

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	ENGLISH LANGUAGE TEACHING IN INDIA
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	BAENGELEC401
Semester	VII
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Monday 4pm to 6pm and Thursday 2pm to 4pm
Name of the teacher/s	Dr. Madhumeeta Sinha
Course description	Include the following in the course description i) A brief overview of the course Course Description India is a country that is societally and individually multilingual; but owing to colonization and imperialism the teaching of English in India has been fraught with socio-political problems. This course will be both reflective and theoretical in its orientation. Students will be asked to reflect on their own language learning experiences and use that as a base to engage with the existing practices. The four modules for the course are: 1) English Language: Historical Contexts and Modern Debates; 2) Frameworks for Language Teaching; 3) ELT Practices in the Classroom; 4) Presentations: this module is research oriented and allows students to identify and pursue a topic of their interest and learn more about it in a small peer groups. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

	1. Reflect on their educational experiences as a learner of English and learn the pre and post-independence History of English in India (PO1) 2. Understand the multilingual framework in which English language is housed (PO 3 and PO 4) 3. Analyze the existing practices of English Language Teaching (PO 8) 4. Apply knowledge of theoretical constructs of ESL learning to conduct research (PO 10) Learning outcomes* attached in a table below a) domain specific outcomes b) value addition c) skill-enhancement d) employability quotient iii) Learning outcomes— a. Domain specific outcomes : PO1, PO 2 & PO3 b. Value addition : PO13 & PO 14 c. Skill-enhancement : PO 4 & PO 8 d. Employability quotient : PO 11 PO 12
Course delivery	Lecture/Seminar/Experiential learning – All the three
Evaluation scheme	Internal (modes of evaluation): Written assignments and Presentation - Best of the 3 assessments will be considered (40%) End-semester (mode of evaluation): Project/Final sit-down Exam (60%)

Reading list	Essential readings: 1. Agnihotri, R, et al. (2010). Multilinguality and Teaching of English in India. 2. Cummins, J (2009). Multilingualism in the English-language Classroom: Pedagogical Considerations 3. Howatt, A. P. R. Howatt, & Smith, R. (2014). “The history of teaching English as a foreign language, from a British and European perspective.” 4. Celce-Murcia, A (2001). An Overview of Language Teaching Methods and Approaches. 5. Ilaiah, K (2011). “Dalits and English.” 6. Kachru, B. (1986). “World Englishes and culture wars.” 7. Canagarajah, S. (2009). Multilingual Strategies of Negotiating English: From Conversation to Writing 8. Lange, C. (2010). ““Hindi never, English ever”: Language nationalism and linguistic conflicts in India.” 9. Mohanty, A.K. (2017). “Multilingualism, education, English and development: Whose development?” 10. Mukherjee, J. (2010). “The development of English in India.” 11. Padwad, A. (2012). “Towards understanding rural ELT.” 12. Pennycook, A. (2000) “The social politics and the cultural politics of language classrooms.” 13. Ravinder, G. (2013). “Some aspects of pre-service and in-service teacher training in India.” 14. Sriprakash, A. (2011) “Being a teacher in contexts of change: education reform and the repositioning of teachers’ work in India.” 15. Reddy, D. (2013). “To teach or not to teach grammar.” 16. Anderson, J & Lightfoot, A. (2023). Translingual practices in English classrooms in India: current perceptions and future possibilities. Additional readings: 1. Krishnaswamy, N., & Krishnaswamy L. (2006). The story of English in India. Foundation Books. 1. National Council of Education Research and Training (NCERT) (2006). “Position paper on the teaching of English.” 2. Phillipson, R. (2009/2011). “The tension between linguistic
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	diversity and dominant English.”
	3. National Council of Education Research and Training (NCERT). NCF 2023. https://ncert.nic.in/pdf/focus-group/NCF-SE_2023EN.pdf

Course title	Methods of English Language Teaching
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with approximately 10% revision to include more recent discussions on i. methods of ELT ii. interdisciplinary perspectives on language learning and teaching
Course code	BAENGELEC402
Semester	BA VII (Honours)
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Wednesday 2 to 4 and Friday 11 to 1
Name of the teacher/s	Dr. Asma Rasheed
Course description	i) A brief overview of the course The course will offer an introduction to key methods used in teaching English as a second or foreign languages historically as well as in contemporary terms. The course will examine traditional methods such as Grammar-Translation, Audio-Lingual, and later ones such as CLT, TBLT, etc. It will introduce the notion of post-method pedagogy, and place discussions in frameworks of linguistic ecologies, multilinguals approaches to language education, etc. These discussions will initiate students towards context-sensitive pedagogical practices and conversations on home languages as assets, sustainable ELT, etc. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) At the end of the Course, students will be able to a. Acquire knowledge of pedagogical methods of learning English in ESL /EFL contexts b. Gain awareness of multilingual education practices in English classrooms c. Develop skills are adapting methods and strategies for teaching English that are responsive to local contexts iii) Learning outcomes— a. Domain specific outcomes : PO2 & PO3 b. Value addition : PO11 c. Skill-enhancement : PO4 & PO5

	d. Employability quotient : PO8 (Please highlight the portion that subscribes to a/b/c/d)
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation) : 40% End-semester (mode of evaluation) : 60% <i>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned</i>
Reading list	Essential reading (tentative) 1. Brown, H. D. (2001). <i>Teaching by principles: An interactive approach to language pedagogy</i>. Addison Wesley Longman, Inc. 2. Harmer, J. (2015). <i>The practice of English language teaching</i>. 5th Ed. Pearson Education. 3. Larson-Freeman, D. & Anderson, M. (2011). <i>Techniques and principles in language teaching</i>. Oxford University Press. 4. McDonough, J., Shaw, C. & Masuhara, H. (Eds.). (2012). <i>Materials and methods in ELT: A teacher's guide</i>. 3rd Ed. Wiley-Blackwell. 5. Nunan, D. (Ed.) (2003) <i>Practical English language teaching</i>. McGraw-Hill. 6. Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. <i>TESOL Quarterly</i>, 23(4), 589-618. 7. Prabhu, N.S. (1990). There is no best method – why? <i>TESOL Quarterly</i>, 24(2), 161-176. 8. Richards, J. C. and Rodgers, T.S. (2014). <i>Approaches and methods in language teaching</i>. 3rd Ed. Cambridge University Press. 9. Richards, J.C. & Renandya, W.A. (Eds.) (2002). <i>Methodology in language teaching</i>. Cambridge University Press. 10. Spiro, J. (2013) <i>Changing methodologies in TESOL</i>. Edinburgh University Press.

