

## 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 for the approval of the MA English Programme (Distance Mode). It includes the details of:

- a) Programme's mission & objectives
- b) Relevance of the program with HEI's Mission and Goals
- c) Nature of prospective target group of learners
- d) Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence
- e) Instructional Design
- f) Procedure for admissions, curriculum transaction and evaluation
- g) Requirement of the laboratory support and Library Resources
- h) Cost estimate of the programme and the provisions
- i) Quality assurance mechanism and expected programme outcomes

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

This document reflects meticulous planning, with clear deliverables and knowledge experiences to be gained.

### 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.
- 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.

#### c. 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.

  
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- 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:**

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

*[Signature]*  
 The English and Foreign Languages University  
 Hyderabad-500 097.

## MA English (Distance Mode)

### a. Programme's Mission & Objectives:

This programme offers a unique syllabus and a significant set of opportunities to students for a sound development of their knowledge in literary and cultural studies, Linguistics and English Language Teaching. The course materials have been written by experts in different areas of linguistics, language teaching, literature and cultural studies from universities all over the country. The programme consists of two parts: MA Part I and MA Part II. Learners are required to study 4 courses (papers) for MA Part I and another 4 courses for MA Part II. The duration of the programme is two years.

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

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

- i. It aims to provide instructional facilities at par with national and international standards in the humanities, to enable students to compete nationally and globally.
- ii. It seeks to promote research and knowledge upgradation in students, by providing opportunities for knowledge acquisition.
- iii. It attempts to provide students with a holistic development through curricular frames and syllabi.
- iv. The syllabus has been designed with a view to preparing students for the UGC NET & JRF exam.

### c. Nature of Prospective Target Group of Learners:

The programme caters to the needs of diverse groups of undergraduate learners from all disciplines located in diverse regions and social structures 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 in India or abroad. After completing this programme successfully learners are eligible to apply for the PGCTE 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, (M.Phil., Ph.D., etc.) in other universities.

### d. Appropriateness of 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 skills required in similar other professions, thus increasing their employment opportunities.
- iv. Thus the programme reflects the academic, professional and occupational standards and benchmarks required for the field.
- v. This programme is intended specifically to help learners acquire the skills for studying literature, and is designed keeping in mind the needs of people who have had no prior experience of studying English literature.

### e. Instructional Design:

#### i. Curriculum design:

This programme is prepared specifically to help learners acquire the skills for studying English language and literature in diverse geographical regions, and is designed keeping in mind the needs of students who have no prior experience of studying language and literatures in English. The programme design is flexible in structure with the possibility of students meeting the challenges of the course successfully either within one year or even three years

each for part I and part II according to their convenience. The students are given assignments with resource materials, (including annotated literary works specially prepared by the School of Distance Education). Throughout the year, the students have to do a number of assignments and they are encouraged to interact with the faculty in case they have any doubts. They also receive feedback on their assignments and are encouraged to interact with the faculty telephonically, through personal contact or through online modes of communication. In addition, the students are encouraged to attend an optional contact programme before the final examination is conducted.

**ii. Detailed syllabi:**

For this programme learners will be required to do the following courses each consisting of three/four/five Blocks. Each course carries 8 credits. For MA Part-I, all four courses are compulsory. For MA Part-II, two courses are compulsory and two more courses can be chosen out of the four optional courses. The total number of credits for the programme is 64 credits.

The courses offered are listed below:

**MA Part-I**

Academic Reading and Writing (*Compulsory*)

Introduction to Linguistics (*Compulsory*)

British Literature I (*Compulsory*)

British Literature II (*Compulsory*)

**MA Part-II**

Second Language Learning and Teaching (*Compulsory*)

Literary Criticism and Theory (*Compulsory*)

American Poetry and Drama (*Optional*)

American Fiction (*Optional*)

Indian Writing in English (*Optional*)

Postcolonial Literatures (*Optional*)

**MA PART-I (four compulsory courses)**

**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 people who have no prior experience of studying English literature. The language skills that they will use for studying literature will equip them to study other areas of enquiry as well. 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.

**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.

**COURSE III BRITISH LITERATURE I**

This course introduces learners to British literature of the Renaissance and Augustan periods, specifically English Renaissance poetry and drama, Augustan poetry and drama and the 18<sup>th</sup> century novel. It will familiarize them with the predominant genres as well as the social, cultural and political backgrounds of these two ages, thus setting them out on a chronological study of British literature.

