THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Exploring the Second Language Classroom
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGELEC250
Semester	IV
Number of credits	4
Maximum intake	43
Day/Time	Tuesday and Wednesday 9 to 11 am
Name of the teacher/s	Dr Sharada Mani.N
Course description	(i) A brief introduction to the Course Psychology for Language Teaching an introductory course designed to enable students to acquire an understanding of the process of language teaching blended with the interface of psychological practices, issues and development. This course highlights focus on language learning, perception and memory which are essential aspects of language teaching. The course provides students with the basic skills of recognition, identification and analysis of psychological best methods that can transform educational teaching-learning research. The course utilizes case studies as framework for both sampling and learning. Students are expected to partake in projects and analyze case studies as a basic requirement of the course ii and iii On completion of the course, the students will

CO1	gain detailed knowledge of theories of second language classroom dynamics	PO1	domain specific
CO2	learn about various theories and theoretical issues in second language learning/teaching research	PO1	domain specific
CO3	Learn about the basic nuances procedures, used in classroom contexts, and draw appropriate inferences.	PO2	skill enhancement
CO4	learn how to survey samples, observe, and analyze data via case studies	PO5, PO7	skill enhancement

	CO5	develop skills for analyzing, identifying and recognizing issues related to teaching/learning in second language classrooms	PO6, PO7	skill enhancement
	CO6	apply knowledge gained in the process to analyze contemporary issues in the aforesaid scenario	PO6	domain specific
	CO7	apply data to explain theorization	PO9, PO10	domain specific
	CO8	apply concepts learnt to understand teaching learning processes	PO10, PO11,	value added

Course delivery	Lecture-60% Case Studies, Sampling 40%
Evaluation scheme	Internal (modes of evaluation): 3 sit down tests (best 2) – 40% End-semester (mode of evaluation): 1 sit down examination 60%

Reading list	Essential reading
	Ehrman, Mandeline. 1996. *Understanding Second Language Learning Difficulties*. London:
	          Sage. Chapter 4: Cognitive Learning Styles.
	Harmer. Jeremy. (2007). *The Practice of English Language Teaching*. Essex: Pearson.
	Kise, Jane A. G. 2007. *Differentiation through Personality Types*. Thousand Oaks, CA:
	          Corwin Press. Chapter 3: What Type Looks Like in Students.
	Oxford, Rebecca. 1990. *Language Learning Strategies: What Every Teacher Should Know.*
	          Boston: Heinle & Heinle.
	Richards, Jack C. & Lockhart, Charles. (1996). *Reflective Teaching in Second Language*
	          Classrooms. Cambridge: Cambridge University Press. Chapter 4: Teacher Decision
	          Making. pp. 78-96.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**British Literature: 18th and 19th Centuries**
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes
Course code	**BAENGLITC251**
Semester	**IV**
Number of credits	**4**
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Tuesday and Thursday 2 to 4 pm
Name of the teacher/s	Prof. C. Sharada
Course description	Include the following in the course description
	i) A brief overview of the course
	Continuing the chronological study of British Literature, this course aims to familiarize students with literature produced during the 18th and 19th centuries in detail. It covers the intellectual, social, and cultural developments of the period, major writers and their works, as well as genres salient to the literary praxis of the period. It discusses, in particular, the Enlightenment and neoclassicism, restoration comedy, the country and the city, the emergence of the novel, and the periodical press. The course also explores how the relatively new cultural form of the novel represented and responded to the new features of social life that characterized 19th-century Britain. In 1831, philosopher John Stuart Mill struggled to define the 'Spirit' of the nineteenth century. 'It is,' he wrote, 'an age of transition.' The course examines the literature of this age of transition. Through the section on poetry, questions such as 'Is life worth living without an appreciation of that within life that is poetry?', 'What are the generic parameters of poetry as a form of expression?', 'What debt do we owe to the poetry of the nineteenth century?', 'How does one read poetry?', and 'How does one analyze verse form?' will be raised. In the process of responding to such questions, the class will be given to understand the development of literature and culture of the 18th and the 19th centuries.
	ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)
	Students will be able to:
	1. Demonstrate a broad understanding of the social, cultural, and political history of England during the eighteenth and

