

# **PROGRAMME PROJECT REPORT (PPR)**

**MASTER OF ARTS (ENGLISH)  
MA (ENGLISH)**



**MATS Centre for Distance and Online Education (MCDOE)  
MATS University, Raipur, Chhattisgarh**

## **MATS UNIVERSITY: VISION**

To become a world-class Centre in providing globally relevant education. MATS will be the Global University, known for the quality academic programmes and outstanding faculty, products and services to students and clients independent of place and time constraints. MATS University will be a benchmark institution for lifelong partnership with students, the workforce and public and private enterprises. Building on its proud tradition, MATS university will extend educational opportunities to those who will make our state (Chhattisgarh), our nation and global society a better place to live and work.

## **MATS UNIVERSITY: MISSION**

To foster an intellectual and ethical environment in which the spirit and skills within MATS will thrive so as to impart high quality education, training, research and consultancy services with a global outlook and human values. To create and develop technocrats, entrepreneurs and business leaders who will strive to & improve the quality of human life. To create truly world class schools of Management Sciences, Engineering Sciences, Information Technology, Life Science, Basic and Applied Sciences, Humanities & Social Sciences and Life Skills.

  
Dr. Ranjana Das Sarkhel

(HOD)

  
Dr. Neeta Lalwani

Associate Professor

  
Dr. Sajal Thakur

Assistant Professor



## **A. Programme's Mission and Objectives:**

### **Mission:**

The Institute of Open & Distance Education at MATS University is dedicated to delivering high-quality education through distance learning, ensuring that it meets the academic rigor of regular programme. This Programme aims to enhance knowledge in English Literature and related fields while encouraging students to explore literatures initiatives in English language and this programme is accessible to all who cannot attend regular classes.

### **Objectives:**

The objective of the programme is to extend university education outside the campus.

### **Key Objectives:**

1. To impart essential knowledge of literary forms, movements and readings of contemporary texts.
2. To provide a conducive learning environment.
3. To support the growth of students in their academic journey.
4. To equip students with the ability to understand how literature reflects all aspects of human civilization.
5. To develop the ability to understand various literary concepts and movements which shaped the writing of texts.
6. To develop analytical skills to critically appreciate and read literary texts.
7. To enhance the ability to improve writing skills while engaging with different literary genres.

## **B. Relevance of the Programme with University's Mission and**

### **Goals:**

MATS University is committed to offering high-quality education that fosters intellectual growth, personal development, and ethical responsibility across various fields, including commerce, management, science, and the arts. To provide educational opportunities to those who wish to continue their higher education scenario. This programme will help those candidates who are not able to join regular courses as they are in service and wish to improve their career opportunities.

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### **C. Nature of Prospective Target Group of Learners:**

This Programme is specifically designed to meet the requirement of learners who are not able to accomplish their educational goal through the conventional mode of education. The learners who are working professionals, housewives, reside in tribal or rural areas and not able to join the regular programme due to various reasons, are our target group of learners. Fresher's as well as in-service candidates are the target group for the course. The Programme Master of Arts in English through Distance Learning mode is developed, keeping in mind to give opportunity to economically and socially excluded people including graduates of various disciplines, unemployed youth, employed with marginalized salaries due to lack of sufficient knowledge in the subject. Also, the target group of learners includes various level employees of secondary-level school teachers, research aspirants, women taking care of family. The admissions to this programme are open and made on the basis of merit (marks obtained by the applicants) in the following qualifying examination to any individual who had passed Bachelor's Degree in any discipline/stream from a recognized Indian/Foreign University.

### **D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence:**

The open and distance learning mode of MATS University system places greater emphasis on the learner, where most of the instruction is delivered through distance mode with only a minimal component of face-to-face communication. Students will have the flexibility to learn at their own pace. They can access course materials and resources online and progress through the programme as per their convenience. It allows students to attend classes from anywhere, eliminating geographical barriers and offering more opportunities for students to learn and acquire specific skills and competencies. The Open and Distance Learning mode will provide an opportunity to learn in a technology-driven environment for the students where they can access online resources and learning materials, attend virtual classrooms, participate in online discussions, and engage with other students and faculty through various collaborative tools. This provides a highly immersive and interactive learning experience, helping students to develop critical thinking, analytical, and problem-

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solving skills. Open and Distance Learning mode will generate more effective teachers and researchers in remote places of India. it will cater the needs of the in-service candidates. MASTER OF ARTS (English), English programme through Distance Learning mode is developed in order to give subject-specific skills knowledge.

