Programme Project Report (PPR) for MA English (Distance Mode)

1. Introduction:

This Programme Project Report of the School of Distance Education, EFL University is a document prepared to offer the MA English Programme (Distance Mode). It includes the details of:

a) programme objectives and outcomes;
b) nature of target group of learners;
c) appropriateness of the programme with quality assurance for acquiring specific skills;
d) programme content design and development;
e) cost estimates for development of the programme;
f) admission, delivery and evaluation norms;
g) Quality Assurance Mechanism.

This document defines specific aims and objectives for the M.A. English Programme. These aims and objectives demonstrate what has been planned and achieved so far and its future development.

This document reflects planning of instructional design of the programme with clear deliverables and delivery mechanisms contributing to the knowledge experiences to be gained through the Self-Learning Materials (SLMs).

2. The EFL University's Vision, Mission and Objectives:

a. Vision

The EFL University's vision is to create an academic environment that fosters critical thinking in the humanities by promoting new areas of research, innovative courses and teaching methods, academic flexibility with a learner-centric approach, and providing students with resources and skills that would enable them to compete globally. Its vision also includes skill development in English and foreign languages for language teachers as well as professionals in various fields. It seeks to inculcate among students the values of social justice, participation in community life, and social responsibility through humanities education both as a field of knowledge and a practice of intervention.

b. Mission

The following statements encapsulate the Mission of the university:

i. To help youth to empower themselves to their fullest potential and contribute to socially inclusive national development.
ii. To prepare youth to meet the challenges of a knowledge society and equip them with skills to compete globally.
iii. To be innovative in curricular design, methods of teaching, and curricular flexibility through CBCS and learner-centric approaches.
iv. To strengthen and promote research in new inter disciplinary areas in the humanities and related disciplines.

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v. To locate a team of research-focused faculty by providing opportunities and rewards for notable achievements.

vi. To provide open learning and non-formal learning in English and foreign languages, as part of its extension activities for skills development.

Objectives

i. To provide instructional facilities at par with international standards in the humanities, to enable students to compete nationally and globally.

ii. To provide international exposure to students through exchange programmes, collaborative research projects and joint degrees with leading foreign universities.

iii. To train language teachers in methods and approaches appropriate to the Indian context, and to provide expertise in language education in the countries of the global South.

iv. To produce innovative teaching learning materials in both print and electronic media.

v. To develop indigenous ways of testing language proficiency.

vi. To promote research and knowledge upgradation in the faculty, by providing opportunities and logistical support.

vii. To promote social responsibility in students through extension activities and opportunities to participate in community life.

viii. To provide students a holistic development through curricular and extracurricular activities.

ix. To create a gender-sensitive and disabled-friendly environment for all members of the University community.

x. To increase the revenue of the University by developing attractive and innovative curricular programmes and through consultancy.

3. Programmes Offered by School of Distance Education (2022 onwards):

The English and Foreign Languages University offers the following programmes through the ODL mode:

1. M.A. in English
2. Post Graduate Certificate in the Teaching of English
3. Post Graduate Diploma in the Teaching of English

a. **Programme's Mission & Objectives**

This Post-Graduate programme offers a significant set of opportunities to students for a sound development of their knowledge in literary and cultural studies. The course materials have been written by experts in different areas of literary-cultural studies from universities all over the country. The programme is offered in four semesters: MA Semesters-I, II, III and IV. Learners are required to study 4 courses (papers) in each semester.

b. **Relevance of the Programme with HEI's Mission and Goals**

In the light of the Mission Statement above, the M.A. in English programme is innovative in curricular design, methods of teaching and curricular flexibility through CBCS and learner-centric approaches. The programme was introduced in 2010.

1. To provide instructional facilities at par with national and international standards in the humanities, to enable students to compete nationally and globally.
2. To promote research and knowledge upgradation in students, by providing opportunities for knowledge acquisition.
3. To provide students with a holistic development through curricular frames and syllabi.
4. The syllabus of the MA programme has been designed with a view to prepare students for the UGC NET & JRF exam.

c. **Nature of Target Group of Learners**

The programme caters to the needs of diverse groups of undergraduate learners from all disciplines located in diverse regions and diverse classes such as learners from a low level of disposable income, rural dwellers, women and minorities who have little access to formal institutions of higher learning. After completing this programme successfully learners are eligible to apply for the PGDTE programme at the EFL University. And if they have at least 55% marks they may also be eligible to apply for the Ph.D. programmes at EFL University, as well as other research programmes, in other universities.

d. **Appropriateness of the Programme to be conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence**

i. The programme helps develop skills in academic reading and writing and exposes the learners to diverse traditions of literatures in English.
ii. Courses in the MA programme include new literatures such as Indian Writing, Postcolonial literatures and Dalit writings, and new frontiers of knowledge which require the employment of a wide variety of contemporary critical and cultural approaches.
iii. The programme prepares the learners for transferable skills and competencies in areas such as teaching, interpretation, copy-editing and linguistic knowledge and skills required in similar other professions, thus increasing their employment opportunities through the English Language Teaching, Linguistics and Phonetics courses.
iv. Thus the programme helps develop holistic knowledge that reflect on the academic, professional and occupational standards and benchmarks required for the field.