**COURSE IV BRITISH LITERATURE II**

This course continues the study of British literature begun in the previous course. It focuses on British literature of the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries, i.e., Romantic, Victorian and Modern British literature. As in the previous course, the focus is on representative texts that will familiarize learners with the genres, important authors and the literary-historical background that shaped these important ages in English literature.

## **MA PART II (Two compulsory and two optional courses)**

### **COURSE I 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.

### **COURSE II LITERARY CRITICISM AND THEORY**

The aim of this course is to introduce learners to the main theorists and theories that have helped fashion the discipline of literary criticism. Beginning with the classical criticism of Aristotle, Plato, etc. it takes them right up to the modern critical approaches to literature such as Marxism, feminism, and post-colonialism.

*In MA Part II, while Courses I and II are compulsory, learners may choose any two of the following four courses:*

### **COURSE III AMERICAN POETRY AND DRAMA**

This course introduces students to American literature, with a focus on poetry and drama. Beginning with a historical account of the formation of the American nation and its early writings, the course provides a sampling of poetry and drama across genres and ages, thus acquainting students with important movements, techniques and thematic concerns in American poetry and drama from its beginnings in the 17th century right up to the twentieth century.

### **COURSE IV AMERICAN FICTION**

This course will acquaint students with American fiction, both short stories and the novel. Representative writers across the ages and their works are dealt with chronologically, delineating the themes and styles prevalent in American fiction.

### **COURSE V INDIAN WRITING IN ENGLISH**

This course attempts to provide a broad survey of Indian Writing in English, locating it as a branch of postcolonial writing, comprising voices that represent the complicated intermeshing of the European modernist and the other older civilizations. It covers the major genres of Poetry, Drama, Fiction and Prose. A chronological sampling of poets, dramatists, novelists and non-fiction writers is provided, introducing students to their works, thematic concerns and styles, thus showing how Indians writing in English are circumscribed by the time and place of their production.

### **COURSE VI POSTCOLONIAL LITERATURES IN ENGLISH**

This course deals with postcolonial literatures from regions other than India, such as Pakistan, Sri Lanka, Canada, and the Caribbean. It introduces learners to the main tenets and principles of post-colonial theory and provides a discussion of a representative sample of texts by both the "colonizers" and the "colonized."

iii. Details of blocks in each course and prescribed texts for detailed studies for Literature:

a. Details of Units in Each Block:

**MA PART I**

**Course I: Academic Reading and Writing (4 Blocks)**

**Block I Basics of Academic Reading and Writing**

- Unit 1 The Nature of Academic Reading and Writing
- Unit 2 Elements of the 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 Writing
- 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 Text**

- Unit 1 Descriptive Texts
- Unit 2 Factual Texts
- Unit 3 Expository Texts
- Unit 4 Argumentative Texts

**Course II: Introduction to Linguistics (5 Blocks)**

**Block I What is Linguistics?**

- Unit 1 Defining Linguistics
- Unit 2 Branches of Linguistics

**Block II Phonetics**

- Unit 1 Organs of Speech
- Unit 2 Sounds of Speech: Consonants
- Unit 3 Sounds of Speech: Vowels
- Unit 4 Accentual Patterns
- Unit 5 Intonation

**Block III Phonology and Morphology**

- Unit 1 What is Phonology?
- Unit 2 Principles of Phonemic Analysis
- Unit 3 What is Morphology?
- Unit 4 Word Building Processes

**Block IV Syntax and Semantics**

- Unit 1 Constituent Structure -I
- Unit 2 Constituent Structure -II
- Unit 3 Meaning and Sentence Structure

