

# THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

## TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Academic Reading and Writing
Category (Mention the appropriate category (a/b/c) in the course description.)	<ul style="list-style-type: none"> <li>a. Existing course without changes</li> <li>b. Existing course with revision. Mention the percentage of revision and highlight the changes made. 40%</li> <li>c. New course</li> </ul>
Course code	<b>Course Code: BAENGSEC200</b>
Semester	III
Number of credits	3
Maximum intake	30 (on first-come-first-served-basis <b>for MA courses only</b> )
Day/Time	Wednesday 11-12, Friday 11-1
Course description	<p>Include the following in the course description</p> <p><b>Course Description</b></p> <p>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. 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. 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.</p> <p><b>Learning Outcomes</b></p> <p>Upon completion of the course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. recognize different kinds of texts ;</li> <li>2. understand lexical items in academic texts;</li> <li>3. learn the conventions of written language;</li> <li>4. compose academic texts with a raised level of awareness of genre conventions and language use.</li> </ol>

Course delivery	<b>Lecture/Seminar/Experiential learning</b> (highlight the portion in the course description that lends itself to these)
Evaluation scheme	<b>Evaluation Scheme</b>  Internal assessment <ul style="list-style-type: none"> <li>• Assignment (40%)</li> </ul> Semester-end assessment <ul style="list-style-type: none"> <li>• Written test (60%)</li> </ul>
Reading list	Prescribed Reading  Bailey, S. (2004). <i>Academic Writing: A Handbook for International Students</i> . London: Routledge <u>Hewings</u> , M., <u>Thaine</u> , C., and <u>McCarthy</u> , M. (2012). <i>Cambridge Academic English-C1</i> . Cambridge: Cambridge University Press. Lane, S. (2010). <i>Instant Academic Skills</i> . Cambridge: Cambridge University Press

## THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

### TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	<b>Introduction to English Language Education</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	d. Existing course without changes
Course code	<b>BAENGELEC201</b>
Semester	iii
Number of credits	3
Maximum intake	30
Day/Time	Tuesday9-11, Wednesday10-11
Name of the teacher/s	Dr Sharada Mani.N
Course description	Include the following in the course description i) A brief overview of the course

	<p><b>Course Description</b></p> <p>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.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>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)</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. understand contemporary issues and attempt to identify the issues in the teaching of English in L2 contexts;</li> <li>2. demonstrate an understanding of SLA principles and differentiate between methods, approaches, and techniques;</li> <li>3. identify language skills and subskills in teaching contexts; and</li> </ol> <p>assess various materials used in ESL/EFL classroom, and also categorize the types of tasks/activities for various pedagogic</p>
Course delivery	Lecture/Seminar
Evaluation scheme	Internal (modes of evaluation):3 Internal test End-semester (mode of evaluation): One End Semester

	<p>Internal assessment: Best of two tests (content-based and application-based) (40%)</p> <p>Final assessment: semester-end examination (60%)</p>
Reading list	<p>Essential reading</p> <p>Additional reading</p> <p><b>Prescribed Reading</b></p> <p>Harmer, Jeremy. (2007). <i>The Practice of English Language Teaching</i>. Essex: Pearson.</p> <p>Larson-Freeman, D. and Anderson, M. (2000). <i>Techniques and Principles in Language Teaching</i>. Oxford: Oxford University Press.</p> <p>Richards, J. C. and Rodgers, T.S. (2014). <i>Approaches and Methods in Language Teaching</i>. Cambridge: Cambridge University Press.</p> <p>Tickoo, M. L. (2003). <i>Teaching and Learning English</i>. New Delhi: Orient Longman.</p>

## THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

### TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	<b>British Literature : 14<sup>th</sup> to 17<sup>th</sup> centuries</b>
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	3
Day/Time	Wednesday - 3pm to 4pm Thursday - 2pm to 4pm
Name of the teacher/s	Dr Y Suresh Babu

