

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Approaches and Methods in Language Teaching
Category (Mention the appropriate category (a/b/c) in the course description.)	<p>a. Existing course without changes</p> <p>b. Existing course with revision. Mention the percentage of revision and highlight the changes made.</p> <p>c. New course</p>
Course code	BAENGELEC300
Semester	V
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday 11-1 p.m. and Wednesday 4-5 p.m.
Name of the teacher/s	Dr. Monishita Hajra Pande
Course description	<p>Include the following in the course description</p> <p>i) A brief overview of the course</p> <p>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</p>

	<p>practice.</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>PO1 Obtain understanding of English Language teaching and its applications to disciplinary areas</p> <p>PO2 Acquire critical understanding of the established theories, principles and concepts and emerging issues in ELT</p> <p>PO5 develop key language competencies and transferable skills for employability</p> <p>PO9 use the knowledge and experience to discover and promote new strategies for classroom communication and teaching</p> <p>iii) Learning outcomes—</p> <p>a) domain specific outcomes</p> <ul style="list-style-type: none"> • Understand prominent theories in language teaching and learning and identify their limitations and possibilities <p>b) value addition</p> <p>c) skill-enhancement and d) employability quotient</p> <ul style="list-style-type: none"> • 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	<p>Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)</p> <p>Class discussions, peer teaching, classroom observations and lectures.</p>

Evaluation scheme	<p>Internal (modes of evaluation):</p> <ul style="list-style-type: none"> • 20 marks take- home assignment • 20 marks classroom observation and report <p>End-semester (mode of evaluation):</p> <ul style="list-style-type: none"> • 30 marks Group demonstrations of methods • 30 marks sit-down examination <p>*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</p>
Reading list	<ol style="list-style-type: none"> 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) <p>Essential reading</p> <p>Selected chapters from the above resources</p> <p>Additional reading</p> <p>Understanding language teaching: from method to postmethod, Bala Kumaravadivelu (Erlbaum, Lawrence, 2006)</p>

For 4 -Year BA (Honors/ Research) Programme in English

Course title	British Literature: 20th Century
Category	Existing course
Course code	BAENGLITC301
Semester	V
Number of credits	4
Maximum intake	
Day/Time	Monday: 2pm – 4 pm Thursday: 11am- 12 noon
Name of the teacher/s	Prof. C. Sharada and Dr. Anumula Sreedevi
Course description	<p>i) A brief overview of the course</p> <p>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.</p> <p>ii) Objectives</p> <ol style="list-style-type: none"> 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. <p>The course seeks to fulfill the following programme specific</p>

	<p>outcomes:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PSO4: Generic learning outcomes: Analyze 20th-century British literature within its cultural, historical, and social contexts, including imperialism, World Wars, and social change.</p> <p>iii) Learning outcome</p> <p>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.</p> <p>b) Value Addition: Students will have opportunities to engage in research projects under faculty guidance, fostering independent thinking and scholarly inquiry.</p> <p>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.</p> <p>d) Employability Quotient: Graduates can pursue careers in:</p> <ul style="list-style-type: none"> Teaching Research Publishing Journalism
Course delivery	Lecture/Seminar
Evaluation scheme	<p>Internal: Two sit-down exams (written) and one assignment submission (40%)</p> <p>End-semester: Sit -down examination (written) (60%)</p>
Reading list	<p>Essential reading</p> <p>Poetry. T.S. Eliot, W. B.Yeats, the War Poets, Dylan Thomas, Benjamin Zephaniah – Selected poems</p> <p>Fiction</p> <p>James Joyce – Short fiction</p>

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.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	PHONOLOGY I
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	BAENGLINC302
Semester	V
Number of credits	4
Maximum intake	
Day/Time	10:00-11:00 Tuesdays, 2:00-4:00 Fridays
Name of the teacher/s	Prof. Roopa Suzana
Course description	<p>Course Description - A brief overview of the course</p> <p>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.</p> <p>Modules</p> <p>Module 1: What is phonology? Difference between phonetics and phonology</p> <p>Module 2: Structural phonology: Identification of Phonemes</p> <p>Module 3: Problems with Structural Phonology- Introduction to Generative Phonology</p> <p>Module 4: Distinctive Features</p> <p>Course Objectives and Learning Outcomes</p> <p>The course is intended to present the scope of phonology (Phonetics vs. phonology).</p> <p><i>Domain Specific Outcomes:</i></p> <p>Students will be able to identify and distinguish between phonemes and allophones. They will also gain a profound understanding of the following areas: the identification of phonological processes and natural classes, the nature of phonological explanations, the structure of phonological theory, the</p>

