



PROGRAM PROJECT REPORT

ACADEMIC SESSION BEGINNING FROM JULY'2023

Online Master of Arts -English

For Vivekananda Global University, Jaipur
[Signature]
Registrar

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MA (English)

Programme Project Report

1 Program's Vision and Mission

Vivekananda Global University (VGU) is a young forward-looking multidisciplinary State private university established by the Act of Rajasthan State Legislature (11/2012) as specified by UGC under section 22 of the UGC Act 1956. VGU has been awarded the prestigious A+ grade by the National Assessment and Accreditation Council (NAAC) with a Cumulative Grade Point Average (CGPA) of 3.29 on a scale of 4. The A+ grade has placed VGU amongst the India's most elite and prestigious Higher Educational Institutions (HEI) which is maintaining top standards in delivering and disseminating quality education to its students. The University has a quality infrastructure with well-equipped & modern laboratories and classrooms, state of art studios, enriched IT enabled library, solar plant and bio-gas plant, STP to name few. VGU offers career-oriented programs at UG, PG, and Doctorate level in 14 disciplines of Agriculture, Engineering and Technology, Computer science and application, Architecture and planning, Design, Basic & Applied Sciences, International trade & Commerce, Management, Law, Humanities and Social Sciences, Journalism & Mass Communication, Hospitality, Medical Sciences, and Pharmacy. More than 4000 students hailing from 33 states/UTs of India and 23 countries are pursuing their studies in various programmes which are taken care by the team of more than 300 well qualified faculty members.

The University's commitment towards quality education, research, innovation has been recognized by the Ministry of Education, GOI, which ranked VGU in the Band of 6-25 in private institutions all over India and No. 1 in Rajasthan in ARIIA, ASSOCHAM awarded "University of the Year – West". Our MIIC has been awarded 4.5 stars by Ministry of Education, GOI. The commitment has also been recognized by various Government bodies such as NITI Aayog, and Ministry of MSME who granted R&D funding of Rs 242 Lakh for establishing first Atal Community Innovation Centre and Rs 100 Lakh under ASPIRE scheme for creating a Technology Business incubator respectively. Recently, Swavlamban Chair for MSME Solutions has been awarded by SIDBI with a grant of around Rs 1.45 Core. VGU is committed to excellence in education, research and innovation with a focus on developmental issues.

2 Relevance of the Program with VGU's Vision and Mission

Vision

To develop an institution with a commitment to excellence in education, research and consultancy and we will nurture and promote human advancement. Our goal is to make the university a preferred institute for young women and men who are aspiring for productive careers. We want to develop them as professionals of global standard.

Mission

To promote quality education, training, research, consultancy, and enhance employability and entrepreneurial skills of our students. To integrate industry with academics in order to prepare our students in an immersive way for the world of work developing an effective interface with the industry and other institutes within and outside the country is the cornerstone of our approach. To meet these ends, we encourage and nurture the development of students' physical, mental, emotional, secular, and spiritual faculties.

3 Nature of Prospective Target Group of Students

MA programme in English Language has wide demand, and only a small percentage of the students are being accommodated in the regular mode through colleges and universities. The programme will be offered in OL Mode which is flexible and open in terms of methods, pace of learning, eligibility for enrolment and age of entry. By understanding the needs of the learners we have structured our learning material and induction programmes to lead the fresh learners through the threshold of higher education.

Learners wish to develop career in the following areas can join this course :

- News websites
- Print media & media houses
- Advertising agencies
- Publishing houses
- Product management firms
- BPO (both for training and working as an operator)
- Writing (scripts and articles)
- Freelance writing (anything you wish to write and can find a way to make money out of it)
- Ghost writing.
- Content writing and creation.
- Editor or sub editor.(this requires min .one year experience of editing work)

The target group of learners will be those students who are deprived of admission in the regular mode due to limited intake capacity, dropouts primarily due to social, financial, and economic compulsions as well as demographic reasons, population of any age and those living in remote areas where higher education institutes are not easily accessible. Delivery through online mode also contributes towards Gross Enrolment Ratio (GER) of 50% by 2035, as envisaged by the Government of India.

4 Appropriateness of programme to be conducted in online Learning mode to acquire specific skills and competence

The MA (English) programme will ensure the following skills and competences in the learners.

1. An ability to appreciate literature of all kinds, not only English, and a deep interest in regional and world literature to appreciate the arts.
2. Critical and analytical skills in the interpretation and evaluation of literary texts and develop a passion for literature and language. The study of texts and theory in the course enables the student to think critically. This would enable them to cultivate a rational and critical mind which would, in turn, equip them in further specialization and research.
3. A thorough knowledge of the English Language. Origin, foreign influences on the language and phonetic transcription enable the students to understand the developments in language. The students will develop reading, technical writing, listening and effective speaking skills. The students will be able to understand the methods and approaches in Teaching English Language.
4. An exposure to various genres of literature and the writers' creativity in the use of language. This will enable the students to understand the society and communicate well with the people. Group discussions make the student sensitive on the social well-being and they contribute their might.
5. Presentation skills, interview skills, and life skills. The students with good communication skills render their voluntary services to the nation and show their social concern towards the society.
6. An exposure to various literary texts with cultural and historical backgrounds to be sensitized to moral responsibilities and decision making.
7. Environment consciousness and a concern for protection of nature after studying literary text related to nature and environment.

8. An interest for research in different kinds of literature. The students will be able to write
literary essays, term papers and dissertations. This enables them to be familiar with the rudiments of academic research, which gives them an edge when they enroll for higher education.
9. An ability to be equipped with historical, literary, social and cultural dimensions of English Studies. This knowledge helps them to be self motivated and drives them to be a continuous learner. They also learn how to design and carry out original and persuasive research in English Language and Literature.
10. Preparation for various career opportunities from jobs at the corporate sector (MBA) to the government sector (civil services), the publishing industry, and journalism, both print and audio-visual, as well as teaching in schools and colleges, apart from hard core research and pedagogical interests.

Details of the MA English Programme

2. Programme's Mission and Objectives

In keeping with the overall mission of the VGU, the MA (English) programme ensures accessibility of quality higher education to all. It aims at imparting knowledge in English Language and literature, and skills in using English language at the postgraduate level. The Objectives are:

- To equip learners with historical, literary, social and cultural dimensions of English Studies.
- To get an insight into various genres of literature and the writers' creativity in the use of language.
- To impart skills to critically evaluate and appreciate literary works, to extend this ability to other cultural and artistic forms.
- To impart and fine tune English language skills essential for various career opportunities from jobs at the corporate sector to the government sector.

3 Relevance of the Program with Vivekananda Global University, Jaipur Mission and Goals

Relevance of Program with Vivekananda Global University, Jaipur Mission and Goals

MA (English) programme in OL Mode will be closely aligned with the Vision and Mission of the University, in vowing to mentor students' physical, mental, emotional, secular and spiritual attributes to become a valued human resource. As per NEP 2020, the curriculum and syllabus have been designed at par with the conventional mode for better flexibility to learners

5 Instructional Design:

The MA English programme proposed here has been approved by the statutory bodies of the University. Further, the University will revise the curriculum and syllabi of its MA English programme once in every three years to ensure that the content is updated to reflect current academic knowledge and practice, and also to ensure that the University provide the best learning experiences possible for students. Academic staff and experts in the area of English propose changes in the curriculum and syllabi at the curriculum and syllabus revision workshop generally convened at least six months before the due date of curriculum and syllabus revision. Major changes are then submitted to the Board of Studies of Department of English of the University for Final Approval. As part of curriculum design, the curriculum and syllabus revision workshop consider curriculum analysis of social needs, translating the needs into course, splitting the objectives into specific objectives, grouping the specific objectives into subjects, deriving the subjects from the classification, specifying enabling objectives, unitizing each subject matter, specification of required time and syllabus.