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	<p>Upon completion of the course, students will be able to understand concepts that relate to the Programme Specific Outcomes:</p> <p>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</p> <p>PO3. Understand characterization and its use by Chaucer and develop a critical understanding of current developments in character studies and their application</p> <p>PO 1. Explores the evolution of poetry in English literature with specific reference to the sonnet;</p> <p>PO8. Identify and appreciate the use of poetic devices and poetry as well as corresponding aesthetic theories</p> <p>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;</p> <p>PO4. Research the dynamic connection between the social structure, and the cultural productions of a society;</p> <p>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;</p> <p>PO9. Gain knowledge of the processes and politics of representation through a critical understanding of the historiography of historical accounts, arrived through discussion;</p> <p>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;</p> <p>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</p> <p>Learning Objectives:</p> <p>With regards to domain specific outcomes students will be able to:</p>

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.
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.

	<p>3. Enhances oral communication and presentation through discussion and dramatization.</p> <p>4. Cultivates research aptitude through exploration of primary and secondary sources.</p> <p>Employability Quotient:</p> <p>1. Prepares students for careers in teaching, publishing, journalism, and content writing.</p> <p>2. Equips students with analytical and communication skills valued in research and academia.</p> <p>3. Builds a strong base for competitive exams requiring knowledge of English literature.</p> <p>4. Encourages skills relevant to media, theatre, cultural criticism, and literary consultancy.</p>
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	<p>Evaluation through class room participation, presentation, take home assignment and sit in examination</p> <p>Internal (40%): continuous assessment; every month one test (20 marks); final score to be based on best two performances</p> <p>External (60%): end semester sit in examination</p>
Reading list	<p>Essential reading: Andrew Sanders – The Short Oxford History of British Literature</p> <p>Geoffrey Chaucer – The Canterbury Tales (General Prologue; The Wife of Bath's Prologue)</p> <p>Edmund Spenser – Selections from Amoretti</p> <p>The Metaphysical Poets (Norton Anthology)</p> <p>Christopher Marlowe – Doctor Faustus</p> <p>William Shakespeare –Twelfth Night</p> <p>William Shakespeare – Macbeth</p> <p>Additional reading:</p> <p>1. Agnes Heller(1978). <i>Renaissance Man</i>. London: Routledge, 2017.</p> <p>2. Stephen Greenblatt(1980). <i>Renaissance Self-Fashioning: From More to Shakespeare</i>. Chicago: University of Chicago Press, 2005.</p> <p>3. Stephen Greenblatt(1992).<i>Marvelous Possessions: The Wonder of the New World</i>. Chicago: University of Chicago Press.</p>

# THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

## TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	<b>Morphology-I</b>
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	3
Maximum intake	Only for BA Semester III students
Day/Time	Tuesday 2:00 pm – 4:00 pm, Wednesday 12:00 pm - 1:00 pm
Name of the teacher/s	Smita Joseph
Course description	<p>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</p> <ul style="list-style-type: none"> <li>• to identify the meaningful subparts of words and perform morphological analysis on unfamiliar languages</li> <li>• to understand the major morphological phenomena found in the world's languages</li> <li>• to analyze morphological and phonological patterns in particular languages, and their interactions</li> <li>• to represent morphosyntactic structure diagrammatically, and comprehend the relationship between such structure and meaning</li> </ul> <p>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</p>



	<p>English language and literary studies: <i>knowledge and understanding</i></p> <p>PO3 develop critical understanding of current developments in English language, linguistics, and literatures: <i>knowledge and understanding</i></p> <p>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></p> <p>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></p> <p>PO6 develop skills to learn a new language by transferring the experience of learning languages: <i>skills related to one's specialization</i></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>vi) Learning outcomes</p> <p>a) domain specific outcomes:</p> <p>By the end of this course, a student should be able to</p> <ul style="list-style-type: none"> <li>• understand the basic concepts of morphology</li> <li>• identify the major operations/processes in natural language morphology</li> <li>• analyse the morphological patterns from a wide variety of unrelated languages</li> </ul> <p>b) value addition:</p> <p>This course will train students for specialized courses in linguistics, cognitive science, etc. After doing this course,</p>
--	--