**Block V Sociolinguistics and Pragmatics**

- Unit 1 Sociolinguistics
- Unit 2 Pragmatics

**Course III: British Literature – I (5 Blocks)**

**Block I Renaissance English Poetry including Milton**

- Unit 1 Introduction to the Age and the Poetry of the Age

- Unit 2 The Elizabethan Lyric, Sonnet and Pastoral

- Unit 3 Metaphysical Poetry

- Unit 4 Milton I

- Unit 5 Milton II

**Block II 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 III Shakespeare**

- Unit 1 The Life, Work and Times of William Shakespeare

- Unit 2 *As You Like It*

- Unit 3 *Henry V*

- Unit 4 *Othello*

- Unit 5 *The Tempest*

**Block IV Augustan Poetry and Drama**

- Unit 1 Introduction to the Age: Restoration and 18<sup>th</sup> Century

- Unit 2 John Dryden, *MacFlecknoe*

- Unit 3 Alexander Pope, *Rape of the Lock*

- Unit 4 William Wycherly, *The Country Wife*

- Unit 5 William Congreve, *The Way of the World*

**Block V The Rise of the British Novel**

- Unit 1 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*

**Course IV: British Literature – II (5 Blocks)**

**Block I Romantic and Victorian Poetry**

- Unit 1 Romantic Poetry

- Unit 2 Wordsworth & Coleridge

- Unit 3 Shelley & Keats

- Unit 4 Victorian Age: Social, Political and Literary History

- Unit 5 Victorian Poets – I

- Unit 6 Victorian Poets – II

**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'Urbervilles*

**Block III 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

**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

**MA PART II**

**Course I: Second Language Learning and Teaching (5 Blocks)**

**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 II: Literary Criticism and Theory (4 Blocks)**

**Block I Classical and Neo-classical Criticism**

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

**Block II Nineteenth Century Criticism**

Unit 1 Wordsworth and Coleridge  
Unit 2 Shelley, Wollstonecraft & Lamb  
Unit 3 Matthew 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

Unit 5 Selected One-Act Plays

**Block V Twentieth Century Novel**

Unit 1 Introduction to the 20<sup>th</sup> 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*

**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 and Criticism  
Unit 6 Postcolonial Criticism

**Course III: American Poetry & Drama (4 Blocks)**

**Block I Introduction**

Unit 1 Colonial America  
Unit 2 The New Nation

**Block II Poetry I**

Unit 1 Early American Poetry  
Unit 2 Walt Whitman & Emily Dickinson

**Block III Poetry II**

Unit 1 The Modernist Phase: Pound, Williams and Moore  
Unit 2 The Other Modernists: Frost, Edwin Robinson & Wallace Stevens  
Unit 3 Movements and Styles – Post World War II Lowell, Sexton, Plath & Rich

**Block IV Drama**

Unit 1 Drama & Its Origins in America  
Unit 2 Two Twentieth Century American Comedies (Kaufman & Moss, Neil Simon)  
Unit 3 Mid-Twentieth Century Drama (Tennessee Williams & Arthur Miller)  
Unit 4 Drama at the End of the Twentieth Century (Edward Albee & David Mamet)

**Course IV: American Fiction (5 Blocks)**

**Block I Introduction**

Unit 1 Colonial America  
Unit 2 The New Nation

**Block II Fiction I**

Unit 1 Hawthorne & Melville  
Unit 2 Mark Twain & Henry James  
Unit 3 Fitzgerald & Hemingway

**Block III Fiction II**

Unit 1 Twentieth Century Fiction I: Faulker & Steinbeck  
Unit 2 Twentieth Century Fiction II: Toni Morrison & Joyce Carol Oates  
Unit 3 Twentieth Century Fiction III: Bellow & Malamud

**Block IV Short Fiction I**

Unit 1 Nineteenth Century Writers: Poe, Chopin & Crane  
Unit 2 Twentieth Century Writers: Katherine Anne Porter & John Updike

**Block V Short Fiction II**

Unit 1 Twentieth Century Writers II: Alice Walker & Flannery O'Connor  
Unit 2 Contemporary Writers: Kurt Vonnegut & John Barth

**Course V: Indian Writing in English (4 Blocks)**

**Block I Introduction**

Unit 1 Introduction to Indian Writing in English – I  
Unit 2 Introduction to Indian Writing in English II

**Block II Indian Writing in English: Poetry**

Unit 1 Pre-Independence Indian English Poetry  
Unit 2 Nissim Ezekiel  
Unit 3 A. K. Ramanujan  
Unit 4 Kamala Das

**Block III Indian Writing in English: 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*

**Block IV Indian Writing in English: Non-Fiction and Drama**

Unit 1 Drama- I  
Unit 2 Drama –II  
Unit 3 Prose Writings of the Colonized  
Unit 4 B.R. Ambedkar, *Annihilation of Caste*