	<p>shape of phonological representations (features vs elements).</p> <p>They will acquire critical understanding and will be able to do a comparison between different theories of phonological processes.</p> <p><i>Skill-enhancement:</i></p> <p>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.</p> <p>Students will also acquire research skills to undertake studies in the domain of phonological analyses of languages.</p>
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	<p>Internal Assessment: Quizzes, assignments, presentations, tests (40%)</p> <p>End-semester: Semester-end examination (60%)</p>
Reading list	<p>Prescribed Reading</p> <ul style="list-style-type: none"> ● <i>Understanding Phonology</i> Carlos Gussenhoven; Haike Jacobs 2017 ● <i>Introductory Phonology</i> Bruce Hayes 2009 ● <i>Introducing Phonology</i> David Arnold Odden 2005 ● <i>Phonology in Generative Grammar</i> Kenstowicz 17/03/1994 ● <i>English Phonetics and Phonology: An Introduction</i> Philip Carr 2019 ● <i>Source Book for Linguistics</i> William Cowan, Jaromira Rakušan 1987 ● <i>The Routledge Companion to Linguistics in India</i> Hemalatha Nagarajan 2022 (in print)
	 <p>Prof. Roopa Suzana</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Bilingualism and Multilingualism in the Language Learning Classroom
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with revision 30%. <ul style="list-style-type: none"> ● Critical Engagement with Multilingual Pedagogies; ● Application to Both Children and Adults; ● Metalinguistic and Cognitive Awareness.
Course code	BAENGELEE303
Semester	5
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday: 11am to 1pm, Thursday: 10 to 11am
Name of the teacher/s	Dr. M. Udaya
Course description	<p>Include the following in the course description</p> <p>i) A brief overview of the course:</p> <p>This course is designed to equip future English language teachers with a comprehensive foundation in the theories, practices, and policies of bilingual and multilingual education. Grounded in critical perspectives from language studies and educational research, it addresses the pedagogical, social, and cultural dimensions of bilingualism and multilingualism.</p> <p>ii) Objectives of the course:</p> <p>The main objectives of the course are to:</p> <ul style="list-style-type: none"> ● provide students with a basis in the current theories and practices of bilingual and multilingual pedagogy, research, policy, and education (PO1, PO2, PO3, PO4, PO7); ● develop knowledge of the theoretical and practical approaches to bilingual and multilingual education and development (PO2, PO5, PO6); ● develop knowledge of bilingualism and multilingualism as a means for diversification and innovation in language learning and teacher development (PO8, PO9, PO10). <p>iii) Learning outcomes:</p> <p>After completion of the course students are expected to be able to:</p>

	<ul style="list-style-type: none"> a. demonstrate a working awareness of the methodological processes around bilingualism and multilingualism b. engage with bilingualism and multilingualism within various educational contexts c. demonstrate an understanding of the policies on bilingualism and multilingualism and their relationships to the language classroom d. demonstrate an understanding of the social, cultural and educational issues specific to bilingual and multilingual children and adults and their relationship to the larger society
Course delivery	Lecture
Evaluation scheme	Internal 40%: presentations , assignments, reviews End-semester 60% : written exam
Reading list	<p>Essential readings</p> <p>Baker, C. (2011). <i>Foundations of bilingual education and bilingualism</i> (5th ed.). Multilingual Matters. https://doi.org/10.21832/9781847693556</p> <p>García, O. (2009). <i>Bilingual education in the 21st century: A global perspective</i>. Wiley-Blackwell.</p> <p>Additional readings</p> <p>Baker, C. (1995). <i>A parents' and teachers' guide to bilingualism</i>. Clevedon: Multilingual Matters.</p> <p>Baker, C. (2002). <i>The care and education of young bilinguals: An introduction for professionals</i>. Multilingual Matters.</p> <p>Bee Chin, N., & Wigglesworth, G. (2007). <i>Bilingualism: An advanced resource book</i>. Taylor & Francis.</p> <p>Bhatia, T. K., & Ritchie, W. C. (Eds.). (2012). <i>The handbook of bilingualism and multilingualism</i> (2nd ed.). Wiley-Blackwell.</p> <p>Bialystok, E. (2001). Metalinguistic aspects of bilingual processing. <i>Annual Review of Applied Linguistics</i>, 21, 169–181.</p>