## **E. Instructional Design:**

### **Curriculum Design, Detailed Syllabi and Duration:**

The Master of Arts (English) programme offered by MATS Centre for Distance and Online Education runs for the period of two years which is divided in four semesters. This programme comes under the faculty of MATS School of Arts and Humanities.

### **Credit Points:**

All courses under this programme offered by MCDOE carry a certain value as credit-points. A credit point expresses the learning hours required to study a certain unit of a course. One credit point is equivalent to 30 learning hours and these learning hours include self-learning, contact classes, assignment, project and all the activities comes under the programme to accomplish the post-graduation degree.

Total credits of the MA English programme are 80. The Postgraduate programme comprising two years, will be divided into 4(four) semesters each of six months duration.

**Semester wise distribution of credits for MA ENGLISH**

S.No.	Semesters	Number of Credits
1	Semester-I	20
2	Semester-II	20
3	Semester-III	20
4	Semester-IV	20
	Total Credits	80

### **The Teaching & Examination Scheme:**

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Name of the Program	Semester	Subject Name		Subject Code (Regular)	Credit	Internal	External	Total No. Credit
MA English	I	Medieval to the Age of Spencer	CORE	ODLMAENG001	6	30	70	20
		Elizabethan to the Caroline Age		ODLMAENG002	6	30	70	
		Restoration & Neo – Classical Age		ODLMAENG003	4	30	70	
		Romantic to the Victorian Age		ODLMAENG004	4	30	70	
MA English	II	The Modern Age	CORE	ODLMAENG005	6	30	70	20
		Literary Criticism		ODLMAENG006	6	30	70	
		Indian Writings in English		ODLMAENG007	4	30	70	
		American Literature		ODLMAENG008	4	30	70	
MA English	III	Introduction to Linguistics	CORE	ODLMAENG009	6	30	70	20
		Post-Colonial Literature		ODLMAENG010	6	30	70	
		Indian Diasporic Fiction		ODLMAENG011	4	30	70	
		New Literatures in English		ODLMAENG012	4	30	70	
MA English	IV	Shakespearean Drama	CORE	ODLMAENG013	6	30	70	20
		Indian Women Novelists		ODLMAENG014	6	30	70	
		Commonwealth Literature		ODLMAENG015	4	30	70	
		Dalit literature/ Dissertation		ODLMAENG016	4	30	70	80

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**Detailed Syllabi:**

**MASTER OF ARTS (ENGLISH)  
SEMESTER- I**

**Paper I - Medieval to the Age of Spenser**

**Module-I**

*Everyman*

**Module-II**

*Prologue to Canterbury Tales* - Geoffrey Chaucer

**Module-III**

*Epithalamion* – Edmund Spenser

**Module-IV-** *Astrophel and Stella* (Sonnet 31 “With How Sad Steps”) and  
The Nightingale -Philip Sidney

**Module-V-***The Unfortunate Traveler* –Thomas Nashe

**Recommended Reading:**

1. Reading Poems: *An Annotated Anthology*. Ed. Jayati Gupta (New Delhi: Macmillan)
2. *Sidney, Spenser and Donne: A critical Introduction*, Edited by Rina Ramdev (Worldview critical Editions)
3. *The Cambridge Companion to Medieval English Theatre*, Richard Beadle (ed.)

**Paper-II – Elizabethan to the Caroline Age**

**Module-I**

Sonnets (1, 26, 73, 127, 154) – William Shakespeare

**Module-II**

‘The Collar’-George Herbert

‘The Retreat’- Henry Vaughan

‘The Flaming Heart’ – Richard Crashaw

**Module-III**

‘The Good Morrow’ and ‘Valediction’ -John Donne

**Module-IV**

*King Lear* – William Shakespeare

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*The Winter's Tale* – William Shakespeare

Module – V

*Arcadia* – Sir Phillip Sidney

Recommended Reading:

1. Ralph Kaufman.ed.*Elizabethan Drama*.Oxford:Oxford University Press,1989.
- 2.*Elizabethan to the Restoration*.Pramod K. Nayar (Orient Blackswan)

### Paper-III –Restoration & Neo –Classical Age

Module- I

*Absalom and Achitophel* – John Dryden

From *An Essay on Man* (From Epistle – I) – Alexander Pope

Module - II

*Paradise Lost* (Book I) - John Milton

Module- III

'Sir Roger at Home' – Joseph Addison

*Pickwick Papers* – Charles Dickens

Module- IV

*The Way of the World*– William Congreve

*The School for Scandal* – R. B. Sheridan

Module- V

*The Battle of the Books* – Jonathan Swift

Recommended Reading:

- 1.*Paradise Lost*: Book I and II, (New Delhi:OUP), Ed.F.T.Prince
2. *English Poetry 1660-1780*, Edited by Pramod K. Nayar (Orient Blackswan)

### Paper-IV –Romantic Age to theVictorian Age

Module-I

'The Rime of Ancient Mariner' - S. T. Coleridge

'Hyperion', 'Ode to Grecian Urn' – John Keats

Module-II

'Ulysses' – Alfred Tennyson

'My Last Duchess', 'The Last Ride Together' - Robert Browning

Module- III

'Dream Children'– Charles Lamb

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*Frankenstein*-Mary Shelley

Module- IV

'The Wreck of the Deutschland'-G.M.Hopkins

Module- V

*Tess of the D'Urbervilles*-Thomas Hardy

*Wuthering Heights*-Emily Bronte

Recommended Reading:

- 1.C.M.Bowra –The Romantic Imagination (Cambridge University Press)
2. Stuart Curran, Ed.The Cambridge Companion to British Romanticism (Cambridge University Press)
3. Joseph Bristow,Ed.The Cambridge Companion to Victorian Poetry (Cambridge University Press)
4. The Penguin Book of Romantic Poetry edited by Jonathan and Jessica Wordsworth (Penguin Books)

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SEMESTER-II

Paper-I –The Modern Age

Module-I

'The Waste Land' – T. S. Eliot

Module-II

*A Room of One's Own*-Virginia Woolf

*A Portrait of the Artist as a Young Man*-James Joyce

Module- III

*Sons and Lovers* –D.H.Lawrence

*Lord of the Flies*-William Golding

Module- IV

'The Unknown Citizen', 'In Memory of W.B.Yeats'-W.H.Auden

'Days', 'Aubade'- Philip Larkin

Module- V

*Waiting for Godot*-Samuel Beckett

*The Birthday Party*-Harold Pinter

Recommended Reading:

- 1.A Critical Reading of the Selected Poems of T.S.Eliot- Manju Jain (New

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Delhi:

Oxford University Press)

2. *The Theatre of the Absurd*, Martin Esslin

### Paper II- Literary Criticism

Module – I

Nature and Types of Literary Criticism

Module – II

*An Apology for Poetry*-Philip Sidney

Module – III

*A Defence of Poetry*-P.B.Shelley

Module – IV

*Biographia Literaria*- S.T.Coleridge

Module – V

*Preface to Shakespeare*- Samuel Johnson

Recommended Reading:

1. *English Critical Texts*: D.J.Enright, Ernst De Chickera

2. *A History of Literary Criticism* –Harry Blamires

3. *English Literary Criticism and Theory: An Introductory History* by M.S.Nagarajan (Orient Blackswan)

4. *An Introduction to English Criticism*-B.Prasad

5. *Literary Theory: A Very Short Introduction* by Jonathan Culler (Oxford)

### MASTER OF ARTS (ENGLISH)

#### SEMESTER- II

#### Paper III - Indian Writings in English

Module – I

Tagore-*Gitanjali* (Songs 1 & 2)

Toru Dutt – The Lotus

Module – II

Jawaharlal Nehru-*Discovery of India* (Chapter1 & 2)

Module – III

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Mahesh Dattani- *Final Solutions*

Module – IV

Amitav Ghosh-*The Hungry Tide*

Module – V

Ruskin Bond-*A Flight of Pigeons*

Recommended Reading:

1. *A History of Indian English Literature* by M.K.Naik (Sahitya Academy)
2. *An Illustrated History of Indian Literature in English* by A.K.Mehrotra (Permanent Black)
3. *Indian Writing in English* by K.R. SrinivasaIyenger

Paper-IV- American Literature

Module-I

Walt Whitman – ‘When Lilacs Last in the Dooryard Bloom’d’

Module-II

Ralph Waldo Emerson- *The American Scholar*

Module-III

Herman Melville - *Moby Dick*

Module-IV

Eugene O'Neill- *The Emperor Jones*

Module-V

Toni Morrison-*The Bluest Eye*

Recommended Reading:

1. *A Short History of American Literature*: Krishna Sen & Ashok Sengupta (Orient

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Blackswan)

2. *American Literature*: Nanadana Dutta Series Editor Pramod K. Nayar  
(Orient

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3. *A Brief History of American Literature* by Richard Gray (Wiley  
Blackwell)

MASTER OF ARTS (ENGLISH)  
SEMESTER- III  
Paper – I Introduction to Linguistics

Module - I

Language: Definition and its Characteristics, Difference between Human  
and Animal Communication System,  
Language Varieties Pidgin, Creole, Dialect,  
Linguistics: Definition, Nature and Scope; Branches of General Linguistics

Module - II

Phonetics: Definition; Branches; Phonetic Transcription.  
Phonology: Definition;; Major Concepts of Phonology (Phoneme, Allophone  
Morphology: Definition; Major Concepts –Morpheme and its Types.

Module - III

Syntax: Definition;  
Grammatical Units, Sentence, Word, Collocation, , the Phrase and the  
Clause, Grammar and Lexis)  
Semantics: Definition, Difficulties in the study of Meaning; Lexical and  
Grammatical Meaning.

Module - IV

Parts of Speech; IC Analysis; Organs of Speech; Vowels and their  
Articulation; Consonants and their Articulation.

Module - V

Supra-segmental features of English Speech (Word-accent, Stress, Rhythm,  
Intonation, and Tone). General Indian English

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Recommended Reading

Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students* (Macmillian 1981)

1. Chomsky, Noam. *Aspects of the Theory of Syntax* (Cambridge, Mass: MIT Press, 1958).
2. Robins, R.H. *G*

Paper-II - Post Colonial Literature

Module – I

Edward Said- *Orientalism*

Module – II

Ashcroft, Griffiths and Tiffin- *The Empire Writes Back*

Module – III

Margaret Lawrence- *The Stone Angel*

Module – IV

Patrick White- *A Fringe of Leaves*

Module – V

Chinua Achebe - *Anthills of the Savannah*

Recommended Reading

1. *Postcolonial Literatures* by Paroma Sarkar, Series Editor, Pramod K. Nayar (Orient Blackswan)
2. *Key Concepts in Postcolonial Studies*, Bill Ashcroft.
3. *Beginning Postcolonialism*, John McLeod
4. *Introducing Postcolonial Theories*, Taisha Abraham
5. *Postcolonial Literature: An Introduction*, Pramod K Nayar (Pearson)
6. *The Postcolonial Studies Dictionary*, Pramod K. Nayar

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### Paper-III –Indian Diasporic Fiction

#### Module-I

Amitav Ghosh – *The Shadow Lines*

#### Module-II

Jhumpa Lahiri- *Namesake*

#### Module-III

Bharti Mukherjee - *Jasmine*

#### Module-IV

Rohinton Mistry- *Such a Long Journey*

#### Module-V

Chitra Banerjee Divakaruni- *The Mistress of Spices*

#### Recommended Reading:

1. *A History of Indian English Literature* by M.K.Naik (Sahitya Academy)
2. *An Illustrated History of Indian Literature in English* by A.K.Mehrotra (Permanent Black)
3. Kim Knott & Sean Mc Longhlin (ed.) *Diasporas: Concepts, Intersections, Identities*
4. *Global Diasporas: An Introduction* by Robin Cohen

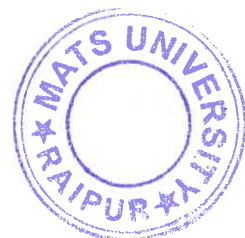
### Paper – IV New Literatures in English

Objectives: The paper New Literatures will include the writings of African, Caribbean, Australian writers. This paper will introduce the issues and concerns of different nations. The paper includes the writings of Chinua Achebe, V. S. Naipaul, Doris Lessing, Alan Paton and NgugiwaThiongo.

