

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	Academic Reading and Writing
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes b. Existing course with revision. Mention the percentage of revision and highlight the changes made. 40% c. New course
Course code	BAENGSEC200
Semester	III
Number of credits	3
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Monday 10-11 and Wednesday 11 - 1
Name of the Teacher/s	Dr. Vishnu Priya S
Course description	Include the following in the course description Course Description The aim of this course is to develop proficiency of the students in <i>academic reading and writing through tasks and activities</i>. Students will be exposed to different kinds of reading as well as sub skills/strategies of reading. <i>The course also aims at helping the students in developing critical reading skills by equipping them to form a perspective of whatever they are reading against whatever other sources of information they may have access to. As part of academic writing, students will learn the rules of written language and also other skills of writing such as paraphrasing, summarizing, reviewing, and editing.</i> The course also aims at helping the students in identifying and composing different text-types such as descriptive, expository and argumentative. The principles of cohesion and coherence will also be discussed. Learning Outcomes Upon completion of the course, learners will be able to: 1. recognize different kinds of texts ; 2. understand lexical items in academic texts; 3. learn the conventions of written language; 4. compose academic texts with a raised level of awareness of genre conventions and language use.

Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Evaluation Scheme Internal assessment • Assignment (40%) Semester-end assessment • Written test (60%)
Reading list	Prescribed Reading Bailey, S. (2004). <i>Academic Writing: A Handbook for International Students</i> . London: Routledge Hewings, M., Thaine, C., and McCarthy, M. (2012). <i>Cambridge Academic English-C1</i> . Cambridge: Cambridge University Press. Lane, S. (2010). <i>Instant Academic Skills</i> . Cambridge: Cambridge University Press

Course title	Introduction to English Language Education
Category (Mention the appropriate category (a/b/c) in the course description.)	d. Existing course without changes
Course code	BAENGELEC201
Semester	III
Number of credits	4
Maximum intake	30
Day/Time	Tuesday 11-1 and Thursday 11-1
Name of the teacher/s	Dr. Sheba Victor
Course description	Include the following in the course description i) A brief overview of the course Course Description Introduction to English Language Education (ELE) is a core course that will introduce participants to the fundamental concepts in the field of ELE. Major conceptual terms will be discussed, which will allow them to tap into their experiences as language learners and understand the salient principles and constructs in the teaching of a second

	language. They will also be familiarized with terms such as EFL/EAP/EGP/ELP/ESP to understand the teaching of English in a variety of contexts. The course will present major discussions in English language education for participants to consider various viewpoints and familiarize them with some of the contemporary issues in ELT in the Indian context. It will then develop an understanding of some fundamental concepts in SLA; it will introduce them to methods, approaches, and techniques; and they will be exposed to the teaching of four language skills (LSWR) and language elements (vocabulary and grammar). Finally, students will learn to assess teaching materials for a variety of pedagogic purposes. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) 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 1. understand contemporary issues and attempt to identify the issues in the teaching of English in L2 contexts; 2. demonstrate an understanding of SLA principles and differentiate between methods, approaches, and techniques; 3. identify language skills and subskills in teaching contexts; and assess various materials used in ESL/EFL classroom, and also categorize the types of tasks/activities for various pedagogic
Course delivery	Lecture/Seminar
Evaluation scheme	Internal (modes of evaluation):3 Internal test End-semester (mode of evaluation): One End Semester Internal assessment: Best of two tests (content-based and application-based) (40%) Final assessment: semester-end examination (60%)
Reading list	Essential reading Additional reading Prescribed Reading

