

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	Approaches and Methods in Language Teaching
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. c. New course
Course code	BAENGELEC300
Semester	V
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Monday 9-11 and Wednesday 2 - 4
Name of the teacher/s	Dr. Monishita Hajra Pande
Course description	Include the following in the course description i) A brief overview of the course This course will introduce students to various theories of language learning starting from behaviourism to cognitivism with an aim to connect them with different approaches and methods in language teaching. Class discussions and reflections will make various issues and challenges in the language learning and teaching process visible and help students to gain insights into prevalent methods used during the early 20th century to the most recent ones. Discussions on different approaches, methods and techniques used in language teaching will help students to trace their own journeys as language learners. They will be expected to critically reflect on their experiences as learners and identify various factors influencing learning through classroom observations, peer and micro-teaching sessions. These sessions will enable students to make connections between theory and

	practice. ii) 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 teaching and its applications to disciplinary areas PO2 Acquire critical understanding of the established theories, principles and concepts and emerging issues in ELT PO5 develop key language competencies and transferable skills for employability PO9 use the knowledge and experience to discover and promote new strategies for classroom communication and teaching iii) Learning outcomes— a) domain specific outcomes • Understand prominent theories in language teaching and learning and identify their limitations and possibilities b) value addition c) skill-enhancement and d) employability quotient • Differentiate between methods, approaches and techniques and critically evaluate their usefulness in a given classroom context • Understand prevalent approaches and methods in language teaching and apply them in peer and micro teaching sessions
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these) Class discussions, peer teaching, classroom observations and lectures.

Evaluation scheme	Internal (modes of evaluation): • 20 marks take- home assignment • 20 marks classroom observation and report End-semester (mode of evaluation): • 30 marks Group demonstrations of methods • 30 marks sit-down examination *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
Reading list	1. Approaches and methods in language teaching, Jack C. Richards, Theodore S Rodgers (CUP, 2014) 2. Techniques and principles in language teaching, Diane Larson & Freeman (OUP, 2000) 3. A Course in English Language Teaching, Penny Ur (CUP, 2012) 4. There is no best method-Why?, N.S.Prabhu (TESOL Quaterly, Vol.24, No. 2, pp.161-176) Essential reading Selected chapters from the above resources Additional reading Understanding language teaching: from method to postmethod, Bala Kumaravadivelu (Erlbaum, Lawrence, 2006)

Course title	British Literature: 20th Century
Category	Existing course
Course code	BAENGLITC301
Semester	V
Number of credits	4
Maximum intake	
Day/Time	Monday 2 – 4 Tuesday 2 - 4
Name of the teacher/s	Prof. C. Sharada
Course description	i) A brief overview of the course This course undertakes a comprehensive examination of 20th-century British literature, situating it within the broader contexts of modernity, imperial decline, and cultural transformation. Through a critical engagement with a diverse range of literary texts, including poetry, short fiction, novels, and plays, students will interrogate the complex and multifaceted identities of modern Britain, analyzing the ways in which writers responded to the socio-cultural, political, and economic challenges of their time. ii) Objectives a. To provide students with a nuanced understanding of the significant contributions of British literature to the discourse of European modernity during the age of imperial expansion. b. To critically examine the dissemination and contestation of ideas of progress and liberalism in the context of British cultural imperialism, both in Britain and the Anglophone empire. c. To foster a critical analysis of the complex identities of modern Britain as represented in literary texts. d. To develop students' expertise in critically engaging with literary texts within their historical, cultural, and theoretical contexts. The course seeks to fulfill the following programme specific

	outcomes: PSO1: Knowledge and understanding: Analyze 20th-century British literature's response to major upheavals like World War I and II, imperial decline, and social change, exploring literary devices, themes, and historical contexts across diverse genres. PSO2: Skills required to perform and accomplish tasks: Apply critical thinking to analyze complex literary texts, evaluate literary texts within their historical and cultural contexts, demonstrate analytical expertise in interpreting literary devices, themes, and motifs in 20th-century British literature. PSO3: Application of knowledge and skills: Students will demonstrate critical thinking and analytical skills through clear, coherent, and persuasive written and oral analyses of 20th-century British literature. PSO4: Generic learning outcomes: Analyze 20th-century British literature within its cultural, historical, and social contexts, including imperialism, World Wars, and social change. iii) Learning outcome a) Domain Specific Outcomes: Students will develop an appreciation for the diversity of 20th-century British literary voices and experiences, exploring themes such as imperialism, modernity, and social change. b) Value Addition: Students will have opportunities to engage in research projects under faculty guidance, fostering independent thinking and scholarly inquiry. c) Skill Enhancement: Students will develop critical thinking and writing skills through the analysis of 20th-century British literary texts, enhancing their ability to interpret complex literary works. d) Employability Quotient: Graduates can pursue careers in: - Teaching - Research - Publishing - Journalism
Course delivery	Lecture/Seminar
Evaluation scheme	Internal: Two sit-down exams (written) and one assignment submission (40%) End-semester: Sit -down examination (written) (60%)
Reading list	Essential reading Poetry. T.S. Eliot, W. B.Yeats, the War Poets, Dylan Thomas, Benjamin Zephaniah – Selected poems Fiction James Joyce – Short fiction

