# MAEnglish
# PROJECTPROPOSAL REPORT



**Department of English**
**Centre for Distance & Online Education**


**UNIVERSITYOFSCIENCE&TECHNOLOGYMEGHALAYA**
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## I.    Overview :

### I.  (a.) Introduction :

The distance learning course in English has been designed to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, assess, and explain the political phenomenon. Woven into a coherent structure, with wide range    of    disciplinary,inter disciplinary and trans-disciplinary modules and themes, the course provides a solid  foundation to the students who can take forward their learned skills and knowledge for higher research in the discipline and its associated domains.

Higher education is  fast changing  globally in terms of its form, nature, course contents, pedagogy, and techniques of evaluation. Universities and educational institutions are experimenting in almost all the domains articulated in the preceding line. This change is both due to the factors at work within the system and forces acting outside. Globalization has pushed them in the ring of competitiveness to work hard to excel or wait for exile. There is a global ranking of universities and other institutions which are known to all on the screen of their computer in a fraction of seconds with a click of the mouse. And students are flying to the institutions which promise them better skills and training in the subjects. Education is all about the addition of value in the individual insights and skills without which he remains deprived of realizing his fullest potentials. Traditional modes of rote-learning are fast getting challenged for a new philosophy of creative and out of box thinking. Innovations, research, interactive discussions, and new modes of project-based and problem-solving methods haveoccupiedtheattentionintheuniversitiesinplaceofblackboardandlecturemode.Pedagogyis being  reworked, and education is beingredefined. Disciplinary boundaries are melting for Interdisciplinary and trans- disciplinary knowledge system.

### I.    (b). Learning Outcomes Based Approach to Curriculum Planning

In  such  a  scenario,  it  was  imperative  to  make  some  fundamental  changes  in  the  course curriculum at the under graduate level. The University Grants Commission attempts to introduce the learning outcomes-based Course Curriculum is, therefore, a welcome step in the right direction. It is just like the performance budgeting in which every unit of expenditure corresponding has output. The learning outcomes-based course defines it clearly what a student is going to learn from the course, and it's every unit, and how are they going to apply the learned skills. The benefit of this course design is that students are not just taught in theory but also how to apply the theory in explaining, assessing and critically examining the political questions and political phenomenon one encounters on day to day basis in real life situations. This aim at introducing a paradigm shift in the pedagogy at the under graduate level. Some of the subjects at school level have experimented this, and the results are  very  encouraging.  The  focus  of  the  teaching-learning  is  not  to  test  the  memory  power  of  the students but to assess his or her imaginative and innovative mind in the analysis of given situations.

Needless to say, project oriented issues to be used in the study of literature and language, particularly in the study of indigenous cultures that have been using English as a form of communication, and as a linking language; team and leadership orientations, etc, are integral to the learning process.

## I.    (c). Programme content designing and developing

An individual who graduates withEnglish should have a core competency in the discipline. He should be able to engage with and reflect on the social, cultural and political issues addressed in the texts, whether in written or oral form. What is required for this is the effective communication skill, in-depth knowledge of the discipline and critical faculty which could go applied in analyzing, assessing, and articulating the mind. He should have information and the ability access the quality literature in the discipline. The graduates should be curious and inquisitive about reading the political dimension of the issues and apply the theoretical frame work to understand them. They should be able to further learn and analyzed them in a broader context of inter disciplinarily rather than narrowing to political     perspective only. They should have digital literacy, research temperament and research skills. They should be aware of the ethical values and norms in academic writing and capability to integrate the discipline in to larger bodies of knowledge. They should have an attitude of self-learning as well as working with group membership team spirit.

## II. Contents of Programme Project Report (PPR):

## II. (i). Programme Mission & Objectives

### Mission Statement

In keeping with the overall mission of the University of Science & Technology Meghalaya (USTM) to ensure accessibility of quality higher education to all, the programme MA Englishaims at imparting knowledge in English language and literature, and skills in using English language in the post graduate level.

> i. To help learners form a substantial foundation on literary forms, the history of English language, literature and literary works including samples of Indian literature. Special emphasis is laid on the literature produced from the North-East.