Course title	Understanding the Second Language Classroom
Category	Existing course with 30% revision
Course code	BAENGELEC403
Semester	VII
Number of credits	4
Maximum intake	30
Day/Time	Monday 11a.m.-1p.m. Wednesday 9-11 a.m.
Name of the teacher	K. Padmini Shankar
Course description	A brief overview of the course Exploring the Second Language Classroom aims to equip prospective language teachers with an understanding of key issues and recent developments in the field of language teaching and learning. Some of the topics include: a) learner factors such as learner beliefs, learning styles and strategies b) teacher factors such as teacher roles, teacher beliefs and teacher decision making and c) classroom factors such as classroom management, classroom interaction and teaching large and mixed-ability classes. Participants will be trained to reflect on classroom vignettes with an aim to engage in creative problem-solving. Through equipping participants with the theoretical knowledge required to take informed decisions in the classroom, the course aims to prepare competent and confident teachers of the second language. Objectives of the course By the end of this course, students will be able to: 1. Knowledge and Understanding: CO1: Understand the impact of learner factors such as beliefs, learning styles, and strategies on language acquisition (aligns with PO1, PO2, PO3). CO2: Analyze teacher factors including roles, beliefs, and decision-making processes in various instructional contexts (aligns with PO1, PO2,

	PO3). 2. Skills related to one's Specialization: ○ CO3: Develop skills to manage classroom dynamics, including interaction and teaching in large and mixed-ability classes (aligns with PO5). ○ CO4: Create and implement classroom management strategies to enhance learning outcomes (aligns with PO5, PO7). ○ CO5: Utilize digital tools and resources to support English language education (aligns with PO6). 3. Application of Knowledge and Skills: ○ CO6: Apply theoretical knowledge to solve practical classroom problems through reflective practice and creative problem-solving (aligns with PO8, PO10). ○ CO7: Design and use multimodal materials for effective language teaching and learning (aligns with PO9). 4. Generic Learning Outcomes: ○ CO8: Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms (aligns with PO11). ○ CO9: Collaborate with peers to enhance teaching practices and create innovative teaching materials (aligns with PO12). ○ CO10: Develop critical thinking skills to become self-directed learners and educators, incorporating ethical values in their teaching practice (aligns with PO13, PO14). Learning outcomes By the end of this course, students will achieve the following learning outcomes: 1. Domain-Specific Outcomes: ○ LO1: Demonstrate a comprehensive understanding of key issues and recent developments in language teaching and learning, particularly in ESL/EFL contexts (a). ○ LO2: Critically analyze learner and teacher factors that influence language acquisition and teaching effectiveness (a). ○ LO3: Apply theoretical constructs of ESL learning
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	to classroom scenarios and decision-making processes (a). 2. Value Addition: - LO4: Reflect on and integrate ethical and humanistic values into teaching practices, promoting a positive and inclusive classroom environment (b). - LO5: Develop a nuanced understanding of multilingual education practices and their relevance in English classrooms (b). 3. Skill-Enhancement: - LO6: Create and implement effective classroom management strategies, including managing large and mixed-ability classes (c). - LO7: Design and utilize multimodal materials and digital tools to support language teaching and learning (c). - LO8: Engage in creative problem-solving and reflective practices to address classroom challenges (c). 4. Employability Quotient: - LO9: Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms, enhancing professional presentation and collaboration skills (d). - LO10: Collaborate effectively with peers to develop innovative teaching materials and improve teaching practices (d). - LO11: Develop critical thinking and self-directed learning skills that are essential for ongoing professional development and adaptability in diverse teaching contexts (d).
Course delivery	The course will be delivered through a combination of discussions, activities, tasks, and reflective practice designed to prepare students for real-world teaching scenarios. Several tasks and activities are revised and new ones are added. The reading list is also revised.
Evaluation scheme	Internal assessment: 1. Application-based test

	2. Content-driven test 3. Panel Discussion End-semester assessment: Sit-down, pen and paper test
Reading list	Reading List Essential Reading 1. Harmer, Jeremy. (2007). <i>The Practice of English Language Teaching</i>. Essex: Pearson. Chapter 6. Describing Teachers. pp. 107-120 2. Johnson, Karen, E. (1999). <i>Understanding Language Teaching: Reasoning in Action</i>. Boston: Heinle and Heinle. Chapter 3. Teachers' Beliefs: The Rock We Stand On. pp. 30-42. 3. Dornyei, Zoltan and Murphey, Tim. (2003). <i>Group Dynamics in the Language Classroom</i>. Cambridge: CUP. Chapter 6. The teacher as group leader. pp 90 –108. 4. Richards, Jack C. & Lockhart, Charles. (1996). <i>Reflective Teaching in Second Language Classrooms</i>. Cambridge: CUP. Chapter 4. Teacher decision making. Pp 78-96. 5. Leaman, Louisa. (2006). <i>Classroom Confidential: Hints and Tips from an Insider</i>. London: Continuum. Part 1: Teacher Approach. Pp. 3-27. 6. Harmer, Jeremy. (2007). <i>The Practice of English Language Teaching</i>. 4th Edition. London: Pearson. Chapter 5. Describing Learners 7. Oxford, Rebecca. 1990. <i>Language Learning Strategies: What Every Teacher Should Know</i>. Boston: Heinle & Heinle. Chapter 2. Direct Strategies for Dealing with Language. 8. Oxford, Rebecca. 1990. <i>Language Learning Strategies: What Every Teacher Should Know</i>. Boston: Heinle and

	Heinle. Chapter 4. Indirect Strategies for General Management of Learning. 9. Dornyei, Zoltan and Murphey, Tim. 2003. <i>Group Dynamics in the Language Classroom</i>. Cambridge: CUP. Chapter 7. Student Roles and Role Modelling. pp 109 – 133. 10. Ehrman, Mandeline. 1996. <i>Understanding Second Language Learning Difficulties</i>. London: Sage. Chapter 4. Cognitive Learning Styles. 11. Kise, Jane A.G. 2007. <i>Differentiation through Personality Types</i>. Thousand Oaks, CA: Corwin Press. Chapter 3. What Type Looks Like in Students. 12. Tickoo, M. L. 2003. <i>Teaching and Learning English</i>. New Delhi: Orient Longman. Chapter 15. Classroom Interaction: Types, Tools, Techniques. Pp. 401-417. 13. Hess, Natalie. 2001. <i>Teaching Large Multilevel Classes</i>. Cambridge: CUP. Introduction. Pp. 1-15. 14. Dixie, Gererd. (2003). <i>Managing Your Classroom</i>. London: Continuum. Chapter 2. The Role of Questioning as a Classroom Management Tool. Pp. 47-61. 15. Dixie, Gererd. (2003). <i>Managing Your Classroom</i>. London: Continuum. Chapter 4. Gaining the Psychological Edge. Pp. 75-89. 16. Richards, Jack C. & Lockhart, Charles. 1996. <i>Reflective Teaching in Second Language Classrooms</i>. Cambridge: CUP. Chapter 8. The nature of language learning activities. Pp 61-81. Additional Reading 1. Baker, Joanna & Westrup, Heather. (2008). First South Asian Edition. <i>The English Language Teacher's Handbook: How to teach Large Classes with Few Resources</i>. London: Continuum.
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	Chapter 19. Using the Blackboard. Pp. 140-154. Chapter 20. Using Resources. Pp.155-164. 2. Harmer, Jeremy. (1998). <i>How to Teach English</i>. New Delhi: Longman. Chapter 11. How to use textbooks. Pp. 111-120 Chapter 13. What if? Pp. 127-134. 3. Lindsay, Cora & Knight, Paul. (2006). <i>Learning and Teaching English: A Course for Teachers</i>. Oxford: OUP. Chapter 2. Teaching methods and ideas. Pp. 15-25 Chapter 9. Assessment and evaluation. Pp. 121-132.
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Course title	INTRODUCTION TO WORLD LITERATURE
Category (Mention the appropriate category (a/b/c) in the course description.)	a. New course
Course code	BAENGLITC405
Semester	VII
Number of credits	4
Maximum intake	
Day/Time	Monday 2 to 4 Thursday 11 to 1
Name of the teacher/s	SHERIN B S
Course description	Include the following in the course description iii) A brief overview of the course This course explores the multiplicity and plurality of literary cultures across the world through a comparative and critical framework. Rather than organizing texts by national literatures, it foregrounds thematic constellations such as cosmopolitanism, globalisation