5.1 Curriculum Design

The curriculum is designed by Experts in the field of management and has taken into account topics that are contemporary and create environmental awareness. It is approved by the Board of Studies of Faculty of Management, the Centre for Internal Quality Assurance (CIQA), and the University Academic Council.

The curriculum comprises of three types of courses:

- 1. Core Course-** It is a compulsory component for award of degree. It provides the foundational knowledge and skills needed to be successful in a specific subject or field.
- 2. Elective Course** – It allows students to choose courses that are specifically tailored to their interests and goals.
- 3. Skill Enhancement Course** – Courses focused to make students competent and improve their professional skills.

5.2 Programme Details

SEMESTER I						
Course Code	University Course Type	Course Name	Teaching Load			
			L	T	P	C
ENG 701CCC	Core Course-I	Language & Communication Skills I	4	0	0	4
ENG 702CCC	Core Course-II	Chaucer and Sixteenth Century Literature	4	0	0	4
ENG 703CCC	Core Course-III	Eighteenth and Nineteenth Century Literature	4	0	0	4
ENG-1ECC	Any one Elective Course-I	Nineteenth Century Literature I	2	0	0	2
ENG-2ECC	Elective Course-II	Women's Writing I				
ENG-3ECC	Elective Course-III	American Literature I	3	0	0	3
ENG-4ECC	Any one Elective Course-IV	Postcolonial Literature I	3	0	0	3
ENG-5ECC	Elective Course-V	Language and Linguistics I				
Total			20	0	0	20

Note: Candidates are required to choose three Elective courses opting any one from Elective I & II and any one Elective from Elective IV & V.

SEMESTER II						
Course Code	University Course Type	Course Name	Teaching Load			
			L	T	P	C
ENG 801CCC	Core Course-I	Language & Communication Skills II	4	0	0	4
ENG 802CCC	Core Course-II	Seventeenth Century Literature	4	0	0	4
ENG 803CCC	Core Course-III	Eighteenth Century Literature II	4	0	0	4
ENG-1ECC	Any one Elective Course-I	Nineteenth Century Literature II	2	0	0	2
ENG-2ECC	Elective Course-II	Women's Writing II				
ENG-3ECC	Elective Course-III	American Literature II	3	0	0	3
ENG-4ECC	Any one Elective Course-IV	Postcolonial Literature II	3	0	0	3
ENG-5ECC	Elective Course-V	Language and Linguistics II				
Total			20	0	0	20

Note: Candidates are required to choose three Elective courses opting any one from Elective I & II and any one Elective from Elective IV & V.

SEMESTER III						
Course Code	University Course Type	Course Name	Teaching Load			
			L	T	P	C
ENG 901CCC	Core Course-I	Literary Criticism and Theory I	4	0	0	4
ENG 902CCC	Core Course-II	Twentieth Century Literature I	4	0	0	4
ENG 903CCC	Core Course-III	Indian Writing in English I	4	0	0	4
ENG-1ECC	Any one Elective Course-I Elective Course-II	Nineteenth Century Literature III	2	0	0	2
ENG-2ECC		Women's Writing III				
ENG-3ECC	Elective Course-III	American Literature III	3	0	0	3
ENG-4ECC	Any one Elective Course-IV Elective Course-V	Postcolonial Literature III	3	0	0	3
ENG-5ECC		Language and Linguistics III				
Total			20	0	0	20

SEMESTER IV						
Course Code	University Course Type	Course Name	Teaching Load			
			L	T	P	C
ENG X01	Core Course-I	Literary Theory and Criticism II	4	0	0	4
ENG X02	Core Course-II	Twentieth Century Literature II	4	0	0	4
ENG X03	Core Course-III	Indian Writing in English II	4	0	0	4
ENG X04	Core Practical-I	Dissertation	0	0	8	8
Total			12	0	8	20

Note: Candidates are required to choose three Elective courses opting any one from Elective I & II and any one Elective from Elective IV & V.

5.3 Duration of the Programme

Programme	Level	Duration	Maximum duration for completion	Credits
MA (English)	Master's Degree	2 years	4 years	80 Credits

5.4 Faculty and support staff requirements

Academic Staff	Number available to meet the required delivery norms
Programme Coordinator	1 per programme
Course Coordinator	1 per course
Course Mentor	1 One per batch of 250 learners

Administrative staff strength

Admin and other support staff	Number required in HEI Campus
Deputy Registrar	1
Assistant Registrar	1
Section Officer	1
Assistants	2
Computer Operators	2
Multi-Tasking Staff	2

5.5 Instructional delivery mechanisms

VGU has a fully dedicated team of faculty members and staff who are well versed in delivering online lectures under the CDOE – VGU.

Academic calendar will be provided to students at the beginning of each session through LMS. Self-learning material, audio and video content will be shared with the students through LMS through following delivery channels:

Four Quadrants and Academic Delivery

No. of Credits	Duraton	Live Sessions	Quadrant – I e-Tutorial	Quadrant – II e-Content	Quadrant – III Discussion Forum	Quadrant – IV Assessment

			(Recorded Lecture)	Open Source Videos	e-Content(E-book/ PDF & PPT)	Live Session (2 hrs/week)	CIA
2	6 weeks	6 (1/week)	6 hrs	4 hrs	<ul style="list-style-type: none"> • 2 files – 1 PPT and 1 E-book/PDF • Total 12 files • Reading time should be mentioned for each file 	Forum Topics – For raising of doubts and clarifying the same on real time basis by the Course Coordinator or his team	Multiple Choice Questions, Fill in the blanks, Short Answer Questions, Long Answer Questions
Total Hours= 60		6 hrs	10 Hrs		10 Hrs	12 hrs	22 Hrs
4	12 weeks	12 (1 session/week)	12	8	<ul style="list-style-type: none"> • 2 files – 1 PPT and 1 E-book/PDF • Total 28 files Reading time should be mentioned for each file	-same-	-same-
Total Hours = 120		12 Hrs	20 Hrs		20 Hours	24 hrs	44 Hrs

5.6 Identification of media-print, audio, or video, online, computer aided

LMS is a comprehensive digital platform that provides all recorded faculty video lectures, provision for real-time discussion forums and live session, e-content in the form of study material, open-source materials and graded assessments.

For each Unit of a course, there shall be one live session conducted by the concerned faculty on a particular topic. CDOE-VGU has designed study material that is lucid and easy to understand with proper summary, self-assessment questions and case studies.

These course materials can be accessed through:

- Login credentials as mentioned on the welcome mail sent by the university
- Students can also login through My Account Tab as mentioned on the University website <https://onlinevgu.com/>.