**Course VI: Postcolonial Literatures (3 Blocks)**

**Block I Introduction to Postcolonial Literatures**

Unit 1 Postcolonialism  
Unit 2 Postcolonial Literatures: Themes and Issues

**Block II Writings of the Colonizers**

Unit 1 Burke and Other Prose Writers  
Unit 2 E.M. Forster's *A Passage to India*

**Block III Postcolonial Writings I**

Unit 1 Chinua Achebe *Things Fall Apart*  
Unit 2 V.S. Naipaul, *The Mimic Men*

**Block I Postcolonial Writings II**

Unit 1 Bapsi Sidhwa, *Cracking India*  
Unit 2 Michael Ondaatje, *The English Patient*

**b. Details of prescribed texts:**

The Literature courses (Courses III and IV in MA Part I; Courses II, III, IV, V and VI in MA Part II) 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.

The prescribed texts are listed below:

**M.A. PART I: Literature Texts Prescribed for Detailed Study**

**COURSE III: BRITISH LITERATURE I**

**Block I Renaissance English Poetry including Milton**

Unit 3: John Donne: "The Flea"; "The Canonization"; "Holy Sonnets XIV" George Herbert: "The Collar"; "Love (II)" Andrew Marvell: "To His Coy Mistress"; "The Coronet"  
Unit 4: John Milton *Paradise Lost* Book IX

**Block II Renaissance English Drama (Other than Shakespeare)**

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 III Shakespeare**

Unit 2: *As You Like It*  
Unit 3: *Othello*  
Unit 4: *Henry V*  
Unit 5: *The Tempest*

**Block IV Augustan Poetry and Drama**

Unit 2: John Dryden: "MacFlecknoe"  
Unit 3: Alexander Pope: "The Rape of the Lock"

Unit 4: William Wycherley: *The Country Wife*

Unit 5: William Congreve: *The Way of the World*

**Block V: The Rise of the British 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*

**COURSE IV: BRITISH LITERATURE II**

**Block I Romantic and Victorian Poetry**

Unit 2: William Wordsworth: "Tintern Abbey"; "Ode: Intimations of Immortality"; "The World is Too Much With Us"; "The Solitary Reaper" S. T. Coleridge: "Rime of the Ancient Mariner"; "Kubla Khan"; "Dejection: An Ode"  
Unit 3: P. B. Shelley: "Ode to the West Wind"; "To a Skylark"; "To Wordsworth"; "Ozymandias" John Keats: "Ode to a Nightingale"; "Ode on a Grecian Urn"; "Bright Star"; "On First Looking into Chapman's Homer"  
Unit 5: Robert Browning: "My Last Duchess"; "Andrea Del Sarto" Alfred Lord Tennyson: "Ulysses"; "The Lotus Eaters" Elizabeth Barrett Browning: "A Curse for a Nation"  
Unit 6: Mathew Arnold: "The Scholar-Gipsy"; "Dover Beach" Arthur Hugh Clough : "The Latest Decalogue"; "Say Not the Struggle Nought Availeth" Poems by D.G. Rossetti : "The



Blessed Damozel" G.M. Hopkins: "The Windhover"; "God's Grandeur"

### Block II The Nineteenth Century Novel

Unit 2: Jane Austen : *Emma*  
Unit 3: Emily Brontë : *Wuthering Heights*  
Unit 4: Charles Dickens : *Hard Times*  
Unit 5: Thomas Hardy : *Tess of the d'Urbervilles* (Critical Edition of the text provided as OBS publication)

### Block III Twentieth Century Poetry

Unit 1: Thomas Hardy: "Neutral Tones"; "The Voice"; "The Darkling Thrush"; Edward Thomas: "The Owl"; "The Green Roads" John Betjeman : "The Cottage Hospital"  
Unit 3: T.S. Eliot : "Preludes"; "The Love Song of J. Alfred Prufrock"; "Journey of the Magi" W.B. Yeats : "A Coat"; "Lake Isle of Innisfree"; "The Second Coming"; "Easter 1916"; "Sailing to

Byzantium"

Unit 4: W.H. Auden : "Our Hunting Fathers"; "Spain 1937"; "September 1, 1939"; "Consider this in our time"  
Dylan Thomas : "And Death shall have no Dominion"; "Refusal to Mourn the Death, by fire, of a child in London"

