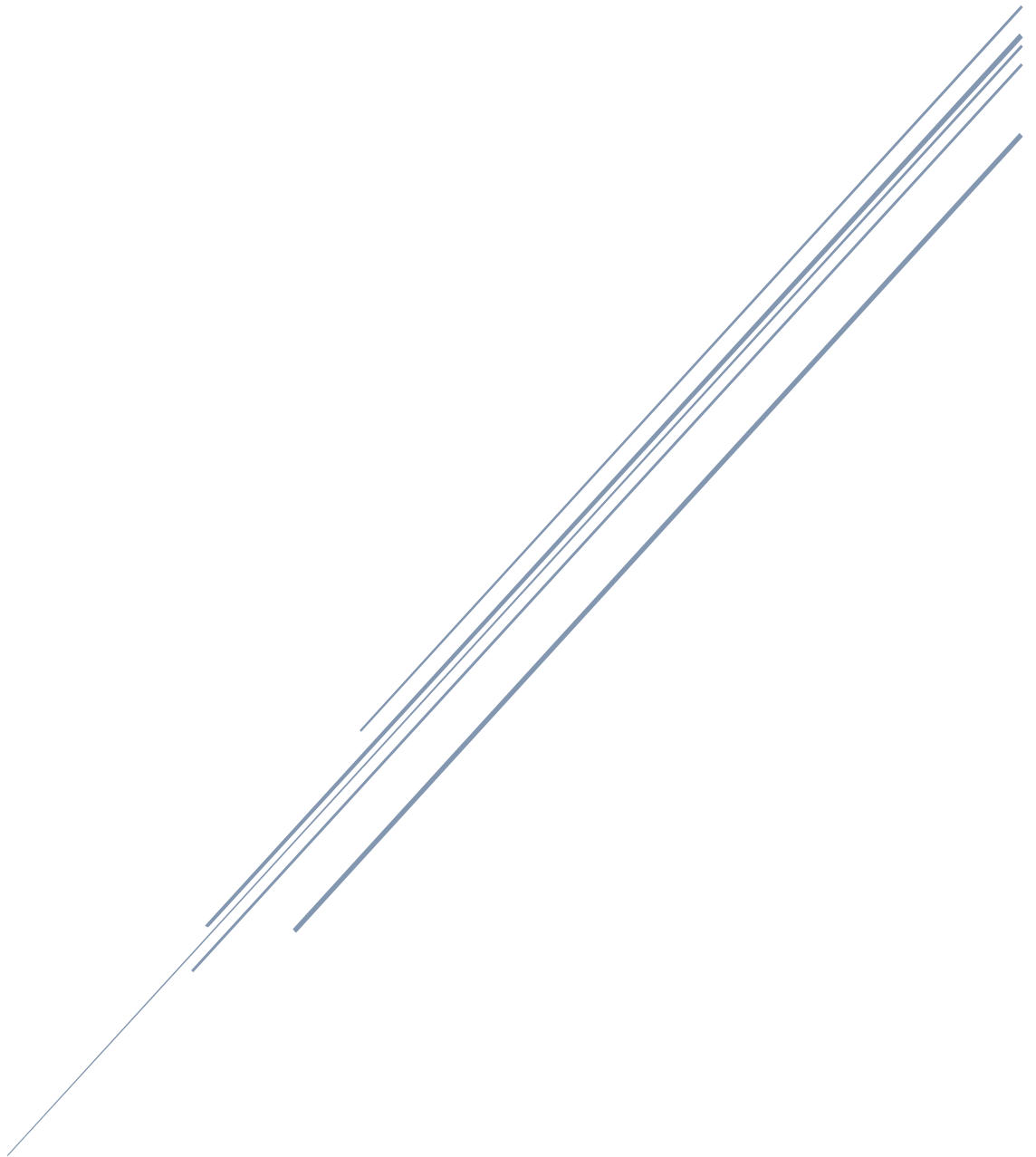


MASTER OF ARTS (ENGLISH)-ODL

PROGRAMME PROJECT REPORT (PPR)



School of Humanities

PPR of M.A. 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 Post Graduate Programme in English at NSOU is in keeping with the spirit of Literature Curricula of English Departments across India. The mission is to offer a significantly specialized approach to the learning of English literature - introducing learners to the analysis of important canonical texts, theories and sociocultural backgrounds to which they may have been initiated at the undergraduate level. The objectives are in keeping with this mission that is to instill interest in the learner and take them through the ages of literary history via their landmark authors and their texts. The following are the main objectives of the programme:

- ✓ Comprehend nuances of English lit. through in-depth analysis of literary works
- ✓ Develop critical thinking & ability to understand contemporaneity of literature
- ✓ Acquire knowledge of cultural & linguistic nuances through translated texts
- ✓ Master advanced level linguistics & language skills through literature
- ✓ Learn literary theories & their application in understanding literature
- ✓ Critically interpret literary texts in oral & written presentations
- ✓ Demonstrate a holistic understanding of contemporaneity of literature
- ✓ Impart knowledge of cultural & linguistic nuances; respect diversity & contribute to assimilation
- ✓ Apply English language skills for professional purposes
- ✓ Qualify for educational services entry level examinations; career upgradation

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

The program is entirely consistent with the University's strategic goals as well as its mission to provide modern education to underprivileged sections of society. The program is also in accordance with the NSOU's goals to provide quality education in science establishing an equitable knowledge society within the state. Thus, NSOU brings forth this proposal after extended and thoughtful deliberations.

This UG Geography programme is following some significant mission of the University, like:

- ✓ To propagate quality education in flexible mode all over the State and to provide access to different skills-enhancing support.
- ✓ To collaborate with other Higher Education Institutions (HEIs) for academic endeavours.
- ✓ To provide education at low cost to the underprivileged people.
- ✓ To provide facility of Life Long Education to the intending learners.
- ✓ To integrate technological tools in the pedagogy for facilitating the learning experiences.
- ✓ To contribute to the existing body of knowledge through research and extension activities.
- ✓ 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:

Anybody with a bachelor's degree who is working in or interested in sectors such as publication, translation, journalism, subtitling, editing, language centre teaching and research, etc., is eligible to apply for admission to the Master of Arts in English programme. It is to be noted that in keeping with the philosophy of Open Learning, it is not mandatory for learners to have a Honours in English to qualify for the Masters programme; however, one needs to have qualified with a minimum Pass Course (300 marks) in English. In addition to this, it serves the requirements of students coming from a variety of geographical areas and socioeconomic classes within the state of West Bengal, as well as those students who do not have access to sufficient possibilities for regular, formal education inside higher educational institutions.

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

As one of the Disciplines in the Humanities that has the highest demand across the state of West Bengal, the programme has certain benefits of being offered in the ODL mode. First and foremost, relatively relaxed entry norms in keeping with the philosophy of ODL ensures that those who have been left out of the fold of higher education for various reasons get to enhance their degrees and professional skills. Being a largely non-laboratory based subject, the practice of following a blended mode of delivery through offline Personal Contact Programmes (PCP) and a robust online mechanism equips our learners in tune with best practices in the industry. A relatively subsidised fee structure also means learners from disadvantaged communities are not left out of the pale of higher education.

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. We expect that our learners are skilled in in-depth analysis and close reading of texts by pursuing courses like literary theory and criticism. By enrolling at the PGEG course of Netaji Subhas Open University, learners should be able to consider the sources of information and evaluate the aspects of English language and Literature in the context of the purpose of their study. 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 inter disciplinarity. 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:

a. Introduction: The present course has been designed in such a way that it nurtures the critical literary concepts, approaches, theories, movements, trends across genre and cultures in the world literature periodically. During the first year of the course, learners are facilitated with the more profound understanding of the development of modern grammar, aspects of language and the growth of genre across time and geographical space. Next, we will move on to more in-depth and sophisticated aspects of literature, including literary theory and criticism along with Indian and American Literature in-depth textual analysis. It also fosters the learners to be specialized in the area of Modern European Classics in Translation. In this way, it envisages their growth as future researchers. With a variety of programmes, Open and Distance learning may increase the rate of illiteracy in society and motivate a sizable portion of the populace to improve their educational skills.

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

Paper	Paper Code	Paper Type	Weightage for Assignment	Weightage for Term End	Full Marks
Poetry	PGEG-I	Theory	20%	80%	100
Aspect of Language	PGEG-II	Theory	20%	80%	100
British Drama	PGEG-III	Theory	20%	80%	100

	British Novel	PGEG-IV	Theory	20%	80%	100
	Literary Theory & Criticism	PGEG-V	Theory	20%	80%	100
2 nd Year	American Literature	PGEG-VI	Theory	20%	80%	100
	Indian English Literature & Indian Literature In Translation	PGEG-VII	Theory	20%	80%	100
	Ancient & Modern European	PGEG-VIII	Theory	20%	80%	100

SYLLABUS OF POST GRADUATE DEGREE IN ENGLISH (PGEG)