	and literary canon formation. The course challenges Eurocentric models of “World Literature” and introduces students to alternative ways of reading, including vernacular modernities and indigenous epistemologies. Special attention is paid to the relationship between literature, memory, and global inequality, making this course particularly resonant within the South Asian context. iv) Objectives of the course in terms of Programme Specific Outcomes (PSO 3,4,6,8,10) Course Learning Outcomes: CLO1: Engage critically with literary texts across diverse cultural and geopolitical contexts.(a) CLO2: Understand key theoretical debates around world literature.(b) CLO3: Rethink “world literature” through decolonial and postcolonial lenses.(d) CLO4: Develop comparative, interdisciplinary, and multilingual analytical frameworks(a) CLO5: Apply advanced theoretical concepts to interpret literary texts in relation to contemporary issues such as globalization, environmental crisis, and identity politics.(c)
Course delivery	Lecture mode
Evaluation scheme	Internal (modes of evaluation): 2 written assignments and one presentation 40% End-semester (mode of evaluation): One Term paper
Reading list	Essential reading Themes: Civilizational essentialism, critique of West vs. Rest binaries, literature as counter-narrative. Module 1: Theories and Frameworks of World Literature • Damrosch, David, <i>How to Read World Literature</i> (2008) • Emily Apter – <i>Against World Literature</i> (Introduction) • Pheng Cheah – <i>What Is a World?</i> (Selections) • Casanova, Pascale, <i>The World Republic of Letters</i> (2004) • Franco Moretti- “Conjectures on World Literature” • Sheldon Pollock: Areas, Disciplines, and the Goals of Inquiry

	- Walter J. Ong – <i>Orality and Literacy</i> (Ch. 1 & 2) Module: 2. Literature and Globalisation - Paul Jay: Beyond Discipline? Globalization and the Future of English’ - Simon Gikandi: ‘Globalization and the Claims of Postcoloniality’ - Jaques Derrida: ‘Globalization, Peace, and Cosmopolitanism’ - Masao Miyoshi: ‘Turn to the Planet: Literature, Diversity, and Totality’ "Untranslatable" Algeria: The Politics of Linguicide’ - Emily Apter - Appadurai : Globalization/ Disjuncture and Difference - Haun Saussey - “Comparative Literature in an Age of Globalization” Module 3: Canon and the Question of European Dominance - Pascale Casanova – <i>The World Republic of Letters</i> (Ch. 1: Paris, Literary Capital) - Ngũgĩ wa Thiong’o – “Europhone or African Memory?” - Aijaz Ahmad – <i>In Theory</i> (Chapter on Fredric Jameson) - Rabindranath Tagore – <i>Crisis in Civilization</i> - Angel Rama- The Lettered City, “The City of Letters” - Edward Said – “The Clash of Ignorance” (2001) - Amartya Sen – <i>Identity and Violence</i> (Selections) - Talal Asad – “Muslims and European Identity” (Selections) - Sheldon Pollock – “The Cosmopolitan Vernacular” Harish Trivedi - “<i>Comparative Literature, World Literature and Indian literature</i>” Additional reading: A Collection of Literary Texts as prescribed

Course title	MODERN EUROPEAN DRAMA
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with 57 per cent revision
Course code	BAENGLITC406
Semester	August -December 2026
Number of credits	04
Maximum intake	As per rules
Day/Time	Tuesday 9am to 11 am and Thursday 9 am to 11 am
Name of the teacher	Prof. T. Subramanyam
Course description	i)A brief overview: The course intends to study Ibsen, Chekhov and Strindberg (the fathers of modern drama) along with Brecht, Pirandello, Becket, Genet, etc. and their dramatic works of rebellion. The traditional universal order of society, politics, economics, religion, etc. has been radically rearranged by these dramatists enacting the ‘myths of rebellion’ against the traditional myths in modern drama/theatre. Attempts have been made to experience the revolution of ‘non-hero’ plays against the backdrop of the continental movements such as realism, naturalism, symbolism, impressionism, expressionism, Dadaism, surrealism, theatre of reason, absurdism, etc. ii) Objectives: 1. To introduce the rise of modernism in European drama; 2. to study the influences of the short-lived continental movements on European drama; 3. to introduce the modern European playwrights and their classic plays; and 4. to enable the participants discuss the engagements of these rebel playwrights with the then social, political and economic conditions, which reflect in their stage/theatre plays iii) Learning outcomes: After completion of this course, the students will - 1. have the understanding of modern European drama as well as the innovations and experiments in dramaturgy; 2. have the knowledge of continental movements and practitioners of modern drama/theatre; and 3. be able to study the development of post-war European drama/theatre. Plays prescribed: Henrick Ibsen’s <i>A Doll’s House (1879)</i> August Strindberg’s <i>Miss Julie (1888)</i> Antone Chekhov’s <i>The Cherry Orchard (1904)</i> Luigi Pirandello’s <i>Six Characters in Search of an Author (1921)</i>

	Bertolt Brecht's <i>The Caucasian Chalk Circle (1945)</i> Jean Genet's <i>The Balcony</i> (1956) Samuel Beckett's <i>Endgame (1957)</i>
Course delivery	Lecture mode
Evaluation scheme	Internal: 40% (Midterm Monthly Assignments) End-semester: 60% (Final Assignment)
Reading list	Essential reading: <i>Drama from Ibsen to Brecht (1961)</i> by Raymond Williams and <i>The Theatre of Revolt (1962)</i> by Robert Brustein Additional: <i>The Theatre of the Absurd</i> (1961), <i>Modern Tragedy (1966)</i> by Raymond Williams, <i>Brecht on Theatre</i> (1992), <i>The Death of Tragedy</i> (1961) by George Steiner, <i>The Politics of Jean Genet's Late Theatre</i> (2010) by Carl Lavery

Course title	Postcolonial Literature
Category (Mention the appropriate category (a/b/c) in the course description.)	New course
Course code	BAENGLITC407
Semester	VII
Number of credits	4
Maximum intake	NA
Day/Time	Tuesday, Friday 2 – 4 pm

Name of the teacher	Dr. Anumula Sreedevi & Dr, G, Kiran Kumar
Course description	A brief overview of the course Course Description This course offers an introduction to Postcolonial Literature through a study of literary texts emerging from societies shaped by colonialism, imperialism, resistance, and decolonization. It examines how writers from Africa, South Asia, the Caribbean, and Indigenous/Native American contexts respond to the historical and continuing effects of colonial domination through fiction, poetry, essays, and short stories. The course introduces students to key Postcolonial concerns such as identity, displacement, nationhood, language, memory, hybridity, resistance, and cultural survival, while also familiarizing them with foundational theoretical perspectives in Postcolonial studies. In this context, students will engage with the works of Frantz Fanon on colonial violence, psychological oppression, and resistance; Edward Said on Orientalism and the construction of the colonized “Other”; Ngũgĩ wa Thiong’o on language, decolonization, and the politics of literary expression; and Gayatri Chakravorty Spivak on subalternity, representation, and the silencing of marginalized voices. Overall, the course aims to develop students’ understanding of colonial discourse and its literary afterlives, while encouraging them to engage critically with questions of power, representation, cultural memory, and the continuing struggles of colonized and Indigenous peoples.

