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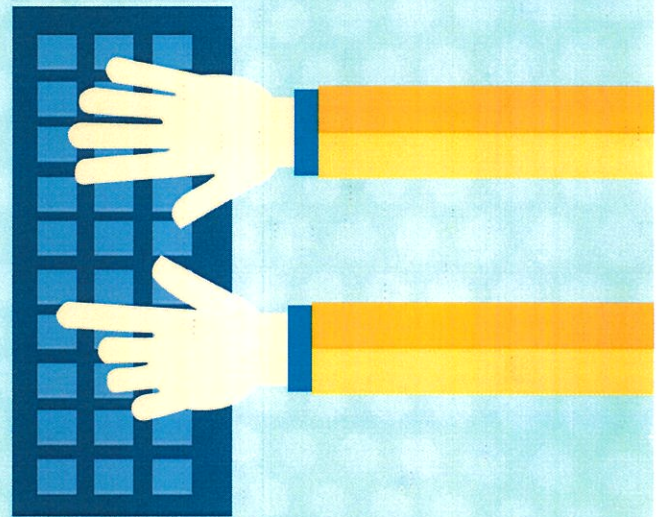
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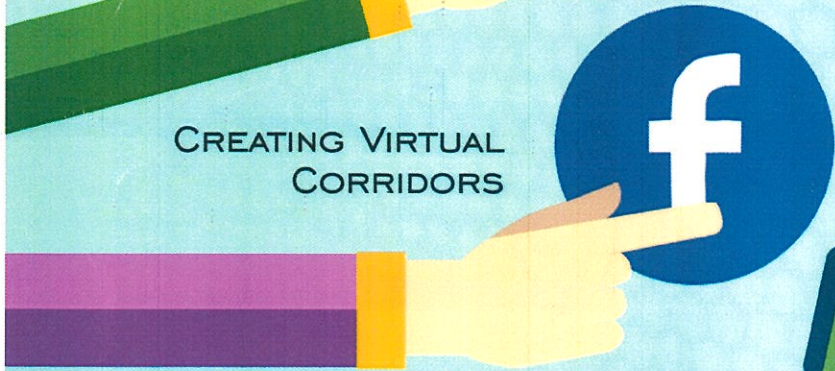
TEACHERS IN TECHNOLOGY



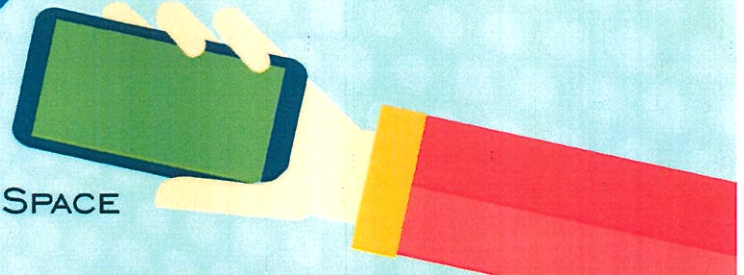
COMPUTER SELF-EFFICACY



CREATING VIRTUAL
CORRIDORS



AUGMENTING LEARNING SPACE



International Journal on Open and Distance eLearning



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Augmenting Learning Space in Post Graduate Courses in Literature Studies Through ODeL: A Critical Overview of NSOU Learning Praxis

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Abstract

Literature studies at an advanced level require open space for dialectical deliberations, which alone can provide benchmark quality assurance; but its horizontal expanse must perforce factor the vertical depth of the discipline with specific learning objectives. The analytics of learner responses while conducting Post-Graduate literature programmes fruitfully within the domain of ODL posits blended learning - a conjunction of direct interaction and ODL praxis, as a pre-requisite. This paper is premised on the proven results of an experiment at augmenting learner super structured upon the existing SIM's and exhaustive Personal Contact Programmes (PCP), by means of basic ODeL, through ICT enabled social networking support services adopted by Netaji Subhas Open University (NSOU). The support is aimed for more than 8,000 learners of Post Graduate English (PGEG) and Post Graduate Bengali (PGBG) courses, enrolled in various Study Centres located far and wide from the University Headquarters. In its search for enhanced learner support services with a view of constructive academic feedback, the School of Humanities experimentally added a module of direct e-interaction between faculty and learners of Post Graduate literature courses through platforms like Facebook and Google chat. This empirical paper shows how the learner has availed this service to resolve their curricular academic issues on weekdays during University working hours. Concerned faculty on their part have, by way of answering queries mainly evolving out of existing study materials provided to learners, been able to dynamically identify areas that require development. This paper carries the authorial conviction that ODeL is best seen as an extension of the classical pedagogy of ODL, wherein a graded system of blended learning can be the panacea to reach out to the heterogeneous learner community.

Keywords: *open and distance learning, blended learning, literature studies, PG programme, curricula augmentation, student support service, PCP, online support*

Introduction

The experience of reading literature in curriculum-based domain is not at par with the experience of general reading of literary texts. When we enter into a discipline-based course structure of literary studies, we see reading and re-reading creates lots of shades in our mind. Particularly in higher level studies like Post Graduate work, learner becomes reader and literary reception happens actively. In this reception process, learners are in need of interactive space and learning process in which his/her self-understanding can be upgraded. In classroom teaching, we have mere lecture methods to create such polemic environment of learning process. But communications through different medium and sharing of differential interpretative arguments cannot be systematized in closed institutional domain of conventional mode of teaching; not only that, the learner at far geographical distance is unable to reach to that option of availing conventional mode of teaching.