	<p>https://doi.org/10.1017/S0267190501000101</p> <p>Bialystok, E. (2005). <i>Bilingualism in development: Language, literacy, and cognition</i>. Cambridge University Press.</p> <p>Cummins, J. (1981). Four misconceptions about language proficiency in bilingual education. <i>NABE Journal</i>, 5(3), 31–45. https://doi.org/10.1080/08855072.1981.10668409</p> <p>Cummins, J., & Hornberger, N. H. (Eds.). (2010). <i>Bilingual education</i>. In <i>Encyclopedia of Language and Education</i> (Vol. 5). Springer.</p> <p>Cummins, J., & Swain, M. (2004). <i>Bilingualism in education: Aspects of theory, research, and practice</i>. Routledge. (Originally published in 1986, republished 2004)</p> <p>Cenoz, J. (2003). The additive effect of bilingualism on third language acquisition: A review. <i>International Journal of Bilingualism</i>, 7(1), 71–87. https://doi.org/10.1177/13670069030070010501</p> <p>Datta, M. (2007). <i>Bilinguality and literacy: Principles and practice</i> (2nd ed.). Bloomsbury Academic.</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

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 for MA courses only)
Day/Time	
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)

	<p>UNIT II</p> <p>Drama</p> <p>Rabindranath Tagore- <i>Chitra</i></p> <p>Girish Karnad- <i>Nagamandala</i></p> <p>Vijay Tendulkar- <i>Silence, The Court is in session</i></p> <p>Mahesh Dattani-<i>Final Solutions</i></p> <p>UNIT III</p> <p>Fiction</p> <p>Mulk Raj Anand- <i>Untouchable</i></p> <p>Manohar Malgaonkar- <i>The Princes</i></p> <p>Rohinton Mistry- <i>A Fine Balance</i></p> <p>Amitav Ghosh- <i>The Calcutta Chromosome</i></p> <p>Kiran Desai- <i>The Inheritance of Loss</i></p> <p>Anita Desai- <i>Clear Light of Day</i></p> <p>Amit Chaudhuri- <i>A Strange and Sublime Address</i></p> <p>Arundhati Roy- <i>The God of Small Things</i></p> <p>Salman Rushdie- <i>Midnight's Children</i></p> <p>R K Narayan- <i>Man Eater of Malgudi</i></p> <p>Philip Meadows Taylor- <i>Confessions of a Thug</i></p> <p>Ruth Praver Jhabvala- <i>Heat and Dust</i></p> <p>UNIT IV</p> <p>Indian Critical Writings</p> <p>Aurobindo- <i>The Future of Poetry</i></p> <p>Aijaz Ahmed- <i>In Theory</i></p> <p>Selections From:</p> <p>Gayatri Spivak</p> <p>Ania Loomba</p> <p>Suvir Kaul</p> <p>Leela Gandhi</p> <p>B.R. Ambedkar</p> <p>Amitav Ghosh</p> <p>Salman Rushdie</p> <p>Shashi Tharoor</p> <p>Rabindranath Tagore</p> <p>Course Outcomes</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 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	<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 style="text-align: center;">SUGGESTED READINGS</p> <p>Ahmad, Aijaz. <i>In Theory</i>. London: Verso, 1992. Print.</p> <p>Mehta, Kamal (ed.) <i>The Twentieth Century Indian Short Story in English</i> New Delhi: Creative Books. 2004.</p> <p>Chaudhari, Asha Kuthari. <i>Contemporary Indian Writers in English</i>. Mahesh Dattani Foundation Books. 2005.</p> <p>Bande, Usha& Ram, Atma. <i>Woman in Indian Short Stories: Feminist Perspective</i> New Delhi: Rawat Publications. 2003.</p> <p>Dodiya, Jaydipsinh K & Surendran, K.V. <i>Indian English Drama: Critical Perspectives</i>. New Delhi: Sarup& Sons. 2000.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>King, Bruce. "The Diaspora: Agha Shahid Ali's Tricultural Nostalgia". <i>Modern Indian Poetry in English</i>, New Delhi: Oxford University Press, 2001.</p> <p>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.</p> <p>Brazier, Jana Evans and Anita Mannur (Ed.) <i>Theorizing Diaspora</i>. London: Blackwell, 2003.</p> <p>Raghavan V. and Nagendra (Ed.) <i>An Introduction to Indian Poetics</i>. Madras: MacMillan, 1970.</p> <p>Arvind Krishna Mehrotra. <i>An Illustrated History of Indian Literature in English</i> ed. Arvind Krishna Mehrotra. New Delhi: Orient Longman, 2003.</p> <p>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</p> <p>A.K. Mehrotra. <i>The Concise History of Indian Literature in English</i>. Delhi: Permanent Black. 2008.</p>