Syllabus

Background

Colonialism, Imperialism, Empire

Race, Decolonization, Language, Power,

Subalternity, Marginality, Hybridity.

Core Theory

Edward Said – Orientalism (Introduction)

Frantz Fanon – The Wretched of the Earth (selected chapters)

Ngũgĩ wa Thiong’o – Decolonizing the Mind (selected chapters)

Gayatri Spivak – “Can the Subaltern Speak?” (selected chapters)

Poetry

Derek Walcott

Lorna Goodison

Sherman Alexie

Agha Sahid Ali

Fiction

Leslie Marmon Silko – “The Man to Send Rain Clouds”

Thomas King – “Borders”

Chinua Achebe - Things Fall Apart

Drama

Girish Karnad – Hayavadana

Wole Soyinka – Kong’s Harvest

**i) Objectives of the course in terms of Programme
Specific Outcomes (PSO of the Programme under
which the course is being offered)**

This course is designed to make students –

PO2 - Develop aesthetic and philosophical understanding of key concepts, ideas and theories of Postcolonial Literature

PO5- Obtain advanced skills including close reading and critical thinking skills required to analyze and interpret literary and other cultural texts.

PO8 - Develop an understanding of, visual cultures, performative, popular, oral cultures, and their relevance in

	Education. <i>Application of knowledge and skills.</i> PO9 - Apply critical thinking skills and creative abilities in personal and professional contexts. PO10 - Interpret and analyze texts in their social, historical, political, and cultural contexts. PO11- Acquire transferable skills in writing to relatively recent domains <i>Generic learning outcomes.</i> PO13 - Develop research writing skills to enable the publication of high quality academic papers. PO14- Develop holistic and pluralistic perspectives on regional, national, and global understanding of issues resulting from interdisciplinarity of courses. PO15- Develop ethical decision making aligned to the principles of accountability, fairness, integrity, and life skills. PO16 - Empower students to become critical thinkers, and
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scholars.

III Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient

(Please highlight the portion that subscribes to a/b/c/d)

Learning Outcomes –

a) Domain specific outcomes

- a) Understand the condition of Postcolonial literatures in its historical and cultural dimensions.
- a) Gain critical knowledge of this literature in its variously articulated versions.
- b) Identify and explicate the salient features of Postcolonial literature through close reading of the representative texts across genres that are prescribed for study. Learn major characteristics, concerns, techniques, and practices of the said literature.
- b) Trace the main concern of Postcolonial literatures with focus on free verse, symbolism, realism, allusion.
- b) Acquire knowledge of some of the literary, critical, social and ideological preoccupations of Postcolonial Literature.
- c) Relate their comprehension of poetry to the role and relativity of the reader's own discursive context. Evaluate and appreciate poems critically.
- c) Develop critical thinking and write critical essays using various approaches on the prescribed topics. Acquire knowledge of theories of Postcolonialism.

c) Skill enhancement

- c) Apply the skills gained from this exercise to interpretive analysis of other texts with an eye for their

	singularity and categorizable characteristics. c) Make a distinction between literary/artistic movements as period-bound, culturally and historically specific phenomena and in terms of characteristics that can be found in multiple epochs of history. d) Write and publish theoretically nuanced academic papers that show awareness of language and representation, unique textual concerns, literary devices, and ideological/counter-ideological engagements demonstrated by the age.
	Essential Reading Ali, Agha Shahid. <i>The Country Without a Post Office</i>. W. W. Norton, 1997. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin, editors. <i>The Post-Colonial Studies Reader</i>. 3rd ed., Routledge, 2013. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. <i>The Empire Writes Back: Theory and Practice in Post-Colonial Literatures</i>. 2nd ed., Routledge, 2002. Fanon, Frantz. <i>The Wretched of the Earth</i>. Translated by Constance Farrington, Grove Press, 1963. Gandhi, Leela. <i>Postcolonial Theory: A Critical Introduction</i>. Columbia UP, 1998. Harjo, Joy. <i>Conflict Resolution for Holy Beings</i>. W. W. Norton, 2015. King, Thomas. <i>The Truth About Stories: A Native Narrative</i>. House

	of Anansi Press, 2003. Loomba, Ania. Colonialism/Postcolonialism. 3rd ed., Routledge, 2015. Ngũgĩ wa Thiong’o. Decolonizing the Mind: The Politics of Language in African Literature. James Currey, 1986. Said, Edward W. Orientalism. Vintage Books, 1978. Silko, Leslie Marmon. Ceremony. Penguin Books, 1977. Spivak, Gayatri Chakravorty. “Can the Subaltern Speak?” In Walcott, Derek. Selected Poems. Farrar, Straus and Giroux, 2007. The Norton Anthology of Postcolonial Literatures in English. Edited by Elleke Boehmer, et al., W. W. Norton. Suggested Reading Bhabha, Homi K. The Location of Culture. Routledge, 1994. Choudhury, Bibhash. Reading Postcolonial Theory: Key Texts in Context. Routledge, 2016. In One Good Story, That One, HarperCollins, 1993. Course delivery Lecture/ Seminar
Evaluation scheme	Internal – 40% Sit in exam/ Seminar End-semester 60% Sit in exam / Research Paper

Course title	Introduction to Sociolinguistics
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGLINC408
Semester	VII
Number of credits	4
Maximum intake	
Day/Time	Monday: 9.00 am – 11.00 am Friday: 9.00 am – 11.00 am
Name of the teacher/s	Dr. Smita Joseph
Course description	i) A brief overview of the course: This course helps students bridge the gap between an introductory-level course and more advanced sociolinguistics courses. Most of the sociolinguistic research discussed in the course makes use of examples from English, since this is a language familiar to most students. Students are encouraged to apply the newly acquired concepts in their respective mother tongues. The use of phonetic symbols and technical terms is used minimally. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) By the end of the programme, students will: PO1 acquire an advanced knowledge of various branches of languages sciences (theoretical and applied) and emerging developments in the field: <i>knowledge and understanding</i> PO2 acquire procedural knowledge for analysis of languages leading to research and development: <i>knowledge and understanding</i> PO3 acquire theoretical and functional understanding of phonetics with special reference to English: <i>knowledge and understanding</i> PO4 gain knowledge of Indian linguistic tradition: <i>knowledge and understanding</i> PO5 acquire cognitive and technical skills to analyse various aspects of languages and synthesise ideas from a range of