	nineteenth centuries and its role in shaping the literature of the period; 2. Trace the evolution of major ideas that shaped the ethos of the period, especially the backlash against Restoration excesses, the debate on censorship, and social responsibility; Enlightenment and the emergence of Romantic thought; 3. Distinguish the characteristic features of Restoration Comedy and Neo-classical literature; 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) 1. Trace the shift in sensibility from Neoclassical literature to Romantic literature; and 2. Understand the salient features of the Regency and Victorian eras and the literary genres of the period, especially the novel.
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): Written Exam End-semester (mode of evaluation): Written Exam *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Essential reading Additional reading **Prescribed Texts** **Fiction and Nonfiction Prose** Jonathan Swift – *Gulliver's Travels* (Books III and IV) Samuel Johnson – "London" Laurence Sterne – *The Life and Opinions of Tristram Shandy, Gentleman* Jane Austen – *Pride and Prejudice* Mary Shelley – *Frankenstein* George Eliot – *Middlemarch: A Study of Provincial Life* Daniel Defoe – "The Complete English Tradesman" (Letter XXII), "The Great Law of Subordination Considered" (Letter IV), and "The Complete English Gentleman," in Literature and Social Order in Eighteenth-Century England, ed. Stephen Copley (London: Croom Helm, 1984). Samuel Johnson – "Essay 156," in *The Rambler*, in Selected Writings: Samuel Johnson, ed. Peter Martin (Cambridge, Mass.: Harvard

University Press, 2009) pp. 194-7; *Rasselas*, Chapter 10; "Pope's Intellectual Character: Pope and Dryden Compared," from "The Life of Pope," in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693-4, 2774-7.
Emily Brontë – *Wuthering Heights*

Poetry
Thomas Gray – "Elegy Written in a Country Churchyard"
William Blake – *From Songs of Innocence and Songs of Experience*
William Wordsworth – "Ode on Intimations of Immortality"; Excerpts from *The Prelude*
Samuel Taylor Coleridge – Selections from Biographia Literaria
John Keats – "La Belle Dame sans Merci"; "Ode to a Nightingale"; "Ode on a Grecian Urn"; "To Autumn"
Robert Burns – "Green Grow the Rashes"; "To a Mouse"; "John Anderson My Jo"; "A Red Red Rose"
Elizabeth Barrett Browning – *Excerpt from the Sonnets from the Portuguese*; excerpts from *Aurora Leigh*
Christina Rossetti – *Goblin Market*; "When I am dead, my dearest"; "In an Artist's Studio"; "Good Friday"
Lord Tennyson – "The Lotos Eaters"; "Ulysses"
Robert Browning – "Porphyria's Lover"; "My Last Duchess"
Matthew Arnold – "Shakespeare"; "The Scholar-Gypsy"

Drama
William Congreve – *The Way of the World*
Jeremy Collier – *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

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TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Syntax-I
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes b. Existing course with revision. Mention the percentage of revision and highlight the changes made. c. New course
Course code	BAENGLINC252
Semester	IV
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)

Day/Time	Wednesday 11 am to 1 pm and Friday 9 to 11 am
Name of the teacher/s	Prof. Shruti Sircar

Course description	Include the following in the course description
	
	    iv) A brief overview of the course
	    v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)
	    vi) 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)

Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): End-semester (mode of evaluation): *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Essential reading Additional reading

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COURSE DESCRIPTIONS (WRITING FOR MEDIA)

Course title	**WRITING FOR MEDIA**
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with revision.
Course code	BAENGSEC254
Semester	IV
Number of credits	4
Maximum intake	
Day/Time	Monday 11 to 1, Thursday 9 to 11 am
Name of the teacher/s	Dr SANGEETHA P
Course description	**Brief overview of the course:**

This course is designed to introduce the techniques, styles, and genres of writing for different mass media forms, such as newspapers, magazines, web-based publications, radio, and television. The course will cover the different formats of writing in each medium. The course is structured as a series of weekly lectures and writing sessions where the students will produce original writing in class, critique assigned readings, and participate in peer review of your classmates' writing. The course also includes the critical reading and discussion of articles. The course is roughly divided into two parts, covering writing for print and web media in the first half and writing for audio-visual media in the latter. Internal evaluation includes regular writing assignments in various genres. It is expected that by the end of the course students will have produced a portfolio of original writing in different genres and across the media.

