over the State and to provide access to different skills – enhancing educational programs.
- ✓ To provide facility of Lifelong education to the intending learners.
- ✓ To integrate technological tools in the pedagogy for facilitating the learning experiences.
- ✓ To render services for the development of the State in particular and the Nation in general in order to sensitize the learners towards a humanistic and democratic ecosystem.

iii. Nature of prospective target group of learners:

Primarily, class XII pass outs predominantly from WBBHSE, and of late a certain section of students passing out of ISC and CBSE boards. There being no specific cut off marks in keeping with the philosophy of Open Learning, all students who have passed Higher Secondary level are allowed entry to the programme.

Besides, target group of learners are people from different age groups who wishes to pursue higher education and enhance their knowledge in the discipline to seek for a better career and lead a responsible life. The learners are from different socio-economic background and are located in different parts of the state of West Bengal and also from neighbouring other states. In compliance with the ultimate objective of distance education to reach the unreached, special care is taken to include learners from marginalised sections of the society, backward caste and tribes.

This makes for a very heterogeneous learner group.

iv. Appropriateness of programme to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:

In keeping view with the Open and Distance Learning mode of education, learners are expected to acquire their understanding for further studies as well as to equip themselves to the job market level. It is expected that our learners can develop reading and writing skills which are the essential components of specializing in language and literature. It is further expected that the learners will integrate themselves in dealing with substantial available information on resources and how to access,

collate, edit and use them in their assignment and term-end examination. It is predicated that by attending this program, learners will be able to understand different aspects of language and literature by excogitating the ideas of humanism and interdisciplinary. It is hoped that the value of education does not ignore them in the field of job-oriented market.

The course is traditional and prepares learners of the University to step out in the competitive job market, at par with students who take the course from Conventional University departments. The students at this University are rather better trained to equip themselves with modes of ICT, through using online student support services, audio-visual lectures above the use of printed SLMs, and thus in every way ready to face the challenges of the twenty-first-century scenario.

v. Instructional Design:

Introduction: The ID for the programme has been developed keeping in mind on the one hand the challenges of being a motivated learner in the ODL mode, and on the other hand the necessity and expectation of keeping parity with best practices in the field as are currently evidenced in the national scenario. Accordingly, the ID offers a range of synchronous learning mechanisms at the present point of time, and is also preparing itself for the launch of asynchronous modes through MOOCS in a phased manner from the coming session. Synchronous modes includes a range of delivery mechanisms both in the offline and online modes as have been detailed below. The mainstay of Student Support Services as of now remains the SLM in print and multiple levels of interactions between learners and counsellors.

a. Course Structure: (Please see the detailed table below):

SEM		CODE	Course Name	Credit	Study Hours	TE Full Marks	Assig. Full Marks	Total Marks
1st Year	I	CC-EG-01	British Poetry and Drama: 14th Century to Early 17th Century	6	180	50	20	70
		CC-EG-02	European Classical Literature	6	180	50	20	70
		AE-BG-11	* Bengali	2	60	50	20	70
		AE-EG-12	* English					
		GE-01: # Refer Table below		6	180	50	20	70
	II	AE-ES-21	Environmental Studies	2	60	50	20	70
		CC-EG-03	British Poetry & Drama: 17th and 18th Centuries	6	180	50	20	70
		CC-EG-04	Indian Classical Literature	6	180	50	20	70
		GE-02: # Refer Table below		6	180	50	20	70
2nd Year	III	CC-EG-05	Indian Writing in English	6	180	50	20	70
		CC-EG-06	British Prose Literature: 17th and 18th Centuries	6	180	50	20	70
		CC-EG-07	British Romantic Literature	6	180	50	20	70
		SE-EG-11	ICT in Education	2	60	50	10	60
		GE-03: # Refer Table below		6	180	50	20	70
	IV	SE-EG-21	Reading & Reflecting on Text	2	60	50	10	60
		CC-EG-08	British Literature of Victorian Period	6	180	50	20	70
		CC-EG-09	British Literature of the Victorian Period	6	180	50	20	70
		CC-EG-10	American Literature	6	180	50	20	70
		GE-04: # Refer Table below		6	180	50	20	70
3rd Year	V	CC-EG-11	Women's Writing	6	180	50	20	70
		CC-EG-12	Popular Literature	6	180	50	20	70
		DS-EG-11	Modern Indian Writing in Translation into English	6	180	50	20	70
		DS-EG-21	Literary Criticism	6	180	50	20	70
	VI	CC-EG-13	Modern European Drama	6	180	50	20	70
		CC-EG-14	Postcolonial Literatures	6	180	50	20	70
		DS-EG-31	Partition Literature	6	180	50	20	70
		DS-EG-41	British Literature: Post World War II	6	180	50	20	70