e. Instructional Design

Curriculum design

This programme is prepared specifically to help learners acquire the skills for studying
English literatures in diverse geographical regions, and is designed keeping in mind the needs
of students who have no prior experience of studying literatures in English. The course
design is flexible in structure with the possibility of students meeting the challenges of the
course successfully either within one to eight semesters according to their convenience. The
students are given assignments with Self-Learning Materials, (including annotated literary
works specially prepared by the School of Distance Education). For each semester, the
students have to do twelve assignments, three for each course and they are encouraged to
interact with the faculty telephonically, through personal contact or through online modes of
communication, in case they have any doubts. They also receive feedback on their
assignments and are encouraged to enhance their quality of understanding and gaining
knowledge in the areas pertaining to the courses. In addition, the students are encouraged to
attend an optional contact programme before the final examination is conducted.

Detailed Syllabi

For this programme learners will be required to do *the following courses* each consisting of
three/*four*/*five Blocks*:

The courses offered in M.A. English are listed below:

Semester-I

Course I: ACADEMIC READING AND WRITING

This course is included specifically to help learners acquire the skills for studying literature,
and is designed keeping in mind the needs of participants who have no prior experience of
studying English literature. The purpose of the course is to help learners develop their reading
and writing skills so that they become more confident readers and writers on the whole.

Block I Basics of Academic Reading and Writing
Unit 1 The nature of academic reading and writing
Unit 2 Elements of a paragraph
Unit 3 Making connections
Unit 4 Developing ideas

Block II Study Skills
Unit 1 Study skills for literature
Unit 2 Note making
Unit 3 Reading for perspective
Unit 4 Presenting your point of view

Block III Advanced Academic Functions
Unit 1 Comparing and Contrasting
Unit 2 Exposition
Unit 3 Argumentation
Unit 4 Critical Appreciation

Block IV Types of texts
Unit 1 Descriptive texts
Unit 2 Feature of factual narratives
Unit 3 Writing factual narratives
Unit 4 Expository texts
Unit 5 Argumentative texts

Course II: INTRODUCTION TO LINGUISTICS

This course introduces learners to some of the basic concepts in the area of linguistics. The course makes them examine what the study of language involves and introduces them to different areas of linguistics including phonetics, phonology, morphology, syntax, and sociolinguistics.

Block I Phonology & Morphology
Unit 1 Linguistics
Unit 2 Linguistics in historical context
Unit 3 Phonetics and phonology
Unit 4 Principles of phonemic analysis
Unit 5 Phonological rules and representations
Unit 6 The morphological structure of words
Unit 7 Morphological analysis
Block II Syntax
Unit 1 Constituent structure - I
Unit 2 Constituent structure – II
Unit 3 Argument structure and thematic structure
Unit 4 Case
Unit 5 Empty pronouns and control
Unit 6 NP-Movement
Unit 7 Wh-Movement

Block III Semantic, Social, Psychological and Applied Perspectives
Unit 1 Semantics and pragmatics
Unit 2 Text and discourse
Unit 3 Sociolinguistics I
Unit 4 Sociolinguistics II
Unit 5 Language and mind
Unit 6 Applied linguistics

Course III: BRITISH POETRY

This course deals with British poetry from the 16th century to the twentieth century. Organized chronologically, each block in the course deals with a particular literary age and

the important poets of the age, with a discussion of the thematic concerns and formal aspects of their poetry.

Block I Renaissance English Poetry including Milton
Unit 1 Introduction of the age and the poetry of the age
Unit 2 Elizabethan lyric, sonnet and pastoral
Unit 3 Metaphysical poetry
Unit 4 Milton I
Unit 5 Milton II

Block II Augustan Poetry
Unit 1 Introduction to the age: Restoration & 18th Century
Unit 2 John Dryden, *MacFlecknoe*
Unit 3 Alexander Pope, *The Rape of the Lock* (Canto I)

Block III Romantic Poetry
Unit 1 Romantic poetry
Unit 2 Wordsworth and Coleridge
Unit 3 P.B. Shelley and John Keats

Block IV Victorian Poetry
Unit 1 The Victorian age: Social, political and literary history
Unit 2 Victorian poets – I
Unit 3 Victorian poets- II

Block V Twentieth Century Poetry
Unit 1 The unmodern moderns
Unit 2 Imagism and Ezra Pound
Unit 3 T.S. Eliot and W.B. Yeats
Unit 4 English poetry 1930-1950
Unit 5 The movement and after

Course IV: BRITISH DRAMA

This course provides an overview of British drama from the 16th to the 20th century. Each block deals with a specific age in English literary history, describing the contexts of the age, its theatrical conventions and innovations, and the important playwrights of the age. Representative plays of each of the playwrights are discussed thematically and formally.