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;
	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.

TEMPLATE FOR COURSE DESCRIPTIONS

Course title	SYLLABLE IN PHONETIC THEORY
Category (Mention the appropriate category (a/b/c) in the course description.)	<p>a. Existing course without changes</p> <p>b. Existing course with revision. Mention the percentage of revision and highlight the changes made.</p> <p>c. New course</p> <p><u>CATEGORY: A</u></p>
Course code	BAENGLINE307
Semester	V
Number of credits	4
Maximum intake	30
Day/Time	
Name of the teacher/s	Salivendra Jaya Raju
Course description	<p>Course Description</p> <p>Syllable in Phonetic Theory offers certain basic research-oriented insights into the concept of syllable, a basic suprasegmental unit. Syllable is also considered to be the basic speech unit while phoneme is the basic articulatory unit. Hence, syllable is an essential construct that addresses segmental and suprasegmental aspects of languages.</p> <p>In the light of the above, the course is designed in such a way that it exposes the participants to different linguistic treatments of syllable. It requires three contact hours a week, where classroom, instruction, interaction, and presentations are paramount. The tentative topics targeted to be covered on the course are – <i>Syllable as a Linguistic Unit, History of Syllable, Syllable Structure, Segments and their Role in Syllable Structure, Syllabification, Syllable and Connected Speech, Syllable Phonotactics, and Different Treatments of syllable.</i></p> <p>The course offers a set of analytical skills in the area of speech studies around the unit called syllable. It draws the attention of the participants to the segmental and suprasegmental aspects closely connected to syllable. It also offers certain skills and strategies that are useful to analyze the needs of the learners of a language and design the learning and teaching materials.</p> <p>Objectives</p> <ul style="list-style-type: none"> ➤ To offer the students a scientific knowledge of the linguistic constructs – Phoneme, Phone, Syllable, and Suprasegmentals ➤ To help the students handle phonetic data properly in the

	<p>linguistic exploration of syllable</p> <p>Course Outcomes</p> <p>By the end of the course, the students will be:</p> <ol style="list-style-type: none"> 1. able to understand and use the terms involved in the description, analysis, and linguistic application of syllable; 2. well-informed about the Phonetic Theories and their implications in establishing the linguistic units; 3. ready with the academic knowledge and experience that is required to deal with speech data and syllable in human languages; and able to apply the knowledge and experience to the language(s) they know. <p>Module 1: Introduction to the Linguistic Terms Required to Understand the ‘Syllable’</p> <ul style="list-style-type: none"> • Module 1 introduces the terms like phoneme, phone, onset, rhyme, nucleus, coda, weight, mora, appendix, Ambisyllabic, and tier. <p>Module 2: Phonetic Theories</p> <ul style="list-style-type: none"> • Module 2 offers a critical review of the theories from Phonemic theory to the present phonological theories, focusing syllable. <p>Module 3: Theories of Syllable Structure</p> <ul style="list-style-type: none"> • Module 3 offers a comprehensive understanding of the syllable structure, syllable size, syllable, boundaries, MoP, SSP, and so on. <p>Module 4: Analysis of Syllable in Speech Data</p> <ul style="list-style-type: none"> • Module 4 offers a hands-on-experience of analysing the syllable data from English and the syllable data collected from the student’s mother-tongue.
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	<p>Internal assessment: 40%</p> <p>Semester-end assessment: 60 %</p>
Reading list	<p>Reading List</p> <p>Baumann, M. (1995). <i>The production of syllables in connected speech</i>. Unpublished doctoral Dissertation. Cambridge, MA: MIT.</p> <p>Clements, G. N. and Keyser, J. (1983). <i>CV Phonology: A Generative Theory of the Syllable</i>. Cambridge, MA: MIT Press.</p> <p>Chomsky, N. and Halle, M. (1968). <i>The Sound Pattern of English</i>. New York: Harper & Row.</p>