GE combination list:

Subject	SEM-I: GE-01	SEM-II: GE-02	SEM-III: GE-03	SEM-IV: GE-04
History	GE-HI-11: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (EARLIEST TO 1203/1204)	GE-HI-21: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1203/1204-1757)	GE-HI-31: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1757-1947)	GE-HI-41: MAKING OF CONTEMPORARY INDIA
				GE-HI-42: MAKING OF CONTEMPORARY WORLD

Political Science	**GE-PS-11:** Nationalism in India	**GE-PS-21:** Feminism: Theory and Practice	**GE-PS-31:** Gandhi and the Contemporary World	**GE-PS-41:** Understanding Ambedkar
				GE-PS-42: United Nations and Global Conflicts
Bengali	**GE-BG-11:** বাংলার সমাজ ও সাংস্কৃতিক পরিচয়	**GE-BG-21:** বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)	**GE-BG-31:** ভাষা, ছন্দ ও অলঙ্কার	**GE-BG-41:** আধুনিক বাংলা সাহিত্যঃ নির্বাচিত পাঠ

*Learners have to choose any one from AE-BG-11: Bengali or AE-EG-12: English as Ability Enhancement Compulsory Course 1.

Learners have to choose any one subject from GE combination list, accordingly group courses of GE-1, 2, 3 & 4 will be fixed for Semester-I, II, III & IV respectively. If there is 2 option available for GE course 4 in Semester IV, candidate have to choose any one option.

Course Legend: CC – Core Courses, AECC – Ability Enhancement Compulsory Courses, GEC – Generic Elective Courses, SEC – Skill Enhancement Courses, DSEC – Discipline Specific Elective Courses

b. Detailed Syllabus: (Learners are advised to check the relevant Self Learning Materials (SLM's) for actual distribution of Modules and Units. All courses have been designed in keeping with UGC ODL regulations regarding the minimum number of Units)

SEM	Course Title	Textual Syllabus
I	British Poetry and Drama : 14th Century to Early 17th Century (CC-EG - 01)	1. Chaucer: Prologue to *The Canterbury Tales* - Portrait of the Wife of Bath 2. Thomas Wyatt: Farewell Love; Philip Sidney: Loving in Truth 3. Shakespeare: Sonnets 18 & 73 4. John Donne: The Good Morrow; Andrew Marvell: To His Coy Mistress; George Herbert: Virtue 5. Christopher Marlowe: *Edward II* or *Doctor Faustus* 6. Shakespeare: *Macbeth* or *As You Like It*
	European Classical Literature (CC-EG - 02)	1. Homer: *The Iliad*, Bk 1 2. Sophocles: *Oedipus the King* 3. Ovid: Selections from *Metamorphoses*, 'Diana and Actaeon' (Bk 3) 4. Plautus: *Pot of Gold*
II	British Poetry and Drama: 17th and 18th Centuries (CC-EG - 03)	1. John Milton: *Paradise Lost*, Bk I 2. Anne Kingsmill Finch, Countess of Winchilsea: The Introduction; Aphra Behn: Song – Love Armed 3. Alexander Pope: *The Rape of the Lock*, Cantos 1-3 4. James Thomson: Spring; Thomas Gray: Elegy written in the Country Churchyard 5. John Webster: *The Duchess of Malfi* or John Dryden: *All for Love* 6. William Congreve: *The Way of the World* or Oliver Goldsmith: *She Stoops to Conquer*
	Indian Classical Literature (CC-EG - 04)	1. Kalidasa: *Abhijnana Shakuntalam* 2. Vyasa: 'The Dicing' from *Mahabharata* 3. Sudraka: *Mrcchakatika*
III	Indian Writing in English (CC-EG - 05)	1. R. K. Narayan: *The English Teacher* 2. Anita Desai: *Fire on the Mountain* 3. H. L. V. Derozio: The Harpof India; Toru Dutt: Our Casuarina Tree; Kamala Das: Introduction; Nissim Ezekiel: Poet, Lover, Birdwatcher; Jayanta Mahapatra: Dawn at Puri; Temsula Ao: A Tiger Woman's Prayer 4. Raja Rao: India – A Fable; Ruskin Bond – 'Escape from Java' (in *Rusty: The Boy from the Hills*, Penguin, 2014) 5. Mahesh Dattani: *Tara*