> ii. To impart skills to critically evaluate and appreciate literary works, to extend this ability to other cultural and artistic forms.

> iii. To impart and fine tune English language skills essential for employability and for vertical professional mobility.

### Objectives

a. Course Outcomes specify what a student's engagement with a particular course, say, in Modernist poetry, could help him or her attain in terms of competency, knowledge, or a specific set of skills upon successful completion of the course.

b. In other words, these outcomes are basically brief statements of certain parameters of learning as student will have been familiar with by the time of course completion.

c. What are course outcomes from the perspective of the instructor may, in a way, be seen as learning outcomes from that of the student. For instance, a course in English fiction can have as its course outcome the introduction of students to such prosaic features as aphorism and narrative technique, or to such forms of writing as periodical and journalistic writings. Upon completion of the said course, students would be able to identify such features even in texts they may read from outside their syllabus or even incorporate them into their own writings.

## II. (ii). Relevance of the program with HEI's Mission and Goals

The MA Englishprogramme offered through distance mode is closely aligned with the vision and mission of the same programme offered through regular mode in University of Science & Technology Meghalaya (USTM). The programme intends to provide quality education at the mater's level to all students. As a higher education programme it orients the students towards teaching, research and service to the public. Materializing such objectives we offer knowledge based at the same time socially responsible education in English at an affordable cost.

The Programme is developed in line with the philosophy of Open and Distance Learning which is founded on the principle of flexibility. The Department endeavors to uphold this philosophy, well reflected in the University's motto, "Reaching out to the Unreached", by taking education to the doorsteps of the learners. The Programmes offered by the Department are at par with the national and international standards. There is also a provision for counseling for the benefit of the learners. Thus, the Programme is well designed and is in line with HEI's mission and goals.

## II. (iii) Nature of prospective target group of learners

The MA Programme offered by the Department of English is at par with the national and international standards. Nonetheless, the programme is tailor-made and caters to the diverse needs of our learners, especially to the needs of those who hail from humble and remote backgrounds of the State. Our MA English Programme offers courses in the various genres of British Literature, American Literature, Indian Writing in English, North-East Literature as well as Literary Theory and Criticism.

Our programme is well aligned with the market requirements, thereby, besides providing a sound knowledge of the subject, and prepare the learners for employment as well. Adhering to the

philosophy of Open and Distance Learning, the Department does not aim at any target group. We believe in democratizing education and have very flexible entry qualifications for all the applicants so that all may reap the benefits that education has to offer.

## II. (iv) Appropriateness of programme to be conducted in Open and Distance Learning to acquire specific skills and competence

As the University functions in the Open and Distance Learning mode, the programmes that we offer are designed to meet the varied requirements of the distant learner. Keeping this in view, the course material developed by the Department is learner friendly. Each course is divided into four to five blocks, which are further divided into units. Each Block consists of three to four units. This number has been determined taking into consideration the learning capabilities of our students. The structure of the unit is in line with the guidelines laid down by the Distance Education Bureau, the apex regulatory body of Open and Distance Learning. The content is kept simple and lucid and follows the self-instructional pattern. Each lesson includes a number of self-assessment questions along with hint answers so that the students are able to track their progress as they proceed with the lesson.

At the end of each unit, a list of other relevant books is also provided. Besides providing quality study material to our learners, the Department, following the ODL pattern, has defined its programmes in the terms of credits. Once a learner develops an interest in the subject, he can upgrade his knowledge by studying other critical material available on the subject. Once a sound foundation is laid, competence would be a natural corollary.

a. Teaching skill: The Programme impart necessary teaching skills among students by educating them with the diverse theories, models, approaches and intellectual traditions in English.

b. Research skill: The Programme gives training in the appropriate research skills necessary for their entry into M. Phil and PhD programs. As part of research training a student can develop his/her ability in critical thinking and analysis.

c. Writing skill: The programme practices the students in academic writing and equally helps them to improve their presentation skills.

## II. (v). Instructional Design

The Instructional designer followed a specific standard for creating e-learning course. It starts with researching the material based particular needs of the students. It is done as a team work with instructional designer, teacher, content provider and audio and video producers.

