THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	The Teaching of Skills-I
Category (Mention the appropriate category (a/b/c) in the course description.)	New Course
Course code	BA ENGELEC350
Semester	VI
Number of credits	4
Maximum intake	
Day/Time	Tuesday 2 to 4 pm and Thursday 11am to 1 pm
Name of the teacher/s	Dr K.Venu Madhavi

Course description	Include the following in the course description
	i.A brief overview of the course
	
	This course focuses on developing the language skills – listening, speaking, reading, and writing (LSRW) – and the language elements – vocabulary and grammar. It is designed to help participants explore various pedagogical options available for effectively teaching skills in the classroom. Participants will examine tasks, materials, and strategies suitable for teaching a set of sub-skills. Delivery of instruction adopts interactive pedagogy and a problem-solving approach wherein participants will learn through engaging tasks, discussions, and presentations. The course thus helps participants build a repertoire of classroom techniques to teach language skills and elements grounded in established principles of second language teaching and learning.
	
	ii. Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)
	    1. Foster the ability to comprehend, teach, and integrate language elements in alignment with language skills. (PO1, PO2)
	    2. apply and analyze a variety of tasks, materials, and strategies for use in teaching contextualized sub-skills of language. (PO3, PO4)
	    3. acquire useful and efficient instructional strategies for second language teaching and instructional content in an interesting, constructive way for different learning aptitudes. ((PO4, PO5)

	iii. Learning outcomes—a) domain-specific outcomes b) value addition/ c) skill enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d) **Learning Outcomes:** 1. Gain an understanding of the principles of teaching of language skills and elements (a - domain-specific outcomes) 2. Examine a set of tasks and activities designed to develop language skills and elements (c- skill-enhancement) 3. Develop the knowledge and skills required to select suitable tasks, adapt materials and choose appropriate classroom strategies for the teaching of language skills/elements (d - employability quotient)
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these) help participants explore various pedagogical options available for effectively teaching skills in the classroom. (Lecture mode) examine tasks, materials, and strategies suitable for teaching a set of sub-skills. (Experiential learning) adopt interactive pedagogy and a problem-solving approach wherein participants will learn through engaging tasks, discussions, and presentations. (Seminar)
Evaluation scheme	Internal Assessment (40%): Application-based test 20% (individual assessment) and Video lesson selection and analysis 10% (pair assessment) Final Assessment (60%): End of semester examination
Reading list	Essential reading Harmer, Jeremy. (2007). *The Practice of English Language Teaching.* Essex: Pearson. Scrivener, Jim. (2005). *Learning Teaching: A guidebook for English language teachers.* Oxford: Macmillan. Ur, Penny. (1996, 2005). *A Course in Language Teaching: Practice and*

	Theory. Cambridge: CUP. Additional reading Brown, Douglas, H. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

COURSE DESCRIPTION

Course title	**Introduction to Literary Theory & Criticism**
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	**BA ENGLITC351**
Semester	VI
Number of credits	4
Maximum intake	Core course
Day/Time	Wednesday and Friday 11 am to 1 pm
Name of the teacher/s	Dr Jai Singh
Course description	**Course Overview** The course introduces to the students a broad range of critical texts that are necessary for English majors to know. Theory has evolved to be an inseparable element of literary studies in recent times involving an array of significant questions like: how do we understand, interpret, and judge textuality in all its dimensions, and how do we, more importantly, relate literary texts as well as our own critical practices to issues of wider political, social, and cultural concern. Furthermore, the course would attempt to deeply explore some fundamental points of concern in the Humanities, in general, and literature, in particular, viz., (a) how does literary "criticism" and "theory" work?, (b) how can we deal objectively with literary art?, (c) how can readers gain greater access to the richness and complexity of literary texts?, (d) what accounts for the literariness of works of literature?, (e) what is the function of the artist, the critic, criticism, and theory?, (f) can the artist's true intentions in a work be known?, (g) what is the nature of the process that leads to multiple interpretations of a text?, (h) what is the relationship between the content and form of a literary work?, (i) what makes literary language different from ordinary language?, and (j) in what way does the relationship between the author and the reader work?