Block I Renaissance English Drama (other than Shakespeare)
Unit 1 Introduction to English renaissance theatre and drama
Unit 2 Ben Jonson, *Volpone, or The Fox*
Unit 3 Christopher Marlowe, *Edward II*
Unit 4 Thomas Kyd, *The Spanish Tragedy*
Unit 5 John Webster, *The Duchess of Malfi*

Block II Shakespeare
Unit 1 The life, works and times of William Shakespeare
Unit 2 *As You Like It*

Semester-II

Course V: SECOND LANGUAGE LEARNING AND TEACHING

The aim of this course is to provide learners with an introduction to the different aspects of English Language Teaching. It is perceived as a first level introduction to what language proficiency entails, the cognitive, affective and social factors influencing the learning of a second language, the different contexts in which a second language is taught and how these influence curricular decisions.

Block I Conditions and Contexts of Language Learning
Unit 1 Introduction to the course
Unit 2 What does it mean to know a language
Unit 3 Neurological and cognitive explanations for language learning
Unit 4 Contexts and issues in second language learning

Block II Individual Learner Factors in Learning a Second Language – I
Unit 1 Individual differences in language learning
Unit 2 Memory in learning
Unit 3 Intelligence and language learning
Unit 4 Aptitude in language learning

Block III Individual Learner Factors in Learning a Second Language – II
Unit 1 Affective factors in second language learning
Unit 2 Motivation in second language learning
Unit 3 Learning styles
Unit 4 Language learning strategies

Block IV The Social Dynamics of Learning a Second Language
Unit 1 Language and communication
Unit 2 Language and culture
Unit 3 Intercultural communication
Unit 4 Acculturation and language learning

Block V Factors Affecting the Teaching of a Second Language
Unit 1 Language policy and curriculum
Unit 2 The language syllabus
Unit 3 The second language development
Unit 4 Assessing language development

Course VI: SOCIOLINGUISTICS

The course covers the basic concepts in the field, with examples taken from various languages and cultural contexts (i.e., case studies set in the Western and Indian contexts). The examples given in the units have been taken from the works of leading figures in the field.

Block I Introduction
Unit 1 An introduction to sociolinguistic variation
Unit 2 Variable and variants
Unit 3 The sociolinguistic variable
Unit 4 Dialect: Concepts and issues

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Unit 3 *Othello*
Unit 4 *Henry V*
Unit 5 *The Tempest*

Block III Augustan Age
Unit 1 Introduction to the age: Restoration and 18th century
Unit 2 William Wycherly, *The Country Wife*
Unit 3 William Congreve, *The Way of the World*

Block IV Twentieth Century Drama
Unit 1 Introduction to the drama of the age
Unit 2 Drama and social issues: Shaw to Osborne
Unit 3 Poetic drama: T. S. Eliot
Unit 4 Absurd drama
Unit 5 Selected one-act plays

<u>Course VIII: INDIAN WRITING IN ENGLISH</u>

This course provides a broad introduction to the different genres of writing in English by Indians during British colonial rule and after. Beginning with an account of the context of the rise and development of Indian Writing in English, each block of the course then introduces important poets, novelists and dramatists and their representative works.

Block I Introduction
Unit 1 Introduction to IWE- I
Unit 2 Introduction to IWE -II

Block II Poetry
Unit 1 Pre-independence Indian English poetry
Unit 2 Indian English poetry after independence
Unit 3 Nissim Ezekiel
Unit 4 A.K. Ramanujan
Unit 5 Kamala Das

Block III Fiction
Unit 1 Raja Rao, *Kanthapura*
Unit 2 R.K. Narayan, *The Man-Eater of Malgudi*
Unit 3 Githa Hariharan, *When Dreams Travel*
Unit 4 Amitav Ghosh, *The Hungry Tide*
Unit 5 Salman Rushdie, *Midnight's Children*

Block IV Drama and Non-fiction
Unit 1 Drama -I
Unit 2 Drama -II
Unit 3 Pre-independence prose writings
Unit 4 B.R. Ambedkar, *Annihilation of Caste*
Unit 5 Nation, caste and canon

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Unit 5 Regional and social dialects
Unit 6 Slang

Block II The social correlates and language contact
Unit 1 Language and gender-I
Unit 2 Language and gender-II
Unit 3 Social class
Unit 4 Networks and communities of practice (CsoP)
Unit 5 Language contact
Unit 6 Multilingualism

Block III Sociolinguistics and English Language Teaching
Unit 1 Multilingualism and English Language Teaching
Unit 2 Speech communities and teaching sociolinguistic competence
Unit 3 Attitudes and the language classroom
Unit 4 Sociolinguistic fieldwork
Unit 5 Doing research

Course VII: BRITISH NOVEL

This course provides a chronological survey of the British novel from its rise in the 17th and 18th centuries, to the great age of the novel in the 19th century and its subsequent establishment as the most popular genre in the 20th century. Important novelists of each century and their representative novels are discussed in each of the blocks.

