

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS

Course title	ENGLISH LANGUAGE TEACHING IN INDIA
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	BAENGELEC401
Semester	1
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Tuesday 2-4; Thursday 11-1
Name of the teacher/s	Dr. Madhumeeta Sinha
Course description	<p>Include the following in the course description</p> <p>i) A brief overview of the course</p> <p>Course Description</p> <p>India is a country that is societally and individually multilingual; but owing to colonization and imperialism the teaching of English in India has been fraught with socio-political problems. This course will be both reflective and theoretical in its orientation. Students will be asked to reflect on their own language learning experiences and use that as a base to engage with the existing practices.</p> <p>The four modules for the course are: 1) English Language: Historical Contexts and Modern Debates; 2) Frameworks for Language Teaching; 3) ELT Practices in the Classroom; 4) Presentations: this module is research oriented and allows students to identify and pursue a topic of their interest and learn more about it in a small peer groups.</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>1. Reflect on their educational experiences as a learner of English and learn the pre and post-independence History of English in India (PO1)</p> <p>2. Understand the multilingual framework in which English language</p>

	<p>is housed (PO 3 and PO 4)</p> <p>3. Analyze the existing practices of English Language Teaching (PO 8)</p> <p>4. Apply knowledge of theoretical constructs of ESL learning to conduct research (PO 10)</p> <p>Learning outcomes* attached in a table below</p> <p>a) domain specific outcomes b) value addition c) skill-enhancement d) employability quotient iii) Learning outcomes—</p> <p>a. Domain specific outcomes : PO1, PO 2 & PO3</p> <p>b. Value addition : PO13 & PO 14</p> <p>c. Skill-enhancement : PO 4 & PO 8</p> <p>d. Employability quotient : PO 11 PO 12</p>
Course delivery	Lecture/Seminar/Experiential learning – All the three
Evaluation scheme	<p>Internal (modes of evaluation): Written assignment and Presentation (40%)</p> <p>End-semester (mode of evaluation): Project/Final sit-down Exam (60%)</p>
Reading list	<p>Essential readings:</p> <ol style="list-style-type: none"> 1. Agnihotri, R, et al. (2010). “Multilinguality and Teaching of English in India.” 2. Howatt, A. P. R. Howatt, & Smith, R. (2014). “The history of teaching English as a foreign language, from a British and European perspective.” 3. Ilaiah, K (2011). “Dalits and English.” 4. Kachru, B. (1986). “World Englishes and culture wars.” 5. Krishnaswamy, N., & Krishnaswamy L. (2006). The story of English in India. Foundation Books. 6. Kumaravadivelu, B. (2002). “From coloniality to globality: (Re)visioning English language education in India”. 7. Lange, C. (2010). ““Hindi never, English ever”: Language nationalism and linguistic conflicts in India.” 8. Mohanty, A.K. (2017). “Multilingualism, education, English and development: Whose development?” 9. Mukherjee, J. (2010). “The development of English in India.” 10. Padwad, A. (2012). “Towards understanding rural ELT.” 11. Pennycook, A. (2000) “The social politics and the cultural

	<p>politics of language classrooms.”</p> <p>12. Ravinder, G. (2013). “Some aspects of pre-service and in-service teacher training in India.”</p> <p>13. Sriprakash, A. (2011) “Being a teacher in contexts of change: education reform and the repositioning of teachers’ work in India.”</p> <p>14. Reddy, D. (2013). “To teach or not to teach grammar.”</p> <p>Additional readings:</p> <p>1. National Council of Education Research and Training (NCERT) (2006). “Position paper on the teaching of English.”</p> <p>2. Phillipson, R. (2009/2011). “The tension between linguistic diversity and dominant English.”</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Fundamental Concepts of Digital Literacy		
Category	a. Existing course without changes		
Course code	BAENGELEC402		
Semester	I		
Number of credits	4		
Maximum intake	20		
Day/Time	Monday – 4-6p.m Wednesday – 11am-1 pm		
Name of the teacher/s	Dr. Kshema Jose		
Course description	<p>Include the following in the course description</p> <p>iii) A brief overview of the course</p> <p>iv) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>v) 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>		
Course delivery	Lecture/Seminar/Experiential learning (all three)		
Evaluation	Relevant PO	PO descriptor	Course objective

scheme	PO 1: Knowledge and Understanding	Theories of ESL learning, teaching, and research	Understand and analyze the impact of digital technologies on language use and language learning, and link these insights to existing theories of ESL learning and teaching.
	PO 5: Skills related to one's Specialization	Integrate digital tools for language education	Learn to effectively integrate various digital tools and technologies into ESL/EFL teaching practices to enhance language learning experiences.
	PO 8: Application of knowledge and skills	Create multimedia and multimodal materials for language learning	Create multimedia and multimodal materials that facilitate language learning, utilizing diverse digital resources to address different learning styles and preferences.
	PO 10: Generic learning outcomes	Communicate complex conceptual knowledge effectively in oral, written, and digital forms	Develop the ability to communicate complex concepts related to digital literacy and language learning through various formats, including oral presentations, written reports, and digital media.
	PO 11: Generic learning outcomes	Develop multidisciplinary, collaborative, and critical thinking skills	Foster multidisciplinary thinking, collaboration, and critical analysis by engaging with digital literacy issues in broader local and global contexts, including the relationship between digital literacy and digital citizenship.
*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			
Domain-Specific Outcomes		Understanding Digital Literacy Concepts: Students will demonstrate a comprehensive understanding of the key concepts, terms, and principles of digital literacy.	
		Analyzing Digital Literacy Taxonomies: Students will analyze and compare different taxonomies of digital literacy proposed by global and national agencies.	
		Linking Digital Literacy to Language Learning: Students will understand the impact of digital technologies on language use and language learning in both personal and academic contexts.	

	Value Addition	Understanding Global Contexts: Students will link digital literacy with the UN Sustainable Development Goals, understanding its importance in local and global contexts.
		Promoting Inclusive Education: Students will recognize the role of digital literacy in promoting inclusive education and bridging digital divides.
		Appreciating Digital Citizenship: Students will appreciate the relationship between digital literacy and digital citizenship, recognizing the importance of responsible and ethical use of digital tools.
	Skill Enhancement	Evaluating Digital Content: Students will develop the ability to critically evaluate digital content and resources for their relevance and effectiveness in language education.
		Integrating Digital Tools: Students will learn to integrate digital tools into their teaching practices to enhance language learning outcomes.
		Creating Digital Learning Materials: Students will acquire skills to design and create effective digital materials for ESL/EFL language learning.
	Employability Quotient	Enhanced Digital Competency: Students will develop digital competencies essential for the 21st-century workplace, making them more competitive in the job market.
		Effective Communication: Students will improve their ability to communicate complex concepts related to digital literacy in oral, written, and digital forms, a key skill for professional success.
		Collaboration and Critical Thinking: Students will enhance their collaborative and critical thinking skills, preparing them for multidisciplinary work environments and problem-solving tasks.
	<p>Course outline:</p> <p>This is a basic or level 1 course that helps you understand the impact new technologies have on language use and language learning. This in turn allows you to arrive at a better</p>	