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Module - I

NgugiwaThiongo - *A Grain of Wheat*

Module – II

V.S.Naipaul-*Half a Life*

Module – III

Doris Lessing –*The Grass is Singing*

Module – IV

Alan Paton – *Cry, the Beloved Country*

Module – V

Chinua Achebe –*No Longer at Ease*

Recommended Readings:

1. *The New Literatures in English*, Chaman Lal Nahal
2. *Companion to the new literatures in English*, Christa Johnson

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SEMESTER- IV

Paper – I     Shakespearean Drama

Module – 1

*Hamlet*

Module – II

*Twelfth Night*

Module – III

*Othello*

Module – IV

*A Midsummer Night's Dream*

Module – V

*Julius Caesar*

Recommended Reading:

1. *The Arden Shakespeare: Shakespeare's Sonnets*
2. *The Sources of Shakespeare's Plays* by Kenneth Muir
3. *The Art of Shakespeare's Sonnets* by Helen Vendler (ABS Publishers)





Paper – III – Indian Women Novelists

Module – I

Anita Desai-*The Village by the Sea*

Module – II

Gita Hariharan- *The Thousand Faces of Night*

Module – III

Amrita Pritam-*Pinjar*

Module – IV

Mahashweta Devi - *The Queen of Jhansi*

Module – V

Indira Goswami- *The Moth Eaten Howdah of the Tusker*

Recommended Reading:

1. *A History of Indian English Literature* by M.K.Naik (Sahitya Academy)
2. *An Illustrated History of Indian Literature* in English by A.K.Mehrotra (Permanent Black)
3. *Indian Writing in English* by K.R. SrinivasaIyenger

Paper – III Commonwealth Literature

Module I

J. P. Clark – *Night Rain*

Module II

Alice Munro - *Lives of Girls and Women*

Module III

Witi Ihimaera – *The Whale Rider*

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Module IV

Punyakante Wijenaike – *The River*

Module V

Jean Rhys – *Wide Sargasso Sea*

Recommended Reading:

1. *Commonwealth Literature* by William Walsh (Oxford University Press)

Paper – IV Dalit Literature

Module – I

Sharadchandra Muktibodh – ‘What is Dalit Literature?’

Module – II

Bama – *Karukka*

Module – III

Mahashweta Devi- *Rudali*

Module – IV

Girish Karnad-*Tale-Danda*

Module – V

Prakash Valmiki-*Jhoothan*

Books Recommended:

1. Arjun Dangale: *Poisoned Bread* (Orient Longman 1992, rpt 1994)
2. Sharankumar Limbale: *Towards an Aesthetic of Dalit Literature* (trans. By Alok Mukherjee, Orient Longman , 2004)
3. Ghanshyam Shah, ed. *Dalit Identity and Politics* Vol.2(Sage Publication, 2001)
4. Sharmila Rege. *Writing Caste: Writing Gendres*(Delhi: Zubaan 2006)
5. R.J.Bhongale, (ed.) *Perspectives on Ambedkarism*(People's Publication, 2008)

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6. Ursula Sharma, *Caste: Concepts in the Social Sciences* (Viva Books, 2002)

**Duration of the Programme:**

The minimum duration of the programme is two years and maximum duration is four years.

**Medium of the Programme:**

English will be the medium of the programme and examination.

**Requirement of Faculty and Supporting Staff:**

Supporting staff will be deputed at the learner supported Centre as per the need of course curriculum.

Category	Existing
Professor	00
Associate Professor	01
Assistant Professor	01

**Instructional Delivery Mechanism and Usage of Media:**

As the programme will be offered by MATS Centre of Open and Distance Education mode, various instructional delivery mechanisms and media will be used to effectively deliver content to the learners. The programme delivery mechanism used by MCDOE follows a multimedia approach for instructions, which are as follows:

- The printed self-learning material (SLM) which covers all the metrics of the programme will be deliver to the learners for every course.
- Learning Management System (LMS) is an online platform that provides a centralized location for students to access learning content, engage in discussions, submit assignments, and take assessments. The LMS provides a user-friendly interface that is accessible on multiple devices, such as desktops, laptops, tablets, and smartphones.
- Webinars can be used for lectures, discussions, or interactive sessions with students. Pre-recorded video lectures can be used to deliver course content in a

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concise and engaging way. Interactive multimedia includes simulations, games, and quizzes that are designed to reinforce learning.