Block I The Rise of the British Novel
Unit 1 Introduction to the rise of the novel
Unit 2 Samuel Richardson, *Pamela*
Unit 3 Daniel Defoe, *Robinson Crusoe*
Unit 4 Henry Fielding, *Joseph Andrews*
Unit 5 Jonathan Swift, *Gulliver's Travels*

Block II Nineteenth Century Novel
Unit 1 The nineteenth-century novel
Unit 2 Jane Austen, *Emma*
Unit 3 Emily Bronte, *Wuthering Heights*
Unit 4 Charles Dickens, *Hard Times*
Unit 5 Thomas Hardy, *Tess of the D'Ubervilles*

Block III Twentieth Century Novel
Unit 1 Introduction to the 20th century novel
Unit 2 Joseph Conrad, *Lord Jim*
Unit 3 D. H. Lawrence, The *Rainbow*
Unit 4 James Joyce, *A Portrait of the Artist as a Young Man*
Unit 5 E.M. Forster, *A Passage to India*
Unit 6 Virginia Woolf, *Mrs Dalloway*
Unit 7 Doris Lessing, *The Grass is Singing*

Course IX: ELT: AN INTRODUCTION

This course is meant to familiarize learners with a brief history of English Language Teaching (ELT) and some of the basic concepts in this field of study, both globally and in the context of India. It will introduce learners to some of the theoretical and conceptual ideas underlying language and the nature of learning which in turn impacted English language teaching in classroom contexts.

BLOCK I Language learning: An introduction
Unit 1 What does it mean to know a language?
Unit 2 The nature of language learning
Unit 3 Contexts and issues in language learning

BLOCK II ELT: History and objectives
Unit 1 An Introduction to English language teaching (Global)
Unit 2 ELT in India
Unit 3 ELT and instructional contexts

BLOCK III Historical perspectives and approaches to ELT
Unit 1 Behaviourist approaches and language learning
Unit 2 Cognitivist approaches and language learning
Unit 3 Approaches to ELT: Early 20th century

BLOCK IV Recent approaches, materials and syllabus in ELT
Unit 1 Approaches to ELT: Late 20th century and beyond
Unit 2 Developing materials for ELT
Unit 3 Syllabus and curriculum: Debates and discussions

BLOCK V Skills, Elements & Evaluation in ELT
Unit 1 Skill development and ELT
Unit 2 Elements of language and ELT
Unit 3 Evaluation & assessment

BLOCK VI Technology, language policies and research in ELT
Unit 1 Technology and Teaching
Unit 2 ELT and language in education policies
Unit 3 ELT and Research

Course X: PHONETICS AND SPOKEN ENGLISH

Teachers of English often require training in the development of their own spoken language competencies. This course helps the teacher-participants improve their English in terms of fluency, appropriateness and intelligibility. The course trains participants in various modalities of imparting instructions to students in spoken English.

BLOCK I General Introduction
Unit 1 Introduction
Unit 2 The varieties of English
Unit 3 Organs of speech mechanism

Unit 4 Description and classification of consonants
Unit 5 Description and classification of vowels
Unit 6 Some common errors in the pronunciation of English by Indians

BLOCK II Consonants and Vowels
Unit 1 English Consonants I (Plosives, affricates and fricatives)
Unit 2 English Consonants II (Nasals, lateral, frictionless continuant and semi vowels)
Unit 3 Allophonic variants
Unit 4 English vowels
Unit 5: English diphthongs

BLOCK III Suprasegmentals
Unit 1 The syllable
Unit 2 The syllable structure
Unit 3 Word accent 1
Unit 4 Word accent 2
Unit 5 Rhythm and intonation
Unit 6 The word in connected speech

Course XI: LITERARY CRITICISM & THEORY

This course provides an introduction to the disciplines of literary theory and literary criticism – the discourses that concern the appreciation, understanding and examining of "literary" texts and the principles of analyzing those texts. The major ideas and concepts that have developed in the Western tradition, which sought to provide a frame for understanding or appreciating literary works at a point of time, are discussed chronologically from classical times to the twentieth century, through seminal texts.

Block I Classical & Neoclassical Criticism
Unit 1 Introduction to classical criticism
Unit 2 The English Renaissance: Philip Sidney and the beginnings of English criticism
Unit 3 Dryden & Pope
Unit 4 Samuel Johnson, Aphra Behn and Joseph Addison

Block II Nineteenth Century Criticism
Unit 1 Wordsworth & Coleridge
Unit 2 Shelley, Mary Wollstonecroft and Lamb
Unit 3 Mathew Arnold

Block III Twentieth Century Criticism – I
Unit 1 A.C. Bradley
Unit 2 T.S. Eliot
Unit 3 I.A. Richards
Unit 4 Cleanth Brooks and the New Criticism

Block IV Twentieth Century Criticism – II
Unit 1 Marxist criticism
Unit 2 Deconstruction
Unit 3 Cultural materialism

Unit 4 New historicism
Unit 5 Feminist theory & criticism
Unit 6 Postcolonial criticism

Course XII: FICTION IN ENGLISH (OTHER THAN BRITISH)

This course provides a sampling of fiction in English written outside Britain, in countries where English is a legacy of colonial rule. The first two blocks deal with postcolonial theory and fiction by writers from different countries in Asia and Africa that were once under British rule. The remaining two blocks provide a chronological survey of American fiction and short fiction.