	<p>Féry, C. and Van De Vijver, R. (2003). <i>The Syllable in Optimality Theory</i>. Cambridge: Cambridge University Press.</p> <p>Fudge, E. C. (1969). "Syllables." <i>Journal of Linguistics</i> 5: 253-86.</p> <p>Ramoo, D. K. (2014). <i>Syllable Structure in the Mental Lexicon: Neuropsychological and Computational Evidence</i>. A PhD thesis submitted to the University of Birmingham.</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
TEMPLATE FOR COURSE DESCRIPTIONS

Course title	Introduction To Natural Language Processing
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGLINE309
Semester	BA English Literature 5 th semester
Number of credits	4
Maximum intake	40
Day/Time	Wednesday: 9-11am, Thursday 4-5pm
Name of the teacher/s	Prof. M. Hari Prasad & Dr. Atreyee Sharma
Course description	<p>(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.</p> <p>(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.</p> <p>To understand and introduce Computational Morphology and Phonology, basic theories of both morphology and phonology to relate to computation.</p> <p>To understand how computational morphology is related to parsing and information retrieval and machine translation later.</p> <p>How do transducers and FSA solve the problem of large scale morphological and phonological analysis and generation.</p> <p>(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</p>

	<p>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.</p>
Course delivery	Lectures
Evaluation scheme	<p>Internal (modes of evaluation): Assignment and test (40 marks) End-semester (mode of evaluation): Written test (60 marks)</p>
Reading list	<p>ESSENTIAL READING: Study material will be provided on all topics. These would be based primarily on content from the following texts:</p> <ul style="list-style-type: none"> • Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics and Speech Recognition (3rd Edition) <p>Book by Daniel Jurafsky and James H. Martin 2021</p> <ul style="list-style-type: none"> • 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 <p>Book by William Cowan, Jaromira Rakušan 1987</p> <p>ADDITIONAL READING:</p> <p>Austin, J. L. (1962). How to do things with words. Oxford University Press</p> <p>Baldwin, T. and S. N. Kim (2010). Multiword expressions. In Handbook of natural language processing, Volume 2. Boca Raton, USA: CRC Press.</p> <p>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</p> <p>Botha, J. A. and P. Blunsom (2014). Compositional morphology for word representations and language modelling. See icm (2014).</p> <p>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</p> <p>Dreyfus, H. L. (1992). What computers still can't do: a critique of artificial reason. MIT press.</p>

	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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**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY,
HYDERABAD**

INTRODUCTION TO CULTURAL STUDIES

Course title	Introduction to Cultural Studies
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes c. Existing course with revision (40 % revision) d. New course
Course code	BA-ENG-IDC 310
Semester	V
Number of credits	3
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesdays 14:00-16:00; Fridays 10:00-11:00
Name of the teacher/s	Prof. Satish Poduval
Course description	<p>Course Description:</p> <p>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).</p> <p>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.</p>

	<p>Course Outcomes:</p> <p>At the end of the course, students will:</p> <ul style="list-style-type: none"> 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	<p>The instructor will introduce and initiate discussions on the main themes and readings during the Lecture sessions.</p> <p>The students will be expected to make short classroom presentations on pre-chosen texts during the Tutorial/Seminar sessions.</p>
Evaluation scheme	<p>Course Evaluation:</p> <p>There will be a continuous assessment of student performance on the basis of a range of Mid-Term and End-Term tasks.</p> <p>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:</p> <ul style="list-style-type: none"> (i) Assignment 1 (early September) 20 marks (ii) Assignment 2 (early October) 20 marks (iii) Assignment 3 (early November) 20 marks <p>The End-Term evaluation will be worth 60 % of the course grade, and be based on the score obtained in the Final Examination:</p> <ul style="list-style-type: none"> (iv) Final Examination (December) 60 marks
Reading list	<p>Course Readings</p> <p>Module I: Literary to Cultural Studies</p> <ul style="list-style-type: none"> 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" <p>Module II: Representation</p> <ul style="list-style-type: none"> 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"