	sources: <i>skills</i> PO6 attain advanced analytical skills to evaluate research findings, to design and conduct research in various languages: <i>skills</i> PO7 gain expertise in using relevant tools to analyse linguistic data: <i>skills</i> PO8 apply theoretical and technical knowledge to analyse data from Indian and other languages: <i>application</i> PO9 apply advanced knowledge to carry out empirical studies in languages: <i>application</i> PO10 extend knowledge of linguistics to augment other disciplines such as Artificial Intelligence, Neuroscience, Cognitive Psychology, Forensic and Clinical Sciences, Legal Studies, Marketing, Diplomacy, etc.: <i>application</i> PO11 address language-related societal needs and issues: language planning, language maintenance, language standardisation, language variation and language and gender: <i>generic</i> PO12 describe and document lesser-studied and endangered languages: <i>generic</i> PO13 plan, execute, and report the results of an investigation: <i>generic</i> v) Learning outcomes a) domain specific outcomes: CO1 Understand the relationship between linguistic structure and socio cultural variables CO2 Understand sociolinguistic variation and be able to observe sociolinguistic variation in new contexts CO3 Gain expertise in designing and planning data elicitation methods for conducting sociolinguistic fieldwork, arrived through discussion CO4 Understand the techniques in collecting data for sociolinguistic research, arrived through discussion CO5 Understand the outcomes of language contact arrived through discussion of several case studies CO6 Understand what constitutes dialects and how to analyse dialectal variations in one's language CO7 Understand the social factors that cause linguistic variations and apply this knowledge of the connections between social factors and linguistic variations to understand variations in one's speech community CO8 Explore one's research interests by checking if one is willing to do research in the area of sociolinguistics or historical sociolinguistics
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	CO9 Use the coherent knowledge of the interconnection between language, culture, and society to understand contemporary debates and problems related to the subject CO10 Extrapolate the ideas and theories to get a better understanding of the notion of linguistic variation, and use this understanding in media, applied linguistics, ICT, and other industries that influence or depend on public perceptions and preferences b) value addition: The course ‘Introduction to Sociolinguistics’ develops a sense of responsibility and respect in students towards the linguistic diversity of the world, by developing an attitude which is responsive to the needs of the plurilingual ethos prevalent in human societies. Special attention is given to the languages of linguistic minorities of India. Such an approach would help in promoting and strengthening participatory democratic practices c) skill-enhancement: Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences d) employability quotient: During the last 3 years, industry inputs are fed into curriculum renewal and revision
Course delivery	Lecture and Experiential learning for all modules
Evaluation scheme	Internal (modes of evaluation): (case study test: 20%, MCQ: 20%, traditional paper and pencil test: 20%: best of two scores = 40%) End-semester (mode of evaluation): written exam (60%)
Reading list	Essential reading: Meyerhoff, M. (2006). <i>Introducing Sociolinguistics</i>. London & New York: Routledge

Course title	MORPHOLOGY II											
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes											
Course code	BAENGLINC409											
Semester	VII											
Number of credits	4 credits											
Maximum intake	15 BA VII Sem											
Day/Time	Tuesday: 2.00 pm – 4.00 pm Wednesday: 11.00 am – 1.00pm											
Name of the teacher/s	Prof. Shruti Sircar											
Course description	(i) A brief overview of the course What is a word? Do the things we put spaces around when we write correspond to anything in our mental grammars? How does morphology relate to phonology, and to other areas of grammar, such as syntax and semantics? To what extent do the principles governing the structures and forms of words need to be boxed off from other areas of grammar, and to what extent are they symptomatic of deeper principles which hold of the language faculty as a whole? This course aims to answer these and other questions by examining morphological phenomena from across the world’s languages, including English and languages which are (at least superficially) very different from it. vi) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) Students will be able to <table><tr><td>CO1</td><td>acquire an understanding of the major morphological phenomena found in the world’s languages</td><td>PO1, PO2</td><td>domain specific</td></tr><tr><td>CO2</td><td>learn about the major theoretical issues and approaches used to study morphology</td><td>PO1, PO2</td><td>domain specific</td></tr></table>				CO1	acquire an understanding of the major morphological phenomena found in the world’s languages	PO1, PO2	domain specific	CO2	learn about the major theoretical issues and approaches used to study morphology	PO1, PO2	domain specific
CO1	acquire an understanding of the major morphological phenomena found in the world’s languages	PO1, PO2	domain specific									
CO2	learn about the major theoretical issues and approaches used to study morphology	PO1, PO2	domain specific									

	CO3	obtain skills to identify the major morphological operations/ processes in natural languages	PO5, PO6	skill enhancement
	CO4	learn to represent morphosyntactic structure diagrammatically	PO5, PO6	skill enhancement
	CO5	learn to represent morpheme-by-morpheme glossing for language data	PO7	skill enhancement
	CO6	Apply concepts and skills learnt to analyze and present morphological patterns in languages	PO10	skill enhancement
	CO7	Provide argumentation to explain morphological phenomena	PO11	domain specific
	vii) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)			
Course delivery	Lecture 50% Data analysis 50%			
Evaluation scheme	Internal (modes of evaluation): 3 sit down closed book quizzes (MCQ and short answers) tests, (best 2) – 40% End-semester (mode of evaluation): 1 sit down closed book examination 60%			
Reading list	Essential reading 1. Bauer, Laurie. (2003). <i>Introducing Linguistic Morphology</i>. Washington, D.C.: Georgetown University Press. 2. Lieber, Rochelle (2012). <i>Introducing Morphology</i>. Cambridge University Press. Additional reading 1. Aronoff, Mark, and Kirsten Fudeman. 2011. <i>What is morphology?</i> 2nd edition. West Sussex, UK: Wiley-Blackwell. 2. Katamba, F. & J.T. Stonham. 2006. <i>Morphology</i>. Palgrave Macmillan. 3. Booij, Geert. 2007 <i>The Grammar of Words. An Introduction to linguistic Morphology</i>. 2nd ed. OUP. 4. Spencer, A. and Zwicky, A. 1998. <i>The Handbook of Morphology</i>. Blackwell. 5. Haspelmath, Martin, and Andrea Sims. (2010). <i>Understanding Morphology</i>. 2nd Edition. London: Hodder Education.			

Course Title	Syntax II
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes
Course Code	BAENGLINC410
Semester	VII
No. of Credits	4
Maximum intake	75 Core and Compulsory course for BA VII Sem
Day/ Time	Tuesday: 11.00 am – 1.00 pm Wednesday: 4.00 pm – 6.00 pm
Name of the teacher/s	Dr. Anish Koshy
Course Description:	The course begins by introducing the notion of a phrase, discusses the structure of different phrases, along with the basic properties of phrases. Then, descriptive devices like tree diagrams and labelled bracketing are presented; how phenomena like ambiguity can be handled is illustrated. This is followed by an introduction to the Chomskyan programme in Linguistics, as enunciated in the Government and Binding (GB) model. Though it is English data that are primarily dealt with, data from other languages, in particular Indian languages, are also used as and when necessary. Objectives and Learning outcome The course is designed in such a way that the learner, by the time he/she finishes the course, gets a sound understanding of a) the modular structure of Universal Grammar and b) the intricate interaction of the independent modules that outputs all and only sentences of language. The learner is also, in the ideal scenario, not only ready but eager to do the next course in syntax. <i>Module 1</i> Phrases and clauses, structure of clauses, constituency tests, PS rules, IC analysis

	<i>Module 2</i> The “mystery” of language acquisition in young children, poverty of stimulus, LAD <i>Module 3</i> The Aspects model, the need for multilevel approach to syntax, <i>Module 4</i> Universal Grammar, the Principles and Parameters model, projection principle, theta criterion, X-bar theory, case filter, government, PRO and control theory, Binding Principle
Course Delivery	Lecture mode with exercises and assignments for self-learning
Evaluation Scheme	40 % internal & 60 % final Three tests will be given, and the best two performances will be counted for the internal grade. The final exam will be a three-hour sit-down exam.
Reading List	Bickerton, D., & Szathmáry, E. (Eds.). (2009). <i>Biological foundations and origin of syntax</i> (Vol. 3). Mit Press. Carnie, A. (2009). <i>Constituent Structure</i>. United Kingdom: OUP Oxford. Carnie, A. (2021). <i>Syntax: A generative introduction</i>. John Wiley & Sons. Miller, J. (2016). <i>Introduction to English Syntax</i>. Germany: Edinburgh University Press. Rauh, G. (2010). <i>Syntactic Categories: Their Identification and Description in Linguistic Theories</i>. United Kingdom: OUP Oxford. Van Valin, R. D. (2001). <i>An Introduction to Syntax</i>. United Kingdom: Cambridge University Press. <i>Apart from these some primary texts and articles may be given for presentations and readings</i>