Online Courseware

The students would get access to the following course material through LMS:

- e-Books (SLM) for each Unit of a course
- Study Guide (PPT) for each Unit of a course
- Tutorials Videos for each Unit of a course
- Live Interactive Online Sessions for each Unit of a course
- Frequently Asked Questions (FAQ) and Misconceptions for each Unit of a course
- Web Resources for Research Purpose for each Unit of a course
- Practice Assignments for each Unit of a course
- Online Discussion Forums for each course
- Enriching Content: Gamified Test for each Unit of a course; Case Studies for each Unit of a course
- The LMS have semester / year wise buckets for subjects and specializations of the respective programs as enrolled.

The Dashboard will ascertain the progress of their learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries which may be answered and conveyed by the course coordinators mentors and faculty.

5.7 Student Support Services

Student would have the access to connect with the SRM for support services offered by CDOE-VGU in case of any queries related to administration and general technical queries. A ticketing system integrated on the LMS would help the learner to connect with the CDOE-VGU technical team for support services which shall be duly resolved by the appropriate authority. A notification will also be sent to the Deputy Registrar, to ensure queries are resolved within 24 hours or sooner. For academic course-based queries, the student will raise query which will be directly notified to the Course Coordinator, Program Coordinator and Deputy Director/Director through an open discussion form. The query should be resolved within 48 hours of the query raised; otherwise, the matter should be managed and resolved by the Program Coordinator. The same should be ensured by the Deputy Director/Director.

Apart from being a well-recognized university that delivers academic excellence by integrating industrial expertise, CDOE-VGU also ensures holistic development of the students. To cater to multifarious needs of the students that shape them to become future leaders, the department aids in widening the scope of opportunities. The clubs and activities and activities are as follows:

ACIC-VGU Foundation

To foster innovation and entrepreneurship multiple facilities supported by various Government and private agencies, including infrastructure for pre-incubation, incubation centers, and R&D facilities on campus have been initiated. These centers provide the resources they need to turn their ideas into successful startups.

VGU TBI Foundation and VGU RTBI are also incubation centers at VGU. They provide support for the faculty and students of the University to develop their innovative ideas into products and services. These centers offer infrastructure, mentorship, and guidance for developing their innovative ideas.

Currently, VGU is home to more than 80+ startups, which are working on a wide range of projects across various industries. These startups are founded and run by VGU students, alumni and faculty members, who are taking advantage of the university's resources and support to turn their ideas into successful businesses.

SIDBI Swavalamban chair: - The SIDBI Swavalamban chair at VGU provides a wide range of support for students and start-ups, with the goal of fostering entrepreneurship and innovation on campus. The chair is funded by the Small Industries Development Bank of India (SIDBI) and is dedicated to promoting the development of small and medium-sized enterprises (SMEs) in India.

Aspire: A Scheme for Promotion of Innovation, Rural Industries, and Entrepreneurship (ASPIRE) is a scheme of MSME that aids to set up a network of technology centres and to set up incubation centres across India. VGU hosts this facility to accelerate entrepreneurship and also to promote startups for innovation in agro-industry.

Placement

VGU has a reputation to provide educational excellence and future-ready programs. The university has achieved a placement rate of 94% at renowned national and international companies. VGU attracts over 500 recruiters from different domains that help every VGUite to find a suitable organization.

Internship

The curriculum of the university mandates a six months internship for all the students to understand real-world issues. Students get valuable industry insights by working hands-on in these organizations. There are more than 100 collaborations at various industries, companies, NGOs, etc. for placement

Entertainment and Add-on Services

A plethora of additional services are extended by CDOE-VGU. Free access to channels like e-sports, e-news, e-clubs, e-movie theatre and digital purchase opportunities are provided to the students.

VGU-ICON

VGU-ICON Alumni Society is an opportunity to connect and network with all VGUite ever since the University was established.

Pathway Twinning and Foreign Degree Options

A twinning program is an arrangement between domestic and international universities to provide degrees accredited by both universities. VGU has tied up with various international universities to offer degrees through integrated learning management system.

6. Procedure for Admission, Curriculum Transaction and Evaluation

Academic programs offered for candidates who enrolled for online mode of learning will be conducted by CDOE-VGU with the support of various faculties of the University. Eligibility criteria, course structure, detailed curriculum, duration of program and evaluation criteria shall be approved by Board of Studies and Academic Council of VGU, based on UGC guidelines for the programs which comes under the purview of Online mode for award of Degree.

Details of procedure for admission with eligibility criteria for admission, fee structure, Curriculum including program delivery, details about Learning Management System (LMS) and Assessments and Evaluation are provided below.

6.1 Procedure for Admission

Students who are seeking admission in programs offered by CDOE-VGU need to apply through www.onlinevgu.com in the programme offered there.

6.1.2 Online Admission Process and Instructions: Learner Communication

The online admission process for the students is provided below:

Step	Process	Particulars
Step 1	Counselling	Prospective students would be counselled for the chosen program by designated and authorised counsellors
Step 2	Registration on admission portal to get access to My Account.	Prospective student registers by paying Rs. 1000/- as registration fee. Fill all the details in the application form and upload all the mandatory documents.
Step 3	Details of Document upload	<p>Student Uploads document as follows-</p> <p>Personal Documents</p> <p>Passport-size Photograph Student's Signature Aadhar Card (Back & Front) Passport (For International Student)</p> <p>Academic Documents 10th Marksheet 12th Marksheet Other Certificates (detailed list of documents is provided in Annexure II)</p>
Step 4	Scholarship Details	<p>Student will be eligible for below categories-</p> <p>Merit Base VGU Alumni & Current Student Extra Curriculum Excellence VGU Employee</p> <p>As per the Notice by Deputy Registrar CDOE-VGU.</p>

Step 5	Payment of fees	All eligible students, duly approved by the Deputy Registrar, will get fees payment link activated in their My Account for payment. The Fee is payable through any of the following means: (a) UPI (b) Credit/Debit Card (c) Net-banking Note: Cash, bank demand draft and Cheques are not accepted
Step 6	Verification of documents by the Deputy Registrar	Dy. Registrar verifies all the documents uploaded by the prospective student on the admission portal and approve/disapprove within 48 hours the eligibility for the chosen program.
Step 7	Undertaking	Student will sign Undertaking after Approval in Application.
Step 8	Enrolment	After the payment of program fee, the student will get the Enrolment number and access to the LMS within 48 hours.
Step 9	Access to Learning Management System (LMS)	

- All students should carefully read and understand the eligibility conditions given in student handbook document and mentioned on the university website before applying for the online programs.
- The prospective learner has to ensure that their education/qualifying degree has been issued from a recognized university/board only. For learners from an Indian higher education institution, it should be recognized by the regulatory authority of Government of India. For recognized Board of Education to check www.cobse.org.in/ while for Polytechnic Diploma check the respective State Board of Technical Education. To verify degrees from www.ugc.ac.in for recognized universities. For foreign prospective learners they may verify their institutions from www.aiu.ac.in.
- Prospective learner to check their eligibility on the date of admission and should have passed the qualifying exams before the start of admission batch.
- A registration fee of Rs.1000 is non-refundable.

Students after enrolment must be registered with ABC (Academic Bank of Credits) a central scheme for depositing credit formulated by Ministry of Education, Govt. of India. Academic Bank of credits (ABC) ID creation is mandatory for all the students.