Joseph Conrad – *Heart of Darkness*
D. H. Lawrence – *Sons and Lovers*
Virginia Woolf – *Mrs Dalloway*
E. M. Forster – *A Room with a View*
Somerset Maugham – *Of Human Bondage*

Drama

Harold Pinter – *The Birthday Party*
Tom Stoppard – *Travesties*
Bernard Shaw, Samuel Beckett – Selected plays

Additional reading

Bradbury, Malcolm. *The Modern British Novel*. London: Secker and Warburg, 1993.

Bradbury, Malcolm. *The Penguin Book of Modern British Short Stories*. London: Penguin (UK), 1988. Print.

Das, Santanu (ed.). *The Cambridge Companion to the Poetry of the First World War*. New York: Cambridge University Press, 2013.

Dawson, Ashley. *The Routledge Concise History of Twentieth Century British Literature*. London and New York: Routledge (Taylor and Francis Group), 2013.

Draper, R.P. *An Introduction to Twentieth-Century Poetry in English*. New York: Macmillan Press Ltd, 1999.

Innes, Christopher. *Modern British Drama: 1890-1990*. Cambridge: University Press, 1992.

Walter, Matthew George. *The Penguin Book of First World War Poetry*. London: Penguin, 2006.

Course title	PHONOLOGY I
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with additional modules .
Course code	BAENGLINC302
Semester	V
Number of credits	4
Maximum intake	
Day/Time	Thursday 2 – 4 Friday 2 - 4
Name of the teacher/s	Prof. Hemalatha Nagarajan
Course description	Course Description - <i>A brief overview of the course</i> The course presents an overview of the difference between phonetics and phonology, the development of phonological theory within a Generative framework, especially the use of distinctive features (binary vs monovalent representations), phonological processes, and the notion of underlying representation and surface representation. It introduces the notion of rule ordering and types of rule ordering. An introduction to prosodic hierarchy will involve analysing syllable structures, different types of feet relevant for word stress and the assignment of tones in tonal languages. Non-linear approaches to phonology are introduced like metrical, autosegmental and lexical phonology. The course hence presents a comprehensive view of the main topics in phonological theory. Modules Module 1: What is phonology? Difference between phonetics and phonology Module 2: Structural phonology: Identification of Phonemes Module 3: Problems with Structural Phonology- Introduction to Generative Phonology Module 4: Distinctive Features Module 5: Phonological Processes Module 6: Phonological Rules and their Ordering Module 7: Syllable Structure Module 8: Word Stress and Rhythm- Metrical Phonology Module 9: Autosegmental Phonology

	Module 10: Lexical Phonology Course Objectives and Learning Outcomes The course is intended to present the scope of phonology (Phonetics vs. phonology). <i>Domain Specific Outcomes:</i> • identify phonemic inventories of different languages, phonological processes and natural classes, the nature of phonological explanations, the structure of phonological theory, the shape of phonological representations (features vs. elements), and a comparison between different theories of phonological processes. • identify theoretical approaches to phonological analysis, produce evidence of analytical ability and determine phonological processes evident in a wide-range of the world's languages, with special reference to Indian languages; understand how phonological rules apply and are ordered. • observe and identify phonological variations in new linguistic contexts. • acquire cognitive and technical skills to analyse phonological aspects of languages • attain analytical skills to examine data, evaluate research findings, and conduct research in various languages • apply the principles of phonological variation to the structures of their languages. • plan fieldwork for collection of data pertaining to speech sounds-segmental and supra-segmental. • extend knowledge of phonology to other disciplines • document and study lesser-known languages and dialects • study phonological influences of languages in contact (contact phonology) and dialectal phonology <i>Skill-enhancement:</i> Students will also be able to identify theoretical approaches to phonological analysis, produce evidence of analytical ability, and determine phonological processes evident in a wide-range of the world's languages. Students will also acquire research skills to undertake studies in the domain of phonological analyses of languages.
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	Internal Assessment: Quizzes, assignments, presentations, tests (40%)