Part – I

- Paper – 1: Poetry
 Paper – 2 : Aspects of Language
 Paper – 3 : British Drama
 Paper – 4 : British Novel

Part – II

- Paper – 5 : Literary Theory and Criticism
 Paper – 6 : American Literature
 Paper – 7 : Indian English Literature
 Paper – 8 : Ancient & Modern European Classics in Translation

Paper – I: Poetry

Module – I

- Unit 1 : Chaucer: Prologue to Canterbury Tales
 Unit 2 : Spenser: *Amoretti* (1 Sonnet), *Prothalamion*, *The Faerie Queene*
 Unit 3 : Shakespeare: 4 Sonnets from W.H. (Sonnets –I, 50, 116, and 126)
 2 Sonnets from Dark Lady (Sonnets – 130, 138)

Module – II

- Unit 1 : Donne: Canonization, Ecstasy
 Unit 2 : Marvell: The Garden
 Unit 3 : Herbert: The Pulley
 Unit 4 : Milton: *Paradise Lost*, Book – 1
 Unit 5 : Dryden: *Absalom and Achitophel* : Book – 1
 Unit 6 : Pope: *Epistle to Dr. Arbuthnot*

Module – III

- Unit 1 : Blake: London
 Unit 2 : Wordsworth: Resolution and Independence
 Unit 3 : Coleridge: *Kubla Khan* Unit 4 : Shelley: *Alastor*
 Unit 5 : Keats: Odes (all 6)
 Unit 6 : Tennyson: Extracts from *In Memoriam* (Great English Poems. Ed. V. Young)
 Unit 7 : Browning: *Andreadel Sarto* and *Child Roland*
 Unit 8 : Arnold: *The Scholar Gypsy*
 Unit 9 : Elizabeth Browning: *How do I love thee*

Unit 10 : Emily Brontë : No coward soul is mine

Module – IV

Unit 1 : Hopkins: The Windhover

Unit 2 : Yeats: Sailing to Byzantium

Unit 3 : Eliot: *The Waste Land*

Unit 4 : Auden: The Unknown Citizen

Unit 5 : Dylan Thomas: This Bread I break, Fern Hill

Unit 6 : Philip Larkin: Whitsun Weddings

Unit 7 : Ted Hughes: Hawk Roosting

Paper – II: Aspects of Language

Module – I: What is language?

History of language.

Module – II: Phonetics and phonology,

English consonants & vowels

Module – III: English Morphology.

English syntax.

Module – IV: Language in Use Spread of English

Stylistics and Rhetoric

Paper – III: British Drama

Module – I: Marlowe: *Edward – II*

Ben Jonson: *Volpone*

Module – II: Shakespeare: *Hamlet*,

The Tempest

Module – III: R. B. Sheridan: *The Rivals*

O. Wilde: *The Importance of Being Earnest*

G. B. Shaw: *Man and Superman*

Module – IV: T. S. Eliot: *Murder in the Cathedral*

J. Osborne: *Look Back in Anger*

S. Beckett: *Waiting for Godot*

Paper – IV: British Novel

Module – I: H. Fielding – *Tom Jones*

Jane Austen – *Emma*

Module – II: Emily Brontë – *Wuthering Heights*

Charles Dickens – *Great Expectations*

Module – III: George Eliot – *Middlemarch*

Joseph Conrad – *Heart of Darkness*

Module – IV: James Joyce – *A Portrait of the*

Artist as a Young Man

Part – II
Paper – V: Literary Theory and Criticism

Module – I

- Unit 1 : Aristotle – *Poetics*, Ed. I. Bywater
- Unit 2 : Dryden – *An Essay of Dramatic Poesy*
- Unit 3 : Johnson – *The Life of Milton*

Module – II

- Unit 1 : W. Wordsworth – Preface to *Lyrical Ballads* (1800)
- Unit 2 : S. T. Coleridge – *Biographia Literaria* – Chapters – XIII, XIV, XVIII
- Unit 3 : Matthew Arnold – *The Study of Poetry*

Module – III

- Unit 1 : T. S. Eliot – Tradition and the Individual Talent
- Unit 2 : I. A. Richards – *Principles of Literary Criticism*, Chs. 22 & 24
- Unit 3 : Cleanth Brooks – *The Well – Wrought Urn*
(Chapters on Immortality Ode & Grecian Urn)

Module – IV

- Unit 1 : Structuralism
- Unit 2 : Deconstruction
- Unit 3 : Neo-Historicism
- Unit 4 : Cultural Materialism
- Unit 5 : Marxist Criticism
- Unit 6 : Feminist Criticism