Block I Introduction to Postcolonial Literatures
Unit 1 Postcolonialism
Unit 2 Postcolonial literature: Themes and issues

Block II Postcolonial Fiction
Unit 1 Chinua Achebe, *Things Fall Apart*
Unit 2 V.S. Naipaul, *The Mimic Men*
Unit 3 Bapsi Sidhwa, *Cracking India*
Unit 4 Michael Ondaatje, *The English Patient*

Block III Introduction to American Literature
Unit 1 Colonial America
Unit 2 The new nation

Block IV American Fiction
Unit 1 The age of Romanticism: Hawthorne and Melville
Unit 2 The age of Realism: Twain and James
Unit 3 Twentieth century fiction I: Fitzgerald and Hemingway
Unit 4 Twentieth century fiction II: Faulkner and Steinbeck
Unit 5 Twentieth century fiction III: Toni Morrison and Joyce Carol Oates
Unit 6 Twentieth century fiction IV: Bellow and Malamud

Block V American Short Fiction
Unit 1 Nineteenth century writers: Edgar Allan Poe, Kate Chopin and Stephen Crane
Unit 2 Twentieth century writers I: Katherine A. Porter and John Updike
Unit 3 Twentieth century writers II: Alice Walker and Flannery O'Connor
Unit 4 Contemporary writers: Kurt Vonnegut and John Barth

Course XIII: CLASSROOM COMMUNICATION

The aim of this course is to train participants in identifying the kinds of classroom communication and patterns of communication that can contribute to promoting language learning in the classroom (conventional and virtual). It would also include analyzing the classroom communication from a research perspective that helps identify the patterns and tasks which can promote better language learning though classroom interaction.

Block I Understanding Classroom Communication
Unit 1 Need for understanding classroom interaction
Unit 2 Kinds and patterns of classroom interaction
Unit 3 Language used for classroom communication
Unit 4 Dimensions of discourse and identity in classroom

Block II Classroom Interaction Analysis Models
Unit 1 Classroom Interaction Analysis (CIA) Models: General
Unit 2 Classroom Interaction Analysis Models: Language teaching
Unit 3 Classroom Interaction Analysis Models: Linguistics
Unit 4 Classroom Interaction Analysis Models: Implications

Block III Classroom Communication Techniques & SLL
Unit 1 Tasks for classroom communication
Unit 2 Classroom communication techniques-I
Unit 3 Classroom communication techniques-II
Unit 4 Feedback and elicitation techniques
Unit 5 Virtual tools for promoting communication

Block IV Classroom Interaction in Multilingual Classes and Reflective Practices
Unit 1 Classroom interaction in multilingual classes
Unit 2 Classroom interactional competence and teacher education
Unit 3 Reflective practices and CIA
Unit 4 Research orientation

Course XIV: MODERN ENGLISH GRAMMAR AND USAGE

The course makes a distinction between the prescriptive and descriptive approaches to language and grammar teaching. It aims at helping participants develop their proficiency in English and also develop their professional competencies in teaching of grammar. The general aim is to acquaint the future teachers of English with the major areas of the English grammar so that they develop an analytical, functional and communicative awareness of how English is used in the modern world.

Block I General introduction and introduction to sentence
Unit 1 What is grammar and why study it?
Unit 2 Usage: Acceptability and related factors

Unit 3 The basic sentence – 1
Unit 4 The basic sentence – 2
Unit 5 Compound and complex sentences – 1
Unit 6 Compound and complex sentences – 2

BLOCK II The noun phrase
Unit 1 The basic noun phrase – 1
Unit 2 The basic noun phrase – 2
Unit 3 Determiners: Article features
Unit 4 Pronouns and case
Unit 5 Relative clauses and other postmodifiers

BLOCK III The verbal and the relationals
Unit 1 Main verbs and auxiliaries
Unit 2 Tense, aspect and voice
Unit 3 Meanings of the modal verbs
Unit 4 Multi-word verbs
Unit 5 Adjectives
Unit 6 The prepositional phrase
Unit 7 Grammar, phonology and meaning

Course XV: AMERICAN POETRY & DRAMA (Literature Elective 1)

This course provides a broad survey of American poetry and drama since the birth of the American nation to the 20th century. The first block describes the history of America and the beginnings of American literature; the 2nd and 3rd blocks provide a chronological survey of important poets along with discussions of their representative poems, as well as landmark styles and movements in American poetry. The last block provides a sampling of important genres of drama in American literature, along with a discussion of some representative plays.