SEM	Course Title	Textual Syllabus
		6. Meenakshi Mukherjee: The Anxiety of Indianness
	British Prose Literature:17th & 18th Centuries (CC-EG – 06)	1. Francis Bacon: 'Of Studies', 'of Gardens' 2. 'Sermon on the Mount' from The Bible, New Testament 3. Extract 'Mr Christian's Dream of Vanity Fair' from John Bunyan's The Pilgrim's Progress 4. Richard Steele: 'Recollections of Childhood' 5. Joseph Addison: 'Sir Roger at Church' 6. Jonathan Swift: *Gulliver's Travels* – Books 1 & 2 or Daniel Defoe: *Robinson Crusoe* 7. Laurence Sterne: *The Life and Opinions of Tristram Shandy, Gentleman*. Book 1
	British Romantic Literature (CC-EG - 07)	1. William Blake: 'Introduction' to *The Songs of Innocence*, 'The Lamb'; 'The Tyger'; Chimney Sweeper Poems 2. William Wordsworth: 'Tintern Abbey'; 'Immortality Ode'; 'Michael' 3. S. T. Coleridge: 'Christabel Part 1'; 'Dejection: An Ode' 4. Odes - P. B. Shelley: 'To the West Wind'; 'To a Skylark'; John Keats: 'To a Nightingale'; 'To Autumn' 5. Charles Lamb: 'Dream Children: A Reverie'; William Hazlitt: 'On Going a Journey' 6. Mary Shelley: *Frankenstein* *7.* Jane Austen: *Pride and Prejudice*
IV	British Literature of the Victorian Period (CC-EG – 08)	1.Charles Dickens: *David Copperfield* 2. Thomas Hardy: *Far from the Madding Crowd* 3. Alfred, Lord Tennyson: 'Ulysses', 'Break, Break, Break' 4. Matthew Arnold: 'Dover Beach', 'To Marguerite: Continued' 5. Robert Browning: 'My Last Duchess', 'Porphyria's Lover' 6. Elizabeth Barret Browning: 'I Thought Once …', 'The Cry of the Children' 7. Emily Bronte: 'No Coward Soul is Mine', 'Hope'
	British Literature:The Early 20th Century (CC-EG - 09)	1.D. H. Lawrence: *Sons and Lovers* 2.Virginia Woolf: *Mrs Dalloway* 3. W. B. Yeats: 'Easter 1916'; 'An Acre of Grass' 4. T. S. Eliot: 'Preludes'; 'Marina' 5. W. H. Auden: 'On This Island'; Philip Larkin: 'Church Going' 6. Rupert Brooke: 'The Soldier'; Wilfred Owen: 'Strange Meeting' 7. Katherine Mansfield: 'The Fly'; James Joyce: 'Araby' 8. George Orwell: 'Shooting an Elephant'
	American Literature (CC-EG - 10)	1. Abraham Lincoln: The Gettysburg Address (1863) 2. Ernest Hemmingway: *The Old Man and the Sea* or Toni Morrison: *Beloved* 3. Anne Bradstreet: 'The Prologue'; Walt Whitman: 'O Captain, My Captain' 4. Sylvia Plath: 'Lady Lazarus'; Sherman Alexie: 'Crow Testament' 5. Allen Ginsberg: 'September on Jessore Road', Langston Hughes: 'Let America be America Again' 6. Edgar Allan Poe: 'The Purloined Letter'; Charlotte Perkins Gilman: 'The Yellow Wallpaper' 7. Tennessee Williams: *The Glass Menagerie* or Arthur Miller: *View from the Bridge*
V	Women's Writing (CC-EG – 11)	1.Mary Wollstonecraft: *A Vindication of the Rights of Woman*, Chapters 1 & 2;