Course Objectives in terms of Programme Specific Outcomes [BA English (Hons./Research)]

Knowledge:
  a) acquire critical understanding of the established theories, principles, concepts, and emerging issues in English language and literary Studies

  b) develop critical understanding of current developments in English language, and literature

Application:
c) critically assess complex ideas and issues relating to the use of the English language and the study of Literatures in English in other cultures through research

d) apply knowledge of the humanities, English studies and transferable skills to new/unfamiliar contexts, and seek solutions to real-life problems

Course Outcomes
On the completion of the course, it is expected that the students would be able to:
[Domain–specific outcomes]
1. comprehend and appreciate the nuances and utility of English literature through a thorough study of literary theory,
2. use key concepts of literary theory to interpret literary texts,
3. develop the ability to examine, analyze, interpret, explain, and critique literary texts from multiple genres,
4. scrutinize, analyze, and critically approach texts from different literary, cultural, and historical backgrounds,
5. possess a broader understanding of literary texts with the help of the knowledge that is acquired on a extensive range of theories and interpret them from newer perspectives,

[Skill enhancement]
6. ethically gather, understand, evaluate, and synthesize information from a variety of written and electronic sources,
7. develop a research-oriented aptitude by way of a close reading of a wide range of literary texts with the help of an application of the theories that are studied,
8. evolve with a sense of inquiry and capability for asking critical questions, as well as problematizing, synthesizing, and articulating research results,
9. write analytically in different formats employing a judicious use

	of secondary material with proper citations, and 10. engage in a lifelong learning process that would lead to an intellectual flexibility and creative ability.
Course delivery	Lectures and student seminars
Evaluation scheme	Internal (written tests & presentations):40% End-semester (sit-in exam): 60 %
Reading list	**Essential reading** Aristotle. Selections from *Poetics* Alexander Pope. "An Essay on Criticism" William Wordsworth. "Preface to the *Lyrical Ballads*" S. T. Coleridge. *Biographia Literaria*, Chapters IV, XIII, and XIV T. S. Eliot. "Tradition and the Individual Talent" I. A. Richards. *Principles of Literary Criticism*, Chapters 1, 2, and 4 Elaine Showalter. "Toward a Feminist Poetics" Roland Barthes. "The Death of the Author" **Additional reading** Plato. Selections from the *Republic* Samuel Jonson, "Preface to Shakespeare" Matthew Arnold. "The Study of Poetry" Cleanth Brooks, "The Language of Paradox" Walter Benjamin. "The Work of Art in the Age of its Technological Reproducibility" Terry Eagleton. "Introduction: What is Literature?" Jacques Derrida. "Structure, Sign and Play in the History of the Human Sciences" Virginia Woolf. "Modern Fiction"

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**Semantics I**
Category (Mention the appropriate category (a/b/c) in the course description.)	. New course (c)
Course code	**BAENGLINC352**
Semester	VI
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Monday and Wednesday 4 to 6 pm
Name of the teacher/s	Dr Utpal Lahiri

Course description	This course is an introduction to fundamental concepts in formal semantics at a very basic level. Topics covered will include inferential relationships that form the data of semantics (entailment, presupposition, implicature, synonymy, antonymy, etc.), reference and truth, predication, quantification, intentional phenomena (tense, aspect, modality), polarity, and basic concepts of lexical semantics. The course also introduces basic mathematical concepts used in linguistic analysis (set theory, relations, functions, basic formal logic).
	
	Course Outcomes
	
	By the end of this course, a student should be able to:
	    1. understand basic mathematical concepts used in linguistic analysis (set theory, relations, functions, basic formal logic;
	    2. understand basic concepts of semantic analysis, the data of semantics, and compositionality; and
	    3. use the concepts of semantic theory to analyse semantic patterns in a variety of languages.
	