6.2 Minimum Eligibility Criteria for Admission

The minimum eligibility criteria for admission in Online MA English program is a Bachelor's Degree from a recognized University. The learner should also meet all the required documentation criteria as mentioned on the website for admission in the program. Admission will stand cancelled,

if candidate does not submit proof of eligibility within stipulated time given by CDOE-VGU. Candidates are expected to read all instructions given in the Program prospectus before filling of application form.

6.3 Programme Fee Academic Session beginning July 2023 and Financial Assistance Policy

Program fees for students pursuing MA English offered by CDOE-VGU is mentioned below:

Program	Specialization	Academic Fees per Year (INR)	Foreign Nationals Fees
MA	English	32000	\$720
Other Fees			
	Particulars	For Indian Students fees	For Foreign /NRI Students Fees
1.	Bonafide Letter (On Demand)	300	\$10
2.	Transcripts (On Demand)	500	\$10
3.	Specialization Change Fees	1000	\$25
4.	Course Change Fees	1000	\$25
5.	Validation Extension Fees (1 Year)	10000	\$200
6.	Degree Application Fees	3000	\$75
7.	Duplicate Mark Sheet/Grade Card	500	\$10
8.	Duplicate Degree Certificate	5000	\$105
9.	Alumni Membership Fee	3000	\$75

Scholarship

The eligible students can avail scholarship opportunities extended to the students as follows:

Types of Scholarship	Marks scored in qualifying Examination	Scholarship offered	Documents Required
	Percentage /Equivalent CGPA		
Merit base	60-75%	10%	For UG (12 th mark sheets)
	75% Onwards	20%	
VGU Alumni & Student		20%	Student Enrolment

				(VGU Degree /Marksheet)	
VGU Employee		20%		Employee Code (Employee_id Card)	
Co-curricular Excellence (Sports/Theatre/Dance/Performing Arts/NCC/NSS)					
Level	District Federation	State Federation/ Association	Cluster/ Zonal CBSE	National Federation/Association	Achievement Certificate
Medallist Scholarship	10%	15%	15%	20%	

6.3.1 Financial Assistance Policy

The fees will be paid by the students through the online mode provided on the website. The University has partnered with a third party NBFC to provide financial assistance to those in need.

6.4 Curriculum Transactions

6.4.1 Program Delivery

The curriculum is delivered through the Self Learning Materials (SLMs) in the form of e-Contents supported by various learning resources including audio-video aids through Learning Management System (as per four quadrant approach) along with the online contact hours with discussion forums and synchronous live interactive sessions conducted through LMS as per the prevailing UGC norms for course delivery.

6.4.2 Learning Management System to support online mode of Course delivery

The Learning Management System (LMS) is designed to facilitate the students to have a Global learning experience. LMS has user friendly approach through which the learning is made simple, interesting and truly meeting the global standards of learning. The audio-visual mode of teaching, the self-learning materials, discussion forums and evaluation patterns are unique and meeting the requirements of the industry and in sync with the UGC Guidelines of four quadrant approach.

The students can experience uninterrupted learning 24x7 through web and mobile at the pace chosen by them. The user interface will be simple and easy to navigate through the e-learning Units; the LMS will provide seamless accessibility with all the learning tools designed as per standard norms for a perfect learning experience.

6.4.3 Course Design

The Course content is designed as per the 4-quadrant approach as detailed below to facilitate seamless delivery and learning experience

Quadrant-I i.e., e-Tutorial, that contains – Faculty led Video and Audio Contents, Simulations, video demonstrations, Virtual Labs

Quadrant-II i.e., e-Content that contains – Portable Document Format or e-Books or Illustration, video demonstrations, documents as required.

Quadrant-III i.e., Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.

Quadrant-IV i.e. Self-Assessment, that contains MCQs, Problems, Quizzes, Assignments with

solutions and Discussion forum topics.

6.4.4 Academic Calendar

Sr. No.	Event	Batch	Last Date
1	Commencement of semester	January	2 nd January
		July	3 rd July
2	Enrol learner to Learning Management system	January	Within 48 working hours of fee deposit and confirmation
		July	
3	Assignment Submission	January	By March 31 st and May 31 st
		July	By September 30 th and November 30 th
4	Submission of Synopsis (Applicable during Pre final semester)	January	30 th April
		July	30 th October
5	Project Report Submission (Applicable during Final semester)	January	30 th April
		July	30 th October
6	Webinars / Interactive Live Lectures and Discussion Forum for query resolution	January	February to May
		July	August to November
7	Admit Card Generation	January	By May 20 th
		July	By November 20 th
8	Term End Examination	January	June 15onward
		July	December 15onward
9	Result Declaration of End Term Examination	January	By end of August
		July	By end of February

**This is a tentative calendar and is subject to change*

6.5 Assessment and Evaluation

Learning of the students would be evaluated through internal assignments, quizzes, learner response sheets, and end-term examinations. CDOE-VGU adopts rigorous process in development of

question papers, question / quiz banks, assignments and their moderation, conduct of examinations, analysis of answer scripts by qualified academics, and declaration of result. The Centre shall frame the question papers so as to ensure that complete syllabus is covered. The evaluation shall include two types of assessments-

Continuous internal assessment	30%
Summative assessment in the form of end-term examination. End-term examination will be held with proctored examination tool technology (follow Annexure VI for guidelines and pre-requisites for Proctored Examination)	70%

The examinations shall be conducted to assess the knowledge acquired during the study.

For theory courses, the internal evaluation shall be conducted as Continuous Internal Assessment (CIA) by assignments preparation and quizzes. The internal assessment shall comprise of maximum of 30 marks for each course. Plagiarism for CIA will be accepted upto a maximum of 15% only for subjective content. The end semester examination shall be of two hours duration for each course at the end of each semester.

To ensure flexibility and convenience for the students, they may opt to book an Online Examination Slot for each course on each day of exam dates as declared by the COE of the University. The slot timings will be as follows:

1. 10 am to 12 Noon
2. 12.30 pm to 2.30 pm
3. 3 pm to 5 pm

Guidelines issued by the Regulatory Bodies from time-to-time about conduct of examinations shall be considered and new guidelines if any will be implemented.

6.5.1 Question Paper Pattern

Online Exam Time: 2 Hours

Max. Marks: 70

1. Part A comprising of 49 Multiple-Choice Questions (1 Mark Each) – 49 Marks
2. Part B comprising of 3 Essay Type Question Answers (7 Marks Each) – 21 Marks

6.5.2 Distribution of Marks in Continuous Internal Assessments

The following procedure shall be followed for internal marks for theory courses. Weightage for Continuous Internal Assessment is provided below:

Particular	A1 (Objective Type)	A2 (Subjective Type)	A3 (Discussion Forum)
Weightage %	10%	15%	5%

Note: Refer to **Annexure VII and VIII** for reference to the question paper pattern and further guidelines

Students may re-appear for CIA up to next two semesters and has to follow the same procedure. For the last semester the academic rules shall apply.