SEM	Course Title	Textual Syllabus
		2.Virginia Woolf: *A Room of One's Own*, Chapters 1 & 6 2. Rokeya Sakhawat Hossain: *Sultana's Dream*; 4. Alice Walker: *The Color Purple*; 5. Mahasweta Devi: 'Draupadi' 6. Emily Dickinson: 'I cannot live with you', Judith Wright: 'Woman to Child'; Maya Angelou: 'Still I Rise'; Eunice De Souza: 'Advice to Women' 7. Rassundari Debi: *Amar Jiban* (Excerpt)Trans. Enakshi Chatterjee; 8. Ramabai Ranade: "A Testimony of our Inexhaustible Treasures"; 9. Toni Morrison: "Women, Race and Memory". (From *Mouth Full of Blood: Essays*, Speeches, Meditations. Pub. Vintage, 2020); (Internal choices within genres will be provided)
	Popular Literature (CC-EG - 12)	1. Arthur Conan Doyle – *The Sign of Four* 2. J. K. Rowling: *Harry Potter and the Philosopher's Stone* (London, Bloomsbury, 1997) 3. Durgabai Vyam & Subhash Vyam: *Bhimayana*: Experiences of Untouchability (Navayana,2011) 4. Chetan Bhagat: *2 States: The Story of My Marriage* (Rupa, 2014)
VI	Modern European Drama (CC-EG - 13)	1. Henrik Ibsen: *An Enemy of the People* 2. Bertolt Brecht: *Mother Courage and Her Children* 3. Eugene Ionesco: *Rhinoceros*
	Postcolonial Literature (CC-EG - 14)	1.Franz Fanon: 'The Trials and Tribulations of National Consciousness' in The Wretched of the Earth, tr. Richard Philcox (Grove Press, 2005, pp 97-144) 2.Gabriel Garcia Marquez: 'The Nobel Acceptance Speech' in Gabriel Garcia Marquez: New Readings, ed. Bernard McQuirk &Richard Cardwell (Cambridge, CUP, 1987) 3. Ranajit Guha: "On Some Aspects of the Historiography of Colonial India". *Subaltern Studies 1: Writings on South Asian History and Society*. OUP, 1982. 3. Chinua Achebe: *Things Fall Apart* 4. Khaled Hossaini: *Sea Prayer* 5. Pablo Neruda: 'Tonight I Can Write', Kaiser Haq: 'Bangladesh '71', Anne Ranasinghe: 'July 1983', Derek Walcott: 'A Far Cry from Africa'; Mamang Dai: 'Remembrance' 6. Margaret Atwood: 'The Entities' from the collection *Moral Disorder*

Discipline Specific Elective Course (DSEC):

Course Title	Textual Syllabus
Modern Indian Writing in Translation into English (DS-EG - 11)	**Poetry:** 1. Rabindranath Tagore: 'When my play was with Thee' 2. Amrita Pritam: 'I say unto Waris Shah' 3. Thangjam Ibopishak Singh: 'Dali, Hussain, or Odour of Dream, Colour of Wind' **Short Story:** 1. Ismat Chugtai: 'The Quilt' 2. Fakir Mohan Senapati: 'Rebati' 3. Ved Rahi: 'Bal Kak and Nono' (tr. Shivanath in Contemporary Indian Short Stories, Series IV, Ed. Shantinath K. Desai, New Delhi, Sahitya Akademi, 2016) **Novel**: G. Kalyan Rao: *Untouchable Spring* (tr. Alladi Uma & M. Sridhar, New Delhi, Orient BlackSwan, 2010) OR Thakazhi Sivasankara Pillai: *Chemmen* (tr. Anita Nair) **Drama:** Habib Tanvir:*Charandas Chor* (tr. Anjum Katyal, Calcutta, Seagull,2004) or