	Course Contents
	
	Module 1: Set Theory, Relations, Functions, and basic Logic (Partee, et al.)
	Module 2: Basic Notions**.** Syntax and Semantics, Semantic rules and Grammar, Truth Conditions, Entailment and Synonymy, Set theory, Lexicons. (Chapter 1 of the Altshuler et al.).
	Module 3: Meaning Relations. Entailment, Implicature, Presuppositions, Synonymy, Appropriateness, Anaphoric Relations. (Portner, Chapter 1 of Chierchia and McConnell-Ginet)
	Module 4: Symbolic Logic. Atomic Sentences and their parts,

	Connectives, Quantifiers, Predicate Conjunction, Rules of SL. Truth values, truth Conditions, Extensions, Languages, Grammars. (parts of Chapter 2 of Altshuler et al.) Module 5: Sentences and Determiner Phrases. Syntax, Direct and Indirect Interpretation, Quantificational DPs. (Chapter 3 of Altshuler et al.), a very basic introduction to Generalized Quantifier Theory (author's notes).
Course delivery	Lecture
Evaluation scheme	Internal (modes of evaluation): Internal Exams 1-3 (choose the best two) 40% End-semester (mode of evaluation): Final exam 60%

Reading list	**Essential Readings**
	Primary:
	What is Meaning? Fundamentals of Formal Semantics, by Paul Portner, Blackwell Publishers (2005).
	A Course in Semantics, by Altshuler, D., Terence Parsons and R. Schwarzschild, MIT Press (2019).
	Mathematical Methods in Linguistics, by Partee, B., Alice ter Meulen and Robert Wall, Springer/Kluwer Publications (1990)
	
	Additional Readings
	Occasionally we will also look at material from:
	Meaning and Grammar: An Introduction to Semantics, by Chierchia, G. and S. McConnell-
	       Ginet (2nd Edition). 2000. MIT Press.
	Semantics in Generative Grammar, by Heim, Irene and Angelika Kratzer. 1998. Blackwell
	       Publishers.
	
	Some online material:
	There isn't much online audiovisual material that is useful for this course at the level we need (unlike, say for syntax). The instructor will assign reading material from the web from time to time. The lectures on semantics from the UGC e-Pathshala website will be useful (one can find text and videos under "Introduction to Formal Semantics" if one follows this link:
	http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=22

Course title	**OVERVIEW OF THE DEVELOPMENT OF ELT MATERIALS**
Category (Mention the appropriate category (a/b/c) in the course description.)	a.Existing course without changes b. Existing course with revision. Mention the percentage of revision and highlight the changes made. c. New course
Core/Elective	Elective
Semester	VI
Course code	**BA ENGELEE353**
Number of credits	4
Maximum intake 30 (on first-come-first-served-basis for MA courses only	.
Day/Time	Monday 11 am to 1 pm and Thursday 9 to 11 am
Name of the teacher/s	Dr.S.Vishnu Priya
Course description	The course provides a historical overview of teaching materials used for teaching second/ foreign language learners of English. It traces the evolution of teaching materials from structural readers to communicative textbooks and task-based materials. The course begins with a discussion of key concepts associated with curriculum, syllabus design, and materials development in ELT. This is followed by an analysis of the

	structural and communicative approaches, syllabi, and materials used for teaching listening, speaking, reading, and writing skills and the two elements: vocabulary and grammar. It exposes learners to a variety of English language textbooks and task-based materials which lead to designing tasks and activities for language learning. **Course Outcomes** 1. Understand the connection between curriculum, syllabus and instructional materials 2. Develop an understanding of various language learning approaches and their impact on syllabus and materials design 3. Explore the principles of designing structural and communicative, task-based materials 4. Study structural, communicative, and task-based materials to identify their differences and characteristics 5. Apply knowledge, skills and understanding to design language tasks and activities
Course delivery	Lecture/Interactive sessions
Evaluation scheme	Internal assessment: 40% 1. Assessment 1: class test (20 marks) 2. Assessment 2: assignment (20 marks) 3. Assessment 3: assignment (20 marks) (Best of the 3 assessments will be considered)