Paper – VI: American Literature

Module – I: Context of American Literature –
Puritans & Enlightenment

Module – II:

- Unit 1 : Non-Fictional Prose (i) Emerson:
 - a) The American Scholar,
 - b) The Poet (ii) Thoreau: *Walden*
- Unit 2 : Novels (i) Herman Melville – *Moby Dick*
 - (ii) Ernest Hemingway – *The Old Man and the Sea*
 - (iii) William Faulkner – *The Sound and the Fury*
 - (iv) Toni Morrison – *Sula*
- Unit 3 : Short Stories O’Henry – The Cop and the Anthem
O’Connor – Good Country People

Module – III: American Poetry

- Unit 1 : Walt Whitman – a) Song of Myself,
 - b) Passage to India
- Unit 2 : Robert Frost – a) Mending Wall,

b) After Apple-Picking

Unit 3 : Wallace Stevens – The Emperor of Ice-cream

Unit 4 : Emily Dickinson – a) Because I could not stop for Death,

b) Flowers

Unit 5 : Ginsberg – Howl – Parts I, II, III

Module – IV : American Drama

Unit 1 : Eugene O’Neill – *Mourning Becomes Electra*

Unit 2 : T. Williams – *The Glass Menagerie*

Unit 3 : Arthur Miller – *Death of a Salesman*

Paper – VII: Indian English Literature and Indian Literature in Translation

Module – I: Background & Non-fictional Prose

Unit 1 : Tagore – Crisis in Civilization

Unit 2 : Nehru – *Discovery of India*, Chapters 3, 4, 6

Unit 3 : Subhas Chandra Bose – *An Indian Pilgrim*, Chapter 10

Module – II: Fiction

Unit 1 : Mulk Raj Anand – *The Untouchable*

Unit 2 : R. K. Narayan – *The Guide*

Unit 3 : Raja Rao – *Kanthapura*

Unit 4 : Kamala Markandeya – *Nectar in a Sieve*

Unit 5 : Amitava Ghosh – *Shadow Lines*

Unit 6 : Anita Desai – *Clear Light of Day*

Module – III:

Unit 1 : H. L. V. Derozio : a) To The Pupils of The Hindu College

b) The Harp of India

c) Chorus of Brahmins

Unit 2 : Sarojini Naidu : a) Village Song,

b) Caprice,

c) If You Call Me

Unit 3 : Toru Dutt : a) Lakshman,

b) Our Casuarina Tree,

c) The Lotus

Unit 4 : Nissim Ezekiel : a) Night of the Scorpion,

b) Marriage,

c) Goodbye Party for Miss Pushpa T.S.

Unit 5 : Jayanta Mahapatra : a) Dawn at Puri,

b) Indian Summer,

c) Again, One Day,

d) Walking by the River

Unit 6 : Kamala Das : a) My Grandmother’s House,

b) The Looking Glass,

c) The Dance of the Eunuche

Module – IV: Drama

Unit 1 : Tagore – *Red Oleanders*

Unit 2 : Girish Karnad – *Tughlaq*

Unit 3 : Vijay Tendulkar – *Silence, the Court is in session*

Unit 4 : Mahesh Dattani – *Final Solutions*

Paper – VIII: Ancient & Modern European Classics in Translation

Module – I: Background of Epic & Drama

Unit 1 : Homer – *Iliad*

Unit 2 : Vergilius Maro – *The Aeneid*

Unit 3 : Aeschylus – *Agamemnon*

Unit 4 : Sophocles – *Oedipus Rex*

Unit 5 : Euripides – *Medea*

Module – II: Background

Unit 1 : Seneca – *Thyestes*

Unit 2 : Dante – *Inferno*

Unit 3 : Ovid – *Amores*

Modules – III:

Unit 1 : Dostoevsky – *Crime and Punishment*

Unit 2 : Flaubert – *Madame Bovary*

Unit 3 : Thomas Mann – *Death in Venice*

Unit 4 : Kafka – *The Castle*

Modules – IV:

Unit 1 : Baudelaire – The Poet's Beatrice; The Ideal

(Poems translated into English by Francis Scarfe)

Unit 2 : Boris Pasternak – Hamlet, Winter Night

Unit 3 : Ibsen – *A Doll's House*

Unit 4 : Brecht's – *Life of Galileo*

c. 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

d. Support Staff:

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

e. 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	For each paper, thirty hours of the personal contact programme are held in different PCP centers evenly distributed across the state
	Tutorials/ Special Classes/ Remedial Classes/ PCP	Yes	For each paper, ten hours of the tutorials, special classes, and remedial classes are conducted by the Department of English. As part of an ICT-based learning management system, forty hours of online interaction are conducted on an average each year.
	Seminar/ Research Colloquium	Yes	Throughout the year, seminars and conferences are held on interdisciplinary subjects online and offline at the different campuses of the university
Self-Learning	SLMs	Yes	The self-learning materials for each paper are provided to the learners, in addition to e-content if required from time to time during online sessions and a personal contact program.
	Reference Books	Yes	Each unit includes a list of recommended books to read in the self-study material. In addition, instructors at LSC (during PCP) and NSOU (during online sessions) help students through the use of reference books.
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Learners are facilitated by a learning management system and the NSOU Android app.
	Offline DVD/SD Card/USB Drive	No	
	Telecommunications	No	
Blended	Smart Classrooms	Yes	Arrangements are available at all the RC's and at LSC's as per the norms of the university.
	Flipped Learning	Yes	Preparation is done paper-wise in the NSOU official app in the form of audio-visual lectures, paper-wise.

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:

The University employs a variety of strategies to maximize the exposure of students to course material and each instructional programme. Initially, printed SLMs/SIMs (Self Learning Materials/Self Instructional Materials) packages and contact programmes including face-to-face engagement with academic counsellors are offered. Ultimately, audio materials, audio-visual presentations, teleconferences, and sporadic discussion sessions through webcasting and online radio may be implemented. The following instructional Learning Methodologies and Student Support Services are utilised to improve the Open and Distance learning environment:

- ✓ SLM in Print
- ✓ eSLM on the University Website
- ✓ Live AV Lectures Using LMS platform integrating App based education
- ✓ AV Lectures in DVD Mode; subsequently integrated on NSOU android app (Over 40 hrs run time)
- ✓ Blended Learning through PCP at LSC and online instruction
- ✓ SLP
- ✓ Google Chat/Facebook live (Since 2016-17 AY)

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)
Admission	Nov	Jan
Distribution of SLM	Jan	Mar
Contact Programmes (counselling, practical, etc.)	Apr	Nov
Assignment Submission	Oct	Nov
Evaluation of Assignment	Nov	Dec
Examination	Dec	Jan
Declaration of Result	Mar	Apr
Renewal/ Re-registration	Jan	Feb

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 – 80 marks

Total marks for each course – 100

Assignment / 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 80% 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 20% (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:

In addition to other study tools including Self Learning Materials (SLMs), the university offers a library to all of its enrolled students. The Netaji Subhas Open University Library Department is situated on the second and third floors of a four-story warehouse building at the Kalyani Campus, Ghoshpara Station Road, Kalyani-741235. In the Kalyani Regional Center, we also offer computer labs for browsing, downloading, and typing, a phonetics lab, and a digital language lab. E-resources and SLM Libraries of the Library Department may be accessed all the different regional centre of the University.

viii. Cost estimate of the programme and the provisions:

Total course fee is Rs. 7,600/- (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	5
	Counselling/ PCP/ Lab Counselling	25
	Delivery Charges	4
	Other Overhead Expenses	8
ICT Support	Admission Processing	1
	ICT Support Services	5
	Computer Training	1

ix. Quality assurance mechanism and expected programme outcomes:

Being an Open University, we often have different goals in mind and approach to reach the unreachable, unlike traditional HEI's. The key component part of our ODL educational system is to provide and develop self-learning study materials to facilitate student learning. For that reason, we begin our program with the printed materials called Self Learning Material. The self-learning study materials (SLM) introduce the learners to the outlines of the content and overall progress of their lesson unit wise in keeping with the syllabus. It also provides the connecting link for further studies if

they are interested in exploring. The next recommended approach that we take up in this course is to facilitate more on ICT based infrastructures through NSOU app and ICT based website. All the learners are registered in our app and able to see the e-SLM and Audio-visual lecture. Email, internet chat, and internet videoconferencing are one of the essential tools that we used in the course of our learning programme. Social networking sites like Facebook chat/ Google Hangout also play an important role in communicating with our learner. Apart from that, we have Personal Contact programme for each paper covering the entire syllabus. At the end of the course, we conduct special lecture programme/ extended counselling session all the queries, drawbacks of the learners are entertained.

Board of Studies (BOS): Board of Studies ensure quality of the Curriculum of Post Graduate 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. 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:

In accordance with the comprehensive vision of our institution, the following learning goals have been included into the curriculum for open and distance learners.

- ✓ 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
- ✓ Encourage interdisciplinary research in the Humanities Prepare learners for relevant career opportunities