	Harmer, Jeremy. (2007). <i>The Practice of English Language Teaching</i>. Essex: Pearson. Larson-Freeman, D. and Anderson, M. (2000). <i>Techniques and Principles in Language Teaching</i>. Oxford: Oxford University Press. Richards, J. C. and Rodgers, T.S. (2014). <i>Approaches and Methods in Language Teaching</i>. Cambridge: Cambridge University Press. Tickoo, M. L. (2003). <i>Teaching and Learning English</i>. New Delhi: Orient Longman.
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Course title	British Literature : 14th to 17th centuries
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision. Mention the percentage of revision and highlight the changes made.
Course code	BAENGLITC202
Semester	III
Number of credits	4
Day/Time	Monday 11pm to 1pm and Friday 9am to 11am
Name of the teacher/s	Dr Jai Singh
Course description	British Literature: 14th to 17th Centuries” is an introductory course that familiarizes students with the origin and evolution of the English language and literature and the first major contributors to the canon. Middle English literature is introduced through Geoffrey Chaucer’s The Canterbury Tales. The other poets covered are Edmund Spenser, John Donne, and Andrew Marvell. The emergence of a distinct dramatic form is traced through Mystery, Miracle, and Morality plays as well as the Interlude. Renaissance British Drama is represented in this course through Christopher Marlowe and William Shakespeare.
Course Outcomes	Upon completion of the course, students will be able to understand concepts that relate to the Programme Specific Outcomes: PO 2. Demonstrate a comprehensive understanding of the origin of English

	language and its evolution and the various socio-political and historical factors that influenced the language PO3. Understand characterization and its use by Chaucer and develop a critical understanding of current developments in character studies and their application PO 1. Explores the evolution of poetry in English literature with specific reference to the sonnet; PO8. Identify and appreciate the use of poetic devices and poetry as well as corresponding aesthetic theories PO7. Use literary texts as cultural texts to understand and interpret social hierarchies, socio-economic and political stratification; the role of the Church, gender, identity, and subjectivity; PO4. Research the dynamic connection between the social structure, and the cultural productions of a society; PO3. Understand the distinct social configurations of the British society across the ages and the way these relations of production/other social-personal relations formed the condition for literary-cultural production/reception; PO9. Gain knowledge of the processes and politics of representation through a critical understanding of the historiography of historical accounts, arrived through discussion; PO2. understand and articulate the situatedness of all works of art to gain insight that the value of a work of art is primarily derived from the way it attempts to make sense of and evaluate contemporary situations and trends, in the light of a deep understanding of the human condition; PO10. draft/publish essays that are well-informed, theoretically sound responses to attempts to project certain works of art as repositories of universal value, and an inherently universal appeal Learning Objectives: With regards to domain specific outcomes students will be able to: 1. To introduce students to the historical development of English literature from the 14th to the 17th century, focusing on key literary movements and cultural shifts. 2. To enable critical engagement with major texts by Chaucer, Spenser, Donne, Marvell, Marlowe, and Shakespeare. 3. To examine the evolution of British drama from religious plays to Renaissance theatre, highlighting thematic and structural transformations. 4. To trace the historical development of the English language and literature from the Middle Ages to the Renaissance.
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	5. To critically analyze major texts by Chaucer, Spenser, Donne, Marvell, Marlowe, and Shakespeare. 6. To understand the socio-cultural, political, and religious contexts shaping literary forms like the Mystery and Morality plays. 7. To identify key literary devices, themes, and innovations in poetry and drama of the century Value Addition: 1. Develops a foundational understanding of the literary canon and its formation. 2. Enhances appreciation of classical literary forms and their relevance in modern literary studies. 3. Fosters a historical perspective that connects literature with the evolution of English society and thought. 4. Encourages interdisciplinary engagement with history, religion, and performance studies. Skill Enhancement: 1. Improves critical reading and textual interpretation skills. 2. Strengthens academic writing, argumentation, and literary analysis. 3. Enhances oral communication and presentation through discussion and dramatization. 4. Cultivates research aptitude through exploration of primary and secondary sources. Employability Quotient: 1. Prepares students for careers in teaching, publishing, journalism, and content writing. 2. Equips students with analytical and communication skills valued in research and academia.
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	3. Builds a strong base for competitive exams requiring knowledge of English literature. 4. Encourages skills relevant to media, theatre, cultural criticism, and literary consultancy.
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	Evaluation through class room participation, presentation, take home assignment and sit in examination Internal (40%): continuous assessment; every month one test (20 marks); final score to be based on best two performances External (60%): end semester sit in examination
Reading list	Essential reading: Andrew Sanders – The Short Oxford History of British Literature Geoffrey Chaucer – The Canterbury Tales (General Prologue; The Wife of Bath's Prologue) Edmund Spenser – Selections from Amoretti The Metaphysical Poets (Norton Anthology) Christopher Marlowe – Doctor Faustus William Shakespeare – Twelfth Night William Shakespeare – Macbeth Additional reading: 1. Agnes Heller(1978). <i>Renaissance Man</i>. London: Routledge, 2017. 2. Stephen Greenblatt(1980). <i>Renaissance Self-Fashioning: From More to Shakespeare</i>. Chicago: University of Chicago Press, 2005. 3. Stephen Greenblatt(1992). <i>Marvelous Possessions: The Wonder of the New World</i>. Chicago: University of Chicago Press.