- Discussion forums can be used to facilitate group discussions, peer-to-peer learning, and to provide feedback and support. Online and face-to-face counselling will be provided by academic counsellors appointed for the programme.
- The counseling sessions are held as per schedule drawn by the MCDOE. These counselling sessions are held in non-working hours for the learners so they can attend the counselling session properly and regularly to enhance their learning skills.
- Live session will be conducted through the use of Internet Communication Technologies (ICT) from the University's studio, the schedule of which is made available at the Learner Support System.
- Programmes which have industrial training/practical/ project component are held at University's learners support centers and Attendance of the learner in this part of the courses is compulsory. As per guidelines Project Work of the programme will be done by the learners and regarding this a complete guide will be deliver to the learner along with study material.
- The SLM will be dispatched periodically to the enrolled learners for each course of the programme. These SLM's will be very helpful to the learners in effective learning. The assignment for internal assessment of learner's shall be deliver to the learners along with the SLM. Online modules are also available in the University's website for some programme.
- The contact classes and counselling schedule will be of 30 days in a year which will be divided as 15 days in each semester. The schedule of contact classes of the programme shall be communicated to the student through the various medium.

### **Learner Support Services:**

MATS Centre for Distance and Online Education has a fully-fledged Learner Support Services to provide guidance and help to its learners. All the necessary information has been provided to all the learners via various medium like website, helpdesk, email and by person-to-person interaction via teleconferencing and calling.

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## **Learning Management System (LMS) to Support Course Delivery for ODL Mode:**

- The Learning Management System (LMS) is designed to facilitate the students to have a Global learning experience. LMS has user friendly interface approach through which the learning is made easy, interesting and 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 as per UGC guidelines of four quadrants 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 modules; the LMS will provide seamless accessibility with all the learning tools designed as per standard norms for an easy and interesting learning experience.

### **Course Design:**

The Course content is designed to facilitate seamless delivery and learning experience through

- Faculty led Video and Audio Contents, Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team, Self Learning Material(SLM), MCQs, Short and Long questions.

### **Nature of Contact Classes:**

Based on the course material, the counselors are expected to guide and talk with the learners during the contact class sessions. By talking with the counsellor during contact sessions, the learners can work through their problems and this will help them to

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understand the programme objectives to learn with ease. In addition to these contact sessions, learners must participate in various training programs run by the relevant learner support system provided by the University which also includes practical training approach as per Programme's structure.

### **Counseling Session & Structure of Study in ODL Mode:**

Delivery in ODL Mode:

Sl. No.	Course Code	Title of the Course	Credit	Total Hours of Study	Counseling and Study Structure (hours)			
					Face to Face Counseling	Self study	Practical	Assignments
First Semester								
1	MAENG001	Medieval to the Age of Spencer	6	180	18	108	-	54
2	MAENG002	Elizabethan to the Caroline Age	6	180	18	108	-	54
3	MAENG003	Restoration & Neo – Classical Age	4	120	12	84	-	24
4	MAENG004	Romantic to the Victorian Age	4	120	12	84	-	24
Second Semester								
1	MAENG005	The Modern Age	6	180	18	108	-	54
2	MAENG006	Literary Criticism	6	180	18	108	-	54
3	MAENG007	Indian Writings in English	4	120	12	84	-	24
4	MAENG008	American Literature	4	120	12	84	-	24

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Third Semester								
1	MAENG009	Introduction to Linguistics	6	180	18	108	-	54
2	MAENG010	Post-Colonial Literature	6	180	18	108	-	54
3	MAENG011	Indian Diasporic fiction	4	120	12	84	-	24
4	MAENG012	New Literatures in English	4	120	12	84	-	24
Fourth Semester								
1	MAENG013	Shakespearean Drama	6	180	18	108	-	54
2	MAENG014	Indian Women Novelists	6	180	18	108	-	54
3	MAENG015	Commonwealth Literature	4	120	12	84	-	24
4	MAENG016	Dalit literature/Dissertation	4	120	12	84	-	24