	Final assessment: 60% 1. Sit-down close book examination (60 marks)
Reading list	**Essential Readings/Textbooks** McDonaugh, J., Shaw, C. and Masuhara, H. (2013). Materials and Methods in ELT. Oxford: Wiley-Blackwell (Ch. 1: The Framework of Materials and Methods, pp. 3-16). Richards, J. C. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press (Ch. 6: Course Planning and Syllabus Design, pp. 145-197). Clark, J. L. (1987). Curriculum Renewal in School Foreign Language Learning. Oxford: Oxford University Press. (Ch. 4) Finney, D. (2007). "The ELT Curriculum: A Flexible Model for a Changing World." In Richards, J. C. and Renandya, W. A. (Eds.). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press. (Ch. 7). Graves, K. (1996). "A Framework of Course Development Processes." In Kathleen Graves (Ed.). Teachers as Course Developers (pp. 12-38). Cambridge: Cambridge University Press. McDonaugh, J., Shaw, C. and Masuhara, H. (2013). Materials and Methods in ELT. Oxford:

	Wiley-Blackwell (Selected extracts from Chapters 6, 7, 8, 9 and 10). **Additional Readings** Breen, M. (1987). "Contemporary Paradigms in Syllabus Design" Parts I and II, Language Teaching 20: 2 and 3. Graves, K. (2014). "Syllabus and Curriculum Design for Second Language Teaching." In Brinton, D. M., Celce-Murcia, M., &amp; Snow, M. A. (Eds.), Teaching English as a Second or Foreign Language (46-62). Boston, MA: Heinle Cengage Learning. Nunan, D. (2001). "Syllabus Design." In M. Celce-Murcia (Ed.), Teaching English as a Second or Foreign Language (3rd ed.). Boston, MA: Heinle &amp; Heinle. Tomlinson, B. (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press. White, R. (1988). The ELT Curriculum: Design, Innovation and Management. New York: Basil Blackwell.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

COURSE DESCRIPTIONS

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

Course title	**American Literature**
Category	Existing course with revision. (50 % revision)
Course code	BAENGLITE355
Semester	VI
Number of credits	4
Maximum intake	
Day/Time	Monday and Wednesday 2 to 4 pm
Name of the teacher/s	Dr. Anumula Sreedevi and Dr G. Kiran Kumar
Course description	**i) A brief overview of the course** This course offers a comprehensive survey of American literature, spanning from the colonial era to the present day. Students will explore a diverse range of genres, including poetry, fiction, drama, and nonfiction. Through a close reading of canonical and non-canonical texts, students will analyze the historical, cultural, and social contexts that shape American literature. **ii)Objectives** a. To analyze and understand American literary texts with reference to historical, cultural, and social contexts, and identify literary devices, themes, and motifs. b. To identify key characteristics, themes, and authors of major movements like Romanticism, Realism, Modernism, and Postmodernism. The course seeks to fulfill the following programme specific outcomes: PSO1: Knowledge and understanding: Analyze and interpret literary texts from diverse genres, periods, and cultures, demonstrating understanding of literary devices, themes, and historical contexts.