### Block IV Twentieth Century Drama

Unit 2: G. B. Shaw: *Arms and the Man*; John Osborne: *Look Back in Anger*  
Unit 3: T.S. Eliot: *Murder in the Cathedral*  
Unit 4: Samuel Beckett: *Waiting for Godot*  
Unit 5: J.M. Synge : *Riders to the Sea*

### Block V Twentieth 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*

## M.A. PART II: Texts Prescribed for Detailed Study in the Literature Courses

### COURSE II LITERARY CRITICISM AND THEORY

#### Block I Classical & Neoclassical Criticism

Unit 1: Aristotle's *Poetics* Plato's *Dialogues*; *The Republic* Horace's *Ars Poetica* Longinus' *On the Sublime*  
Unit 2: Philip Sidney's "An Apology for Poetry"  
Unit 3: John Dryden's "Essay of Dramatic Poesy"; Alexander Pope's "An Essay on Criticism"  
Unit 4: Samuel Johnson's *Lives of the Poets*, *Preface to Shakespeare*

#### Block II Nineteenth Century Criticism

Unit 1: William Wordsworth's "Preface" to *Lyrical Ballads* S.T. Coleridge's *Biographia Literaria*  
Unit 2: P.B. Shelley's *A Defence of Poetry* Mary Wollstonecraft's *A Vindication of the Rights of Woman* Charles Lamb's "On the Tragedies of Shakespeare"  
Mathew Arnold's "The Study of Poetry"; "The Function of Criticism at the Present time"

#### Block III Twentieth Century Criticism I

Unit 1: A.C. Bradley's "Poetry for Poetry's Sake"; "Lecture on Othello"  
Unit 2: T.S. Eliot's "Tradition and the Individual Talent"  
Unit 3: I.A. Richards' "The Four Kinds of Meaning"  
Unit 4: Cleanth Brooks' "The Language of Paradox"

### COURSE III AMERICAN POETRY & DRAMA

#### Block II Poetry I

Unit 1: Anne Bradstreet "The Author to Her Book"; H.W. Longfellow "Paul Revere's Ride"; Ralph Waldo Emerson "Brahma"; E. A. Poe "The Raven"  
Unit 2: Walt Whitman "Crossing Brooklyn Ferry"; "Passage to India" Emily Dickinson "Because I could not Stop for Death"; "A Bird Came Down the Walk"

#### Block III Poetry II

Unit 1: William Carlos Williams: "Spring and All"; Marianne Moore "Poetry"  
Unit 2: Robert Frost "Mending Wall"; "The Road Not Taken" Edwin Arlington Robinson "Eros Turannos"; "Richard Cory" Wallace Stevens "Sunday Morning"; "Anecdote of the Jar"  
Unit 3: Robert Lowell "Skunk Hour"; "Children of Light" Anne Sexton "The Truth the Dead Know"; "Sylvia's Death" Sylvia Plath "Lady Lazarus"; "Daddy" Adrienne Rich "Snapshots of a Daughter-in Law"; "Diving into the Wreck"

#### Block IV American Drama

Unit 1: Eugene O'Neill, *The Hairy Ape*  
Unit 2: George S. Kaufman & Moss Hart *You Can't Take It With You*; Neil Simon *The Odd Couple*  
Unit 3: Tennessee Williams *The Glass Menagerie*; Arthur Miller *Death of a Salesman*  
Unit 4: Edward Albee: *The Zoo Story*; David Mamet *Romance*

### COURSE IV AMERICAN FICTION

#### Block II Fiction I

Unit 1: Nathaniel Hawthorne *The Scarlet Letter*; Herman Melville *Moby-Dick*  
Unit 2: Mark Twain *Adventures of Huckleberry Finn*; Henry James *The Portrait of a Lady*  
Unit 3: Scott Fitzgerald *The Great Gatsby*; Ernest Hemingway *A Farewell to Arms*

#### Block III Fiction II

Unit 1: William Faulkner *Light in August*; John Steinbeck; *Grapes of Wrath*  
Unit 2: Toni Morrison *The Bluest Eye*; Joyce Carol Oates *A Garden of Earthly Delights*  
Unit 3: Saul Bellow *Herzog*; Bernard Malamud *The Assistant*