## F. Procedure for Admission, Curriculum Transaction and Evaluation:

The candidate must have a Bachelor's Degree in any discipline/stream from a recognized Indian/Foreign University. Learners have the convenience of accessing all the information related to admission procedure and other information through the University's website or by contacting the helpdesk number. They can download the admission form from the university website and send it through either online or offline mode. Upon receipt, the University will scrutinize the documents and process the payment of fees. Once the fees

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are cleared, the admission will be confirmed, and an enrollment number will be issued to the learner.

▪ **Fee Structure:**

The fee structure of the programme is as follows:

Programme	Semester Tuition Fees	Semester Examination Fees	Registration Fees (One Time)
MA	5000	1500	1000

▪ **Examination and Evaluation System:**

Evaluation shall be based on continuous assessment, in which sessional work and the terminal examination shall contribute to the final grade. Sessional work shall consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Assignments / Seminar / class test / tutorial etc. are conducted to evaluate the students, yet the final evaluation is done through Term End Examination (weightage: 100%).

Each course shall correspond to an examination paper comprising of external and internal evaluations. The credit structure for theory/Practical/tutorial, internal, external examinations and total marks for an examination shall be as per the programme structure approved by the Academic Council of the University as per UGC norms. Students shall acquire a minimum passing mark in internal and external examinations separately to be declared as pass in the respective courses, as prescribed by the Academic Council.

1. The academic performance of a candidate shall be evaluated in respect of the courses of study prescribed for each semester through the evaluation.

The evaluation of students admitted in the programme shall be based on:

- 1.1. End Semester Examinations - 70% marks of total marks and
  - 1.2. Continuous Internal Assessment - 30% of total marks
2. The End Semester examinations shall be held as per the academic calendar notified by the University and the duration of end semester examination

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shall be of three or two hours.

3. The minimum percentage of marks to pass the programme in each semester shall be 40% in each course comprising of end semester examinations and continuous evaluation.
  4. A programme shall have a specified number of credits in each semester. The number of credits along with grade points that the student has satisfactorily cleared shall measure the performance of the student.
  5. Semester examination results shall have following categories:
    - 5.1. Passed, i.e., those who have passed in all courses of the semester examination in internal and external examination separately.
    - 5.2. Promoted (ATKT), i.e., those who have earned minimum 50% of credits in a particular year including both the semesters (even and odd) or those who have earned any number of credits in odd semester.
    - 5.3. Detained, i.e., those who are not promoted as per the above provisions shall be detained. Such students have to appear in the examination of next academic session to earn required credits (excluding the credits already earned) as per the provisions of this ordinance and only then he/she may continue the programme within stipulated period as per the provisions of this ordinance.
  6. However, a student of any semester who has been detained/ not appeared in examination due to less attendance/ not applied for examination/ applied but not appeared shall be out from the programme. Such a student has to take admission in the next session as an ex-student through the procedure adopted/notified by the University.
- **Continuous Internal Assessment:**
1. Continuous Internal Assessment shall be of 30% marks of total marks allotted for the course.
  2. The components for continuous internal assessment for each course shall be decided by the Board of Studies of concerned subject.
  3. Continuous Internal assessment shall be carried forward in case of ATKT

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students, there shall not be any provision of conducting internal assessment tests for ATKT students at any circumstances.

▪ **Evaluation and Certification of MOOCS and Vocational Courses:**

The guidelines of the University/SWAYAM portal/UGC shall be followed for evaluation and certification of MOOCs, Vocational Courses, Field Projects/ Internship/ Apprenticeship/ Community engagement and service/ Honours with Research Project.

▪ **Letter Grades and Grades Point:**

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

The University may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

**Grading System**

Letter Grade	Grade Points	Description	Range of Marks (%)
O	10	Outstanding	>90 to ≤100
A+	9	Excellent	>80 to ≤90
A	8	Very Good	>70 to ≤80
B+	7	Good	>60 to ≤70
B	6	Above Average	>50 to ≤60
C	5	Average	>40 to ≤50
P	4	Pass	=40
F	0	Fail	<40
Ab	0	Absent	Absent

▪ **Computation of SGPA and CGPA:**

UGC recommends the following procedure to compute the Semester Grade Point

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Average (SGPA) and Cumulative Grade Point Average (CGPA):

- I The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$\text{SGPA (Si)} = \sum (\text{Ci} \times \text{Gi}) / \sum \text{Ci}$$

Where Ci is the number of credits of the ith course and Gi is the grade point scored by the learner in the ith course.