Course title	Instructional Materials for Language Development <i>BA (Honours) in English: Semester VII, Elective course</i>
Category	New course
Course code	BAENGELEE415
Semester	VII
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Wednesdays: 4 – 6 pm and Fridays: 2 – 4 pm
Name of the teacher/s	Dr. Mahananda Pathak (MP)
Course description	Instructional materials serve as the basis for classroom language input. It plays crucial role in students' language development. Resources ranging from printed textbooks and worksheets to interactive audio, multimedia videos, and authentic materials provide learners with required opportunities to practice a target language. It is very important to understand the theoretical foundations of developing such materials for language classrooms. This course provides the theoretical foundations and the practical orientations for developing and evaluating language learning materials. Students will analyse language learning materials, use digital tools to create and adapt such materials. PO3: understand theoretical constructs of ESL learning and teaching in instructional contexts PO5: acquire skills to design ESL/EFL materials for classroom use PO9: design multimodal materials for language learning COs and LOs a) domain specific outcomes CO1: Students will be able to analyse the theoretical principles underlying language acquisition and materials design, b) value addition

	CO2: Students will be able to gain an understanding of the relationship among curriculum/syllabus, methodology, and materials, c) skill-enhancement CO3: Students will be able to evaluate existing language textbooks and digital resources using textbook evaluation frameworks, CO4: Students will be able to create original, task-based instructional materials for specific language skills
Course delivery	Lecture: 50%; Seminar: 30%; Experiential learning: 20%
Course content	Module 1: Foundations of Instructional Materials <i>I. Introduction to instructional materials and their role in language development</i> <i>II. Second Language Acquisition (SLA) theories and materials design</i> Module 2: Evaluating and Adapting Materials <i>I. Frameworks for textbook evaluation (macro vs. micro evaluation)</i> <i>II. Principles of adapting materials: addition, deletion, modification, and simplification</i> Module 3: Developing Materials for Language Skills <i>I. Developing materials for listening and reading</i> <i>II. Developing materials for speaking and writing</i> Module 4: Technology in Materials Development <i>I. Developing digital materials: Interactive audios/videos or podcasts</i> <i>II. Artificial Intelligence (AI) for automated content generation and differentiation</i>
Evaluation scheme	Internal (modes of evaluation): 40 % Three assessments (best of two will be taken)

	1. Assessment 1: In-class sit-down pen and paper test 2. Assessment 2: In-class group presentation and group write-up: Evaluation of a commercial textbook package 3. Assessment 3: Worksheets-based submissions (Individual and groups) End-semester (mode of evaluation): 60 % 1. In-class sit-down close book examination
Reading list	Essential reading Cunningsworth, A. (1995). <i>Choosing your course book</i>. Heinemann. Harwood, N. (ed.). (2010). <i>English language teaching materials: Theory and practice</i>. Cambridge University Press. Hockly, N., & Clandfield, L. (2010). <i>Teaching online: Tools and techniques, options and opportunities</i>. Delta Publishing. McGrath, I. (2016). <i>Materials evaluation and design for language teachers</i>. Edinburgh University Press. Norton, J., & Buchanan, H. (eds.) (2022). <i>The Routledge handbook of materials development for language teaching</i>. Routledge. Nunan, D. (2004). <i>Task-based language teaching</i>. Cambridge University Press. Stanley, G. (2013). <i>Language learning with technology: Ideas for integrating technology in the classroom</i>. Cambridge University Press. Tomlinson, B. (2018). <i>Materials development in language teaching (2nd ed.)</i>. Cambridge University Press. Additional reading Gilmore, A. (2007). Authentic materials and authenticity in foreign

	language learning. <i>Language Teaching</i>, 40(2), 97-118. Godwin-Jones, R. (2023). Generative AI and language learning: Tools, implications, and practices. <i>Language Learning & Technology</i>, 27(2), 1-18. Nation, I. S. P., & Macalister, J. (2020). <i>Language curriculum design</i>. Routledge. PGCTE Distance Mode, EFL University. <i>Materials for the teaching of English</i> (Block II, III, & IV). EFL University Press. Richards, J. C. (2017). <i>Curriculum development in language teaching</i> (2nd ed.). Cambridge University Press. Tomlinson, B. (2001). 'Materials development' in Ronald Carter and David Nunan (Eds.). <i>The Cambridge guide to teaching English to speakers of other languages</i> (pp. 66 - 71). Cambridge University Press.
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Course title	Classroom Communication
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with revision. (30% revision)
Course code	BAENGELEE416
Semester	VII
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Monday 9-11 Thursday 9-11

Name of the teacher/s	Prof. G. Suvarna Lakshmi & Dr. C. Ramamuni Reddy
Course description	Classroom communication creates a learning environment that encourages interaction in the classroom among learners and between learners and the teacher. While communication/interaction within the classroom forms the crux of all learning, it also influences the quantum and the quality of learning. Interaction in the classroom is seen to be originally related to language teaching-learning processes. Grounded in foundational frameworks such as Sinclair and Coulthard's (1973) Initiation-Response-Feedback (IRF) model and Flanders' (1970) Interaction Analysis Categories (FIAC), the field has evolved considerably over the past five decades. Contemporary research increasingly examines how multimodal input, multilingual classrooms, and inclusive pedagogies reconfigure the patterns and functions of classroom discourse. Walsh's (2006, 2011) concept of Classroom Interactional Competence (CIC) has emerged as a particularly influential framework, highlighting the need for teachers to skillfully use interaction as a tool for mediating and assisting language learning. Recent scholarship has further extended this concept to online and technology-mediated environments, underscoring the adaptability required of language teachers in the digital age. This course equips participants (trainee teachers) with an understanding of the theoretical models and empirical research that underpin classroom communication, from the teacher's and the learner's perspectives alike. Participants will develop awareness of their own communication patterns and learn to strategically modify teacher talk so as to encourage and expand learner talk. Through analysis of authentic classroom data — using tools drawn from Conversation Analysis (CA), discourse analysis, and interaction analysis — trainees will build skills in identifying and evaluating interactional sequences that promote or inhibit language learning. The course will also equip trainees to design tasks that align pedagogical principles with enhanced classroom interaction. A real-time micro-teaching component provides participants with direct, practical experience of implementing and reflecting on classroom communication strategies in live instructional settings. Objectives: viii) To train participants in identifying the patterns of classroom communication that can contribute to promote language learning ix) To help trainee teachers create more engaging and interactive classrooms

	x) To help participants become aware of research potential in the field of classroom interaction. PO 1: understand theories of ESL learning, teaching, and research PO9: apply knowledge of theoretical constructs of ESL learning to conduct research xi) Learning outcomes— a) participants would have understood and analysed relevant theories and research in the field of classroom communication both from the teacher's the learners' point of view c) Enhances the classroom interactional competence of the trainee teachers
Course delivery	Lecture, Seminar and Experiential learning
Evaluation scheme	Internal (modes of evaluation): Internal (40%): Test-1 Test on theories ; Test-2: Presentations on different research studies done on Classroom Interaction; Test-3: Designing interactive tasks for real time teaching End-semester (mode of evaluation): Written examination for 2 ½ hrs (150 minutes)
Reading list	Essential reading: 1. Malamah-Thomas, A (1987) <i>Classroom Interaction</i>. Oxford. Oxford University Press. 2. Rhymes, B (2015) <i>Classroom Discourse Analysis: A Tool for Critical Reflection</i>. New York: Taylor & Francis 3. Walsh, S (2011) <i>Exploring Classroom Discourse Language in Action</i>. Routledge 4. Murkee, N (2015) <i>The Handbook of Classroom Discourse and Interaction</i>. West Sussex: John Wiley & Sons. 5. Sert, O. (2015). <i>Social interaction and L2 classroom discourse</i>. Edinburgh: Edinburgh University Press. 1. Additional reading: Walsh,(2014)<i>Classroom Interaction for Language Teachers</i> A practical guide to understanding and improving interaction in language classrooms. Virginia: TESOL Press 2. Ur, P (2024) A Course in English Language