	End-semester: Semester-end examination (60%)
Reading list	Recommended Reading Gussenhoven, C., & Jacobs, H. (2025). <i>Understanding phonology</i>. Routledge. Hayes, B. P. (2011). <i>Introductory phonology</i>. John Wiley & Sons. Perry, J. J. (2019). DAVID ODDEN, <i>Introducing phonology</i>, 2nd edn. Cambridge: Cambridge University Press, 2013. Pp. xii+ 338. ISBN 978-1-107-62797-0. <i>Journal of the International Phonetic Association</i>, 49(2), 293-296. Kenstowicz, M., & Kisseberth, C. (2023). <i>Generative phonology: Description and theory</i>. Brill. Carr, P. (2019). <i>English phonetics and phonology: An introduction</i>. John Wiley & Sons. Cowan, W., & Rakušan, J. (1999). <i>Source book for linguistics</i>. Nagarajan, H. (2022). <i>The Routledge companion to linguistics in India</i>. Routledge India.

Course title	English for Workplace Communication
Category (Mention the appropriate category (a/b/c) in the course description.)	New Course
Course code	BAENG ELEE305
Semester	V
Number of credits	4
Maximum intake	
Day/Time	Wednesday 4 – 6 Friday 11 - 1
Name of the teacher/s	Dr K. Venu Madhavi

Course description

An overview of the course

This course uses practical workplace scenarios to help students develop clear, accurate, and context-appropriate communication skills for a professional environment. Students will practise writing common workplace documents and participate in workplace discussions with confidence. The course integrates face-to-face and digital contexts to develop both written and spoken communication skills.

Objectives of the course in terms of Programme Specific

Outcomes (PSO of the Programme under which the course is being offered)

The course enables students to

- develop clear verbal and non-verbal communication skills in workplace settings (PO 3)
- apply professional writing conventions to memos, circulars, notices, emails, reports, agendas, and minutes (PO 7)
- develop critical thinking, negotiation and teamwork skills for effective collaboration (PO 8; PO 9)
- acquire effective listening strategies and presentation techniques in professional contexts (PO 8, PO11)

Learning Outcomes: By the end of the course, students will be able to

(a - domain-specific outcomes)

1. communicate effectively in formal workplace contexts
2. analyse real-world workplace situations and respond with appropriate communication strategies or analyse real-world workplace situations relevant to professional communication

(c- skill-enhancement)

3. apply analytical and critical thinking skills appropriate for various workplace situations
4. use digital platforms and tools for professional communication
5. develop self-directed learning for problem-solving and negotiation strategies to communicate effectively

(d - employability quotient)

6. draft professional memos, circulars, notices, emails, reports, agenda and minutes of meetings with coherence and cohesion
7. adapt communication skills in official environments
8. identify and overcome common workplace communication challenges

Syllabus	Module 1: Introduction to Workplace Communication • Understanding workplace communication • Formal and informal communication registers • Professional etiquette and non-verbal cues Module 2: Spoken Communication • Everyday workplace interactions • participating in meetings and discussions • delivering effective presentations Module 3: Written Communication • Memos, circulars, and notices • Emails and reports • Agenda and Minutes of meetings Module 4: Digital Communication • Digital communication tools (emails, chats, video conferencing) • Professional networking • Ethics and netiquette in the digital workplace communication
Course delivery	Lecture/Seminar/Experiential learning Lecture mode: Introduction of concepts, models, and writing frameworks Professional memos, circulars, notices, emails, reports, Agenda and Minutes (analyse reading documents and focus on writing workplace documents; information transfer across media; summarising, synthesising, paraphrasing) Seminar: Introduction of concepts, models, and writing frameworks Experiential learning: Drafting authentic workplace documents, simulated workplace discussions, and recorded presentations.

Evaluation scheme	Internal Assessment (40%): Three internal assessments (Best of two) Final Assessment (60%): End-of-semester examination Making presentations and participating in discussions - 30 marks Writing (circulars, notices, emails, reports, Agenda and Minutes) - 30 marks
Reading list	Essential reading • Oxford University Press. (n.d.). <i>Oxford English for Careers (Series)</i>. Oxford University Press. • Chan, M. (2020). <i>English for business communication</i> (1st ed.). Routledge. • Cotton, D., Falvey, D., & Kent, S. (2011). <i>Market leader: Upper intermediate business English course book</i> (3rd ed.). Pearson Longman. • Guffey, M. E., & Loewy, D. (2023). <i>Business communication: Process and product</i> (10th ed.). Cengage Learning. • Powell, M. (2011). <i>Dynamic presentations</i> (2nd ed.). Cambridge University Press.