6.5.3 Statistical Method for the Award of Relative Grades

As per UGC's recommendations for the 'Evaluation Reforms in the Higher Education System', CDOE-VGU will be adhering to Relative Grading System. In this system, grades are awarded to students according to their performance relative to their peers in the same class (class is defined as

a unique combination of course-slot-faculty).The statistical method shall invariably be used with marginal adjustment for natural cut off. The mean and the standard deviation (σ) shall be calculated as follows:

$$\text{Mean} = \frac{\sum \text{Total Marks obtained by students in a class}}{n}$$

Where n = total number of students in a class

$$\text{Standard Deviation} = \sqrt{\frac{\sum (X - \text{Mean})^2}{n}}$$

Where X = individual marks

Lower Range of Marks	Grade Awarded, if marks falls in range		Upper Range of Marks
	UG	PG	
$\geq \text{Mean} + 1.5 \sigma$	O	O	---
$\geq \text{Mean} + 1.0 \sigma$	A+	A+	$< \text{Mean} + 1.5 \sigma$
$\geq \text{Mean} + 0.5 \sigma$	A	A	$< \text{Mean} + 1.0 \sigma$
$\geq \text{Mean}$	B+	B+	$< \text{Mean} + 0.5 \sigma$
$\geq \text{Mean} - 0.5 \sigma$	B	B	$< \text{Mean}$
$\geq \text{Mean} - 1.0 \sigma$	C	NC	$< \text{Mean} - 0.5 \sigma$
-	NC	-	$< \text{Mean} - 1.0 \sigma$
-	I (Absent)	I (Absent)	-
-	W(Withdrawal)	W(Withdrawal)	-
-	GA(Grade Awaited)	GA(Grade Awaited)	-
-	S(Satisfactory)	S(Satisfactory)	-
-	X(Not Satisfactory)	X(Not Satisfactory)	-

6.5.4 Cumulative Grade Point Average (CGPA) and Semester Grade Point Average

The letter Grades awarded to a student in all the courses (except audit courses) shall be converted into a semester and cumulative performance index called the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). The SGPA is an indicator of the overall academic performance of a student in all the courses he/she has registered during a given semester. Similarly, the CGPA indicates the overall academic performance of a student in all the courses registered up to and including the latest completed semester/summer term.

6.5.5 Cumulative Grade Point Average (CGPA)

CGPA will be used to describe the overall performance of a student in all courses in which letter grades are awarded since his entry into the University upto and including the latest semester as per the procedure provided in VGU Academic Regulations (v 2.2). It is the weighted average of the grade points of all the letter grades received by the student from his entry into the University. Since multiple performance in a course in which the student has already received a grade is possible,

whenever through such a process a new grade is obtained, it will replace the earlier one in the calculation of CGPA. On the other hand, if through this process merely a report emerges, this event by itself will not alter the CGPA.

A student's grades, reports, CGPA, etc. at the end of every semester/term will be recorded on a grade card, a copy of which will be issued to him. The grade card will be withheld if a student has not paid his dues or when there is a pending case of breach of discipline or a case of unfair means against him.

The faculty member is also responsible for maintaining the complete records of each student's attendance, performance in different components of evaluation. If a scrutiny or statistical analysis becomes necessary, the above records and any other pertinent information should be made available by the faculty member of the course.

6.5.6 Conversion Factor

Percentage (%) Marks = (CGPA -0.75) x 10

6.5.7 Grade card

All grades and reports and other pertinent information for a semester are given in a grade card which is a complete record of the outcome of what was intended in the original registration. The various grades and reports would be appropriately used to tally the grade card with the original registration. The grade card also contains the Cumulative Grade Point Average (CGPA).

Chronologically organized information from the grade cards of a student with the necessary explanation constitutes is transcript which is issued at the time the student leaves the University or at an intermediate point on request.

6.5.7.1 Grade cards and Certification – Student Communication

- The student can get soft copy of grade cards through the University website, the hard copy grade card would be provided only after successfully completion of full program along with degree certificate.
- Once the student completes all the mandated assignments, examinations and projects (if applicable) the final mark sheet/grade card and certificate would be dispatched by the University to the student registered address.
- All pending payments/dues need to be cleared by the student, before the final certification.
- If required, the University may request the mandatory documents from student as submitted during admission time, the students may have to re-submit the same if required during final degree certification.
- Students need to apply for degree by filling the degree application form and submit all the required documents and the applicable degree processing application fees of Rs. 3000/- to the University.
- Students who wish to be member of alumni society need to pay Rs 3000/- as membership fee.

6.5.7.2 Online Results, grade card and Degree Logistics–Internal Process

- After verification of all data by the Deputy Controller of Examination, the online results would be published on the CDOE-VGU website.
- Students need to download and save the copy of online semester / year wise results.

CDOE-VGU would provide hard copy grade cards and degree certificate at the end of the program to students who have successfully completed the program. Students who successfully completed the program will receive hard copy mark sheet/grade cards and a degree certificate from the University at the end of the program.

7. Requirement of the Laboratory Support and Library Resources

7.1 Laboratory Support

For practical component (programming and coding), students will have access to lab manuals designed by faculty and provided with online virtual lab as required and lab simulation tools and software, to allow learners to practice accordingly. Faculty will engage students by demonstrating various programs. For this purpose lab manuals and lab exercises will be prepared by faculty. The details of various labs and their requirements have been provided in Annexure IX. Students will be assessed based on their learning during their lab hours which are part of their practical classes.

7.2 Library Resources

The Central Library has reference, circulation, audio-visual, periodical, book-bank, digital library, and reprographic sections. The library has more than 35000 books, e-journals, online-database such as Scopus and Web of Science and institutional repositories having rare book collection. All e-resources can be accessed through LAN on the campus and remotely through login Id and password. Besides, University library has membership of various consortia such as E-Shod Sindhu, Shodhganga, INFLIBNET, DELNET, ManuPatra etc. The details of accessing these platforms is provided in **Annexure X**.

8. Cost Estimate of the Program and the Provisions

The Estimate of Cost & Budget could be as follows (all figures on Annual basis):

Sl. No.	Expenditure Heads	Approx. Amount
1	Program Development (Single Time Investment)	
2	Program Delivery (Per Year)	
3	Program Maintenance (Per Year)	

9. Quality Assurance Mechanism

Quality of a program depends on the course curriculum, syllabus and academic delivery which is designed to meet the gap between industry and academia. To achieve this Centre for Internal Quality Assurance (CIQA) and the Academic Council shall duly fulfil their duties.

The Academic Council is responsible to ratify the curriculum and changes as recommended by CIQA in order to maintain the quality and standard of online education at CDOE-VGU.

The Centre for Internal Quality Assurance (CIQA) shall be responsible to

- (i) to conduct periodic assessment of the online learning course material and audio-video tutorials and will assure that the quality of learning is maintained
- (ii) to ensure stakeholder's feedback is taken from time to time and recommended changes are executed as per the requirement of the course delivery and industry requirement

(iii) to assess the quality of assignments, quizzes and end- term assessment and advice improvements to maintain the standard of the learning program

(iv) to assure that the learning is truly a global experience for the student along with the possibility to inculcate skills as expected from the program outcomes and map with vision and mission of VGU

The CoE of the University shall oversee the examinations and the evaluation system.

The CDOE-VGU will work continuously for the betterment of processes, assessments, teaching methodology, e-learning material improvisation as per four quadrant approach and implementation of the same as per New Education Policy. The University is committed to deliver the best education in all the learning modes with adherence to NEP, UGC and other regulatory guidelines in true global sense.

