

## 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



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## M.A English (Distance Mode)

### 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.

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- v. This programme is intended specifically to help learners acquire the skills for studying language literature, and is designed keeping in mind the needs of people who have had no prior experience of studying English language and literature.

### 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

  
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### **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 16<sup>th</sup> century to the twentieth century. Organized chronologically, each block in the course deals with a particular literary age and

  
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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 & 18<sup>th</sup> 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 16<sup>th</sup> to the 20<sup>th</sup> 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*

  
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## **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 18<sup>th</sup> 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

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### Course VIII: INDIAN WRITING IN ENGLISH

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 17<sup>th</sup> and 18<sup>th</sup> centuries, to the great age of the novel in the 19<sup>th</sup> century and its subsequent establishment as the most popular genre in the 20<sup>th</sup> 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'Urbervilles*

**Block III 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*
- Unit 5 E.M. Forster, *A Passage to India*
- Unit 6 Virginia Woolf, *Mrs Dalloway*
- Unit 7 Doris Lessing, *The Grass is Singing*

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### Semester III

#### 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 20<sup>th</sup> century

#### **BLOCK IV Recent approaches, materials and syllabus in ELT**

- Unit 1 Approaches to ELT: Late 20<sup>th</sup> 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

  
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- 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

  
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- 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

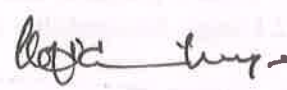
**Block IV American Fiction**

- 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

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## Semester IV

(Choose any four of the following six elective courses)

### 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 through 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

  
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- 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 20<sup>th</sup> century. The first block describes the history of America and the beginnings of American literature; the 2<sup>nd</sup> and 3<sup>rd</sup> 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



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- 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**

- Unit 1 Indian theories of language (Pānini, Patanjali, Bharṭṛihari)
- 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

  
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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

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

### **Block I Theory and Philosophy**

Unit 1 Jyotiba Phule & 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, Sikhmani, 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 keru*

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 Chandra, 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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### **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 8<sup>th</sup> 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](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: [deande@efluniversity.ac.in](mailto: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:

- Assignments for each course.
- 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

  
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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- 1-15 Semester III- August	
	Assignment Submission	Semester I- June 30 Semester III-	
	Examination	Semester I- 1-15 Semester III- August	
	Declaration of result	Semester I- 23-30 Semester III- September	
3.	Distribution of SLMs Sem-II & IV	1 August	1 September
	Contact Programmes	Semester II- 1-15 Semester IV- February	
	Assignment Submission	Semester II- December 31 Semester IV-	
	Examination	Semester II- 1-15 Semester IV- February	
	Declaration of result	Semester II- 23-31 Semester IV- March	

  
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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 VHC / PHC
	Fee for General/ OBC	Fee for SC/ ST	
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
<b>Total Programme fee</b>	<b>5610</b>	<b>3465</b>	<b>1320</b>
<b>Application Processing fee</b>	<b>550</b>	<b>275</b>	<b>--</b>

**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.

  
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