Course title	Indian Writing in English
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGLITE306
Semester	V
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Monday 4pm to 6pm and Friday 4pm to 6pm
Name of the teacher/s	Dr. Jai Singh
Course description	This course is designed to acquaint students with the literary works and literary theory produced in India in English Language. The field of Indian writing in English opened with the publication of <i>The Travels of Dean Mahomet</i> by Sake Dean Mahomed in 1974 since then it is growing continuously. There is hardly any genre, which is not tried by Indian authors writing in English. At international level as well the contribution of India to the field of literature in English recognized from the beginning as evident from the fact that second

Nobel Prize for Literature in English was given to Rabindranath Tagore. The major objectives of this course is to discuss major Indian Writers who write in English and study the socio-cultural, historical contexts of their writings. This course will study all genres that are tried by Indian English writers i.e. Poetry, Prose, Drama, Fiction, Critical Writings. History of each genre will also be discussed to understand the evolution of that particular genre. While dealing with any work, author or genre the focus will be on locating that author not only in the history of Indian Writing in English but also on locating him/her in the History of English Literature that will help in understanding the location of Indian authors at international level. Almost all Indian English writers are influenced by the native tradition of writing in Indian languages along with Sanskrit tradition therefore emphasis will be on understanding these influences on these authors.

Discussion format will be supplemented by lectures on social, historical and culture contexts. Rigorous emphasis will be placed on reading, thinking, and speaking. Students will be expected to come to each class with the assigned readings thoughtfully prepared. They are advised to write down notes as they read regarding significant ideas, the overall key point of the passage, and their own reactions and criticisms. This organizes thinking and allows them to participate readily in class discussion. The teacher can take up the texts for classroom teaching according to the available time; interest of students and his/her own expertise. The students can choose texts for assignments from the prescribed list if they want otherwise they are free to work on the texts and themes of their choice with the consent of teacher and teacher also has limited freedom to include texts of his/her choice.

UNIT I

Poetry

Toru Dutt- "Lakshman", "The Lotus", "Our Casuarina Tree"

Sarojini Naidu- "Nala and Damayanti", "Ecstasy", "The Indian Fantasy", "In The Bazaars of Hyderabad"

Indian Dancers

Jayant Mahapatra- "Evening Landscape by the River", "From Temple" (from *Indian Poetry in English*. Ed. Makarand Paranjape. Macmillan, 1993)

Nissim Ezekiel "Goodbye Party for Ms Pushpa T.S.", "Background, Casually", "Night of the Scorpion"

Kamala Das- *The Old Playhouse and Other Poems* (poetry)

UNIT II

Drama

Rabindranath Tagore- [*Chitra*](#)

Girish Karnad- *Nagamandala*

	Vijay Tendulkar- <i>Silence, The Court is in session</i> Mahesh Dattani-<i>Final Solutions</i> UNIT III Fiction Mulk Raj Anand- <i>Untouchable</i> Manohar Malgaonkar- <i>The Princes</i> Rohinton Mistry- <i>A Fine Balance</i> Amitav Ghosh- <i>The Calcutta Chromosome</i> Kiran Desai- <i>The Inheritance of Loss</i>- Anita Desai- <i>Clear Light of Day</i> Amit Chaudhuri- <i>A Strange and Sublime Address</i> Arundhati Roy- <i>The God of Small Things</i> Salman Rushdie- <i>Midnight's Children</i> R K Narayan- <i>Man Eater of Malgudi</i> Philip Meadows Taylor- <i>Confessions of a Thug</i> Ruth Praver Jhabvala- <i>Heat and Dust</i> UNIT IV Indian Critical Writings Aurobindo- <i>The Future of Poetry</i> Aijaz Ahmed- <i>In Theory</i> Selections From: Gayatri Spivak Ania Loomba Suvir Kaul Leela Gandhi B.R. Ambedkar Amitav Ghosh Salman Rushdie Shashi Tharoor Rabindranath Tagore Course Outcomes Students will be able to: 1. decolonize the canon of English Literature 2. gain knowledge of Indian Literature; 3. appreciate the relation between Indian culture and Indian literature; 4. reflect on the future of Indian literature 4. understand the cultural roots of India.
Course delivery	Lecture /Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (40 marks): the pattern is: 1. internal assessment test (20 Marks) 2. assignment (20 Marks) 3. seminar presentation by students (20 Marks). Out of these, the best two will be considered . External (60 marks): semester-end examination