To monitor quality of Student Support Services provided to the learners, it is proposed to obtain Feedback annually as per the details given below:

ACADEMIC SESSION:

S No	Feedback Questions	Answers & Remarks
1	Your Name	
2	Your Programme	
3	Your Enrollment Number	
4	Year of Study: Mention – I, II, III, IV, V, VI Semester / 1 st , 2 nd , 3 rd Year	
5	Your Mobile Number:	
6	Your Email ID	
7	Are you in service / employed? Mention – Yes / No	
8	Have you received your Identity Card in time? Mention - Yes / No	
9	Have you received your study material in time? Mention - Yes / No	
10	How do you rate quality of the study material? Mention - Excellent / Good / Poor:	
11	Have you attended the counselling session? Mention - Yes / No:	
12	How do you rate quality of the counselling sessions conducted? Mention - Excellent / Good / Poor:	
13	Have you submitted Assignments / Projects? Mention - Yes / No	

14	Are you satisfied with the evaluation of your Assignments / Projects? Mention - Yes / No	
15	Are you receiving feedback from your academic counsellors on your assignment responses? Mention – Yes / No	
16	Have you availed Library Services of VGU? Mention - Yes / No	
17	If Yes, how do you rate the quality of library services Mention - Excellent / Good / Poor	
18	Have you appeared in the examinations conducted by CDOE-VGU? Mention - Yes / No	
19	If Yes, mention the quality of conduct of the examinations. Mention - Excellent / Good / Poor	
20	Are you satisfied with evaluation of your examination papers? Mention - Yes / No	
21	If No, mention reason thereof!	
22	Are you getting result in time? Mention - Yes / No	
23	Are you receiving your mark sheets in time? Mention - Yes / No	
24	Are your grievances redressed satisfactorily at CDOE-VGU? Mention Yes / No	
25	How do you rate the quality of responses given to you at CDOE-VGU? Mention - Excellent / Good / Poor	
26	How do you rate the information given on the website about your studies? Mention - Excellent / Good / Poor	
27	Are you satisfied studying at CDOE-VGU – Yes / No	
28	Will you recommend your friends and relatives to get enrolled for OL Programmes of VGU? Mention – Yes / No	
		2.
		3.
		4.
		5.

GENERAL REMARKS AND SUGGESTIONS FOR IMPROVEMENT: (Attach additional sheet, if required)

Date: _____

SIGNATURE OF THE
STUDENT

Annexure 1 Detailed syllabus of MA English Programme

ENG 701 CCC

Language and Communication Skills I

L-T-P –C Structure 4-0-0-4

Course Type: Core Theory

Course Objectives:

- To impart students knowledge of basic sentence patterns in English.
- To help them to attain mastery over grammar.
- To build students' vocabulary.
- To develop their reading skills.
- To enhance their writing skills and to help them acquire grammatical accuracy in writing.

Course Outcomes:

- Students will be able to use various sentence patterns.
- They will be able to transform sentences.
- They will be able to distinguish different tenses.
- They will be able to comprehend unseen passages and have knowledge of various types of communication.
- They will be able to enhance their reading and writing skills.

MODULE I

Basic Sentence Patterns, Coordination and subordination, Different Concepts and Notions (such as request, order, question, condition, purpose, suggestion, wishes, hope, intention, obligation, contrast , concession)

MODULE II

Transformation of Sentences- Active and Passive Voice, Direct and Indirect Speech

MODULE III

Tenses

MODULE IV

Reading & Comprehension (Prose), Précis writing

MODULE V

Letter Writing (Formal and Informal), Types / Modes of Communication

Recommended Reading:

A.S. Hornby: *A Guide to Patterns and Usage*.

CLEFL- Material on Morphology and Phonology from the Distance Education Department.
 George Yule: *The Study of Language*, OUP (ELBS).
 Quirk, Randolph Greenbaum Sydney, Leech Geffory and Svartivik, Jan. *A Comprehensive Grammar of the English Language*. India: Pearson Education First edition (2010).
 Praveen. K Thaker: *Appreciating English Poetry: A Practical Course and Anthology*. Orient Longman, 1999.
 Krishna Mohan and Meenakshi Raman. *Effective English Communication*, Tata McGraw Hill, 2001.
 V. Sashi Kumar and P.V. Dhamija. *Spoken English*. Tata McGraw Hill, 2001.
 Jespersen Otto. *Growth and Structure of the English Language* Delhi: Atlantic (2015).

ENG 702 CCC Seventeenth Century Literature

L-T-P –C Structure 4-0-0-4

Course Type: Core Theory

Course Objectives:

- To introduce characteristic features of the sixteenth century through Chaucer’s representative poem.
- To acquaint students with literary tendencies of the sixteenth century on the basis of the select texts.
- To impart knowledge of various genres produced during the age.
- To equip them with skills to appreciate select literary works.

Course Outcomes:

- Students will be able to understand socio-political context of the sixteenth century.
- They will be able to observe literary tendencies of Chaucer and sixteenth Century literature.
- They will be able to critically appreciate prescribed texts of the age.
- They will be able to critically appreciate select text of Elizabethan age.
- They will be able to understand select essays of Bacon and poems of John Donne.

MODULE I

Chaucer: *Prologue to the Canterbury Tales*

MODULE II

Marlow: *Dr. Faustus*

MODULE III

Webster: *The Duchess of Malfi*

MODULE IV

Shakespeare: *King Lear*

MODULE V

Bacon: *Of Truth, , Of Revenge, Of Adversity*, Donne: *The Canonization, The Valediction: Forbidding Mourning, The Relique* (ed. Helen Gardner, Rupa & Company, New Delhi)

Recommended Reading:

Pramod K. Nayar. *Short History of English Literature*, Delhi: Orient Blackswan

Ian Jack . *The Augustan Age*, Delhi: OUP.

ENG 703 CCC
Eighteenth and Nineteenth Century Literature

L-T-P –C Structure 4-0-0-4

Course Type: Core Theory

Course Objectives:

- To introduce characteristic features of the eighteenth and nineteenth century literature.
- To impart knowledge of historical and psychological fiction.
- To make them acquaint with various genres produced during the age.
- To equip them with skills to appreciate prescribed literary works.

Course Outcomes:

- Students will be able to observe the impact of social class on the eighteenth century literature.
- They will be able to understand characteristic features of Romantic Movement and poems.
- They will be able to critically appreciate prescribed texts of the eighteenth and nineteenth century.
- They will be able to critically appreciate poems of early and later romantics.
- They will be able to critically appreciate select novels of Charles Dickens and Thomas Hardy.

MODULE I

William Collins: Ode to Simplicity, Ode to Evening, Thomas Gray: The Bard

MODULE II

William Wordsworth: The Prelude Book, ST Coleridge: Kubla Khan

MODULE III

P.B Shelley: The Cloud, John Keats: Ode to a Grecian Urn, Byron: There is Pleasure in the Pathless Woods

MODULE IV

Robert Browning: A Grammarian's Funeral, Alfred Tennyson: Lady of Shallot

MODULE V

G.M Hopkins: Spring and Fall, Pied Beauty, Elizabeth Barret Browning: (1) Sonnet No. 41, 69 Thank all who have Loved me, Charles Dickens: A Tale of Two Cities, Thomas Hardy: The Mayor of Casterbridge

Recommended Reading:

Boris Ford. *New Pelican Guide to English Literature* ed. Part I and II of Volume V.