Programme Specific Outcomes

1. Identify the evolution and unique characteristics of different forms of mass media in India, including print, broadcast, and web-based media.
2. Understand the different formats and genres of each medium, and the role of the writer in different forms of communication, such as journalism, scriptwriting, and advertising and public relations.
3. Learn and demonstrate the craft and skills of good writing for print and online media, including news reports, press releases, opinion and editorial essays, profiles, reviews, and long-form reporting.
4. Learn and apply the principles and techniques of visualization, storytelling, and scriptwriting for radio, television, and film, to produce a variety of scripts in different genres including advertising, fiction, and documentary.

Learning Outcomes
1. Demonstrates ability for writing different genres
2. Identifying the need for revising drafts written by themselves and editing them.
3. To edit writing by different writers without altering their individual tone or style.
4. To familiarize oneself with technology and software that can aid writing and editing.

Course delivery	Lecture/Seminar/Experiential learning (ratio: 20:30:50)
Evaluation scheme	Internal (modes of evaluation): 40%
	End-semester (mode of evaluation): 60%
Reading list	Scott A. Kuehn and James Andrew Lingwall: The Basics of Media Writing: A Strategic Approach. Bill Kovach & Tom Rosenstiel: The Elements of Journalism: What

	Newspeople Should Know and the Public Should Expect (2021). Molly McCowan: Effective Editing: How to Take Your Writing to the Next Level. Masterclass. William Critchley: The Pocket Book of Proofreading: A guide to freelance proofreading & copy-editing, 2013.

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Course title	**BASIC CONCEPTS IN SOCIAL AND POLITICAL THEORY**
Category (Mention the appropriate category (a/b/c) in the course description.)	New course (core) (category c)
Course code	BAENGMDC207
Semester	IV
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for **BA Students only**)
Day/Time	Monday 2 to 4 pm and Friday 11 am to 1 pm
Name of the teacher/s	Dr. Prashant kumar kain & Dr. Venkatesh Vaditya
Course description	Knowledge is a lifelong process of learning, unlearning and relearning. It is a process of critical self-awakening and self-engagement. This means knowledge must make us rational, awakened, and flexible. It must change and challenge the fixed notions and views which we take for granted. The process involves critical self-evaluation, reasoning and critical thinking. It should empower the subjects to become free, independent and rational. Social science is a vast area of knowledge

production. It covers all the aspects of human social relationships with the world. Social science theories and concepts are the tools to understand society. These theories and concepts differ from schools of thought, disciplines and methods. This course is intended to introduce some basic theories, concepts and schools of thought from social sciences disciplines, particularly from sociology and political science. It will be useful to students who are interested in knowing different theoretical schools, their concepts and their application to the contemporary world.

Objectives of the course

- To introduce rich and diverse literature of social science to students
- To make them aware of the complex and dynamic process of knowledge production and critical thinking
- To develop awareness about the philosophic, theoretical, methodological issues related to social science areas

Course outcome
- To help students develop analytical skills in understanding and interpreting the contemporary events, issues, and developments
- To promote students to select rich social sciences areas as their potential research topics
- To motivate students to publish literature on contemporary issues and policy interventions.

Course delivery	Lectures, multi-media, class room activities
Evaluation scheme	Internal (modes of evaluation): 40% End-semester (mode of evaluation): 60%
Reading list	**Essential reading** Bellamy, Richard and Mason, Andrew (eds), Political Concepts. Manchester: Manchester University Press. Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman. Bhushan, V. & Sachdeva, D.R. (2008). *An Introduction to Sociology*. Allahabad: Kitab Mahal. Dant, T. (2003). *Critical Social Theory: Culture, Society and Critique*. London: Sage Publications. Davis, Kingsley. & Moore, Wilbert. E. (1944). Some Principles of Stratification. *American Sociological Review*, Vol. 10, No. 2, Pp. 242-249. Geertz, C. (1973).*The Interpretation of Cultures: Selected Essays by*

Clifford Geertz, New York: Basic Books, Inc. Publishers

Gidden, S A. (1998). *Capitalism & Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*, New Delhi: Cambridge University Press.