	<p>understanding of the concept of digital literacy and re-examine your ideas regarding the nature and use of language in the 21st century.</p> <p>This course is helpful if you intend to use the internet and/or digital tools for personal use, learning, research, and/ or teaching. It is also a prerequisite for two level 2 courses – Evaluating online language learning and Introduction to Blended Learning.</p> <p>The course is delivered in four modules, the duration of each varying from 2 or 3 weeks.</p> <p>Course details:</p> <p>We start by looking at how users engage with digital content both in academic and personal settings and interact with each other in a digital culture or context. Examples from media clips, newspaper articles, and digital archives are used to contextualise this section. This helps you identify purposes of digitally-mediated communication, and skills and strategies employed by users to utilise the potential of digital tools/ technology and benefit from the digital world. In addition to developing an understanding of the various terms, definitions, aspects and principles relating to digital literacy, during this phase you will also analyse taxonomies of digital literacy proposed by several global and national agencies as well as researchers, to arrive at a broader understanding of the constituent competencies of digital literacy.</p> <p>In the second module, using the framework of UN Sustainable Development Goals, the course links the idea of digital literacy with larger local and global contexts, to help you appreciate the relationship between digital literacy and digital citizenship. Digital literacy, declared a core transferable skill and an essential gate skill by world’s leading educational agencies including UNESCO, is essential to succeed in the 21st century workplace. Digital literacy is also essential for citizens to benefit from facilities like healthcare, financial services, and civic participation, and personal enjoyment. This brings us to the third module that moves us into the realm of teaching digital literacies.</p> <p>The third module begins by looking at multiliteracies as a framework to explore new modes of literacy where print is no longer the primary medium for information production; verbal is not the only mode for knowledge dissemination; and scholarship and research are not individual but collaborative in nature. In this context of shifting definitions of literacies, how do we establish standards of literacy? Is digital literacy to be gained only in English? We then move to an exploration of various policies laid by governmental bodies like the NMEICT and benchmarks for digital literacies set by national and international agencies.</p> <p>In the last part of the course, we learn how the kind of knowledge and skills required to be digitally literate need to complement and extend those acquired in school. The role of a teacher in creating digital literacy skills in a generation that is already proficient in digital technology, therefore requires some consideration. We also ask the most important question: “why is digital literacy the business of the English teacher?”</p>
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	<p>Keeping in focus the idea that incorporating a technological tool into a lesson without reflecting upon its pedagogical functions is dangerous pedagogy, we also look at how digital tools can be used to augment the learning processes and enhance the learning outcomes of the ESL learner.</p> <p>Questions posed during the course aim to understand how digital tools shape our learning environment, broaden learning contexts and change our experience of learning: how does potential availability of wider range of resources enhance or impede learning processes? What are the advantages and frustrations of learner autonomy? How are learning landscapes altered when social and interactional aspects are allowed? Do web tools have the ability to realise fully implications of theoretical frameworks like constructivism, constructionism, and socio and communal constructivism?</p> <p>The course ends by exploring some examples from across the world of how digital literacy is taught in the ESL classroom.</p> <p>Assessment:</p> <p>Classes will be both in face-to-face and online modes. Participation is compulsory in both</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

August- December, 2025, Sem-VII, BA. English Hons/Research

Course title	THEORIES OF SECOND LANGUAGE ACQUISITION AND LEARNING
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with changes.
Course code	BAENGELEC403
Semester	VI
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday & Wednesday: 11.00 am to 1.00 pm
Name of the teacher/s	Dr. M. Udaya
Course description	<p>vi) Overview</p> <p>This course introduces undergraduate students to the field of Second Language Acquisition (SLA), exploring how individuals learn additional languages beyond their first. It covers foundational theories—behaviorist, innatist, cognitive, and sociocultural—and explains how these approaches view the process of language learning. Students will also examine key concepts such as input, interaction,</p>

	<p>age, motivation, and individual learner differences. Real-world classroom examples, research case studies, and reflective discussions will be used to help students connect theory with practice. This course aims to build a basic conceptual foundation for students interested in language teaching, applied linguistics, or further study in English language education.</p> <p>vii) Objectives</p> <ul style="list-style-type: none"> • To help students understand how second languages are learned in different contexts and among various learner groups. (PO1, PO2) • To develop the ability to critically compare SLA theories and apply them to classroom situations. (PO2, PO4) • To enable students to identify and analyze common learner errors and challenges. (PO2, PO8) • To provide introductory exposure to SLA research, allowing students to understand how research informs practice in English language teaching. (PO7, PO5) • To encourage reflective thinking and prepare students for further academic or teaching pursuits in English language education. (PO6) <p>viii) Learning outcomes:</p> <p>a) Domain-specific outcomes: Demonstrate understanding of SLA theories and apply these concepts to real-world teaching and learning contexts.</p> <p>b) Value addition: Develop critical awareness of how language learning varies among individuals, and reflect on their own learning or teaching experiences.</p> <p>c) Skill-enhancement: Build the ability to analyse learner behavior, evaluate classroom strategies, and communicate SLA concepts effectively in discussions and presentations.</p> <p>d) Employability quotient: Gain foundational knowledge useful for careers in language teaching, curriculum development, and</p>
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	educational research , thereby increasing readiness for teaching and postgraduate studies in English language education.
Course delivery	Lecture
Evaluation scheme	Internal: Presentations, Assignments 40% End-semester: Sit-in Exam 60 %
Reading list	<p>Essential reading:</p> <ul style="list-style-type: none"> Gass, S. & Selinker, L. (2008). <i>Second Language Acquisition: An Introductory Course</i>. Brown, H. D. (2015). <i>Teaching by Principles</i>. <p>Additional reading</p> <ul style="list-style-type: none"> Ortega, L. (2009). <i>Understanding Second Language Acquisition</i>. Hodder Education. (Selected chapters) Krashen, S. (1982). <i>Principles and Practice in Second Language Acquisition</i>. (Ch. 2 & 3) Lightbown, P. M., & Spada, N. (2013). <i>How languages are learned</i> (4th ed.). Oxford University Press. Mitchell, R., Myles, F., & Marsden, E. (2019). <i>Second language learning theories</i> (4th ed.). Routledge. Saville-Troike, M. (2012). <i>Introducing second language acquisition</i> (2nd ed.). Cambridge University Press. VanPatten, B., & Williams, J. (Eds.). (2015). <i>Theories in second language acquisition: An introduction</i> (2nd ed.). Routledge.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course Title	Approaches to Second Language Teaching (Core)
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes b. Existing course with revision. Mention the percentage of revision and highlight the changes made. 40% c. New course
Course Code	BAENGELEC404
Semester	I / Cross-listed with MA (ELT)
No. of Credits	4
Name of the Faculty	Dr. S.Vishnu Priya
Time slots	Monday 9-11 a.m - Thursday 9-11 a.m
Course Description	<p>Objectives of the course</p> <p>This course aims at equipping the students with a basic understanding of</p>

	<p>approaches and methods for language teaching. The course will also give deeper theoretical orientations to the basic concepts in ELT along with examining the fundamental differences between ESL & EFL. The course will also help the students in understanding the second language classroom dynamics.</p> <p>Learning Outcomes</p> <p>Upon completion of the course, learners will be able to:</p> <ol style="list-style-type: none"> understand the principles underlying second and foreign language teaching differentiate between different methods and approaches think beyond the current approaches and methods in teaching a second language and comprehend the dynamics of a language classroom. gain insights into theories of language learning. <p>Course delivery Lecture/Seminar/Experiential learning</p>
Evaluation Scheme	<p>Internal assessment: 40%</p> <p>End semester examination: 60%</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

HYDERABAD – 500 007

BA English Honours

SEMESTER VII (August-December 2025)

COURSE DESCRIPTION

Course title	INTRODUCTION TO WORLD LITERATURES
Category	b. Existing course with 35% revision.
Course code	BAENGLITC405
Semester	VII
Number of credits	4
Maximum intake	
Day/Time	Wednesday 11am-1pm & Friday 11am-1pm
Name of the teacher/s	Prof. N. Ramadevi Murru & Dr. Chinnadevi Singadi
Course description (b)	<p>Brief overview of the course:</p> <p>The debate concerning ‘World Literature(s),’ has from the very beginning, led to a series of academic deliberations, and has meant</p>

many things at once. Ever since Goethe coined the term *Weltliteratur*, the notion is being widely discussed and interrogated by scholars and critics, not only with regard to the acceptability and reception of the term but also with regard to the circulation and production of the texts to be consumed as part of the World Literature canon. The course aims to initiate students to the major conceptual ideas concerning World Literatures with a view to familiarize students with the crucial evolutionary stages of the notion; such as Global Literature, Cosmopolitan Literature, and Literatures of the World. The course seeks to approach the notion not in its unitary and hegemonic sense of foregrounding the singularity of a particular canon emanating from the west, but in a pluralistic and nuanced manner as a heterogeneous and diverse notion that includes literatures from the western world as well as the non-European countries. Thus, it includes canonical texts and also the academically repressed popular manifestations of World Literature(s).