Block I Introduction to American Literature
Unit 1 Colonial America
Unit 2 The new nation

Block II American Poetry –I
Unit 1 Early American poetry
Unit 2 Walt Whitman
Unit 3 Emily Dickinson

Block III American Poetry –II
Unit 1 The Modernist phase: Imagism and Ezra Pound
Unit 2 The Modernist phase: William Carlos Williams, Marianne Moore
Unit 3 The other modernists: Robert Frost
Unit 4 The other modernists: Edwin Robinson, Wallace Stevens
Unit 5 Movements and styles post World War II (Lowell, Plath, Sexton, Rich)

Block IV American Drama
Unit 1 Drama and its origins in America

Unit 2 Twentieth century American comedy I (George Kaufman & Moss Hart)
Unit 3 Twentieth century American comedy II (Neil Simon)
Unit 4 Mid-twentieth century drama I (Tennessee Williams)
Unit 5 Mid-twentieth century drama II Arthur Miller)
Unit 6 Drama at the end of the twentieth century: Edward Albee
Unit 7 Drama at the end of the twentieth century: David Mamet

Course XVI: STYLISTICS (Literature Elective 2)

Stylistics is the study of language in literature, and the study of literature through language. It is an approach to the analysis of literary texts using linguistic description. It provides a linguistic framework (models, concepts and tools) for the analysis of literary texts. This course provides an introduction to the theories and methods of Stylistics. It begins with an overview of the history of Stylistics, its antecedents, definitions of Stylistics, and various theories and models (linguistic as well as literary) that have influenced Stylistics. The second block provides detailed descriptions of stylistic analyses of literary texts (poems, plays and novels) and the third block indicates how recent literary theories such as feminism and postcolonialism can be used in stylistic analysis. The final block provides an overview of the Indian approaches to style, theories of language, and poetics.

Block I History, Theories and Definitions
Unit 1 A brief history of stylistics – 1
Unit 2 A brief history of stylistics – 2
Unit 3 Definitions and theories of style
Unit 4 Foregrounding

Block II Stylistic Analysis
Unit 1 Poetry
Unit 2 Fiction
Unit 3 Drama
Unit 4 Readings on stylistic analysis of poetry
Unit 5 Readings on stylistic analysis of fiction
Unit 6 Stylistics and the teaching of literature

Block III Language, Literature, Culture and Ideology
Unit 1 Feminist stylistics
Unit 2 Postcolonial stylistics
Unit 3 Readings on feminist stylistics
Unit 4 Readings on postcolonial stylistics

Block IV Indian Approaches to Style
Unt 1 Indian theories of language (Pānini, Patanjali, Bhartṛihari)
Unit 2 Style and literary language (Alamkāra, Rīti, Vakrokti, Dhvani, Guṇa-Doṣa)
Unit 3 Indian poetics

Course XVII: LITERARY INQUIRIES (Literature Elective 3)

The concept of the literary that is at work in literary studies departments in India is quintessentially European. The concept and the institution of literature are essentially products of European modernity; European thought is deeply rooted in Christian theological

heritage. Colonialism implanted this product the world over. Non-Europeans continue to study their literary heritages in conformity with this European framework. Literary inquiries that developed in pre-colonial India differ radically from their European counterparts in thought and practice. Hence there is a need to inquire into the concept of 'the literary' from the Indian sources, from the extended literary inquiries which the Sanskrit tradition developed and which impacted other Indian (bhasha) literary traditions. This course aims at contrasting Indian ('pagan') literary inquiries with the Semitic (Christian) conception of 'the literary'. The course material will be primarily audio-visual rather than text-intensive.

Block I The Literary Across Traditions
Unit 1. Literary genealogies – Pagan (Sanskrit, Greek & Latin, Persian, Chinese)
Unit 2. Literary genealogies - Semitic (Judaic, Christian, Arabic)

Block II Literary Reflective Inquiries of India
Unit 1. Natya
Unit 2. Alamkara
Unit 3. Samgita
Unit 4. Chitra

Block III Verbal (Poetic) Traditions of India
Unit 1. Kāvya
Unit 2. Select kāvyas
Unit 3. Interface of Sanskrit/ Prakrit interface with Indian languages
Unit 4. Select Indian language texts

Block IV Visual Traditions of India
Unit 1. Painting, sculpture, temples
Unit 2. Performance

Block V Literary Affect/Effect
Unit 1. Rasa
Unit 2. The subject of the literary (Bhakti Traditions)
Unit 3. Select Bhakti texts and poets

Block VI Cultural Differences of the Literary
Unit 1. Pagan and Semitic
Unit 2. Indian and European

Course XVIII: DALIT LITERATURE (Literature Elective 4)

Dalit Literature has evolved as an independent literature with its own theory, aesthetics and philosophy. The emergence of Dalit literature has a great historical significance. Dalit Literature gained a distinctive place in the terrain of literature. It also has expanded and enriched the kaleidoscopic nature of Indian literature. Dalit literature represents the collective consciousness of social, political, economic, and caste discrimination, suffered by the Dalits for ages. This course will explain the political and cultural context in which Dalit literature as a distinct domain of knowledge production emerged in modern India. This course will introduce different forms of Dalit literature such as novels, poems, short stories, essays, and autobiographies to study how the diverse forms of Dalit cultural expressions contribute to

Dalit literary histography. Dalit literature contests and exposes the limitations of the mainstream literary theory, histography and its canonical conventions.