Basil Willey. *Nineteenth Century English Literature*, OUP.

Mary Shelley. *Frankenstein; or The Modern Prometheus*, OUP Students' Edition (1818).

Sir Leslie Stephens. *English Literature and Society in the 18th Century*. London, Duckworth.

ENG 1ECC Nineteenth Century Literature I

L-T-P –C Structure 2-0-0-2

Course Type: Elective Theory

Course Objectives:

- To give students background knowledge of the Oxford Movement and Industrial Revolution.
- To acquaint students with literary tendencies of nineteenth century on the basis of the prescribed texts.
- To impart knowledge of various genres produced during the age.
- To equip them with skills to appreciate prescribed literary works.

Course Outcomes:

- Students will be able to understand socio-political context of the nineteenth century.
- They will be able to observe literary tendencies of the nineteenth century.
- They will be able to critically appreciate the social novel of Dickens.
- They will be able to understand seemingly idyllic, but often harsh, realities of a farming community in Victorian England as depicted in the select novel of Hardy.
- They will be able to critically appreciate select poems of Browning.

MODULE I

French Revolution

MODULE II

Wordsworth: Lucy Poems- *I Travelled among Unknown Men; She Dwelt among the Untrodden Ways*

MODULE III

Coleridge: Sonnets- *XI to Sheridan, Sonnet XIII-To La Fayette*

MODULE IV

John Keats: Love Poems- *To Fanny, Hither-Hither Love*, P.B. Shelley: *To Mary Who Died in the Opinion, To Jane: The Invitation*

MODULE V

Robert Southey: *Sonnets- To the Evening Rainbow, With Many a Weary Step*, Walter Scott: *The Lay of the Last Minstrel*(Canto I)

Recommended Reading:

Brainbridge, Simon. "Politics and Poetry" *The Cambridge Companion to British Literature of the French Revolution in the 1790s*. Pamela Clemit, Ed. Cambridge University Press, 2011

Cox, Jeffrey N. "Romantic Drama and French Revolution". *Revolution and English Romanticism*.

Keith Hanley and Raman Selden, Eds, New York: St. Martin's Press. 1990.

Popkin, Jeremy D.A *Short History of the French Revolution*. 4th ed. New Jersey, Pearson Prentice Hall, 2006.

Thomas, E.. *The Romantics*. New York: New Press, 1997.

ENG 2ECC Women's Writing I

L-T-P –C Structure 2-0-0-2

Course Type: Elective Theory

Course Objectives:

- To give students background knowledge of the Feminist Movement.
- To introduce nineteenth century literary texts advocating legal and social equality between men and women.
- To make them acquaint with the literary works of post-independence women poets, playwrights and novelists.
- To equip them with skills to appreciate prescribed literary works.

Course Outcome:

- Students will be able to understand background of the Bhakti Movement with the help of the select songs.
- They will be able to observe major emphasis of the Feminist writers exhibited through their works.
- They will be able to critically appreciate. poem of Kamla Das.
- They will be able to understand fiction of Anita Desai.
- They will be able to critically appreciate feminist novel of Mahasweta Devi.

MODULE I

Introduction- Bhakti Movement, Devotional songs of Meera Bai: In Praise of Lord 1 & 2, 3 ,4 ,5 (A.J Alston, Delhi: Moti Lal. Das Publishers)

MODULE II

M.K. Vinodini: *The Desert Flower* (ed. E.V. Ramakrishnan, Indian Short Stories 1900-2000)

MODULE III

Kamla Das: My Grandmother's House

MODULE IV

Anita Desai : *The Artist of Disappearance*

MODULE V

Mahasweta Devi: *1084 ki Maa*

Recommended Reading:

Women Writing in India from 600 B.C. to the Present, Vol. I, II ed. Susie Tharu and K. Lalita, Delhi: Oxford University Press 1995.

Dalit Personal Narratives. R. Kumar — Orient Blackswan New Delhi, 2011.

R.V. Ramakrishnan-Indian Short Stories.

ENG 3 ECC American Literature I

L-T-P –C Structure 3-0-0-3

Course Type: Elective Theory

Course Objectives:

- To give students background knowledge of the modernist movement -Symbolism and Expressionism.
- To enhance their understanding of major experimental works of American Literature.
- To make them understand the major emphasis of literary works of renowned American writers.
- To equip them with skills to appreciate prescribed literary works.

Course Outcome:

- Students will be able to understand American Renaissance and its impact on literature.
- They will be able to observe literary tendencies of the nineteenth century.
- They will be able to critically appreciate essays of the nineteenth century American Literature.
- They will be able to understand issues raised by novels of the nineteenth century American Literature.
- They will be able to critically appreciate poems of the nineteenth century American Literature.

MODULE I

American Renaissance and Transcendentalism- Background to 19th century American Literature from *American Literature of Nineteenth Century*, ed. W.J. Fisher et.al (Eurasia), Edgar Allen Poe: *Fall of the House of Usher*

MODULE II

Hawthorne: *Scarlet Letter*

MODULE III

Thoreau: *Civil Disobedience*, Walt Whitman: *A Passage to India*

MODULE IV

Herman Melville: *Bartleby, The Scrivener*

MODULE V

Emily Dickinson: (i) I felt a funeral in my Brain
(ii) Because I could not Stop for Death
(iii) A Bird Came Down the Walk
(iv) Because I could not Stop for Death

Recommended Reading:

Lewis, Allan. *American Plays and Playwrights of the Contemporary Theatre*. New York: Crown, 1965.

Mukherjee, Sujit, and D.V.K. Raghavacharyulu eds. *Indian Essays in American Literature*. Bombay Popular, 1969.

Ford, Boris. Ed. *The New Pelican Guide to English Literature*. Vol. 9.

ENG 4ECC

Postcolonial Literature I

L-T-P –C Structure 3-0-0-3

Course Type: Elective Theory

Course Objectives:

- To give students background knowledge of Postcolonial Literature.
- To acquaint them with the renowned essays and fiction of Postcolonial Literature.
- To equip them with skills to appreciate Postcolonial poems.
- To make them understand the major emphasis of literary works of renowned Postcolonial writers.

Course Outcome:

- They will be able to observe literary tendencies of the twentieth and twenty-first centuries.
- They will be able to critically appreciate select Postcolonial texts- essays and novels of the twentieth and twenty-first centuries.
- They will be able to observe the ways in which the East resisted the West even during the period of British rule in India as explored by Ashis Nandy in the introduction of *The Intimate Enemy*.
- They will be able to critically appreciate select novel of Upamanyu Chatterjee.
- They will be able to critically appreciate prescribed poems of Jayant Mahapatra and Keki N. Daruwalla.

MODULE I

Shankar Pillai: *In the Flood*, Ngugi WaThiango-*Decolonising the Mind*

MODULE II

Chinua Achebe: *Things Fall Apart*

MODULE III

Ashis Nandy: *The Intimate Enemy* (Introduction only)

MODULE IV

Upamanyu Chatterjee :*English, August*

MODULE V

(i) Jayant Mahapatra: *A Summer Poem, Hunger* (ii) Keki N. Daruwalla: *Pestilence in Nineteenth Century Calcutta, Ghaghra In Spate* (From An Anthology of Commonwealth Poetry ed. C. D. Narasimhaiah)

Recommended Reading:

Viswanathan, Gauri. *The Beginnings of English Literary Study in India*. Oxford Literary Review 9: 1& 2 (1987).