Course title	Morphology-I
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGLINC 203
Semester	III
Number of credits	4
Maximum intake	Only for BA Semester III students
Day/Time	Tuesday 9 –11, Friday 11- 1
Name of the teacher/s	Dr.Smita Joseph
Course description	iv) A brief overview of the course: The course will examine morphological phenomena from across the world's languages and try to discuss the relationship of morphology to phonology and other areas of grammar, such as syntax and semantics. The course will help learners • to identify the meaningful subparts of words and perform morphological analysis on unfamiliar languages • to understand the major morphological phenomena found in the world's languages • to analyze morphological and phonological patterns in particular languages, and their interactions • to represent morphosyntactic structure diagrammatically, and comprehend the relationship between such structure and meaning v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) PO1 obtain understanding of English language and Literature, and its applications and affinities to disciplinary areas/subjects of study: <i>knowledge and understanding</i> PO2 acquire critical understanding of the established theories, principles, concepts, and emerging issues in English language and literary studies: <i>knowledge and understanding</i> PO3 develop critical understanding of current developments in English language, linguistics, and literatures: <i>knowledge and understanding</i> PO4 acquire research skills to undertake studies in the domains of English language teaching, linguistics, and literatures: <i>skills related to one's specialization</i> PO5 develop key language and literary competencies and transferable skills for further academic pursuits and/or employability: <i>skills related to one's specialization</i>

	PO6 develop skills to learn a new language by transferring the experience of learning languages: <i>skills related to one's specialization</i> PO7 critically assess complex ideas and issues relating to the use of the English language and the study of Literatures in English in other cultures through research: <i>application of knowledge and skills</i> PO8 apply knowledge of the humanities, English studies and transferable skills to new/unfamiliar contexts, and seek solutions to real-life problems: <i>application of knowledge and skills</i> PO9 use the knowledge and experience to discover and promote new kinds of writing, new strategies for classroom communication: <i>application of knowledge and skills</i> PO10 identify and address one's own learning needs, making use of existing and emerging research, development, and professional materials: <i>generic learning outcomes</i> PO11 be able to communicate the results of studies undertaken in the humanities and language and literary studies accurately in a range of contexts: <i>generic learning outcomes</i> vi) Learning outcomes a) domain specific outcomes: By the end of this course, a student should be able to • understand the basic concepts of morphology • identify the major operations/processes in natural language morphology • analyse the morphological patterns from a wide variety of unrelated languages b) value addition: This course will train students for specialized courses in linguistics, cognitive science, etc. After doing this course, students will be able to analyse the word structure of the languages of the world, leading to the appreciation of linguistic diversity. c) skill-enhancement: Students will acquire the skills required for analysing simple and complex words, understand word formation processes, and be able to categorise the languages of the world on the basis of word morphology. d) employability quotient: Students pursuing a course in morphology will be employable as—linguists, lexicographers, proofreaders,
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	materials developers, etc.
Course delivery	Lecture method for all modules
Evaluation scheme	• Three mid-semester exams (20 marks each: 40%: the scores of the best two exams are taken into account) • End-semester exam (60 marks: 60%) • Modality of internal and external exams: sit down exams
Reading list	Essential reading: • Bauer, L. (2003). <i>Introducing linguistic morphology</i> (2nd ed.). Edinburgh University Press. • Carstairs-McCarthy, A. (2002). <i>An introduction to English morphology: Words and their structure</i>. Edinburgh University Press. • Katamba, F. (1993). <i>Morphology</i>. New York: St. Martin's Press. • Tokar, A. (2012). <i>Introduction to English morphology</i>. Peter Lang.