Texts for Classroom Discussion

Selections from *Arabian Nights*

Selections from Khalil Gibran's *The Prophet*

Dante Alighieri: *Inferno*

Miguel de Cervantes: *Don Quixote*

Fyodor Dostoevsky: *Crime and Punishment*

Gustave Flaubert: *Madame Bovary*

Franz Kafka: *Metamorphosis*

Jorge Luis Borges: *The Garden of Forking Paths*

Gabriel Garcia Márquez: *One Hundred Years of Solitude*

Khaled Hosseini: *The Kite Runner*

Kazuo Ishiguro: *Klara and the Sun*

Bae Suah: *Recitation*

Munshi Premchand: *Godan*

Banu Mushtaq: *Heart Lamp*

Objectives of the course:

1. Familiarity with plural cultures of the world as represented in the literary writings of the selected authors.
2. an understanding of the multiple literary voices and their uniqueness with regard to literary craftsmanship and narratological configurations.
3. understanding the mechanisms of canon formation and to comprehend the processes that deconstruct canons
4. the nexus between capitalism, publishing industry and marginalization of literary texts in the international scenario.
5. an academic engagement with issues pertaining to race, ethnicity, caste/class, gender, and their narrativization in literary writings

	<p>6. a comparative understanding of the literatures from different parts of the globe with an ability to investigate interliterariness, literary differences as well as mutual interanimations.</p> <p>Learning outcomes</p> <p>a. Domain specific outcomes:</p> <p>Academic Reading Academic Writing Understanding Psychology Understanding Philosophy</p>
Course delivery	Lectures/Seminar/Presentations/Films
Evaluation scheme	<p>Internal (Weightage 40%):</p> <ul style="list-style-type: none"> - One Take-Home Assignment - One Presentation <p>End-semester (Weightage 60%):</p> <ul style="list-style-type: none"> - One Final Assignment

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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	MODERN EUROPEAN DRAMA
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with 30 per cent revision
Course code	BAENGLITC406
Semester	August -December 2025
Number of credits	04
Maximum intake	As per rules
Day/Time	Tuesday & Thursday / 9am to 11am
Name of the teacher	Prof. T. Subramanyam
Course description	<p>i)A brief overview: The course intends to study Ibsen, Chekhov and Strindberg (the fathers of modern drama) along with Brecht, Pirandello, Becket, Genet, etc. and their dramatic works of rebellion. The traditional universal order of society, politics, economics, religion, etc. has been radically rearranged by these dramatists enacting the 'myths of rebellion' against the traditional myths in modern drama/theatre. Attempts have been made to experience the revolution of 'non-hero' plays against the backdrop of the continental movements such as realism, naturalism, impressionism, expressionism, dadaism, surrealism, absurdism, etc.</p> <p>ii) Objectives: 1. To introduce the rise of modernism in European drama; 2. to study the influences of the short-lived continental movements on European drama; 3. to introduce the modern European playwrights and their classic plays; and 4. to enable the participants discuss the engagements of these rebel playwrights with the then</p>

	<p>social, political and economic conditions, which reflect in their stage/theatre plays</p> <p>iii) Learning outcomes: After completion of this course, the students will- 1. have the understanding of modern European drama as well as the innovations and experiments in dramaturgy; 2. have the knowledge of continental movements and practitioners of modern drama/theatre; and 3. be able to study the development of post-war European drama/theatre.</p> <p>Plays prescribed: Henrick Ibsen's <i>Ghosts</i> (1881) August Strindberg's <i>Miss Julie</i> (1888) Antone Chekhov's <i>The Seagull</i> (1896) Luigi Pirandello's <i>Six Characters in Search of an Author</i> (1921) Bertolt Brecht's <i>The Good Person of Szechwan</i> (1943) Samuel Beckett's <i>Waiting for Godot</i> (1955) Jean Genet's <i>The Balcony</i> (1956)</p>
Course delivery	Lecture mode
Evaluation scheme	Internal: 40% (Midterm Monthly Assignments) End-semester: 60% (Final Assignment)
Reading list	<p>Essential reading: <i>Drama from Ibsen to Brecht</i> (1961) by Raymond Williams and <i>The Theatre of Revolt</i> (1962) by Robert Brustein</p> <p>Additional: <i>The Theatre of the Absurd</i> (1961), <i>Modern Tragedy</i> (1966) by Raymond Williams, <i>Brecht on Theatre</i> (1992), <i>The Death of Tragedy</i> (1961) by George Steiner, <i>The Politics of Jean Genet's Late Theatre</i> (2010) by Carl Lavery</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	POSTCOLONIAL LITERATURE
Category (Mention the appropriate category (a/b/c) in the course description.)	a. New course
Course code	BAENGLITC407
Semester	VII
Number of	
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday, Thursday 11-1

Name of the teacher/s	I.Chanda
Course description	<p>Include the following in the course description</p> <p>A brief overview of the course</p> <p>This course prepares the student to read and understand literature written in different languages (including English) across the once-colonised world. The students will be introduced to</p> <ol style="list-style-type: none"> 1. the discursive history and structure of feeling underlying the prefix “post” 2. Euro-American literary theories and categories constructed for reading the postcolony and 3. the literature of resistance and reconstruction generated in the colonies themselves, whether in the local or the colonizers language. 4. This will form the conceptual framework to read and understand texts from the suggested readings list. <p>i) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>ii) 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>
Course delivery	Lecture/Seminar (highlight the portion in the course description that lends itself to these)
Evaluation scheme	<p>Internal (modes of evaluation): 2 in-class quizzes on conceptual frame and one 1000 word proposal for end sem . Total marks 20 +20 marks</p> <p>End-semester (mode of evaluation): Expansion of proposal into essay (3000 words) choosing 2 or more texts from any genre, from across the once-colonised world applying/ extending the conceptual frame of choice 60 marks</p>