Course Title	Textual Syllabus
	Datta Bhagat: *Aavart* (TheWhirlpool, tr. Georg Nagies, VimalThorat & Eleanor Zelliot, in G. P.Deshpande ed. *Modern Indian Drama: An Anthology*, New Delhi,Sahitya Akademi, 2000).
Literary Criticism (DS-EG - 21)	1. Philip Sidney: Extract from 'Apologie for Poetry'. *English Critical Texts*, eds. D. J. Enright & Ernst De Chickera, pp 3-6 - "Since the authors of … Poesy therefore is an art of imitation". 2. John Dryden: Extract from 'An Essay of Dramatic Poesy'. *English Critical Texts*, eds. D. J. Enright & Ernst De Chickera, pp 88 – 91, ll 1496-1589 - "To begin with … love Shakespeare". 3. Samuel Johnson: Extract from Prefaces to Shakespeare – 'Shakespeare's World'; Shakespeare's Wordplay' in *The New Oxford Book of English Prose*, ed. John Gross, pp 221-22 4. William Wordsworth: Preface to *The Lyrical Ballads* (1802) 5. Thomas Carlyle: 'The Hero as Poet' from *On Heroes, Hero Worship, and the Heroic in History*. 6. T.S. Eliot: 'The Metaphysical Poets' OR Cleanth Brooks: 'The Language of Paradox' in *The Well Wrought Urn:Studies in the Structure of Poetry* (1947)
Partition Literature (DS-EG - 31)	**1. Partition Memoirs**: Urvashi Butalia – 'Memory' (Chapter 8 of The Other Side of Silence: Voices from the Partition of India, New Delhi, Penguin, 1998, pp 347-371) Alok Bhalla– 'Partition, Exile and Memories of a Lost Home: In Conversation with Intizar Husain' (in Partition Dialogues: Memories of a Lost Home, New Delhi, OUP, 2006, pp 77-108) Nitish Sengupta - Bengal Divided: The Unmaking of a Nation 1907-1971, Chapter 11 – 'The West Bengal Story' **2. Poetry:** Faiz Ahmed Faiz: 'The Dawn of Freedom (August 1947) in *100 Poems by Faiz Ahmed Faiz*, tr., with an Introduction and Notes by V.G Kiernan. New Delhi, OUP; Gulzar: 'Toba Tek Singh' in *Translating Partition*, ed. Tarun Saint et al., New Delhi, Katha, 2001; Sankha Ghosh: 'Rehabilitation' in Rakshanda Jalil et al., *Looking Back: The 1947 Partition of India 70 Years On*, New Delhi, Orient Blackswan, 2017. **3. Short Stories**: Pratibha Basu: 'The Marooned' (tr. Subhasree Tagore in *The Other Voice*, eds. Tapati Gupta & Anil Acharya, Kolkata, Anustup); Amar Jaleel: 'A Train to Karachi' (in Amar Jaleel's *Love, Longing and Death: Mystic Stories*, New Delhi,BibliophileSouthAsia,2008); Selina Hossain:'Looking Back' (in *BengalPartition Stories: AnUnclosed Chapter*, ed.Bashabi Fraser, London, Anthem Press, 2008) **4. Novel**: Chaman Nahal: *Azadi* OR Amitav Ghosh: *The Shadow Lines*
British Literature: Post World War II (DS-EG - 41)	1. **Poetry:** Phillip Larkin: 'Church Going', 'The Whitsun Weddings' Thom Gunn: 'Cat Island', 'Tamer and Hawk' Ted Hughes: 'Hawk Roosting', 'Crow's Fall' Seamus Heaney: 'Digging', 'Casualty' Carol Ann Duffy: 'Text', 'Elvis's Twin Sister' 2. **Novel:** George Orwell: *1984* OR William Golding: *Lord of the Flies* 3. **Short Story:** Alan Sillitoe: 'The Fishingboat Picture'(in *The Penguin Book of Modern British Short Stories*, ed. Malcolm Bradbury, London, Viking, 1987, pp 135-149); Emma Tennant: 'Philomela'(Same Collection, pp 407-413) 4. **Drama :** David Edgar: *Destiny* OR Edward Bond: *Lear*

Syllabus Details for Generic Electives:

SEM	Course Title	Textual Syllabus
I	**Reading, Writing, and Comprehension Skills (**GE-EG-11**)**	**Module 1: Introduction to Reading and Writing Processes** Unit 1: Basics of Grammar and Punctuation Unit 2: Classification of Words and Sentence Construction Unit 3: Basic Level Translation from L1 to L2

SEM	Course Title	Textual Syllabus
		Unit 4: Reading Comprehension of Passages
		Unit 5: Official Letter Writing, Email, Memo
		Unit 6: Précis Writing
		Unit 7: Creative Writing, Paragraphs and Essays
		Module 2: Academic Writing
		Unit 8: Academic Writing for the Humanities
		Unit 9: Academic Writing for the Social Sciences
		Unit 10: Co-relating Reading with Writing in Different Genres
		Unit 11: Identifying Main Ideas & Supporting Evidence in a Text
		Unit 12: Linking Ideas and Writing Definitions
		Module 3: Argument Structuring
		Unit 13: Approaching Texts – Inference and Analysis
		Unit 14: Writing Short Description from Visual Information
		Unit 15: Writing Introductions and Conclusions to Long Compositions
		Unit 16: Identifying Key Areas for Discussion in Texts
		Unit 17: Writing a Project Proposal
		Module 4: Citing Resources
		Unit 18: Incorporating References in a Text
		Unit 19: The Necessity of Citing Resources
		Unit 20: Basic Citation Style sheets in Humanities
II	**Media and Mass Communication Skills (**GE-EG-21**)**	**Module 1:** **Introduction to Mass Communication** Unit 1: Literature and Mass Media Unit 2: Meaning and Functions of Mass communication Unit 3: Origin of Mass communication Unit 4: Mass Communication and Culture. Unit 5: Forms of Mass Communication **Module 2: Advertising** Unit 6: History of Indian Advertising Unit 7: Types of Advertising Unit 8: Media Buying and selling Unit 9: Testing Advertising Effectiveness Unit 10: Case Studies Unit 11: Ethics in Advertising: ASCI **Module 3: Media Writing** Unit 12:Writing News Reports Unit 13: News Features and Interviews Unit 14: Storyboard for Television and Radio Unit 15: Writing for Web **Module 4: Introduction to Cyber Media and Social Media** Unit 16:Internet and Journalism Unit 17: Types of Social Media Unit 18: Finding and Evaluating Online information Unit 19: Foundations of New Media Unit 20: Cyber Laws

SEM	Course Title	Textual Syllabus
III	**Text and Performance (**GE-EG-31**)**	**Module 1: Text**
		Unit 1: Text – Origins, Definitions, Classification, Evolution
		Unit 2: Text as "Scalpel" – Jerzy Grotowski's Model
		Unit 3: Sexual/ Textual Politics – Reading Toril Moi
		Unit 4: Text and Performance
		Module 2: Performance
		Unit 5: Performance – Definition, Scopes, and Nature
		Unit 6: Performance and Ritual
		Unit 7: Performance and Gender
		Unit 8: The Transformative Power of Performance
		Unit 9: Politics and Performance
		Module 3: Performance and Theatre
		Unit 10: Historical Periods and Development of Theatre Forms
		Unit 11: Overview of Western and Indian Theatre
		Unit 12: Classical European Theatre
		Unit 13: Classical Indian Drama
		Unit 14: Types of Theatre – Semiotics of Performative Spaces
		Unit 15: The Actor as Agent in Theatre
		Module 4: Theories of Performance
		Unit 16: Theorists of the 19th Century – Konstantin Stanislavski, Bertolt Brecht
		Unit 17: Theorists of the 20th Century – (Europe) Victor Turner, Eugenio Barba, (America) Erving Goffman, Marvin Calson
		Module 5: Illustrating Text to Performance
		Unit 18: *A Doll's House* directed by Patrick Garland
IV	**Language and Linguistics (**GE-EG-41**)**	**Module 1: Basics of Linguistics**
		Unit 1: Definition, Scope, Levels and Branches of Linguistics
		Unit 2: Language- Definition and Features
		Unit 3: Spoken and Written English
		Unit 4: Second Language Acquisition
		Module 2: Language Varieties
		Unit 5: Dialect and Non-Standard Varieties
		Unit 6: Standard English, Style & Register
		Unit 7: Style and Register - Types and Features of Language
		Unit 8: Pidgin and Creole
		Unit 9: Indian English
		Module 3: Morphology
		Unit 10: Definition and Scope
		Unit 11: Types of Morphemes
		Unit 12: Morphological Processes
		Unit 13: Morphological Description and Analysis
		Module 4: Syntax
		Unit 14: Definition and scope
		Unit 15: Structural Grammar- Background, IC Analysis/PS rules
		Unit 16: Transformation Generative Grammar
		Module 5: Phonetics