	<p>5) Mahasweta Devi, “Douloti the Bountiful”</p> <p>6) Wiemann and Meyer, “Midnight’s Victims: Adivasis on the Cultural Map of India”</p> <p>Module III: Subjects and Subjectivity</p> <p>1) Emile Benveniste, “Subjectivity in Language”</p> <p>2) Jacques Ranciere, “Who is the Subject of the Rights of Man?”</p> <p>3) Diana Fuss, “The ‘Risk’ of Essence”</p> <p>4) Sharmila Rege, “Dalit Women Talk Differently”</p> <p>5) Angela McRobbie, “Postfeminism and Popular Culture”</p> <p>6) Susie Tharu, “The Impossible Subject: Caste and the gendered Body”</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
COURSE DESCRIPTION

Course title	BASIC CONCEPTS IN PHILOSOPHY
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGMDC311
Semester	V
Number of credits	3
Maximum intake	
Day/Time	Wednesday 11: 00 – 1:00 / Friday 11:00 – 12: 00
Name of the teacher	SREEDHARAN. T.
Course description	<p>Overview</p> <p>This introductory course on philosophy is an attempt to show how philosophy is an exciting area of study that is very much alive today albeit being deeply rooted in the past – in the many streams of thought that converge and diverge from ancient Greece, China, and India to the present. Although the principal focus will be on key philosophical issues and ideas, due emphasis will be given to the socio-historical and political-cultural aspects. Hence, while giving an overview of the history of ideas, the attempt will be to unravel the links that exist between questions and concepts, their origins and trajectories, in order to bring about an informed understanding of the ‘lived reality’ of ideas and their relevance in our life. The purpose is to understand the critical and the constructive role played by philosophy in the history of human thought, and to see in what ways it has endeavoured to function in consonance with its original intent: that is to love and seek <i>Sophia</i>,</p>

	<p>which is wisdom.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. To recognise that philosophy is not only an intellectual pursuit but also a transformative practice that can enrich the self and community. 2. To study some of the major concepts, thinkers, issues and perspectives from the classical times to the present in eastern and western philosophical thought. <p>Learning outcomes</p> <ol style="list-style-type: none"> 1. to enhance rational and critical thinking keeping in mind the importance of emotional intelligence. 2. to develop the ability to distinguish between opinions and facts; 3. to inculcate skills in collection of relevant data, analysis and interpretation of data using methodologies appropriate to philosophy, and for formulating logical and evidence-based solutions and arguments; 4. to use knowledge, understanding and skills for critical assessment of a wide range of ideas, and to familiarize oneself with complex problems and issues; 5. to learn to apply one's knowledge of philosophical questions and ideas to new, unfamiliar contexts, and also to identify and to analyze real-life problems and issues and seek valid and worthwhile solutions; and 6. to develop transferable skills like sophisticated logical reasoning and adequate linguistic representation which could be relevant to certain job trades and professions.
Course delivery	Lecture
Evaluation scheme	<p>Internal (modes of evaluation): Written Examination</p> <p>End-semester (mode of evaluation): Written Examination</p>
Reading list	<p>Reading:</p> <p>Robert C. Solomon. <i>Introducing Philosophy: A Text with Integrated Readings</i>.</p> <p>Brooke Noel Moore & Kenneth Bruder. <i>Philosophy: The Power of Ideas</i>.</p> <p>Kenneth McLeish. <i>Key Ideas in Human Thought</i>.</p> <p>James Garvey & Jeremy Stangroom. <i>The Story of Philosophy: A History of Western Thought</i>.</p>

	Ram-Prasad Chakravarti. <i>Eastern Philosophy</i> . Jonardon Ganeri (Ed.). <i>Indian Philosophy: A Reader</i> .
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