	PSO2: Skills required to perform and accomplish tasks: Apply critical thinking and research skills to explore literary topics, themes, and issues, evaluating literary texts and demonstrating analytical expertise. PSO3: Application of knowledge and skills: Communicate complex literary ideas and arguments effectively through written and oral presentations, demonstrating clarity, coherence, and persuasive power. PSO4: Generic learning outcomes: Demonstrate understanding of the cultural, historical, and social contexts that shape literary texts, appreciating diverse perspectives and experiences. iii) Learning outcome a) domain specific outcomes: Students will develop an appreciation for the diversity of American literary voices and experiences. b) value addition: Provide students with opportunities to engage in research projects under the guidance of faculty members. c) skill-enhancement: Develop critical thinking and writing skills through the analysis of literary texts. d) employability quotient: Students can enhance their career prospects in fields such as: Teaching and Education and Research and Academia
Course delivery	Lecture/Seminar
Evaluation scheme	Internal: Two sit-down exams and one research paper submission (40%) End-semester: Sit -down examination (60%)
Reading list	**Essential reading** **Unit I - Background** American Frontier Antebellum and Postbellum American Renaissance American Dream **Unit II - Poetry** Edgar Allan Poe: "Raven", "Annabel Lee" Robert Frost: "Two Tramps in a Mud Time", "West Running Brook"

Maya Angelo: "Caged Bird", "When Great Trees Fall"

Unit III – Fiction

John Steinbeck; *Of Mice and Men*
William Faulkner: *Go Down Moses*
Louise Erdrich: *The Plague of Doves*

Unit IV - Drama

Eugene O'Neill ; *Hairy Ape*
Lorain Hansberry : *A Raising in the Sun*

Unit V – Prose

Alice Walker: "In Search of my Mothers Gardens"
"Iroquois creation story" (Native American Myth)
Frederick Douglas: "What is the 4th of July to a slave"

Additional reading

Buell, Lawrence. *American Literature's Holy Grail: The Hunt for the Great American Novel.* Salon, 2014.

Cavitch, *Mase, American Elegy: The Poetry of Mourning from the Puritans to Whitman* University of Minnesota Press, 2007.

Deborah Gray White and Mia Bay, *Freedom on My Mind: A History of African Americans*. Nap Press, 2013.
Gray, Richard . *A History of American Literature*. Malden: Wiley- Black Well.

http://national humanities centre. Org.

Knight, Devise D. *Writers of the American Renaissance: An A – to – 2 Guide*. Westport, Conn: Greenwood Press, 2003: XI.

Lincoln, Kenneth. *Native American Renaissance*. Berkley: University of California Press.1983

Meserve, Walter J. *An Outline History of American Drama*. New York: Feedback/ Prospero, 1994.

Moore, Geoffrey (ed): the Penguin book of American Verse 1983.

Robert S. Levine. *The Norton anthology of American*

| | *Literature* [Shorter Ninth Edition]. Publisher: W.W. Norton and Company, 2011. |
| | Turner, Frederic Jackson. *Frontier Thesis (Speech delivered in 1893).* |

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

COURSE DESCRIPTION

Course title	**WOMEN'S WRITING**
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with revision. (5% revision)
Course code	BAENGLITE356
Semester	VI
Number of credits	4
Maximum intake	30
Day/Time	Tuesday 4 to 6 pm and Friday 9 to 11 am
Name of the teacher/s	Dr. Sherin B.S
Course description	The aim of the course is to introduce students to the basic writings in feminist literature starting from the beginning of the feminist movement. The texts bring together various genres and timelines, into the frame work of women's literature. Ethnicity, class, religion, sexuality and other social aspects that shape identity are discussed, highlighting the intersectional aspect of feminism. Efforts are also taken to introduce critical concepts in feminist theory, undertaking both historical and contextual reading of feminism. Key texts in Indian feminist movement are also given emphasis.