SEM	Course Title	Textual Syllabus
		Unit 17: What is Phonetics, Organs of Speech, Phonemes
		Unit 18: English Consonants and Vowels
		Unit 19: Syllable Division and Stress
		Unit 20: Intonation

c. Duration of the programme:

The minimum duration of the Programme is 3 (three) years from the date of registration. The registration is valid for a period of maximum 6 (six) years.

d. Faculty & Support Staff requirement:

Sl. No.	Faculty	Name of the Faculty	Work at (HQ/RC)	Number
1	Associate Professor	Srideep Mukherjee	HQ - 1	1
2	Assistant Professor	Md. Intaj Ali	RC - 1	1
3	Assistant Professor	Himadri Lahiri	RC - 1	1
4	Assistant Professor	Ashok Sengupta	RC - 1	1
5	Assistant Professor	Debottama Ghosh	RC - 1	1

e. Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	RC - 1	1
2	Junior Assistant Cum Typist	HQ - 1	1

f. Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	Provided at LSC. For 6 Credits Theory Courses 9 counselling sessions of 2 hours each (Total 18 hrs); for 2 Credits Ability/Skill Courses 3 counselling sessions of 2 hours each (Total 6 hrs)
	Tutorials/ Special Classes/ Remedial Classes/ ECP	Yes	Provided online by NSOU faculty @ 6 hrs for each 6 Credits Course; Offline remedial classes once every semester at RC's (6 hrs for each 6 Credits Course)
	Seminar/ Research Colloquium	No	
Self-Learning	SLMs	Yes	All Courses are designed within the range of Units specified by relevant regulations. 20 hours of self- study time is envisaged for each SLM
	Reference Books	Yes	All Units have suggested reading lists. Additionally, faculty at LSC (during PCP) & NSOU faculty (at online sessions) guide learners regarding Reference Books
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Learners have access to institutional Learning Management System (LMS)
	Offline DVD/SD Card/USB Drive	No	
	Telecommunications	No	

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Blended	Smart Classrooms	Yes	Arrangements are available both at RC's and at LSC's
	Flipped Learning	No	Will come into effect in a phased manner from the upcoming session with the development of NSOU MOOC

vi. Procedure for admissions, curriculum transaction and evaluation:

University frames its policy related to admission entry criteria, method of admission, conduction of admission through the Admission Committee (statutory body) following the guideline of the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 and Department of Higher Education, Govt. of West Bengal. Admissions are conducted entirely through Online mode centrally by the University.

Information Circulation Policy:

All information related to the programme like admission policy, eligibility, fee structure, course curriculum, medium of instruction, method of instruction, evaluation method, SLMs etc. are transacted through prospectus, brochure, official notification etc.

Learner Support Services:

Learner support services are provided by the University at three level of functioning of the Open University architecture i.e. Learner Support Centre (LSC), Regional Centre and Head Quarter.

Following the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 LSCs are provide various learner support services in order to facilitate the acquisition of teaching-learning experience for its enrolled learners throughout at various phases of learners' study life cycle. LSC also main contact points for access by the learners, responsive and facilitating information centres, arranging contact sessions and other operations like processing of assignments etc.

University has constituted Learner's Facilitation Centre (LFC) at each Regional Centres to provide various support services. Beside that University has also provided learners support services through web based platform/ telephone/ email/ instant messaging services.