Reading list	<p>Essential reading</p> <p>Blackwell Companion to postcolonial studies</p> <p>Routledge companion to Postcolonial Studies</p> <p>Cambridge companion to Postcolonial Poetry</p> <p>Third world lit as national allegory debate (Jameson vs Aijaz Ahmed)</p> <p>Benita Parry - selections from Postcolonial Studies : A Materialist Critique</p> <p>Gayatri Spivak : “The Burden of English”</p> <p>Edward Said - Selections from The World , the text and the Critic</p> <p>Homi Bhabha: Commitment to Theory</p> <p>Frantz Fanon : Selections from Wretched of the Earth</p> <p>Amilcar Cabral : Selections from Return to the Source</p> <p>Ngugi wa thiong’o: selections from Moving the Centre</p> <p>Edouard Glissant :Selections from Poetics of Relation</p> <p>Abdelkadir Khatibi : Selections from Plural Memory</p> <p>Suggested texts (to be discussed in class) Ahmadou Kourouma, <i>Allah is Not Obligated</i>,</p> <p>Ama Ata Aidoo, <i>Our Sister Killjoy</i> or <i>The Dilemma of a Ghost</i></p> <p>Assia Djébar, <i>Enfants du nouveau monde/ Children of the New World*</i></p> <p>Bessie Head, <i>The Collector of Treasures</i></p> <p>Buchi Emecheta, <i>Second-Class Citizen</i> or <i>Destination Biafra</i></p> <p>Chinua Achebe, <i>The Education of a British-Protected Child</i></p> <p>David Diop, <i>At Night All Blood is Black</i></p> <p>Indira Goswami, <i>The Man from Chinnamastha</i></p>
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	<p>Ismat Chughtai, <i>Masuma</i></p> <p>Jennifer Nansubuga Makumbi, <i>Kintu</i></p> <p>Munshi Premchand, <i>Bazar-e-Husn/Sevasadan</i></p> <p>Nabaneeta Dev Sen, <i>I, Anupam</i></p> <p>Nadine Gordimer, <i>July's People</i></p> <p>Neshani Andreas, <i>The Purple Violet of Oshaantu</i></p> <p>Ngũgĩ wa Thiong'o, <i>Birth of a Dreamweaver</i></p> <p>Saeed Naqvi, <i>The Muslim Vanishes</i></p> <p>Tayeb Salih, <i>The Wedding of Zein</i></p> <p>Temsula Ao, <i>Aosenla's World</i></p> <p>Poetry : Wole Soyinka; Christopher Okigbo; Arun Kolatkar, Keki Daruwala, Mamang Dei, Derek Walcott, David Malouf, Pablo Neruda, Nicanor Parra</p>
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Course Title	Linguistic Phonetics
Category (Mention the appropriate category (a/b/c) in the course description)	New Course
Course Code	BAENGLINC408
Semester	VII
No. of Credits	4
Maximum intake	20
Day/ Time	Tuesday 2.00-4.00 pm Thursday: 11.00 am – 1.00 pm
Name of the teacher/s	Dr. Neelam Singh
Course Description:	<p>A brief overview of the course</p> <p>The course ‘Linguistic Phonetics’ is an advanced level course which deals with the theoretical and practical aspects of three domains of Phonetics: articulation, IPA and acoustics. As part of the articulatory module, various speech mechanisms such as initiation, phonation, and articulation involved in the production of speech sounds, not just of English but also of other languages of the world are dealt with. IPA (International Phonetic Alphabet) is introduced and is backed by practice sessions in production, perception, and transcription of speech sounds. Similarly, theoretical inputs in acoustic phonetics are followed by hands on practical sessions in PRAAT (a speech analysis software), to enable learners get a grip on the acoustic analysis of speech. This skill is essential for students aiming to do research in the field of phonetics.</p> <p>(i) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>On completion of the course, the students will</p>

	CO1	Gain an in-depth understanding of the theoretical underpinnings of the three domains of phonetics: Articulation, IPA and Acoustics	PO1, PO2, PO3	Domain Specific s
	CO2	Grasp the various articulatory mechanisms such as initiation, phonation and articulation involved in the production of speech	PO1, PO2, PO3	Domain Specific
	CO3	Identify, produce, perceive and transcribe all the sounds of IPA	PO9, P10	Application of knowledge and skills
	CO4	Comprehend the physics behind the transmission of speech sounds and acoustically analyse speech	PO1, PO2 PO9, P10	Domain Specific Application of knowledge and skillss
	CO5	Efficiently use speech analysis tools such as PRAAT, CSL, Mingogram, etc.	PO7, P10	Skill Enhancement s Application of knowledge and skills
	CO6	Apply the theoretical knowledge and analytical skills gained to describe and document Indian languages including lesser studied and endangered languages	PO13 PO14	Generic Learning
Course Delivery	Lecture			
Evaluation Scheme	<ul style="list-style-type: none"> Internal Assessment: 40 % (3 internal tests of 20 marks each) Final Assessment: 60 % 			

Reading List	<ol style="list-style-type: none"> 1. Catford, J.C. (1977). Fundamental Problems in Phonetics. Edinburgh: Edinburgh University Press. 2. Denes, P. and Pinson, E.N. (1993). The Speech Chain, 2nd ed. Oxford: W. H. Freeman and Company. 3. Fry, D.B. (1979). The Physics of Speech. Cambridge: Cambridge University Press. 4. Ladefoged, P. (1996). Elements of Acoustic Phonetics, 2nd ed. Chicago: University of Chicago Press. 5. Ladefoged, P. and Johnson, K. (2001). A Course in Phonetics, 6th ed. Wadsworth: Cengage Learning. 6. International Phonetic Association. (1999). Handbook of the International Phonetic Association: a guide to the use of the International Phonetic Alphabet. Cambridge: CUP. <p>(Supplementary reading will be given as and when needed)</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	MORPHOLOGY II
Category (Mention the appropriate category (a/b/c) in the course description.)	New Course
Course code	BAENGLINC409
Semester	I
Number of credits	4 credits
Maximum intake	cross-listed with MA Sem 1 Total intake 60
Day/Time	Tuesday: 11.00 am – 1.00 pm Wednesday: 9:00 am to 11:00 pm
Name of the teacher/s	Prof. Shruti Sircar
Course description	<p>(i) A brief overview of the course</p> <p>What is a word? Do the things we put spaces around when we write correspond to anything in our mental grammars? How does morphology relate to phonology, and to other areas of grammar, such as syntax and semantics? To what extent do the principles governing the structures and forms of words need to be boxed off from other areas of grammar, and to what extent are they symptomatic of deeper principles which hold of the language faculty as a whole? This course aims to answer these and other questions by examining morphological phenomena from across the world's languages, including English and languages which are (at least superficially) very different from it.</p>

	<p>ix) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>Students will be able to</p> <table><tr><td>CO1</td><td>acquire an understanding of the major morphological phenomena found in the world's languages</td><td>PO1, PO2</td><td>domain specific</td></tr><tr><td>CO2</td><td>learn about the major theoretical issues and approaches used to study morphology</td><td>PO1, PO2</td><td>domain specific</td></tr><tr><td>CO3</td><td>obtain skills to identify the major morphological operations/ processes in natural languages</td><td>PO5, PO6</td><td>skill enhancement</td></tr><tr><td>CO4</td><td>learn to represent morphosyntactic structure diagrammatically</td><td>PO5, PO6</td><td>skill enhancement</td></tr><tr><td>CO5</td><td>learn to represent morpheme-by-morpheme glossing for language data</td><td>PO7</td><td>skill enhancement</td></tr><tr><td>CO6</td><td>Apply concepts and skills learnt to analyze and present morphological patterns in languages</td><td>PO10</td><td>skill enhancement</td></tr><tr><td>CO7</td><td>Provide argumentation to explain morphological phenomena</td><td>PO11</td><td>domain specific</td></tr></table> <p>x) 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>	CO1	acquire an understanding of the major morphological phenomena found in the world's languages	PO1, PO2	domain specific	CO2	learn about the major theoretical issues and approaches used to study morphology	PO1, PO2	domain specific	CO3	obtain skills to identify the major morphological operations/ processes in natural languages	PO5, PO6	skill enhancement	CO4	learn to represent morphosyntactic structure diagrammatically	PO5, PO6	skill enhancement	CO5	learn to represent morpheme-by-morpheme glossing for language data	PO7	skill enhancement	CO6	Apply concepts and skills learnt to analyze and present morphological patterns in languages	PO10	skill enhancement	CO7	Provide argumentation to explain morphological phenomena	PO11	domain specific
CO1	acquire an understanding of the major morphological phenomena found in the world's languages	PO1, PO2	domain specific																										
CO2	learn about the major theoretical issues and approaches used to study morphology	PO1, PO2	domain specific																										
CO3	obtain skills to identify the major morphological operations/ processes in natural languages	PO5, PO6	skill enhancement																										
CO4	learn to represent morphosyntactic structure diagrammatically	PO5, PO6	skill enhancement																										
CO5	learn to represent morpheme-by-morpheme glossing for language data	PO7	skill enhancement																										
CO6	Apply concepts and skills learnt to analyze and present morphological patterns in languages	PO10	skill enhancement																										
CO7	Provide argumentation to explain morphological phenomena	PO11	domain specific																										
Course delivery	Lecture 50% Data analysis 50%																												
Evaluation scheme	Internal (modes of evaluation): 2 sit down tests, and an assignment (best 2) – 40% End-semester (mode of evaluation): 1 sit down examination 60% (open book)																												
Reading list	Essential reading 1. Bauer, Laurie. (2003). <i>Introducing Linguistic Morphology</i> . Washington, D.C.: Georgetown University Press. 2. Lieber, Rochelle (2012). <i>Introducing Morphology</i> . Cambridge University Press. Additional reading 1. Aronoff, Mark, and Kirsten Fudeman. 2011. <i>What is morphology?</i> 2nd edition. West Sussex, UK: Wiley-Blackwell. 2. Katamba, F. & J.T. Stonham. 2006. <i>Morphology</i> . Palgrave Macmillan. 3. Booij, Geert. 2007 <i>The Grammar of Words. An Introduction to linguistic Morphology</i> . 2nd ed. OUP.																												