#### Block IV Short Fiction I

Unit 1: E.A. Poe *The Fall of the House of Usher*; Kate Chopin *The Awakening*; Stephen Crane *The Open Boat*  
Unit 2: Katherine Anne Porter *The Old Order*; *The Grave*; *The Jilting of Granny Weatherall*. John Updike *Pigeon Feathers*; *Eros Rampant*; *The Music School*

#### Block V Short Fiction II

Unit 1: Flannery O'Connor: *A Good Man is Hard to Find*; *The River*; *The Life You Save May be Your Own*. Alice Walker *Everyday Use*; *How did I get Away with Killing One of the Biggest Lawyers in the State? It was Easy!*; *Elethia*  
Unit 2: Kurt Vonnegut *Harrison Bergeron*; *The Lie*; *EPICAC* John Barth *Lost in the Funhouse*; *On With the Story*; *Stories of Our Lives*

### COURSE V INDIAN WRITING IN ENGLISH

#### Block II Indian Writing in English: Poetry

**Unit 1:** Henry Derozio "To the Pupils of the Hindu College"; "The Harp of India"; Toru Dutt "Sita"; "Out Casuarina Tree"; Rabindranth Tagore *Gitanjali*; Sarojini Naidu "The Palanquin Bearers"; "The Bangle-Sellers"; "Awake"; "The Soul's Prayer"; "Songs of Radha"; "Village Song"; "Summer Woods"; "The Bird Sanctuary"

**Unit 2:** Nissim Ezekiel "Background. Casually"; "A Time to Change"; "Portrait"; "Urban"; "The Subject of Change"; "London"; "The Professor"; "Jewish Wedding in Bombay"; "Night of the Scorpion"; "Pet, Lover, Birdwatcher"; "The Railway Clerk"; "The Patriot"; "Good-bye Party for Miss Pushpa T.S."

**Unit 3:** A.K. Ramanujan "Snakes"; "Death and the Good Citizen"; "A Meditation"; "A River"; "Obituary"; "Ecology"

**Unit 4:** Kamala Das "An Introduction"; "The Old Playhouse"; "Suicide"; "Composition"

**Block III Indian Writing in English: 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*

**Block IV Indian Writing in English: Non-Fiction and Drama**

**Unit 1:** Mahesh Dattani, *Dance Like a Man*  
**Unit 2:** Ramu Ramanthan, *Mahadevhai*; Poilie Sengupta, *Samara's Song*  
**Unit 3:** Raja Rammohan Roy: *On Education in India*; *On British Moves to Abolish the Practice of Female Sacrifices*

Venncalacuty Soob Row: *The Life of Venncalacuty Soob Row*  
 Speeches and Writings of M.K. Gandhi; Letter by Ambedkar to A.V. Alexander, Cabinet Mission, about the Untouchables  
**Unit 4:** B.R. Ambedkar, *The Annihilation of Caste*

**COURSE VI POSTCOLONIAL LITERATURES IN ENGLISH**

**Block I Introduction to Postcolonial Literatures**

Ashcroft, Griffiths and Tiffin (eds.), *The Post-colonial Studies Reader*; Edward Said, *Orientalism*

**Block II Writings of the Colonizers**

**Unit 1:** Flora Annie Steel "The Duties of the Mistress"; George Otto Trevelyan "An Indian Railway"; "The Gulf between Us" Thomas Babington Macaulay's Speech Delivered in the British Parliament  
**Unit 2:** E.M. Forster, *A Passage to India*

**Block III Post-Colonial Writings I**

**Unit 1:** Chinua Achebe, *Things Fall Apart*  
**Unit 2:** V.S. Naipaul, *The Mimic Men*

**Block IV Post-Colonial Writings II**

**Unit 1:** Bapsi Sidhwa, *Cracking India*  
**Unit 2:** Michael Ondaatje, *The English Patient*

**c. Duration of the Programme:**

The minimum time taken for Part I can be one year and a maximum of additional two years will be allowed to complete this part. For Part II also, one year is the minimum time required, and additional two years is the maximum time allowed to complete this part of the programme. On submission of the required number of assignments in the four courses of MA Part I by the stipulated date, learners are eligible to attend the contact-examination programme. Though attending the contact programme is optional, learners cannot move on to MA Part II until they have taken the MA Part I examination in all the 4 courses.

**d. 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 obtained 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.