Giddens, A. (2001). Sociology. Polity Press: Uk

Gupta, D. (1996). *Social Stratification.* New Delhi: Oxford University Press.

Haralambos, M. & Heald, R.M. (2011). *Sociology: Themes and Perspectives*. Oxford University Press: New Delhi.

Marx, K. & Engels, F. (1977) *Karl Marx And Frederick Angels: Selected Works Vol. I,II, III,* Moscow: Progress Publishers.

Mccarthy, E.D. (1996). *Knowledge as Culture: The New Sociology of Knowledge*. London: Rutledge.

McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press.

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press.

Smits, K. (2009). 'Is Affirmative Action Fair?', in Applying Political Theory: Issues and Debates. Palgrave Macmillan.

Z. O' Leary. (2007). *The Social Science Jargon Buster: The Terms You Need To Know*. London: Sage Publications.

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COURSE DESCRIPTION

Course title	**BASIC CONCEPTS IN PHILOSOPHY**
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGMDC206
Semester	V
Number of credits	4
Maximum intake	
Day/Time	Monday 9 to 11 am and Friday 11 am to 1 pm
Name of the teacher	SREEDHARAN. T.
Course description	**Overview**

This introductory course on philosophy is an attempt to show how philosophy is an exciting area of study that is very much alive today albeit being deeply rooted in the past – in the many streams of thought that converge and diverge from ancient Greece, China, and India to the present. Although the principal focus will be on key philosophical issues and ideas, due emphasis will be given to the socio-historical and political-cultural aspects. Hence, while giving an overview of the history of ideas, the attempt will be to unravel the links that exist between questions and concepts, their origins and trajectories, in order to bring about an informed understanding of the 'lived reality' of ideas and their relevance in our life. The purpose is to understand the critical and the constructive role played by philosophy in the history of human thought, and to see in what ways it has endeavoured to function in consonance with its original intent: that is to love and seek *Sophia*, which is wisdom.

Objectives

1. To recognise that philosophy is not only an intellectual pursuit but also a transformative practice that can enrich the self and community.
2. To study some of the major concepts, thinkers, issues and perspectives from the classical times to the present in eastern and western philosophical thought.

Learning outcomes

1. to enhance rational and critical thinking keeping in mind the importance of emotional intelligence.
2. to develop the ability to distinguish between opinions and facts;
3. to inculcate skills in collection of relevant data, analysis and interpretation of data using methodologies appropriate to philosophy, and for formulating logical and evidence-based solutions and arguments;
4. to use knowledge, understanding and skills for critical assessment of a wide range of ideas, and to familiarize oneself with complex problems and issues;
5. to learn to apply one's knowledge of philosophical questions and ideas to new, unfamiliar contexts, and also to identify and to analyze real-life problems and issues and seek valid and worthwhile solutions; and
6. to develop transferable skills like sophisticated logical reasoning and adequate linguistic representation which could be relevant to

	certain job trades and professions.
Course delivery	Lecture
Evaluation scheme	Internal (modes of evaluation): Written Examination End-semester (mode of evaluation): Written Examination
Reading list	**Reading:** Robert C. Solomon. *Introducing Philosophy: A Text with Integrated Readings.* Brooke Noel Moore & Kenneth Bruder. *Philosophy: The Power of Ideas.* Kenneth McLeish. *Key Ideas in Human Thought.* James Garvey & Jeremy Stangroom. *The Story of Philosophy: A History of Western Thought.* Ram-Prasad Chakravarti. *Eastern Philosophy.* Jonardon Ganeri (Ed.). *Indian Philosophy: A Reader.*