	<p>4. Spencer, A. and Zwicky, A. 1998. <i>The Handbook of Morphology</i>. Blackwell.</p> <p>5. Haspelmath, Martin, and Andrea Sims. (2010). <i>Understanding Morphology</i>. 2nd Edition. London: Hodder Education.</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course Title	Syntax II
Category (Mention the appropriate category (a/b/c) in the course description)	New Course
Course Code	BAENGLINC410
Semester	I
No. of Credits	4
Maximum intake	Compulsory course for MA LING, MACL, MA Cafeteria & BA 4 th Sem – 60
Day/ Time	Monday: 4.00 – 6.00 pm Wednesday: 11.00 am – 1.00 pm
Name of the teacher/s	Dr. Anish Koshy

Course Description:	<p>The course begins by introducing the notion of a phrase, discusses the structure of different phrases, along with the basic properties of phrases. Then, descriptive devices like tree diagrams and labelled bracketing are presented; how phenomena like ambiguity can be handled is illustrated. This is followed by an introduction to the Chomskyan programme in Linguistics, as enunciated in the Government and Binding (GB) model. Though it is English data that are primarily dealt with, data from other languages, in particular Indian languages, are also used as and when necessary.</p> <p>Objectives and Learning outcome</p> <p>The course is designed in such a way that the learner, by the time he/she finishes the course, gets a sound understanding of a) the modular structure of Universal Grammar and b) the intricate interaction of the independent modules that outputs all and only sentences of language. The learner is also, in the ideal scenario, not only ready but eager to do the next course in syntax.</p> <p><i>Module 1</i></p> <p>Phrases and clauses, structure of clauses, constituency tests, PS rules, IC analysis</p> <p><i>Module 2</i></p> <p>The “mystery” of language acquisition in young children, poverty of stimulus, LAD</p> <p><i>Module 3</i></p> <p>The Aspects model, the need for multilevel approach to syntax,</p> <p><i>Module 4</i></p> <p>Universal Grammar, the Principles and Parameters model, projection principle, theta criterion, X-bar theory, case filter, government, PRO and control theory, Binding Principle</p>
Course Delivery	Lecture mode with exercises and assignments for self-learning
Evaluation Scheme	<p>40 % internal & 60 % final</p> <p>Three tests will be given, and the best two performances will be counted for the internal grade. The final exam will be a three-hour sit-down exam.</p>
Reading List	<p>Bickerton, D., & Szathmáry, E. (Eds.). (2009). <i>Biological foundations and origin of syntax</i> (Vol. 3). Mit Press.</p> <p>Carnie, A. (2009). <i>Constituent Structure</i>. United Kingdom: OUP Oxford.</p> <p>Carnie, A. (2021). <i>Syntax: A generative introduction</i>. John Wiley & Sons.</p> <p>Miller, J. (2016). <i>Introduction to English Syntax</i>. Germany: Edinburgh University Press.</p> <p>Rauh, G. (2010). <i>Syntactic Categories: Their Identification and Description in Linguistic Theories</i>. United Kingdom: OUP Oxford.</p>

	<p>Van Valin, R. D. (2001). <i>An Introduction to Syntax</i>. United Kingdom: Cambridge University Press.</p> <p><i>Apart from these some primary texts and articles may be given for presentations and readings</i></p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	Introduction to Sociolinguistics
Category (Mention the appropriate category (a/b/c) in the course description.)	New Course
Course code	BAENGLINC411
Semester	I
Number of credits	4
Maximum intake	55
Day/Time	Tuesday 9:00 am - 11:00 am, Thursday 9:00 am - 11:00 am
Name of the teacher/s	Smita Joseph
Course description	<p>i) A brief overview of the course: This course helps students bridge the gap between an introductory-level course and more advanced sociolinguistics courses. Most of the sociolinguistic research discussed in the course makes use of examples from English, since this is a language familiar to most students. Students are encouraged to apply the newly acquired concepts in their respective mother tongues. The use of phonetic symbols and technical terms is used minimally.</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>By the end of the programme, students will:</p> <p>PO1 acquire an advanced knowledge of various branches of languages sciences (theoretical and applied) and emerging developments in the field: <i>knowledge and understanding</i></p> <p>PO2 acquire procedural knowledge for analysis of languages leading to research and development: <i>knowledge and understanding</i></p> <p>PO3 acquire theoretical and functional understanding of phonetics with special reference to English: <i>knowledge and understanding</i></p> <p>PO4 gain knowledge of Indian linguistic tradition: <i>knowledge</i></p>

	<p><i>and understanding</i></p> <p>PO5 acquire cognitive and technical skills to analyse various aspects of languages and synthesise ideas from a range of sources: <i>skills</i></p> <p>PO6 attain advanced analytical skills to evaluate research findings, to design and conduct research in various languages: <i>skills</i></p> <p>PO7 gain expertise in using relevant tools to analyse linguistic data: <i>skills</i></p> <p>PO8 apply theoretical and technical knowledge to analyse data from Indian and other languages: <i>application</i></p> <p>PO9 apply advanced knowledge to carry out empirical studies in languages: <i>application</i></p> <p>PO10 extend knowledge of linguistics to augment other disciplines such as Artificial Intelligence, Neuroscience, Cognitive Psychology, Forensic and Clinical Sciences, Legal Studies, Marketing, Diplomacy, etc.: <i>application</i></p> <p>PO11 address language-related societal needs and issues: language planning, language maintenance, language standardisation, language variation and language and gender: <i>generic</i></p> <p>PO12 describe and document lesser-studied and endangered languages: <i>generic</i></p> <p>PO13 plan, execute, and report the results of an investigation: <i>generic</i></p>
xi)	<p>Learning outcomes</p> <p>a) domain specific outcomes:</p> <p>CO1 Understand the relationship between linguistic structure and sociocultural variables</p> <p>CO2 Understand sociolinguistic variation and be able to observe sociolinguistic variation in new contexts</p> <p>CO3 Gain expertise in designing and planning data elicitation methods for conducting sociolinguistic fieldwork, arrived through discussion</p> <p>CO4 Understand the techniques in collecting data for sociolinguistic research, arrived through discussion</p> <p>CO5 Understand the outcomes of language contact arrived through discussion of several case studies</p> <p>CO6 Understand what constitutes dialects and how to analyse dialectal variations in one's language</p> <p>CO7 Understand the social factors that cause linguistic variations and apply this knowledge of the connections between social factors and linguistic variations to understand variations in one's speech community</p> <p>CO8 Explore one's research interests by checking if one is</p>