Teaching (Chapter 3: Classroom Interaction)

3. Young, R.F. (2011) *Interactional competence in language learning, teaching, and testing*, in *Handbook of Research in Second Language Teaching and Learning*, (ed. E. Hinkel), vol. 2, pp. 426–443, Routledge, London and New York.
4. Markee, N. (2000) *Conversation Analysis*, Lawrence Erlbaum, Mahwah NJ.
5. **Connor O'Donoghue** (2024) *Interaction Patterns in the English Language Classroom*. URL: <https://www.dcteachertraining.com/post/interaction-patterns-in-the-english-language-classroom>
6. **Moskowitz, G., & Hayman, J. L.** (1976). *Success strategies of inner-city teachers: A year-long study*. *The Journal of Educational Research*, 69(8), 283–289. <https://doi.org/10.1080/00220671.1976.10884902>
7. **Flanders, N. A.** (1970). *Analyzing teaching behavior*. Reading, MA: Addison-Wesley.
8. **Brown, H. D.** (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Pearson Education.
9. **Bowers, N. D., & Friedman, P.** (1971). *Student imitation of a rewarding teacher's verbal style as a function of sex and grade level*. *Journal of Educational Psychology*, 62(6), 487–491. <https://doi.org/10.1037/h0032013>
10. **Mitchell, J. V.** (1992). *Interrelationships and predictive efficacy for indices of intrinsic, extrinsic, and self-assessed motivation for learning*. *Journal of Research & Development in Education*, 25(3), 149–155.
11. Bokhove, C. (2016). *Exploring classroom interaction with dynamic social network analysis*. *International Journal of Research & Method in Education*, 1-21.
12. Brown, G., & Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
13. Bower, M. (1988). *A language analysis instrument for language classrooms* *ELT Journal*, 42(4), 262-272.
14. Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). White Plains, NY: Pearson Education
15. Mitchell, R., & Parkinson, D. (1997). *Researching classroom discourse: Language in action*. London: Routledge.

	16. Walsh, S. (2006). <i>Investigating classroom discourse</i>. London: Routledge 17. Kunitz, S., Markee, N., & Sert, O. (Eds.). (2021). <i>Classroom-based conversation analytic research: Theoretical and applied perspectives on pedagogy</i>. Cham: Springer. 18. Moorhouse, B. L., Li, Y., & Walsh, S. (2021). E-classroom interactional competencies: Mediating and assisting language learning during synchronous online lessons. <i>RELC Journal</i>. https://doi.org/10.1177/0033688220985274 19. Jenks, C. (2021). <i>Researching classroom discourse: A student guide</i>. London: Routledge. 20. Seedhouse, P. (2022). <i>Video enhanced observation for language teaching: Reflection and professional development</i>. London: Bloomsbury.
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Course Title	BAENGLINE417
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes
Course Code	Mathematical Linguistics
Semester	Semester VII
No. of Credits	4
Maximum intake	30
Day/ Time	Tuesday & Thursday: 4.00 – 6.00 pm
Name of the teacher/s	Dr. Utpal Lahiri
Course Description:	Set theory, Propositional logic, Relations and Functions, Predicate Calculus, Modal Logic, Algebraic Structures (Orders, lattices, Boolean Algebras). Textbook: Partee, B., R. Wall and A. Ter Meulen (1990).

	Mathematical Methods in Linguistics. Springer.
Course Delivery	Lecture
Evaluation Scheme	Internals (40%), Final (60%)

Course title	An Introduction To Natural Language Processing
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGLINE418
Semester	VII
Number of credits	4
Maximum intake	30
Day/Time	Monday: 11.00 am – 1.00 pm Thursday: 2.00 pm – 4.00 pm
Name of the teacher/s	Prof. M. Hari Prasad & Dr. Atreyee Sharma

Course description	(i)The course presents an overview of the different areas and applications of Computational Linguistics. It deals with a wide range of topics in NLP (Natural Language Processing). There are introductory concepts introduced about What is NLP, Computational Morphology, Computational Phonology, Morphological and Shallow Parsers, and a few basics concepts on Regular Expressions- how to use RegEx and write simple code. (ii) To understand the basic concept of NLP, how it is related to AI and Computational Linguistics. History of NLP, stages of development in the field of computational linguistics and its relation to the bigger research areas like AI and Language Computation. To understand and introduce Computational Morphology and Phonology, basic theories of both morphology and phonology to relate to computation. To understand how computational morphology is related to parsing and information retrieval and machine translation later. How do transducers and FSA solve the problem of large scale morphological and phonological analysis and generation. (iii) Students will gain an understanding of the fact that through the offering of several basic and advanced courses in Computational Linguistics, it will allow us to bridge the gap that will integrate computer science and linguistic-theoretical approaches to NLP. Students will understand the fact that in the past two decades, research in Computational Linguistics has seen remarkable growth, both in terms of coverage of the many languages in India and advancement in scientific practice. By exposing them to the basic concepts in CL, students will also be able to identify theoretical approaches that lead to produce such advancement in CL.
Course delivery	Lectures
Evaluation scheme	Internal (modes of evaluation): Assignment and test (40 marks) End-semester (mode of evaluation): Written test (60 marks)
Reading list	ESSENTIAL READING: Study material will be provided on all topics. These would be based primarily on content from the following texts: • Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics and