**e. Instructional Delivery Mechanisms**

All instructional materials are sent by post to all the participants enrolled on the programme along with audio materials where necessary. A contact programme is also conducted in which participants are encouraged to clarify their doubts.

**f. Identification of Media: Print/ Audio/ Video/ online/ computer aided**

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

**g. Student Support Service Systems:**

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 The English Language Teaching Department  
 EFL University

The students are facilitated to contact the faculty and office by telephone or email or in person. The School 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.

**h. Credit Hours/Modules of the Programme:**

There are 8 courses and each course carries 8 credits. Therefore, the total number of credits is 64.

**f. Procedure for Admissions, Curriculum Transaction and Evaluation:**

**i. 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](http://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: [eflu\\_sde@rediffmail.com](mailto:eflu_sde@rediffmail.com)) for application forms and other information.

**ii. 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.

**iii. 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 in-text questions in the SLMs.

The performance of the learners in each course is 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 in the final examination. Each of the assignments is graded and sent back to the learners with detailed comments 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. The tutors also write comments which explain the grade they scored. The grades learners are given for the 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 final 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. It is proposed to publish the internal assessment grades and overall result online.

There is a Contact-cum-Examination programme every year. Attendance at the contact sessions is optional. However, attendance at the examination is compulsory. There is a provision for Make-up examination for students who, because of a medical emergency or extenuating circumstances beyond their control, are unable to take a part or the whole of the final examination. 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 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.

iv. Academic Calendar:

Serial No.	Name of the Activity	From	To
1.	Admission	August	November
2.	Distribution of SLMs	December	January
3.	Contact Programmes	January	March
4.	Assignment Submission	May	October
5.	Examination	February	March
6.	Declaration of result	May	June

g. Requirement of the 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 Estimate of the Programme and the Provisions:

i. Cost Estimates for Development of the Programme:

Programme	Programme Development	Delivery	Maintenance	Total
MA	Rs 10,00,000	Rs 4,00,000	Rs 25,00,000	Rs 39,00,000

ii. Fee Structure:

a. Fee structure for Indian Nationals:

	M.A. Part I (General/ OBC)	M.A. Part I (SC/ ST)	M.A. Part II (General/ OBC)	M.A. Part II (SC/ ST)
Registration fee	Rs. 200/-	Rs. 200/-	Nil	Nil
Tuition fee	Rs. 1100/-	Rs. 550/-	Rs. 1100/-	Rs. 550/-
Student Welfare Fund	Rs. 1800/-	Rs. 900/-	Rs. 1800/-	Rs. 900/-
Development Fund	Rs. 1000/-	Rs. 500/-	Rs. 1200/-	Rs. 600/-
Postage	Rs. 1000/-	Rs. 1000/-	Rs. 1000/-	Rs. 1000/-
Total Programme Fee	Rs. 5100/-	Rs. 3150/-	Rs. 5100/-	Rs. 3050/-

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

b. Fee structure for Foreign Nationals (including SAARC nationals):

	Sponsored students		Self-financed students from Non-SAARC countries		Self-financed students from SAARC countries	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Registration fee	200	200	200	200	200	200
Tuition fee	2200	2200	2200	2200	2200	2200
Library fee						
Reserve fund	41900	41900	41900	41900	4000	4000
Examination fee	1000	1000	1000	1000	1000	1000
Computer, internet and sports fund	500	500	500	500		
Development fund	3000	3200	3000	3200		

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Bengaluru

Foreign Students' welfare fund	2800	2800	2800	2800		
Students' welfare fund					1800	1800
Medical insurance/need/help			1000	1000	1000	1000
Teaching materials/books	2000		2000		2000	
Postage for all Non-Asian countries	8000*	8000*	8000*	8000*		
Postage for other Asian countries	5000	5000	5000	5000		
Postage for SAARC countries					1000	1000
<b>Total programme Fee</b>	<b>58600</b> <b>(\$1274)</b> <b>61600*</b> <b>(\$1340)</b>	<b>56600</b> <b>(\$1231)</b> <b>59600*</b> <b>(\$1296)</b>	<b>59600</b> <b>(\$1296)</b> <b>62600*</b> <b>(\$1361)</b>	<b>57600</b> <b>(\$1253)</b> <b>60600*</b> <b>(\$1318)</b>	<b>13200</b> <b>(\$287)</b>	<b>11000</b> <b>(\$240)</b>
<b>Cost of application form</b>	<b>500</b> <b>(\$ 11)</b>	<b>500</b> <b>(\$ 11)</b>	<b>500</b> <b>(\$ 11)</b>	<b>500</b> <b>(\$ 11)</b>	<b>500</b> <b>(\$ 11)</b>	<b>500</b> <b>(\$ 11)</b>