Reading list	SUGGESTED READINGS Ahmad, Aijaz. <i>In Theory</i>. London: Verso, 1992. Print. Mehta, Kamal (ed.) <i>The Twentieth Century Indian Short Story in English</i> New Delhi: Creative Books. 2004. Chaudhari, Asha Kuthari. <i>Contemporary Indian Writers in English</i>. Mahesh Dattani Foundation Books. 2005. Bande, Usha& Ram, Atma. <i>Woman in Indian Short Stories: Feminist Perspective</i> New Delhi: Rawat Publications. 2003. Dodiya, Jaydipsinh K & Surendran, K.V. <i>Indian English Drama: Critical Perspectives</i>. New Delhi: Sarup& Sons. 2000. Brah, Avtar. "Thinking through the Concept of Diaspora". <i>The Post-Colonial Studies Reader</i>. 2nd ed. Eds. Ashcroft, Bill, Griffiths Gareth, Tiffin Helen. London: Routledge, 2006. pp. 443-446. Clifford, James. "Diasporas", <i>The Post-Colonial Studies Reader</i>, 2nd ed. Eds. Ashcroft, Bill, Griffiths Gareth, Tiffin Helen. London: Routledge, 2006. pp 451-454. Jain, Jasbir. "The New Parochialism: Homeland in the Writing of The Diaspora". <i>In Diaspora: Theories, Histories, Texts</i>. Ed. Makarand Paranjape, New Delhi: Indialog Publication Pvt.Ltd, 2001. pp.79-81. King, Bruce. "The Diaspora: Agha Shahid Ali's Tricultural Nostalgia". <i>Modern Indian Poetry in English</i>, New Delhi: Oxford University Press, 2001. Mishra, Vijay. "Diaspora and the Impossible Art of Mourning". <i>In Diaspora: Theories Histories, Texts</i>. Ed. Makarand Paranjape. New Delhi: India Log Publications Pvt. Ltd, 2001. pp. 24-51. Brazier, Jana Evans and Anita Mannur (Ed.) <i>Theorizing Diaspora</i>. London: Blackwell, 2003. Raghavan V. and Nagendra (Ed.) <i>An Introduction to Indian Poetics</i>. Madras: MacMillan, 1970. Arvind Krishna Mehrotra. <i>An Illustrated History of Indian Literature in English</i> ed. Arvind Krishna Mehrotra. New Delhi: Orient Longman, 2003. Susie Tharu and K. Lalitha. Ed. <i>Women Writing in India</i> Vols 1& II, OUP, New Delhi, 1991 – Introductions to Vol. I and II A.K. Mehrotra. <i>The Concise History of Indian Literature in English</i>. Delhi: Permanent Black. 2008.
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Indian Writing in English

Upon successful completion of the programme, participants will have

Knowledge and understanding	PO1	demonstrate a broad understanding of the social, cultural, and political history of India its role in shaping the literature of the period;
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	PO2	trace the evolution of major ideas that shaped the ethos of Indian culture
	PO3	distinguish the characteristic features of Indian Literature
	PO4	trace the shift in sensibility from colonialism to postcolonialism in the field of Indian Literature
Skills required to perform and accomplish tasks.	PO5	understand the salient features of the Indian Literature
	PO6	practice the revision skills necessary for the accomplishment of writing projects in multiple genres;
	PO7	Learning presentation skills, debate, declamation, writing skills, that would be valuable in professional undertakings such as government, IT, corporate agencies, publishing houses, educational sector, advertising, HR, marketing and media.
	PO8	Learning the use of Digital technologies to understand visual cultures, performative arts, and their relevance in Education.
Application of knowledge and skills.	PO9	constructively critique their own and peers' writing with an awareness of the collaborative, cultural, and social aspects of the writing process;
	PO10	Learning Interpretation and analysis of texts in their social, historical, political, and cultural contexts.
	PO11	Acquiring skills in writing on relatively recent domains such as digital world.
Generic learning outcomes.	PO12	Acquiring linguistic competence, nuanced articulation, and cognitive rigour required for high achievement in multiple domains of employment.
	PO13	strengthen their potential as independent scholars, thinkers, and writers in an interdisciplinary academic environment;
	PO14	Acquiring interdisciplinary approach to understand literature.
	PO15	enhance scope for developing themselves as customized content writers for varied purposes catering to the academic, entertainment, instructional, reporting, advertisement, and marketing and other business needs. Analyse the use of social commentary and the rise of the realist novel.
	PO16	Initiation of the process of becoming critical thinkers and scholars.