	<p>willing to do research in the area of sociolinguistics or historical sociolinguistics</p> <p>CO9 Use the coherent knowledge of the interconnection between language, culture, and society to understand contemporary debates and problems related to the subject</p> <p>CO10 Extrapolate the ideas and theories to get a better understanding of the notion of linguistic variation, and use this understanding in media, applied linguistics, ICT, and other industries that influence or depend on public perceptions and preferences</p> <p>b) value addition:</p> <p>The course 'Introduction to Sociolinguistics' develops a sense of responsibility and respect in students towards the linguistic diversity of the world, by developing an attitude which is responsive to the needs of the plurilingual ethos prevalent in human societies. Special attention is given to the languages of linguistic minorities of India. Such an approach would help in promoting and strengthening participatory democratic practices</p> <p>c) skill-enhancement:</p> <p>Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences</p> <p>d) employability quotient:</p> <p>During the last 3 years, industry inputs are fed into curriculum renewal and revision</p>
Course delivery	Lecture and Experiential learning for all modules
Evaluation scheme	<p>Internal (modes of evaluation): (case study test: 20%, MCQ: 20%, traditional paper and pencil test: 20%: best of two scores = 40%)</p> <p>End-semester (mode of evaluation): written exam (60%)</p>
Reading list	<p>Essential reading:</p> <p>Meyerhoff, M. (2006). <i>Introducing Sociolinguistics</i>. London & New York: Routledge</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Traditional Stories and Language Education
Category (Mention the appropriate category (a/b/c) in the course description.)	e
Course code	BAENGELE412
Semester	I
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday: 2.00 am to 4.00 pm , Tuesday 2.00 pm to 4.00 pm
Name of the teacher/s	Anand Mahanand
Course description	<p>i.A brief overview of the course</p> <p>Tales that passed down from generation to generation are called traditional stories. They include folktales, fairy tales, fables, legends, myths and so on. They have enormous potentials for value education and language skill development. This course aims at helping students realize the potentials of traditional stories and educate</p>

	<p>ways of using them for value education, personal growth and language development.</p> <p>Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>Students will</p> <ul style="list-style-type: none"> • Identify potentials of traditional tales for language pedagogy and use them for language development. • have an understanding of traditional stories from India and abroad, realize their potentials and search for solutions of current issues in moral values. • be aware of contemporary issues, draw insights from values and think of measures to put them in practice to overcome those problems. • be able to relate the traditional stories to different forms of literature and other media including films and digital media and equip themselves with the techniques of using them for skills development and literary appreciation • Gain language skills and aspects of English language as this involves a lot of reading and writing. <p>iii. Learning outcomes—</p> <p>a) domain specific outcomes: Students will be able to be aware of pedagogical roles of stories both for language development and value education</p> <p>b) value addition: Values are an essential aspect of human personality. This course will contribute to the whole person of a student along with language skill development. Also it will make them socially conscious.</p> <p>iv. c) skill-enhancement: It will help students design materials for language skills for fostering values by using traditional stories.</p> <p>d) employability quotient: The course will be helpful in securing job as language teachers and soft skills trainers as language and values are an essential trait in a workplace.</p> <p>i. Will foster personal and academic development of a student</p> <p>ii. Will develop their communication skills in English as the course involves a lot of classroom interaction, project presentations and so on.</p>
Course delivery	<p>Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)</p> <p>Students will be engaged in story telling and interpretation of stories which will not only enhance their language skills but also interpretative abilities and personal growth</p>
Evaluation scheme	<p>Internal (modes of evaluation): Written Assignments and Presentations</p> <p>End-semester (mode of evaluation): Project</p> <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	<p>Essential reading</p> <p>Vishnusharma (2017). <i>Panchtantra</i>. Trans. Rohini Chowdhury. Puffin Classics.</p> <p><i>Tales from Hitopadesh; Stories that Teach Life Skills.</i> (2015). Delhi BPI India Pvt. Ltd.</p>

	<p>Thiruvalluvar (2009). <i>Thirukkural</i>. Trans Rajaram, M. : Rupa.</p> <p>Additional reading</p> <p>Bakhtin, Mikhail M. (1990). <i>Art and Answerability: Early Philosophical Essays</i>. Ed. Michael Holquist and Vadim Liapunov. Trans. Vadim Liapunov. Austin: U of Texas, P..</p> <p>---. (1993) <i>Toward a Philosophy of the Act</i>. Trans. Vadim Liapunov. Ed. Vadim Liapunov and Michael Holquist. Austin: U of Texas P.</p> <p>CIEFL, (1973). <i>Language through Literature</i>. Delhi: OUP, 1973.</p> <p>Collie, Joan and Stephen Slater (1987). <i>Literature in the Language Classroom</i>. CUP.</p> <p>Denise, Theodore, C., Nicholas P. White, and Sheldon P. Peterfreund. (2002). <i>Great Traditions in Ethics</i>. Belmont: Thomson Learning.</p> <p>Horace Hayman Wilson, (1926). Analytical account of the Pancha Tantra, illustrated with occasional translations. <i>Transaction of the Royal Asiatic Society of Great Britain and Ireland</i>, . 1. . 2, pp.155-200</p> <p>John B Alphonso-Karkala (1975). Facets of Panchatantra. <i>Indian Literature</i>. 18. 2. 73-91.</p> <p>Kayande, Sunita Sukhdev (2021). The role of Indian folk literature in nation building. <i>Journal of Scientific Research in Science and Technology</i>. 9.5. 58-61.</p> <p>Kumar, Krishna. (2011). Story telling: what is the use. <i>What Is Worth Teaching?</i>, Orient Blackswan, 70-80.</p> <p>Lazar, Gillian. (2008). <i>Literature and Language Teaching: A Guide for Teachers and Teacher Trainers</i>. Cambridge: CUP.</p> <p>Lillie, William (1976). <i>An Introduction to Ethics</i>. London: Methuen and Co Ltd.</p> <p>Matilal, Bimal Krishna. (2002). <i>Ethics and Epics</i>. Vol.2. Delhi: Oxford University Press.</p> <p>Mahanand, A. (2020). <i>Literature for Language Skills</i>. Yes Dee Publishing</p> <p>National Education Policy 2020 https://www.google.com/search?q=national+education+policy+2020+pdf&sca_esv=561309377&rlz=1C1CHBD_enIN1016IN1016&ei=HULvZPvqBZbbseMPx4WS0Ao&eq=nation National Curriculum Framework for School Education 2023 https://dse.education.gov.in/sites/default/files/NCF2023.pdf</p> <p>Nirupama and Donald James D'Souza. (2021). Values and Ethics in Education. <i>International Research Journal of Modernization in Engineering Technology and Science</i>. 3.2. 2021. 732-741.</p> <p>Singer, Peter. (1993). <i>Practical Ethics</i>. Cambridge: Cambridge University Press.</p> <p>Sadhana Naithani (2004). The teacher and taught: structures and meaning in the "Arabian Nights" and the "Panchatantra". <i>Marvel and Tales</i>. 18. 2. Pp. 272-285.</p> <p>Rinvoluncri, Mario. (2018). <i>Once Upon A Time: Using Stories in the Language lassroom</i>. Cambridge University Press.</p> <p>Sanjeevankarpavithra and Sanjeevankarvittal (2017). The role of Indian ethics and values. <i>International Journal of Engineering and Management Research</i>. 7.2. 560-569.</p>
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	<p>Thomas J Cottle,(1999). “The Value of Stories: Applications for Research and Healing,” <i>Journal of Applied Sociology</i>. 16. 1.14-37.</p> <p>Wajnryb, Ruth (2003).Stories: Narrative Activities in the language Classroom. Cambridge University Press.</p> <p>.</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course Title	Understanding Communication
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course
Course Code	BAENGELEE413
Semester	I / Cross-listed with MA (ELT)
No. of Credits	4
Name of the Faculty	Prof. Ajit Kumar P
Time slots	Wednesday 2-4 p.m - Thursday 4-6 p.m
Course Description	<p>i. Mastery of interpersonal communication is indispensable for both personal and professional success. This mastery is achieved through comprehensive learning and consistent practice. "Understanding Communication" delves into the foundational principles of interpersonal communication, providing an essential first step towards achieving mastery in this crucial area.Students will gain a comprehensive understanding and appreciation of fundamental concepts, including:</p> <ul style="list-style-type: none"> • Theories and models of interpersonal communication • Functions and processes involved in interpersonal communication • Various types of communication and the barriers that can impede them • Nonverbal Communication • Intercultural communication • Communication anxiety • Active listening <p>Having this extensive understanding will enable students to apply these concepts in their everyday interactions, thereby strengthening their communication skills in real-world contexts.</p>