Block I Theory and Philosophy
Unit 1 Jyotiba Phuale & Ambedkar
Unit 2 Periyar & Narayanaguru
Unit 3 Sant Ravidas
Unit 4 Bhagya Reddy Varma

Block II Poetry
Unit 1 Arjun Dangle, Namdeo Dhasal, Waman Nimbalkar, Daya Pawar
Unit 2 Gurram Josuva, Yenduloori Sudaka, Madduri Nagesh Babu, Sikhamani, M. Satish Chandra
Unit 3 Joseph Mackwan, Kisan Sosa, Mangal Rathod, Jayant Parmar
Unit 4 H. Govindaih, Siddalingaiah, L. Hanumanthaiah, Du. Saraswathi, N.K. Hanumanthaiah
Unit 5 M.B. Manoj, N.T. Rajkumar, Sukirtarani, and Chandramohan

Block III Autobiography
Unit 1 Bama, *Karukku*
Unit 2 Sujatha Gidla, *Ants among the Elephants*
Unit 3 Omprakesh Valmiki, *Joothan*
Unit 4 Sidhalingaiah, *Oru keri*
Unit 5 Manoranjan Byapari, *Interrogating My Chandala Life*
Unit 6 Urmila Pawar, *The Weave of My Life: A Dalit Woman's Memoirs*

Block IV Fiction
Unit 1 G. Kalyan Rao, *Antaraani Vasantham*
Unit 2 Cho. Dharman, *Koogai: The Owl*
Unit 3 Devanur Mahadeva, *Kusumabaala*

Block V Short Story
Unit 1 **Telugu**: Katti Padma Rao, Kolakaluri Eenach, Satish Chardra, Vinodihini, Challapallie Swarooparani and Jupaka Subadra
Unit 2 **Gujarati**: Madukant Kalpit, Dalpat Chauhan, Mohan Parmar Harish Manglam Naikal Gangera, Dasarath Parmar
Unit 3 **Malayalam**: T.K.C. Vadulathala, C. Ayyappan, S.E. James, P.A. Uthaman, Baby Thomas, P.K. Prakesh, Sunny Kavikkadu, Rekha Raj, M.R. Renukumar and Mohan Chencery
Unit 4 **Tamil**: N.D. Rajkumar, Sukirtharani, Sreedhara Ganeshan, Raj Gauhaman, P. Sivakami (Tamil)

The literature courses require learners to read some prescribed primary texts (i.e., the actual novels, plays or poems) on which the Blocks are based. When we say that they are prescribed texts, we mean that learners are expected to have read the original texts.

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The English and Foreign Languages University
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Hyderabad-500 007 Telangana State (India)

Duration of the Programme

The minimum time taken to complete the programme is 2 years offered in 4 semesters spell. The maximum time is 4 years. With re-registration at the end of the fourth year, the programme can be extended for another two semesters/ one year.

On submission of the required number of assignments in the four courses of MA Sem I by the stipulated date, learners are eligible to attend the contact-cum-examination programme. As attending the contact programme is optional, learners can move on to the next semester once they complete the time period of the previous semester. There are no restrictions or conditions to be fulfilled to move from one semester to another except that by the end of the 8th semester all the courses are to be completed (passing the internal assessment based on the assignments submitted, passing the final examinations at the end of each semester.

Faculty and Support Staff:

The School of Distance Education has three departments, viz., Department of Literatures in English, Department of Linguistics and Phonetics and the Department of English Language Teaching. The total number of teaching faculty in the School is 13 and assistance is sought from faculty members of other departments of the University. In addition, the School of Distance Education is supported by about ten Academic Counselors for each course of the programme. There are 11 non-teaching staff members with whose support the administrative work of the Programme is conducted. Students are also encouraged to attend various extension programmes organized by the EFL University, such as scholarly talks and discussions, films etc.

Instructional Delivery Mechanisms

All instructional materials along with the assignments to be submitted for that course during that semester are sent by post to all the participants enrolled on the programme along with audio materials where necessary.

Identification of Media/Print/ Audio/ Video, online, computer-aided materials

Students are encouraged to obtain online reference materials as well as support materials with the help of online links provided by the teachers.

Learner Support Service Systems

The students are facilitated to contact the faculty and office by telephone or email or in person or on the online discussion windows that would be accessible to the participants as per the schedule given in the beginning of the semester. The SDE maintains a library and a small computer centre exclusively for the use of distance learners enrolled on the programme. The students can also avail themselves of the facilities available on the campus, such as the Library, Health Centre, Canteen, Mess, Bookshop, playgrounds and Counselling Centre during the Contact programme cum examinations.

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Credit Hours/Modules of the Programme

There are 16 courses (to be chosen out of 18 offered) and each course carries 5 credits. Therefore, the total number of credits is 80.

f. Procedure for Admissions

All graduates from diverse disciplines are eligible to apply for MA in English. There is no entrance test for admission to the programme. The students can download an application form from the University website (www.efluniversity.ac.in) during the stipulated time. The students can also contact or write to the office of the Dean, School of Distance Education (email: deande@efluniversity.ac.in) for application forms and other information.