	Speech Recognition (3rd Edition) Book by Daniel Jurafsky and James H. Martin 2021 • Agresti, A. (2002). Categorical data analysis. Hoboken, NJ: Wiley • Miller, G. A. and Chomsky, N. (1963). Finitary models of language users. In Luce, R. D., Bush, R. R., and Galanter, E. (Eds.), Handbook of Mathematical Psychology, • Source Book for Linguistics Book by William Cowan, Jaromira Rakušan 1987 ADDITIONAL READING: Austin, J. L. (1962). How to do things with words. Oxford University Press Baldwin, T. and S. N. Kim (2010). Multiword expressions. In Handbook of natural language processing, Volume 2. Boca Raton, USA: CRC Press. Bobrow, D. G., R. M. Kaplan, M. Kay, D. A. Norman, H. Thompson, and T. Winograd (1977). Gus, a frame-driven dialog system. Artificial intelligence 8(2), 155–173 Botha, J. A. and P. Blunsom (2014). Compositional morphology for word representations and language modelling. See icm (2014). Creutz, M. and K. Lagus (2007). Unsupervised models for morpheme segmentation and morphology learning. ACM Transactions on Speech and Language Processing (TSLP) 4(1), 3 Dreyfus, H. L. (1992). What computers still can't do: a critique of artificial reason. MIT press. Haspelmath, M. and A. Sims (2013). Understanding morphology. Routledge. Jurafsky, D. and J. H. Martin (2019). Speech and Language Processing (Third ed.). Prentice Hall.
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Course title	LITERARY TEXTS, PHILOSOPHICAL SUBTEXTS
Category	Existing Course with changes
Course code	BAENGLITE420
Semester	Semester VII, August – December 2026
Number of credits	4 credits
Maximum intake	30
Day/Time	Monday and Wednesday 11:00 a.m to 1:00 p.m
Name of the teacher	Dr. SREEDHARAN. T.
Course description	Literature and philosophy have long been intertwined, each enriching the other in profound ways. Both philosophy and literature share a concern for the great and small truths of human existence, the ways in which we <i>make</i> and <i>lose</i> meaning. Aristotle’s memorable contention that poetry is closer to philosophy than to history, for “poetry tends to speak of universals,” underscores such a perspective. The main intent of the course is to show how reading literary works with a desire to unravel the philosophical underpinnings can throw light on the complex, nuanced, fraught and textured social, psychological, cultural, political and existential domains. Such an engagement will compel us to consider the issues related to: language, emotions, ethics, and aesthetics; truth, freedom, and agency; subjectivity and identity; bondage and transcendence; commitment and responsibility; justice and judgement; repression, suppression, and expression; power and resistance; creativity, narcissism, totalitarianism, etc. With the aid of select literary texts, the course will attempt to explore the philosophical concerns and questions implicit in them. The following texts, among others, will be taken up for study: T.S. Eliot, <i>The Waste Land</i> Samuel Beckett, <i>Waiting for Godot</i>

	Hermann Hesse, <i>Siddhartha</i> Rainer Maria Rilke, <i>Letters to a Young Poet</i> Gustav Janouch, <i>Conversations with Kafka</i> Albert Camus, <i>The Just Assassins</i> Jeyamohan, <i>A Hundred Arm Chairs</i> Aubrey Menen, <i>The Space Within the Heart</i> Osip Mandelstam, "Stalin Epigram" Learning Outcomes: 1. To comprehend literature's ability to bridge the gap between abstract philosophical thought and concrete human experience. To explain the relationship between the works discussed, the cultures in which they were created, and the human concerns they illuminate. 2. To understand how philosophy provides literature with a framework for exploring profound questions about existence, morality, reality, and knowledge. To examine the relation of literary discourse to that of politics, morality, myth, history, and science. 3. To develop an understanding of (i) human motivation, (ii) the mental processing of perceptions, (iii) how we frame our conceptions of reality (vi) how we enlarge or constrict our cognitive and affective register, acquire and reinforce beliefs. The ability to differentiate and analyse the following: (a) philosophy on literature: philosophical approaches to the understanding of literary texts (issues of truth, authorship, selfhood); (b) philosophy in literature: literary texts that explicitly invoke philosophical problems or approaches, particularly those belonging to the ethical domain; (c) philosophy as literature: problems raised by certain philosophical texts whose proper use requires careful attention to their form.
Course delivery	Lecture and discussion
Evaluation scheme	Internal Assessment: 40% Written examination (40 marks) Final Assessment: 60%

	Written examination (60 marks)
Reading List	P.C. Hogan. <i>Philosophical Approaches to the Study of Literature</i>. J.L. Bell. <i>Philosophy in Literature</i>. D.G. Marshall. <i>Literature As Philosophy: Philosophy As Literature</i>. <i>The Palgrave Handbook of Philosophy and Literature</i>.

Course title	Indian Classical Literature
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with revision. 25% revision- addition of the genre <i>The Relation between Tamil and Classical Sanskrit Literature, A History of Classical Poetry Sanskrit - Pali - Prakrit</i>
Course code	BAENGLITE421
Semester	VII
Number of credits	04
Maximum intake	Open
Day/Time	Wednesday 2pm to 4pm and Thursday 2pm to 4pm
Name of the teacher/s	Dr Jai Singh
Course description	Course Overview An introductory course designed to acquaint students with the great works of Ancient Indian literary tradition. A major part of this tradition was written in Sanskrit. The earliest form of that language was brought to India by the Aryans probably sometime in the middle of the second millennium BC and is called “Vedic” Sanskrit. It is the language of the Vedic hymns, especially those of the Rig Veda. This language developed over the course of time until around the 4th century BC, when it was fixed by the famous Sanskrit grammarian Panini. This form of Sanskrit, in which most of the later

	literature is written, is commonly referred to as “Classical Sanskrit.” Thus, in one form or another, Sanskrit has had an unbroken literary tradition for over 3,000 years. It is this rich and vast literary, religious and philosophical heritage, which will be introduced in this course. In addition, students will work with excerpts from the Jain and Buddhist Canons written in Prakrits and examples of Tamil poetry. Selections from the Vedic literature, classical drama, epics, story literature and lyric poetry will be studied in English translation. Course Objectives (in terms of Programme Specific Outcomes, POs, of BA English Programme) The course aims to enable students to (PO7) critically assess complex ideas and issues relating to the study of literatures in other cultures; and (PO8) apply knowledge of the humanities to new contexts. Learning outcomes— a) domain specific outcomes: By the end of the course students will acquire - comprehensive understanding of the origin and development of classical Indian literature and its distinct nature - broad understanding of the literary and philosophical tradition that influenced classical Indian literature b) value addition: The course provides life lessons from the ancient wisdom of India.
Course delivery	Lecture and Seminar
Evaluation scheme	Internal (40%): 2 written assignments & 1 class presentation End-semester (60%): Final Written Assignment
Reading list	Essential reading Kalidasa <i>Abhijñānaśākuntalam</i> and <i>Meghadūta</i> in English Translations

	Mrcchakatika attributed to King Shudraka in English Translations Jataka Tales in English Translations Visakhadatta's <i>Mudra-Rakhasa</i> in English Translations Muddupalani Radhikasantavanam in English Translations The Relation between Tamil and Classical Sanskrit Literature A History of Classical Poetry Sanskrit - Pali - Prakrit http://onlinebooks.library.upenn.edu/webbin/book/lookupname?key=Kalidasa http://www.sacred-texts.com/bud/j2/index.htm http://www.sacred-texts.com/hin/sha/index.htm https://wp.nyu.edu/virtualhindi/syllabus-ancient-indian-literature/ Additional Reading Bharata. <i>Natyashastra</i>. Trans. Manomohan Ghosh. Vol. I. 2nd edn. Calcutta: Granthalaya, 1967. Chap. 6: "Sentiments," pp. 100-18. Sudraka. <i>Mrcchakatika</i>. Trans. M. M. Ramachandra Kale. New Delhi: Motilal Banarasidass, 1962. <i>The Jataka Tales</i>: https://jatakastories.div.ed.ac.uk Dharwadkar, Vinay. "Orientalism and the Study of Indian Literature." In <i>Orientalism and the Postcolonial Predicament: Perspectives on South Asia</i>. Ed. Carol A. Breckenridge and Peter van der Veer. New Delhi: Oxford University Press, 1994. pp. 158-95. Raghavan, V. <i>An Introduction to Indian Poetics</i>. Macmillan, 1970.
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