	<p>students will be able to analyse the word structure of the languages of the world, leading to the appreciation of linguistic diversity.</p> <p>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.</p> <p>d) employability quotient: Students pursuing a course in morphology will be employable as—linguists, lexicographers, proofreaders, materials developers, etc.</p>
Course delivery	Lecture method for all modules
Evaluation scheme	<ul style="list-style-type: none"> <li>• Three mid-semester exams (20 marks each: <b>40%</b>: the scores of the best two exams are taken into account)</li> <li>• End-semester exam (60 marks: <b>60%</b>)</li> <li>• Modality of internal and external exams: sit down exams</li> </ul>
Reading list	<p>Essential reading:</p> <ul style="list-style-type: none"> <li>• Bauer, L. (2003). <i>Introducing linguistic morphology</i> (2nd ed.). Edinburgh University Press.</li> <li>• Carstairs-McCarthy, A. (2002). <i>An introduction to English morphology: Words and their structure</i>. Edinburgh University Press.</li> <li>• Katamba, F. (1993). <i>Morphology</i>. New York: St. Martin's Press.</li> <li>• Tokar, A. (2012). <i>Introduction to English morphology</i>. Peter Lang.</li> </ul>

## THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

### TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	<b>Environmental Studies</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	<b>BAENGVAC205</b>
Semester	III
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis <b>for MA courses only</b> )

Day/Time	
Name of the teacher/s	Dr. Jai Singh
Course description	<p>The course “Environmental Studies” is divided into 8 Units. These are as follows.</p> <p>Unit 1: The Multidisciplinary Nature of Environmental Studies Definition, scope, and importance Need for public awareness</p> <p>Unit 2: Natural Resources Renewable and Non-Renewable Resources: Natural resources and associated problems Forest resources: use and over-exploitation, deforestation, case studies; timber extraction, mining; and dams and their effects on forests and tribal people Water resources: use and over-utilization of surface and ground water; floods, drought, conflicts over water, and benefits and problems of dams Mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, and case studies Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, and case studies Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternative energy sources, and case studies Land resources: Land as a resource, land degradation, man induced landslides, soil erosion, and desertification.</p> <p>Unit 3: Ecosystems Concept of an ecosystem Structure and function of an ecosystem Producers, consumers and decomposers Energy flow in the ecosystem Ecological succession Food chains, food webs and ecological pyramids Introduction, types, characteristic features, structure and function of the following ecosystem:-  Forest ecosystem  Grassland ecosystem  Desert ecosystem  Aquatic ecosystems (ponds, lakes, rivers, oceans, estuaries)</p> <p>Unit 4: Biodiversity and Its Conservation Introduction – Definition: genetic, species and ecosystem diversity Biogeographical classification of India Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic, and option values Biodiversity at global, national, and local levels India as a mega-diversity nation</p>

	<p>Hot-spots of biodiversity</p> <p>Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts</p> <p>Endangered and endemic species of India</p> <p>Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity</p> <p>Unit 5: Environmental Pollution</p> <p>Definition</p> <p>Causes, effects and control measures of:</p> <p>Air pollution</p> <p>Water pollution</p> <p>Soil pollution</p> <p>Marine pollution</p> <p>Noise pollution</p> <p>Thermal pollution</p> <p>Nuclear hazards</p> <p>Solid waste Management: Causes, effects, and control measure of urban and industrial wastes</p> <p>Role of an individual in prevention of pollution.</p> <p>Pollution case studies.</p> <p>Disaster management: floods, earthquake, cyclone and landslides.</p> <p>Unit 6: Social Issues and the Environment</p> <p>From Unsustainable to sustainable development</p> <p>Urban problems related to energy</p> <p>Water conservation. Rain water harvesting. Watershed management</p> <p>Resettlement and rehabilitation of people: its problems and concerns.</p> <p>Case studies</p> <p>Environmental ethics: Issues and possible solutions</p> <p>Climate change; global warming; acid rain; ozone layer depletion; nuclear accidents and holocaust; case studies</p> <p>Wasteland reclamation</p> <p>Consumerism and waste products</p> <p>Environment Protection Act</p> <p>Air (Prevention and Control of Pollution) Act</p> <p>Water (Prevention and control of Pollution) Act</p> <p>Wildlife Protection Act</p> <p>Forest Conservation Act</p> <p>Issues involved in enforcement of environmental legislation</p> <p>Public awareness</p> <p>Unit 7: Human Population and the Environment</p> <p>Population growth</p> <p>Population explosion – family welfare programme</p> <p>Environment and human health</p> <p>Human tights</p> <p>Value education</p> <p>HIV/AIDS</p>
--	--