Course title	Introduction to Psychology
Category (Mention the appropriate category (a/b/c) in the course description.)	e. Existing course without changes
Course code	BAENGMDC206
Semester	III
Number of credits	3
Maximum intake	Not Applicable
Day/Time	Wednesday 9 -11 and Thursday 9-10
Name of the teacher/s	Prof. Jibu Mathew George
Course description	The course entitled “Introduction to Psychology” is premised on the understanding that a critical awareness of significant concepts surrounding human behaviour and cognitive processes needs to be counted among the life skills required for everyday life. Course Objectives The course aims to 1) introduce students to the origin, development and dynamics of psychology as a modern discipline; 2) critically acquaint students with key concepts in general psychology and determinants of human behaviour; 3) provide a critical introduction to key concepts in social psychology and human behaviour in social situations; and 4) help students gain awareness of various forms of maladaptive

behaviour and responses to them.

Course Structure

The course is divided into five modules:

Module 1: Introduction to Psychology

1. Why study psychology?
2. Nature and scope of psychology
3. Types of psychological investigation
4. Approaches to psychology
5. Biological determinants of behaviour
6. Sensation, perception, and cognition
7. Intelligence, learning and creativity
8. Memory and forgetting

Module 2: History of Psychology

1. Structuralism
2. Functionalism
3. Psychoanalysis
4. Behaviorism
5. Gestalt psychology
6. Existential psychology
7. Humanistic psychology

Module 3: Motivation, Emotions, and Personality

1. Explaining motivation
2. Human needs and motivation
3. Understanding emotions and emotional experiences
4. Approaches to personality

Module 4: Basics of Social Psychology

1. Evolution of social psychology as a discipline
2. Social perception
3. Social cognition
4. Attitude and prejudice
5. Interpersonal relationships
6. Prosocial behaviour
7. Aggression
8. Group behaviour

Module 4: Maladaptive Behaviour and Psychological Disorders

1. Stress and adjustment disorders
2. Anxiety disorders
3. Mood disorders

	4. Personality disorders 5. Addiction disorders 6. Basics of psychotherapeutics Learning Outcomes By the end of the course, students will be able to 1. differentiate between major schools of psychology and critically examine the assumptions behind each; 2. discuss the major theories in different branches/fields of psychology, with special focus on cognitive, social, and developmental psychology; 3. use key concepts in different fields of psychology and use them to articulate the working of the human mind; 4. discuss the different areas/approaches to psychology and evaluate their impact on modern psychology; 5. explain how cognitive, psychological, biological, societal, environmental, and cultural factors influence individual differences – both mental and behavioural; 6. evaluate the advantages and limitations of various measures used to investigate and assess the human mind, specifically personality types; 7. analyze with conceptual refinement the determinants of individual behaviour in social situations; 8. demonstrate willingness to discuss various forms of mental illnesses; 9. understand the behavioural, psychological, social, and cultural impact of mental illnesses and learn about their treatments; 10. critically examine major experiments in the field of psychology and discuss their implications and relevance; 11. design and conduct research, collect empirical evidence, and draw logical and objective conclusions about human behaviour and mental processes through a systematic analysis of data; 12. interpret findings from research to display a better understanding of oneself/others or to improve the lives of others; 13. articulate application of psychological principles to make everyday living better and solve global and local problems; and 14. apply theories of psychology to interpret literature, art, and use of language(s), as well as to understand other disciplines of study.
Course delivery	The course will delivered through lectures, student presentations, and classroom discussions
Evaluation scheme	The evaluation consists of one assignment (20 marks), one presentation (20 marks), and a semester-end examination (60 marks).
Reading list	Essential reading