	<p>ii. Objectives and Outcomes</p> <ul style="list-style-type: none"> • <i>Objective 1:</i> Explore and critically examine various theories and models of interpersonal communication to understand their foundational principles and applications. • <i>Outcome:</i> Students will describe, explain, and critically evaluate the theories and models of interpersonal communication. • <i>Objective 2:</i> Investigate and understand the key functions and processes essential for effective interpersonal communication, with an emphasis on practical application. • <i>Outcome:</i> Students will comprehend, analyse, and apply the various functions and processes of interpersonal communication. • <i>Objective 3:</i> Gain comprehensive knowledge of different types of communication and identify the barriers that can impede interpersonal interactions. • <i>Outcome:</i> Students will identify, evaluate, and demonstrate strategies to overcome barriers in interpersonal communication. • <i>Objective 4:</i> Analyse the significance, impact, challenges, and subtleties of nonverbal and intercultural communication in diverse settings. • <i>Outcome:</i> Students will synthesize the knowledge and apply appropriate nonverbal and intercultural communication skills in diverse interpersonal interactions. • <i>Objective 5:</i> Develop an understanding of communication anxiety, including its sources, and explore effective strategies for managing and reducing this anxiety. • <i>Outcome:</i> Students will identify sources of communication anxiety and apply effective coping strategies in their interactions. • <i>Objective 6:</i> Explore the concept and importance of active listening, and understand its influence on the quality of interpersonal communication. <p><i>Outcome:</i> Students will demonstrate and integrate active listening techniques in their interpersonal communication</p>
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Evaluation Scheme	<p>Lectures and Student led seminars</p> <p>Assessment</p> <p>In two parts: internal and end-of-term. The internal assessment, worth 50 marks, will include tests, quizzes, presentations, assignments, and student-led seminars. The end-of-term assessment, also worth 50 marks, will consist of one or a combination of the following:</p> <ul style="list-style-type: none"> ○ sit-down written exam ○ book review ○ application tasks ○ viva voce.
Reading List	<ol style="list-style-type: none"> 1. Adler, R., & Rodman, G. <i>Understanding Human Communication</i>. Tata McGraw Hill. 2. Bowe, H., & Martin, K. <i>Communication across Cultures</i>. Cambridge University Press. 3. Collins, S. D. <i>Listening and Responding</i>. Cengage Learning. 4. DeVito, J. A. <i>The Interpersonal Communication Book</i>. Harper & Row. 5. Hall, B. J. <i>Among Cultures: The Challenge of Communication</i>. Thomson. 6. Kincaid, L. D. (Ed.). <i>Communication Theory: Eastern and Western Perspectives</i>. Academic Press. 7. Littlejohn, S. W. <i>Theories of Human Communication</i>. Wadsworth Publishing House. 8. Mattelart, A. <i>The Invention of Communication</i>. University of Minnesota Press. 9. McBride, S. <i>Many Voices, One World</i>. Kogan Page. 10. McMillan, S. <i>How to be a Better Communicator</i>. Kogan Page. 11. Mortensen, C. D. (Ed.). <i>Basic Readings in Communication Theory</i> (2nd ed.). Harper and Row. 12. Philipsen, G. <i>Speaking Culturally: Explorations in Social Communication</i>. SUNY Press. 13. Schramm, W. <i>The Story of Human Communication</i>. Harper & Row.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Literary Texts, Philosophical Subtexts
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGLITC414
Semester	VII
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	<p>Literary works aesthetically assimilate and transmit philosophical themes and concerns. Aristotle’s memorable contention in Poetics that poetry is closer to philosophy than is history, for “poetry tends to speak of universals,” underscores such a perspective. Unlike philosophy, literature does not consider rational articulation and clarification of issues and questions as its primary, definitive objective. However, reading literary works with a critical intent to unravel the philosophical underpinnings can throw light on the constraints and possibilities implicit in our existence and situated-ness in the world. It can elucidate the nuanced and textured domains related to language, emotions, ethics, aesthetics, as well as issues related to truth, freedom, agency, subjectivity, and identity; bondage, commitment, and transcendence; justice and judgement; repression, suppression, and expression; power and resistance; creativity, narcissism, totalitarianism, etc.</p> <p>Course Outcomes</p> <p>Students will be:</p> <ol style="list-style-type: none"> 1. able to show how the two disciplines are natural allies – philosophy supplying perennial themes, literature providing vivid illustrations of the meaning and poignancy of abstract thought; 2. integrally aware of the limits and possibilities implicit in the human condition and situatedness in the world; 3. able to gain understanding on the nuanced and textured domains related to language, emotions, ethics, aesthetics, as well as

	<p>issues related to truth, freedom, agency, subjectivity and identity;</p> <p>4. able to demonstrate awareness of the finest specimens from literary and philosophical traditions in the form of letters, diaries, poems, short stories, and novels, and grapple with and comprehend issues like bondage, commitment, and transcendence; justice and judgement; repression, suppression, and expression; power and resistance; creativity, narcissism, and totalitarianism; and</p> <p>5. able to relate the study of the select texts to existential and social questions.</p> <p>6. able to strive towards self-knowledge and self-development, emotionally empathize with others, and address new and varied situations and challenges in life..</p>
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	<p style="text-align: center;">SUGGESTED READINGS</p> <p>Ahmad, Aijaz. <i>In Theory</i>. London: Verso, 1992. Print.</p> <p>The Politics of Interpretation W.J. Thomas Mitchell</p> <p>Edward W Daid</p> <p>Deleuze and Guattari</p> <p>Jacques Derrida</p> <p>Karl Marx</p> <p>Origin of Family State and Private Property</p> <p>Kanthapura by Raja Rao</p> <p>Aurobindo Ghosh</p> <p>Rabindranath Tagore</p>

Literary Texts, Philosophical Subtexts

Upon successful completion of the programme, participants will have

Knowledge and understanding	PO1	demonstrate a broad understanding of the social, cultural, and philosophical history
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	PO2	trace the relationship between philosophy and literature
	PO3	Understanding the relationship between philosophy and literature;
	PO4	trace the shift in sensibility from earlier literature to postmodern literature;
Skills required to perform and accomplish tasks.	PO5	understand the salient features of the philosophy and the literary genres
	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, philosophical, 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.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

BA (Honours/Research) English

Course title	Indian Classical Literature
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with revision. 25% revision- addition of the genre <i>katha</i> and two texts under this genre.
Course code	BAENGLITE415
Semester	VII
Number of credits	04
Maximum intake	Open
Day/Time	Monday 11 am -1 pm; Thursday 2 pm – 4 pm
Name of the teacher/s	Dr Lavanya Kolluri
Course description	<p>Course Overview</p> <p>Since about 1400 BCE, India has had a continuous literature in Sanskrit. Classical Sanskrit literature developed rapidly during the first few centuries of the first millennium BCE, as did the Tamil Sangam literature and the Pāli canon. This course offers students a glimpse into this rich tradition through select texts in the three genres prevalent in this period - <i>kavya</i>, <i>natya</i> and <i>katha</i>. Through these texts, the course will explore the literary, cultural, and philosophical ethos of the classical period in Indian literature and trace its influence on novels, poetry, and drama in modern Indian languages.</p> <p>Course Objectives (in terms of Programme Specific Outcomes, POs, of BA English Programme)</p> <p>The course aims to enable students to</p> <p>(PO7) critically assess complex ideas and issues relating to the study of literatures in other cultures; and</p> <p>(PO8) apply knowledge of the humanities to new contexts.</p> <p>Learning outcomes—</p> <p>a) domain specific outcomes: By the end of the course students will acquire</p> <ul style="list-style-type: none">- comprehensive understanding of the origin and development of classical Indian literature and its distinct nature- broad understanding of the literary and philosophical tradition that influenced classical Indian literature <p>b) value addition: The course provides life lessons from the ancient wisdom of India.</p>