	<p>Women and child welfare</p> <p>Role of information technology in environment and human health</p> <p>Case studies</p> <p>Unit 8: Field Work</p> <p>Visit a local area to document environmental assets –river/forest/grassland/hill/mountain</p> <p>Visit to local polluted site – Urban/Rural/Industrial/Agricultural</p> <p>Study of common plants, insects, birds</p> <p>Study of simple ecosystems-pond, river, hill slopes, etc.</p> <p>Course Outcomes</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. understand the importance of environment, the nature of environmental hazards, and ways to deal with them;</li> <li>2. gain knowledge of ecosystems and biodiversity and their contemporary significance;</li> <li>3. appreciate the relation between the environment, human population, and social issues;</li> <li>4. reflect on the exhaustibility of natural resources and ways of conserving them from a long-term perspective; and</li> <li>4. understand the multifaceted effects of development and devise contextually relevant strategies for sustainable development.</li> </ol> <p>Evaluation Scheme</p>
Course delivery	<b>Lecture</b> /Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	<p>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 .</p> <p>External (60 marks): semester-end examination</p>
Reading list	<p>Textbook for Environmental Studies For Undergraduate Courses of all Branches of Higher Education by Erach Bharucha for University Grants Commission</p> <p>Bateson, Gregory. <i>Steps to an Ecology of Mind</i>. New York: Ballantine. 1972.</p> <p>Caudwell, Christopher. <i>Illusion and Reality</i>. New York: International Publishers. 1937.</p> <p>Genosko, Gray “Introduction” <i>The Guattari Reader</i>, Felix Guattari. Oxford: Basic Blackwell. 1996.</p> <p>Guattari, Felix. <i>The Three Ecologies</i>. Trans. Ian Pindar and Paul Sutton. Continuum: London, 2000.</p> <p>Guattari, Felix and Negri, Toni “<i>Communists like Us: New Spaces of Liberty, New Lines of</i></p> <p>Marx, Karl, <i>Early Writings</i> (New York: Vintage, 1974.</p> <p>Marx,Karl. <i>Capital Vol. I</i>. New York: vintage. 1981.</p>

--	--

## Environmental Studies

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 Environmental Studies;
	PO2	trace the evolution of the relationship between human beings and ecology;
	PO3	Study the establishment of Environmental Studies as an academic discipline;
	PO4	trace the shift in sensibility historically;
Skills required to perform and accomplish tasks.	PO5	understand the salient features of Environmental Studies
	PO6	Understanding the relationship between human life and ecology;
	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 the impact of human life on ecology
Application of knowledge and skills.	PO9	Case study of some locations
	PO10	Impact of life style of human beings on the ecology
	PO11	Impact of pesticides, weedicides, and fertilizers on the rural ecology
Generic learning outcomes.	PO12	Acquiring practical competence, and cognitive rigour required for high healthy eology.
	PO13	strengthen their potential as independent scholars, thinkers, and writers in an interdisciplinary academic environment;
	PO14	Acquiring interdisciplinary approach to understand the relationship between discourses and ecology.
	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.