- **Duration and credit**: The program has a duration of two years although students may complete the program gradually within a maximum time limits.
- **Medium**: The course material for MA English program will be in English medium.
- **Learning Methods**: The learning method develop by university will comprise of independent form of delivery and will constitute the following components-
    **Self-instructional text book** : Counseling and contact session at the study centre by the subject experts. Group Discussion.
    **Assignment** : Means of delivery: the students will be given with syllabus for a course and also the self learning materials. If the students have any doubt then they can discuss it with the counselor at the time of contact session in the centre.

**Duration of the Programme**: 4 Semesters (two years).

**Faculty and Support Staff Requirement**: There are two full time faculty members available and one of them coordinates the MA Programme in English. There is sufficient administrative staff support from the SDE office for administrative work. The service of qualified guest teachers and experts from panels approved by the Vice Chancellor are used in the preparation of SLM, for taking contact classes and conducting internal evaluation.

**Instructional Delivery Mechanisms**: In addition to providing Self Learning Material, students are offered 90 contact hours each semester, conducted over 15 days during the weekend. Classes are taken using audio visual aids, and students are encouraged to use web resources. A repertoire of audio/video lectures are being prepared, which will be made available to the learners on an experimental basis from this academic year onwards.

| CourseCode | Nameof Course | MaximumMarks | | |
|---|---|---|---|---|
| | | CA | ESE | Total |
| Semester – I | | | | |
| MEN 101 | English Literature and Cultural History | 30 | 70 | 100 |
| MEN 102 | English Poetry I – Chaucer to Johnson | 30 | 70 | 100 |
| MEN 103 | English Drama I – The Age Of Shakespeare | 30 | 70 | 100 |
| MEN 104 | English Fiction I – Defoe To Dickens | 30 | 70 | 100 |
| Semester – II | | | | |
| MEN 201 | Indian Literature in English | 30 | 70 | 100 |
| MEN 202 | Language and Linguistics | 30 | 70 | 100 |
| MEN 203 | English Prose | 30 | 70 | 100 |
| MEN 204 | Gender and Literature | 30 | 70 | 100 |
| Semester – III | | | | |
| MEN 301 | Literary Theory and Criticism | 30 | 70 | 100 |
| MEN 302 | English Poetry II – Blake To Eliot | 30 | 70 | 100 |
| MEN 303 | English Fiction-II: Hardy to Fowles | 30 | 70 | 100 |
| MEN 304 | Modern American Literature | 30 | 70 | 100 |

| Semester – IV | | | | |
|---|---|---|---|---|
| MEN 401 | European Literature | 30 | 70 | 100 |
| MEN 402 | African Literature in English | 30 | 70 | 100 |
| MEN 403 | Writings from India's North-East | 30 | 70 | 100 |
| MEN 404 | Project and Project Viva Voce | 30 | 70 | 100 |

**II. (vi). Procedure for admissions, curriculum transaction and evaluation**

- **Procedure of Admission**: The admission procedure will be on yearly basis.
- **Curriculum Transaction**: The successful completion of the proposed program, a candidate has to pass each paper with passing grade (30% in each paper)
- **Evaluation Pattern**: The pattern of evaluation will have three components- Continuous and comprehensive evaluation (formative & Summative), assignment, group discussion etc.

Concession for tuition fee will be given to SC/ST and OEC students. The students belonging to SC/ST and OEC category will be admitted to the programme without remitting the tuition fee. The fee for the students thus admitted will be later claimed form SC/ST department as per the rules laid down by the State and Central government.

**II. (vii). Requirement of the laboratory support and Library Resources**

Laboratory hours are not mandatory for MA English, but students can avail the computers in the Central Computer Lab of the Centre for Online and Distance Education of USTTM which has continuous internet connectivity. Resources in the form of reference books and journals will be made available for the students in the University Central Library. The USTM has a separate Library with more than 64,000 books. There is a separate section in the library for English Discipline with more than 6230 books. Library automation is done. The non members can make use of the library resources and the reference services by producing their student's ID proof. They can use the library for reference purpose and they can avail photocopy facilities. E learning library is accessible to all the candidates of online mode for 7 days a week.