Course delivery	Lecture and Seminar
Evaluation scheme	Internal (40%): 2 written assignments & 1 class presentation End-semester (60%): Final Written Assignment
Reading list	<p>Essential reading</p> <p>Ilango Adigal. “The Book of Banci”. In <i>Cilappatikaram: The Tale of an Anklet</i>. Trans. R. Parthasarathy. Delhi: Penguin, 2004. Book 3.</p> <p>Selections from <i>The Mahabharata</i> ----- trans. Ganguli, K M. Manohar Publishers, 2023. ----- trans. Debroy, Bibek. Penguin, 2015.</p> <p><i>The Pañcatantra by Viṣṇuśarmā</i> trans Chandra Rajan. Penguin Classics, 2006.</p> <p>Kalidasa. <i>Abhijnana Shakuntalam</i>. trans. Chandra Rajan. In <i>Kalidasa: The Loom of Time</i>. New Delhi: Penguin, 1989.</p> <p>Additional Reading</p> <p>Bharata. <i>Natyashastra</i>. Trans. Manomohan Ghosh. Vol. I. 2nd edn. Calcutta: Granthalaya, 1967. Chap. 6: “Sentiments,” pp. 100-18.</p> <p>Sudraka. <i>Mrcchakatika</i>. Trans. M. M. Ramachandra Kale. New Delhi: Motilal Banarasidass, 1962.</p> <p><i>The Jataka Tales</i>: https://jatakastories.div.ed.ac.uk</p> <p>Dharwadkar, Vinay. “Orientalism and the Study of Indian Literature.” In <i>Orientalism and the Postcolonial Predicament: Perspectives on South Asia</i>. Ed. Carol A. Breckenridge and Peter van der Veer. New Delhi: Oxford University Press, 1994. pp. 158-95.</p> <p>Raghavan, V. <i>An Introduction to Indian Poetics</i>. Macmillan, 1970.</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

BA (Honours/Research) English

Course Title	INTRODUCTION TO SYSTEMIC FUNCTIONAL LINGUISTICS																														
Category (Mention the appropriate category (a/b/c) in the course description)	New Course																														
Course Code	BAENGLINE416																														
Semester	I																														
No. of Credits	4																														
Maximum intake	20																														
Day/ Time	Mondays 11:00 am-1:00 pm; Thursdays: 2.00 pm-4:00 pm																														
Name of the teacher/s	Dr. Meena DebashishC.																														
Course Description:	<p style="text-align: center;">○ A brief overview of the course</p> <p>This course introduces the Systemic Functional Linguistic Theory, a social semiotic theory of language, which focuses</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th>Cos</th><th>PSOs</th><th>LOs</th></tr> </thead> <tbody> <tr> <td>CO1</td><td>acquire a theoretical understanding of Systemic Functional Linguistics</td><td>PSO1 PSO2</td><td>domain Specific</td></tr> <tr> <td>CO2</td><td>learn to adopt a trinocular perspective to study spoken English texts in various contexts of situations</td><td>PSO5 PSO6</td><td>skill enhancement</td></tr> <tr> <td>CO3</td><td>acquire the systemic functional expertise to study/use the meaning making systems of English language</td><td>PSO5 PSO6 PSO7</td><td>skill enhancement</td></tr> <tr> <td>CO4</td><td>learn to use the UAM Corpus tool to study/run experiments</td><td>PSO5 PSO6 PSO7</td><td>skill enhancement</td></tr> <tr> <td>CO5</td><td>be able to identify their needs as L2 users of English and address them</td><td>PSO8 PSO12 PSO15</td><td>skill enhancement; value addition; employability quotient</td></tr> <tr> <td>CO6</td><td>acquire the necessary skills for making effective choices in experiential, textual and interpersonal meanings in written and spoken texts, and thereby become confident, and efficient users/speakers of English</td><td>PSO8 PSO12 PSO15</td><td>skill enhancement; value addition; employability quotient</td></tr> </tbody> </table>				Cos	PSOs	LOs	CO1	acquire a theoretical understanding of Systemic Functional Linguistics	PSO1 PSO2	domain Specific	CO2	learn to adopt a trinocular perspective to study spoken English texts in various contexts of situations	PSO5 PSO6	skill enhancement	CO3	acquire the systemic functional expertise to study/use the meaning making systems of English language	PSO5 PSO6 PSO7	skill enhancement	CO4	learn to use the UAM Corpus tool to study/run experiments	PSO5 PSO6 PSO7	skill enhancement	CO5	be able to identify their needs as L2 users of English and address them	PSO8 PSO12 PSO15	skill enhancement; value addition; employability quotient	CO6	acquire the necessary skills for making effective choices in experiential, textual and interpersonal meanings in written and spoken texts, and thereby become confident, and efficient users/speakers of English	PSO8 PSO12 PSO15	skill enhancement; value addition; employability quotient
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	<p>on the function ‘meaning in context’ aspect of language, and its ‘appliability’. Therefore, the course is designed to study the systems of meaning (experiential, interpersonal, and textual) at different strata of language, and how one system relates to the other to get a trinocular perspective of language.</p> <p>We will be looking at the grammar of English in terms of patterns and functions, and working with the grammar of whole texts in contexts with the help of the UAM Corpus Tool (text annotation). At the end of the course, the aim is to acquire a working knowledge of the systemic functional theory for the analysis of texts not just in English but other languages as well.</p> <ul style="list-style-type: none"> ○ Objectives of the course (COs) in terms of Programme Specific Outcomes(PSOs) ○ Learning outcomes (LOs) —a) domain-specific outcomes b) value addition/ c) skill-enhancement/d) employability quotient <p>At the end of the course, students will</p>
Course Delivery	<ol style="list-style-type: none"> 1. Lecture 50% 2. Experiential learning 50%: tutorial sessions – working with UAM Corpus Tool
Evaluation Scheme	<p>Internal (modes of evaluation):50%</p> <ol style="list-style-type: none"> 1. Sit-down test 2. Practical test <p>End-semester (mode of evaluation):50%</p> <ol style="list-style-type: none"> 1. Sit-down Exam/Term paper (Written+Practical)
Reading List	<p>Essential reading</p> <ol style="list-style-type: none"> 1. Butt, D, Fahey R, Feez S, Spinks, S, & C Yallop. (2000). <i>Using Functional Grammar: An Explorer’s Guide, 2nd ed.</i> Sydney: Macquarie University. 2. Eggins, S.& D. Slade. (1997). <i>Analyzing Casual Conversation.</i> New York: Continuum. 3. Halliday, M.A.K. (2014). <i>Halliday’s Introduction to Functional Grammar, 4th ed (Revised by Christian M.I.M. Matthiessen.</i> London: Routledge. <p>Software:</p> <ol style="list-style-type: none"> 1. UAM Corpus Tool, Version 2.4.2. Mick O’ Donnell 2007

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

BA (Honours/Research) English

Course Title	BAENGLINC417
Category (Mention the appropriate category (a/b/c) in the course description)	New Course
Course Code	An Introduction to Mathematical Linguistics
Semester	Semester I
No. of Credits	4
Maximum intake	50
Day/ Time	Tuesday & Thursday: 4.00 – 6.00 pm
Name of the teacher/s	Dr. Utpal Lahiri
Course Description:	<p>Set theory, Propositional logic, Relations and Functions, Predicate Calculus, Modal Logic, Algebraic Structures (Orders, lattices, Boolean Algebras).</p> <p>Textbook: Partee, B., R. Wall and A. Ter Meulen (1990). Mathematical Methods in Linguistics. Springer.</p>
Course Delivery	Lecture
Evaluation Scheme	Internals (40%), Final (60%)