### i. Quality Assurance Mechanisms and Expected Programme Outcomes:

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

- 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.
- Creation of audio and video material supplements for all our courses.
- Increasing the enrollment for all our courses, and offering customized modules to cater to different needs.
- Bringing out more titles in the critical editions of literary texts project with Orient Blackswan.
- Revising and upgrading the existing SLMs in the light of new knowledge and research.
- Revising the materials and assignments regularly, based on the feedback received from students, Academic Counselors and tutors as well as subject experts.
- Obtaining approval of the high academic bodies of the University for the programmes, course structures and detailed syllabi.

The programme hopes to help learners

- identify major literary genres and their features, as well as key literary figures, during the Renaissance, the Augustan and the 18<sup>th</sup> century in England.
- identify major literary genres and their features, literary movements, as well as key literary figures, during the Romantic, Victorian and Modern ages in England.
- describe the major ideas contributed by literary theorists, from the Classical critics down to the Marxist, Feminist and Postcolonial critics of the 20<sup>th</sup> century; and
- apply the major tents of literary criticism to the appreciation and interpretation of literary texts across the ages.
- familiarize themselves with movements, techniques and thematic concerns in American poetry and drama from its beginnings in the 17th century right up to the twentieth century.
- appreciate and identify the range of themes and styles in American fiction – both short stories and novels.
- grasp the broad range of Indian Writing in English – poetry, drama and fiction.
- discuss the main tenets and principles of post-colonial theory and the features of postcolonial literatures.
- read and interpret a sampling of postcolonial literature in English from regions other than India, such as Pakistan, Sri Lanka, Canada, and the Caribbean.
- understand the nature and function of language and how it is related to Linguistics and studied from different perspectives.
- achieve proficiency in academic reading and writing
- understand concepts of second language learning

Year	2000	2001	2002	2003	2004	2005
1. Total population	111.0	111.0	111.0	111.0	111.0	111.0
2. Total population	111.0	111.0	111.0	111.0	111.0	111.0
3. Total population	111.0	111.0	111.0	111.0	111.0	111.0
4. Total population	111.0	111.0	111.0	111.0	111.0	111.0
5. Total population	111.0	111.0	111.0	111.0	111.0	111.0
6. Total population	111.0	111.0	111.0	111.0	111.0	111.0
7. Total population	111.0	111.0	111.0	111.0	111.0	111.0
8. Total population	111.0	111.0	111.0	111.0	111.0	111.0
9. Total population	111.0	111.0	111.0	111.0	111.0	111.0
10. Total population	111.0	111.0	111.0	111.0	111.0	111.0

1. Specific Assessment Development and Program Implementation

The first step in developing a specific assessment is to identify the purpose of the assessment and the information needed to meet that purpose. This step is critical because it determines the scope and content of the assessment and the methods used to collect and analyze the data.

2. Assessment Design

Once the purpose and information needs are identified, the next step is to design the assessment. This involves determining the content, format, and methods of the assessment. The design should be based on the purpose and information needs and should be valid, reliable, and fair.

3. Assessment Development

The third step is to develop the assessment. This involves writing the test items, creating the test form, and preparing the materials needed for the assessment. The development process should be systematic and thorough, and should involve a review of the assessment by a panel of experts.

4. Assessment Implementation

The fourth step is to implement the assessment. This involves administering the assessment to the test takers and ensuring that the assessment is conducted in a fair and consistent manner. The implementation process should be well-planned and organized, and should involve a review of the assessment by a panel of experts.

5. Assessment Evaluation

The fifth step is to evaluate the assessment. This involves analyzing the results of the assessment and determining the validity, reliability, and fairness of the assessment. The evaluation process should be systematic and thorough, and should involve a review of the assessment by a panel of experts.

6. Assessment Reporting

The sixth step is to report the results of the assessment. This involves preparing a report that summarizes the findings of the assessment and provides recommendations for improvement. The report should be clear, concise, and easy to understand, and should be distributed to the appropriate stakeholders.