Transaction of Curriculum and Academic Planner:

Curriculum transaction is through Online and or Offline modes as detailed above and all academic activities are conducted following the programme is following the below mentioned activity planner during the academic session:

Name of the Activity	Tentative months schedule (specify months) during Year			
	From (Month)	To (Month)	From (Month)	To (Month)
Admission	Jun	Jul	NA	NA
Distribution of SLM	Jul	Aug	NA	NA
Contact Programmes (counselling, Practical, etc.)	Aug	Oct	Jan	Mar
Assignment Submission	Oct	Nov	Mar	Apr
Evaluation of Assignment	Nov	Nov	Apr	Apr
Examination	Nov	Dec	May	Jun
Declaration of Result	Dec	Dec	Jun	Jun
Renewal/ Re–registration	NA	NA	Jun	Jul

Evaluation:

Evaluation is on a 2-tier basis, divided into Assignment submission (online mode) and Term End Examinations (Offline mode). The weightage is as follows:
Assignment – 20 marks
Term End Examination – 50 marks
Total marks for each course – 70

A**ssignment / Internal Assessment/ Continuous Assessment / Formative Assessment:** Assignment submission is the first interaction between the learner and the teacher. It has a very important role to play in the teaching-learning process in distance education. So, submission of Assignment is mandatory for all learners. The assignment responses reflect what the learners have understood and learnt. The assignment answer scripts are returned to the learners so that the assignment answers serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. Learners will be required to submit assignment for each course and the marks obtained on evaluation of those assignment courses will be entered into his/her individual record of performance. This will constitute 30% (maximum) of the Full marks in the course as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) regulations, 2020. All the Marks secured by the learners will be progressively entered into the result card. Every learner is required to submit the assignment courses before each Term-End Examination. In practical course of Science stream, there is no assignment.

Term-End Examinations: Minimum 70% of the total credit points of the course (except practical course where it is 100%) would be reserved for Term-End Examination as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. Minimum qualifying marks in each course is 30% (Term End Examination Marks + Assignment Marks).

Waive of Programme Fee:

University waive of full course fee for transgender learners.

vii. Requirement of the laboratory support and Library Resources:

Language Laboratory has been instituted at Kalyani RC, and learners are initiated into this facility for relevant portions of the Program.
Library facility is one of important services in any higher educational institution. In addition to the Self Learning Materials (SLMs) and other learning resources the University provides library facility to all of its registered learners. The Library Department, Netaji Subhas Open University is located at Kalyani Campus.
Further, to cater to the needs of huge number of registered students, the University needs unlimited libraries to provide educational support to everyone. To cope with the situation, the University has initiated the process of setting up a strategic partnership with the existing network of Public Libraries that are available in the State of West Bengal to offer educational support to our learners all over the State. This initiative taken by NSOU is the first of its kind in the country.

Viii. Cost estimate of the programme and the provisions:

Total course fee is Rs. 9,900/- (Excluding Examination and Studentship Renewal Fees). An approximate distribution of expenditure is given below to get prior view:

Assigned Head	Sub Head	% of Expenditure
Development	SLM Preparation and Development Cost	7
	SLM Printing	44
Maintenance & Programme Delivery	Maintenances Grant	15
	Counselling/ PCP/ Lab Counselling	15
	Delivery Charges	4

	Other Overhead Expenses	8
ICT Support	Admission Processing	1
	ICT Support Services	5
	Computer Training	1

University is supported with a strong group of Board of Studies (BOS) members. All highly competent and esteemed professors have constantly supported this programme to cater to equitable quality education. They are engaging their self in time-to-time reviewing of syllabus. They do moderation and in such a way this BOS is responsible to check and maintain the quality of this program. NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 to ensure the delivery of high quality programmes to its learners.

Board of Studies (BOS): Board of Studies ensure quality of the Curriculum of Bachelor's Degree Programme in English as per University norms. BOS plays a vital role as the following

✓ Curriculum review and development of quality Self Learning Materials (SLMs) in print under Choice Based Credit System (CBCS) system. The curriculum is reviewed regularly to ensure that it is up-to-date and relevant to the needs of learners.
✓ Learner's assessment and evaluation process through a variety of methods, including exams, assignments. This helps to ensure that Learners are meeting the learning outcomes of the Programme.

Expected Programme outcomes:

✓ Foundations for entry to the Postgraduate program
✓ Adeptness at interpreting literary texts
✓ Understand contexts behind literary texts
✓ Handle the language in written & spoken forms
✓ Demonstrate competencies acquired at professional entry levels