#### Example of Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	(Credit x Grade)
1	Course 1	3	A	8	3 x 8 = 24
1	Course 1	4	B +	7	4 x 7 = 28
1	Course 1	3	B	6	3 x 6 = 18
1	Course 1	3	O	10	3 x 10 = 30
1	Course 1	3	C	5	3 x 5 = 15
1	Course 1	4	B	6	4 x 6 = 24
		20			139
SGPA					139/20=6.95

- II The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \sum (\text{Ci} \times \text{Si}) / \sum \text{Ci}$$

Where Si is the SGPA of the semester and Ci is the total number of credits in that semester.

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### Example of Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4
Credit 20 SGPA 6.9	Credit 20 SGPA 7.8	Credit 20 SGPA 5.6	Credit 20 SGPA 6.0
CGPA= (20 x 6.9 + 20 x 7.8 + 20 x 5.6 + 20 x 6.0)/80 = 6.6			

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

### Distribution of Divisions

Division	Criterion
First division with distinction	The candidate has earned minimum number of credits for the award of the degree with CGPA of 7.5 or above
First division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 6.0 above but less than 7.5
Second division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 4.5 or above but less than 6.0
Third Division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 4.00 or above but less than 4.5

**Note:** The conversion of CGPA into percentage shall be as followed to facilitate its application in other academic matters.

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Equivalent Percentage =  $\text{CGPA} \times 10$ . The percentage shall be rounded off up to the second decimal point. The candidate shall be awarded a certificate/diploma/degree when he/she successfully earns the minimum required credits for the certificate/diploma/degree.

▪ **Issue of Transcript:**

Based on the recommendations on Letter grades, grade points and SGPA and CGPA, the university shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

▪ **Credit Transfer:**

1. The credit transfer shall be implemented as per the policy of the University framed in accordance with the guidelines issued by the UGC from time to time.
2. The member institutions of the Academic Bank of Credit established vide University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations 2021 shall accept and transfer the credits as per the provisions of this regulation as amended from time to time.
3. Except for the cases of provisional promotions, the university shall facilitate credit transfer of students between them however, the student may be required to fulfil some eligibility criteria, drawing parity for a course, framed by the University in which the student seeks admission.

**G. Requirement of the Laboratory Support and Library Resource:**

There is no requirement of Laboratory/practical which is specifically useful for accessing knowledge, reading materials and project work.

**H. Cost Estimates of the Programme and the Provision:**

This programme was already designed and developed in the conventional mode. In this process of overall development according to the current scenario, the cost estimate of all the metrics, components, equipment, & maintenance cost for this programme comes to amount of Rs. 2291000 and provision is made of Rs. 2300000.

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## **I. Quality Assurance Mechanism and Expected Programme**

### **Outcomes:**

The Internal Quality Assurance Cell and the Department of English of MATS University are accountable for regular monitoring of the MASTER OF ARTS (English) English Programme by continuous updating of the curriculum and syllabus. Based on the feedback received from learners on continuous basis, suitable action plans are developed and incorporated into the teaching system. Upon successful completion of the post graduate programme in English, the learner will demonstrate:

- The ability to understand how literature reflects every aspect of human civilization
- The ability to understand literary concepts and movements that have shaped English Literature
- The ability to critically appreciate literary texts.
- Improved literary writing skills.

The changes in the course curriculum as per the needs and requirements from time to time. The University will help the passed-out students in their placement in different industries through the training and placement cell.

### **Expected Outcomes of the Programme:**

- The MA English Programme in Open and Distance Learning offers a strong foundation in literature, language, and critical analysis.
- In-depth study of classical and contemporary literature, literary theories, and critical perspectives.
- Enhanced skills in academic writing, research methodologies, and textual analysis.
- Exposure to literature across different cultures, time periods, and genres.

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