Curriculum Transaction

The transaction of curricula is carried out through the SLMs and contact Programme. We also propose to go online with some of our materials and have online discussion rooms.

Mode of evaluation

Evaluation is done in both modes, Formative (assignments) and Summative (final examination) in addition to practical work. Self assessment of learners is encouraged through review questions in the SLMs.

The performance of the learners in each course will be assessed on the basis of:
   a. Assignments for each course.
   b. End of course examination.

The relative weight of (a) and (b) above is 25% and 75%. To pass a course the learners have to successfully complete the requirement of both (a) and (b). Completion of assignments within the stipulated deadlines is a mandatory requirement for appearing for the final examination. Each of the assignments is graded and sent back to the learners with detailed comments/constructive feedback on their performance. The purpose of these assignments is to help learners ensure that they have grasped the subject matter of the Blocks, and also to guide them in their learning process. The tutors also write comments which explain the grade they scored. The grades learners are given for three assignments for each course comprise 25% of the total assessment. On the basis of the grades given to them for each assignment, their overall grade for each course is worked out. This grade comprises the Internal Assessment for each course. The examinations comprise the remaining 75% of the assessment. That is, their final result is computed on the basis of their grades in both assignments and the final examination. Thus, it is not enough if they pass in the internal assessment or final examination alone. The internal assessment grades and overall result will be published online.

There will be a contact-cum-examination programme every semester. Attendance at the contact sessions is mandatory. Attendance at the examination as well is compulsory. The purpose of the contact sessions is primarily to clarify problem areas. During the contact programmes teachers will go through the Blocks in *all the courses* to *clear the problem areas* in each Unit. Learners should have studied all the Blocks before they attend the contact

SC/ST candidates: ₹ 1182.5 (can be rounded off to 1200/-)
PH/VH candidates: ₹ 110/-
General/OBC candidates: ₹ 2255/-

Differently-abled (VHC/PHC) students have to pay only the Registration fee and the postage.

Academic calendar

Serial No.	Name of the Activity	From	To
1.	Admission	1 December	31 January
2.	Distribution of SLMs Sem-I & III	1 February	1 March
	Contact Programmes	Semester I- August 1-15 Semester III-	
	Assignment Submission	Semester I- June 30 Semester III-	
	Examination	Semester I- August 1-15 Semester III-	
	Declaration of result	Semester I- September 23-30 Semester III-	
3.	Distribution of SLMs Sem-II & IV	1 August	1 September
	Contact Programmes	Semester II- February 1-15 Semester IV-	
	Assignment Submission	Semester II- December 31 Semester IV-	
	Examination	Semester II- February 1-15 Semester IV-	
	Declaration of result	Semester II- March 23-31 Semester IV-	

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programme as it will be followed by the examinations. As stated above, the purpose of the contact sessions is to clarify any doubts learners may have before appearing for the examination.

g. Laboratory Support and Library Resources

There is a School library as well as the University Library, the services of which can be availed of by the participants. Apart from this, we have a digital language laboratory, a phonetics laboratory and two computer laboratories for browsing, downloading and typing.

h. Cost Estimates for Development of the Programme

Programme	Programme Development	Delivery	Maintenance	Total
MA	Rs 25,00,000/-	Rs 8,00,000/-	Rs 50,00,000/-	Rs 83,00,000/-

Fee Structure
Revised Fee Structure - 2021-2022

Fee component	Category		
	Fee for General/ OBC	Fee for SC/ ST	Fee for VHC / PHC
Registration fee	220	220	220
Tuition fee (including examination fee)	1210	605	--
Student Welfare Fund	1980	990	--
Development Fund	1100	550	--
Postage	1100	1100	1100
Total Programme fee	**5610**	**3465**	**1320**
Application Processing fee	**550**	**275**	--

Note: Differently-abled (VHC/ PHC) students have to pay only the *Registration fee* and the *Postage*.

The total fee for M.A. Part II is the same as Part I except for the Application Processing Fee.

The re-registration fee is 50% of the total programme fee minus the postal charges. Therefore, after enhancement is as follows:

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Quality Assurance Mechanisms:

The School aims to continuously enhance the standards of curriculum and instructional design by taking steps in the following directions:

i. Upgrading all our courses from correspondence mode to open and online mode, while retaining the correspondence mode for the sizeable population that still needs them.

ii. Creation of audio and video material supplements for all our courses.

iii. Increasing the enrollment for all our courses, and offering customized modules to cater to different needs.

iv. Bringing out more titles in the critical editions of literary texts project with renowned publishers.

v. Revising and upgrading the existing SLMs in the light of new knowledge and research.

vi. Revising the materials and assignments regularly, based on the feedback received from students, Academic Counselors and tutors as well as subject experts.

vii. Obtaining approval of the high academic bodies of the University for the programmes, course structures and detailed syllabi.