	The students are expected to do a seminar on a feminist text of their choice, along with written assignments and an end semester project to complete the requirements for the course. **Objectives:** On successful completion of the course students will be able to: a. Develop informed understanding of literary works by women at an advanced undergraduate level. b. Engage in critical and theoretical debates surrounding women's writing at advanced undergraduate level. c. Understand transhistorical and intercultural underpinnings of women's literatures d. Understand the intersectional aspect of women's literature. e. Develop a nuanced understanding of gender related social practices. f. Understand the necessity of gender equality and develop sensitive language and practices in building a just society g. Develop skills within the liberal arts framework to engage with the interdisciplinary nature of Gender Studies h. Gain essential knowledge and skills to further informed academic research in Gender studies i. Develop skills to engage with gender sensitive policy making and resource compilation in various bodies j. to work with editorial teams of feminist anthologies k. develop basic skills in curriculum- making and teaching in gender studies programmes.
Course delivery	Lecture/Seminar.
Evaluation scheme	Internal (modes of evaluation): Assignment and classroom presentation (40%) End-semester (mode of evaluation): Research Project (60%)
Reading list	**Required Reading** <u>Poems</u> 1. Maya Angelo: Phenomenal woman, Still I Rise 2. Kamala Das: Summer in Calcutta, Words, Through the Looking Glass 3. Sylvia Plath: Electra on Azalea Path, Daddy, Applicant 4. Emily Dickinson: Wild Nights-Wild Nights!, I Felt a Funeral in My Brain, Because I could not stop for Death 5. Anna Akhmatova: You who was born for Poetry's Creation, You will hear Thunder, Requiem 6. Temsula Ao: Prayer of a Monolith, Mamang Dai: Small Towns and the River. 7. Audre Lorde: For Each of you, Power, Love Poem 8. Adrienne Rich: A Valediction Forbidding Mourning, Cartographies of Silence.

9. Jo Carrillo: And When You Leave Take Your Pictures With You, Beyond the Cliffs of Abiquiu
10. Vinothini: Krishanthy, Jean Arasanayagam: In the Month of July, Avvai: A Return
11. Meena Kandasamy: Muligatawny Dreams. Ms. Militancy, Touch

Short Stories
12. Charlotte Perkins Gilman: Yellow Wall Paper
13.   Sara Joseph: Inside Every Woman Writer
14.   Ishmat Chugtai: *Lihaf*
15.   Rukhiya Sakhawat Hossein: Sultana's Dream
16.   Gloriya Naylor: The Two
17. Lalithambika Antharjanam: *Prathicara Devatha*
18. Mahaswetha Devi: *Shishu*
19. Rajalakshmy: Mistakes, Handkerchief
20. Gogu Shyamala: Father is an Elephant…
21. Goli Taraqqi: The Shemiran Bus

Autobiographical Writing

22. Hamsa Wadker: from Sangatye Aike
23. Baby Kamble: from Jina Amucha
24. Nalini Jameela: from Autobiography of a SexWorker
25. RashSundari Debi: from Amar Jiban
26. Savitribai Phule: "Letter to Jotiba Phule"
27. Salma: from The Hour Past Midnight
28. Rohini Mohan: from The Seasons of Trouble
29. Bama: from Karukku

Feminist Theory
1. The Female Tradition: Elaine Showalter
2. From A Room of One's Own: Virginia Wolf
3. "Zero Degree Deviancy": Susan Gubar, Sandra Gilbert
4. Partha Chatterjee: "Nationalist Resolution of the Women's Question"
5. Laura Mulvey: "Visual Pleasure and Narrative Cinema"
6. "Twentieth Century: Women Writing the Nation": Susie Tharu , K.Lalitha from Women Writing in India Vol 2
7. Mary Wollstonecraft: "A Vindication of the Rights of Women"
8. Nivedita Menon: from Seeing like a Feminist
9. Sharmila Rege: "Dalit Women Speak Differently"
10. Lila Abu Lughod: "Do Muslim Women need Saving?"
11. bellhooks: from "Feminism for everyone."
12. Bonnie Zimmerman: What Has Never Been: An Overview of