**II. (viii). Cost estimate of the programme and the provisions**

For the design, development delivery and maintenance, of the program the fund duly approved by the Finance Committee of the University is provisioned as mentioned below:

Budget Head Budget Allocated

1. Salary                                                                           32,00,000/-

2. Contingencies                                                                2,00,000/-

| | |
|---|---|
| 3. Preparation and printing of self learning materials | 6,00,000/- |
| 4. Computer, Printer, Scanner, Projector, etc | 5,00,000/- |
| 5. Honorarium and TA / DA for Subject Matter Expert | 3,00,000/- |
| 6. Media Center, audio-video production etc | 3,00,000/- |
| 7. Hospitality and discretionary fund | 1,00,000/- |
| 8. Daily Wages/ outsourcing etc | 2,00,000/- |
| Total Expenses          : | 54,00,000/- |

(Rupees Fifty Four Lakhs only)

## II. (ix). Quality assurance mechanism and expected programme outcomes

The USTM is having a following mechanism for quality assurance:

a. All the courses are under Credit based Semester System as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

b. Curriculum is having flexibility for continuous updation as per the current requirements and having a provision for each academic session, as per the feedback obtained from the students as well as subject experts.

c. Academic calendar is followed as per the approved schedule.

d. Examinations of Online candidates are conducted by the examination wing of the University, similar to courses running in conventional mode.

e. Directorate is having a mechanism to obtain feedback from students under online mode and updating the course content and other facilities as per suggestions, requirements of the candidates.

f. Progress and quality of the programme is monitored by the Centre for Internal Quality Assurance (CIQA) for online mode courses.

g. The quality of the programme is ensured with strict monitoring by the Director and the Course Coordinator along with Subject experts.

**Methods of measuring student learning are often characterized as summative or formative assessments**:

a. **Summative assessments**: case study analysis, assessment and evaluation of internship reports, project report evaluation, tests, quizzes, and other graded course activities that are used to measure the performance of the learner. They are cumulative and often reveal what students have learned at the end of a unit or the end of a course. Within a course, the summative assessment includes the system for calculating individual student grades.

b. **Formative assessment**: any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in-office hours, in written comments on assignments, through rubrics, and emails.

An array of direct and indirect methods shall be used based upon the above-mentioned methodologies and assessment tools to assess the level of learning outcome(s) under each course with more weightage on 'Formative Assessment' to ensure that the learner improves during the teaching learning process.

Direct measures require a learner to present or demonstrate their learning or produce work so that observers can assess how well students' work or responses fit institution-or program-level expectations of outcomes. It includes examinations, field experience, internships, case studies, etc. as mentioned above under Teaching Learning Outcome Methodologies and Summative Assessment.

Through the indirect measures, the observer would be able to infer student abilities, knowledge, and values based on an analysis of reported perceptions about student mastery of outcomes using the indirect measures. It includes classroom assessments.

**Programme Specific Outcomes**

The PSOs concern what students ought to be able to do by the time they graduate.PSOs are programme specific. Thus, the PSOs of a UG programme would differ in certain respects from those of a PG programme. For instance, whereas one of the PSOs of a UG programme is to offer students a preparatory platform for, say, post-graduation in literature by offering sufficient grounding in this discipline, one of the PSOs of a PG programme is to foster in students a research-oriented bent of mind.

a. Develop the ability to critically look at concepts, beliefs and ideas in society, while also learning to critically analyse texts and cultural artifacts.

b. Have a foundation on literary theories, movements and history of English literature.

c.  Develop an ability to effectively communicate both orally and verbally in English.
d.  Develop self confidence and skills for working independently and in a team.
e.  Have an increased awareness of the general issues prevailing in the society.

## Expected Learning Outcomes

a.  Enhancement of reading, writing, speaking skills in students
b.  Enable students in understanding about the socio-cultural milieu and its role in the production of a text.
c.  Development of critical thinking and analyzing texts and cultural artifacts.
d.  Development of the habit of organizing their thinking and learning to express this organization through their use of language.