Young, Robert. *White Mythologies: Writing History and the West* (1990).

Young, Robert. *Colonial Desire: Hybridity in Theory, Culture and Race* (1995).

ENG 5ECC

Language and Linguistics I

L-T-P –C Structure 3-0-0-3

Course Type: Elective Theory

Course Objectives:

- To give students background knowledge of Language and Linguistics.
- To acquaint them with the concepts of Language Change, Language Dialects and Varieties.
- To make them understand the concepts of Morphology and Semantics.

Course Outcome:

- Students will be able to understand elements of grammar.
- They will be able to observe the scope of Linguistics.
- They will be able to understand the Electronic Revolution and Texting.
- They will be able to recognize various language varieties and dialects.
- They will be able to observe morphological and semantic characteristics of words.

MODULE I

Language-Definition and its Characteristics, Elements of Grammar

MODULE II

Linguistics-Definition and its Scope

MODULE III

The Object of Study by Ferdinand de Saussure(From *Modern Criticism and Theory: A Reader*)

MODULE IV

Some Basic Concepts in Linguistics by J.P.B. Allen, Introduction of Various Branches of Linguistics

MODULE V

Structuralist View of Grammar, Transformative Generative Grammar & IC Analysis

Recommended Readings:

Yule George. *Study of Language*. Delhi: Cambridge Publications.2003

Leech, G.N. *Semantics*. Harmondsworth Penguin,1970.

Verma, S.K. & Krishnaswamy. *Modern Linguistics: An Introduction*. New Delhi.

ENG X01

Literary Theory and Criticism II

L-T-P –C Structure 4-0-0-4

Course Type: Core Theory

Course Objectives:

- To introduce the students to classical western and Indian literary theories and criticism.
- To familiarize them to the methods of textual application of a theory.
- To enhance their understanding of texts and essays of eminent literary theorists.

Course Outcome:

- Students will be able to understand classical literary theory of Longinus.
- They will be able to understand Indian literary criticism.
- To observe contribution of contemporary literary theorist.
- To understand feminist literary criticism.
- To understand theory and practice in Post-Colonial Literature.

MODULE I

Longinus: *On the Sublime*

MODULE II

Mulk Raj Anand: “The Source of Protest in My Novels” (from *Creating Theory*, ed. Jasbir Jain, Pencraft)

MODULE III

Salman Rushdi : *Imaginary Homelands*(Chapter-I)

MODULE IV

Elaine Showalter: "Towards a Feminist Poetics" (from *Contemporary Criticism* ed. V.S. Seturaman, Macmillan)

MODULE V

Bill Ashcroft et al.: *The Empire Writes Back* (Chapter I), M.H. Abrams: "The Deconstructive Angel" (from *Contemporary Criticism* ed. V.S. Seturaman, Macmillan)

Recommended Reading:

W. Harris: *Dictionary of Concepts in Literary Criticism and Theory*.

E. Nelson: *Writers of Indian Diaspora*.

P. Riley: *Language, Culture and Identity*.

L. Jones: *Research and Gender*.

M. Humm: *Dictionary of Feminist Theory*.

J. McLeod: *Routledge Companion to Postcolonial Studies*.

ENG X02

Twentieth Century Literature II

L-T-P –C Structure 4-0-0-4

Course Type: Core Theory

Course Objectives:

- To introduce students to the background of Modernism and Postmodernism.
- To acquaint students with literary tendencies of the twentieth century on the basis of the prescribed texts.

- To impart knowledge of various genres produced during the age.
- To equip them with skills to appreciate prescribed literary works.

Course Outcome:

- Students will be able to understand major literary trends of the twentieth century.
- To observe characteristic features of the twentieth century essays of George Orwell.
- To critically appreciate prescribed text of Virginia Woolf.
- To understand semiautobiographical novel by D.H. Lawrence.
- To observe relations between the English and the native population of India during the colonial period as portrayed by E. M. Forster and to identify the reasons why V.S. Naipaul titled the second book of his "India" trilogy as *India: A Wounded Civilization*.

MODULE I

Modernism, Postmodernism, Impressionism and Stream of Consciousness

MODULE II

George Orwell: (from *Inside the Whale and Other Essays*, Delhi: Penguin) "Inside the Whale", "Shooting an Elephant"

MODULE III

Virginia Woolf: *To the Lighthouse*

MODULE IV

D.H. Lawrence: *Sons and Lovers*

MODULE V

E. M. Forster: *A Passage to India*, V.S. Naipaul-*India: A Wounded Civilization*

Recommended Reading:

Northrop Fry: *Twentieth Century Literature*

Pramod K. Nayar: *A Short History of English Literature*.

ENG X03

Indian Writing in English II

L-T-P -C Structure 4-0-0-4

Course Type: Core Theory

Course Objectives:

- To introduce the students to the development of Progressive Writers Movement in Indian Writing in English.
- To make them acquaint with various socio-political issues of the age.
- To equip them with skills to appreciate prescribed literary works.

Course Outcome:

- Students will be able to observe the development of Progressive Writers Movement in Indian Writing in English.
- To understand the reasons of critique of modern civilization in the select work of Gandhi.
- To critically appreciate partition novel of Khushwant Singh.

- To critically appreciate elemental traits of post-modernism in the select novel of Amitav Ghosh.
- To observe conservatism and orthodoxy of a community as portrayed in the select novel of Ananthamurthy.

MODULE I

Progressive Writers Movement, Bankim Chandra Chatterjee: *Anandmath*

MODULE II

M.K.Gandhi: *Hind Swaraj* , Premchand: *Godan*

MODULE III

Khushwant Singh: *Train to Pakistan*

MODULE IV

Ananthamurthy: *Samskara* (trans. By A.K. Ramanujan)

MODULE V

Amitav Ghosh: *Shadow Lines*

Recommended Reading:

K.R.S. Iyengar: *Indian Writing in English* (Sterling, 1984).

J.Sanga: *South Asian Novelists in English*.

J.Hawthorn: *Studying the Novel*.

Jasbir Jain (ed.): *Writers of the Indian Diaspora*.

ENG X04 Dissertation/ Project

L-T-P -C Structure 0-0-8-8

Course Type: Core Practical

Course Objectives:

- To prepare students for research.
- To train them in research methodology.
- To update knowledge in pertinent areas of research.
- To inculcate interdisciplinary / comparative approach to research.
- To improve their communication skills.

Course Outcome:

- Students will be able to conduct original research.
- They will be able to update knowledge in pertinent areas of research.
- Inculcate interdisciplinary / comparative approach to research.
- Get ready for external evaluation and defend their research work.
- Enhance their communication skills.

The students will choose a literary topic with the consent of their concerned supervisors and submit a Dissertation of 60-75 pages. The Dissertation will incorporate faculty-feedback and suggestions for improvement given in the semester. A draft copy of it will be submitted before the Semester End Examination.

The Division of marks will be as follows:

Internal Evaluation (Continuous Assessment) – 60 Marks

External Evaluation (Viva-Voce) – 40 Marks