	Lesbian Feminist Literary Criticism

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

COURSE DESCRIPTION

Course title	**Fundamentals of Forensic Phonetics**
Category (Mention the appropriate category (a/b/c) in the course description.)	c) New Course
Course code	BAENGLINE 358
Semester	VI
Number of credits	4
Maximum intake	Elective
Day/Time	Tuesday: 11 am -1pm Thursday: 2 - 4 pm
Name of the teacher/s	Dr. Didla Grace
Course description	i) A brief overview of the course The course '**Fundamentals of Forensic Phonetics**' is designed to facilitate a sound understanding of the different theoretical and practical aspects of Forensic speech science (FSS) such as Speaker Profiling, Content Identification, Audio Authentication, and Speaker Identification. Further, it briefs about the current international practices and standard protocols employed in Forensic Speaker Identification. In addition, this course entails an end-semester *Research Project* which facilitates learners to plan, execute and report research findings. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) **C01:** To facilitate a thorough understanding of the various aspects of FSS and their applications in the world of crime; **C02:** To acquaint learners with the current international practices and forensic evidence standards employed in the

	court of Law with specific reference to speech-related cases; and
	C03: To equip learners to carry out independent research and present findings.
	
	iii) Learning outcomes
	
	     a) domain specific outcomes
	     Upon completion of the course, students will
	   • gain knowledge of the theoretical and practical aspects of forensic speech science;
	   • be equipped to carry out independent research in Forensic Phonetics.
	
	     b) value addition
	       This course is aimed at bridging the gap between academia and forensic labs. Further, the collaboration between theoretical and practical worlds can facilitate better administration of justice with specific reference to speech-related cases.
	
	     c) skill-enhancement
	       This course will adequately train the learners to analyse forensic speech samples.
	
	     d) employability quotient
	       This is a practical course which will facilitate the learners to be employed in Forensic Labs as forensic speech science experts in addition to various teaching and research assignments.

Course delivery	All the theoretical aspects of FSS will be delivered in the form of lectures. The student projects will involve experiential learning and project presentations will be in the form of seminars.
Evaluation scheme	Internals (40%): Assignments (10%), Written Tests (30 %) Externals (60%): Semester-end Project presentation (30%) and Written Exam (30%)

Reading list	**Essential reading**
	  1) Hollien, Harry. (1990) *Acoustics of Crime*, New York: Plenum Press.
	
	Additional reading
	  1) Baldwin R. John and French. Peter. (1990). *Forensic Phonetics,* London: Pinter Publishers Ltd.
	
	  2) Rose, Philip. (2002). *Forensic Speaker Identification,* London: Taylor and Francis.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**Python for Natural Language Processing**
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without any changes
Course code	BAENGLINE360
Semester	VI
Number of credits	4
Maximum intake	
Day/Time	Thursday 4 to 6 pm and Friday 2 to 4 pm
Name of the teacher/s	Ms. Iram Ali Ahmad
Course description	**Introduction** Students will learn basic Python functions to achieve simple text processing and manipulation tasks. These will involve regular expressions for normalizing and tokenizing text; word and sentence level segmentation of large unannotated corpora; Part-of-Speech (POS) tagging algorithms and implementation; supervised classification of text and evaluation of classification methods.

	The objectives of the are : • To understand the basic concepts of programming and Python • to use core programming concepts like data types, conditionals, loops, functions and modules. • To have an overview of various tools available for writing and running Python and gets students coding quickly • To have hands-on coding experience using commonly used data structures, writing custom functions, modules and reading and writing files • To write short programs for analysingdata from Indian languages • To develop asmall NLP application as part of the end-semester project CO1 have an understanding of the basic concepts of programming and Python CO2 be able to use core programming concepts like data types, conditionals, loops, functions and modules. CO3 hav an overview of various tools available for writing and running Python and gets students coding quickly CO4 have hands-on coding experience using commonly used data structures, writing custom functions, modules and reading and writing files CO5 write short programs for analysing data from Indian languages CO6 develop a small NLP application as part of the end-semester project
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	Internals: Classroom Performance, Quizzes, Practical Tests 50 % Externals: Project 50 %
Reading list	Michael Hammond. 2020. Python for Linguists. Cambridge University Steven Bird, Ewan Klein, and Edward Loper.2009. Natural Language Processing with Python. O'Reilly