	Koon, Dennis, and John O. Mitterer. <i>Introduction to Psychology: Gateways to Mind and Behavior</i>. 12th ed. Belmont, CA: Wadsworth Cengage, 2010. Additional reading Baron, Robert A., et al. <i>Mastering Social Psychology</i>. Toronto: Pearson, 2011. Comer, Ronald J., and Jonathan S. Comer. <i>Abnormal Psychology</i>. New York: Macmillan Learning, 2018.
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Course title	Introduction to Cultural Studies
Category (Mention the appropriate category (a/b/c) in the course description.)	f. Existing course without changes g. Existing course with revision (40 % revision) h. New course
Course code	BA-ENG-MDC 207
Semester	III
Number of credits	3
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday 2pm to 4pm and Thursday 10am to 11am
Name of the teacher/s	Dr. Parthasarathi M
Course description	Course Description: Cultural Studies has emerged as a major inter-disciplinary field within the academy, going beyond the traditional objects and methods of study that have characterized the traditional humanities and social sciences. The focus here is not simply on the interpretation of canonical works of art, or the description of societal practices, norms, and systems. The attempt rather is to examine the contexts and the forms in which meanings are articulated and negotiated dynamically within communities. Cultural Studies is primarily interested in historicizing forms of subjectivity, in attending to prevailing and emergent modes of representation, and in engaging with the responses of particular social groups to the universal promises/aspirations (such as equality, justice, pleasure, dignity, among others). The course will comprise of three modules. The first module (“Literary to Cultural Studies”) will focus on the historical breaks that have led to this inter-disciplinary field of study. The second module (“Representation”) will revolve around fundamental debates on language and semiotic analysis, exploring why an engagement with systems of signification are crucial in our response to texts—and indeed “everyday life.” The final module (“Subjects and Subjectivity”) will draw attention to how practices of meaning-making constitute not just the objects of knowledge

	but also the subjects that seek to know the world and act in it. Course Outcomes: At the end of the course, students will: a) be well acquainted with the historical emergence and consolidation of cultural studies, including in India; b) become familiar with the major concepts as well as theorists whose writings have shaped the field; c) have learned how to attempt cultural analysis of a wide range of texts (printed, visual, popular, everyday practices, etc); d) be able to seek admission to higher courses of academic study within humanities and social sciences.
Course delivery	The instructor will introduce and initiate discussions on the main themes and readings during the Lecture sessions. The students will be expected to make short classroom presentations on pre-chosen texts during the Tutorial/Seminar sessions.
Evaluation scheme	Course Evaluation: There will be a continuous assessment of student performance on the basis of a range of Mid-Term and End-Term tasks. The Mid-Term evaluation will be worth 40 % of the course grade, and be based on the best two scores obtained in the following three tasks: (i) Assignment 1 (early September) 20 marks (ii) Assignment 2 (early October) 20 marks (iii) Assignment 3 (early November) 20 marks The End-Term evaluation will be worth 60 % of the course grade, and be based on the score obtained in the Final Examination: (iv) Final Examination (December) 60 marks
Reading list	Course Readings Module I: Literary to Cultural Studies 1) Mathew Arnold, extract from <i>Culture and Anarchy</i> 2) FR Leavis, "Mass Culture and Minority Civilization" 3) Raymond Williams, "A Hundred Years of Culture and Anarchy" 4) Stuart Hall, "The Emergence of Cultural Studies and the Crisis of the Humanities" 5) Roland Barthes, extracts from <i>Mythologies</i> 6) Partha Chatterjee, "The Heritage We Dare Not Renounce" Module II: Representation 1) F. Saussure, extract from <i>Course in General Linguistics</i> 2) Hannah Pitkin, "Representation and Democracy: Uneasy Alliance"

	3) Stuart Hall, "The Work of Representation" 4) Benedict Anderson, "Census, Map, Museum" 5) Mahasweta Devi, "Douloti the Bountiful" 6) Wiemann and Meyer, "Midnight's Victims: Adivasis on the Cultural Map of India" Module III: Subjects and Subjectivity 1) Emile Benveniste, "Subjectivity in Language" 2) Jacques Ranciere, "Who is the Subject of the Rights of Man?" 3) Diana Fuss, "The 'Risk' of Essence" 4) Sharmila Rege, "Dalit Women Talk Differently" 5) Angela McRobbie, "Postfeminism and Popular Culture" 6) Susie Tharu, "The Impossible Subject: Caste and the gendered Body"
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