Course title	**EDUCATION AND SOCIAL CRITICISM**
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with 25% revision. (Mention the percentage of revision and highlight the changes made.)
Course code	MAELEC612
Semester	II & IV **(Cross-listed with the MA TESL second and fourth-semester courses)**
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Tuesday 2-4; Thursday 11-1
Name of the teacher/s	DR. MADHUMEETA SINHA
Course description	Include the following in the course description i) A brief overview of the course Institutions of education fulfil several roles in modern societies: they are centres for the production of knowledge, for imparting competence and discipline to future workers, for debating and transmitting socially relevant "values" to future citizens. English studies has had to go through a hard scrutiny in the past three decades and has opened up to rethink questions of marginality as educational institutions and curricular practices have been critically re-examined by scholars and activists involved in the new social movements -- feminism, anti-race struggles, and anti-caste movements -- as being linked to questions of power. This course aims to reflect critically on educational theory and practice today with special focus on language teaching and on alternative pedagogical perspectives to engage with some of the compelling questions raised by communities related to academic discourses, institutional practices, public policy documents and its relation to gender, caste, class, community, etc. The course will have four modules as following: 1) What is Education 2) Teacher and Classroom 3) Textbook and Teaching Material in ELT 4) Examination and Assessment ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) iii) Learning outcomes— a) domain specific outcomes PO1, PO3, PO4 b) value addition PO4

	c) skill-enhancement PO7 & PO8 d) employability quotient PO 12 & PO 13 (Please highlight the portion that subscribes to a/b/c/d)
Course delivery	Lecture/Seminar/Experiential learning Lecture/Seminar/Experiential learning – **All the three**
Evaluation scheme	**Internal (modes of evaluation):** Written assignment and Presentation (40%) **End-semester (mode of evaluation):** Project/Final sit-down Exam (60%) *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 1. Gandhi, M.K. (1937). Basic education (Buniyadi shiksha) 2. Hess, F. M. (2004). What is a 'public school'? principles for a new century 3. Stroud, S.R. (2017). What did Bhimrao Ambedkar learn from John Dewey's democracy and education? 4. Jain, B. (1992). Vocational education in India: problems and policies. 5. Velaskar, P. (1990). Unequal schooling as a factor in the reproduction of social inequality in India 6. Sriprakash, A. (2011) Being a teacher in contexts of change: education reform and the repositioning of teachers' work in India. 7. Ravinder, G. (2013). Some aspects of pre-service and in-service teacher training in India. 8. Padwad, A. (2012). Towards understanding rural ELT. 9. Ioannou, M. & Ioannou , A. (2020).Technology-enhanced embodied learning 10. Song, v. (2017). How to flip the classroom – "productive failure or traditional flipped classroom" pedagogical design? 11. Gaies, S.J. (1983) The investigation of language classroom processes. 12. Meehan, KC. (2016) Integrating technology in today's undergraduate classrooms: A look at students' perspectives 13. Davis, K. A. (2004) Looking back, taking stock, moving forward: Investigating gender in TESOL 14. Ehrlich, S. (1997) Gender as social practice: Implications for second language A 15. acquisition 16. Tajeddin, Z. (2010). Gender representation and stereotyping in ELT textbooks: A critical image analysis 17. Chun, D. & Kern, R. (2016). Technology in language use, language teaching, and language learning

18.   Gulyani, R. (2017) Educational policies in India with special reference to children with disabilities
19.   Purpura, James. (2016) Second and foreign language assessment
20.   Brown, J.D. & Hudson, T. (1998). The alternatives in language assessment
Additional reading
1.   National Council of Education Research and Training (NCERT) (2006). "Position paper on the teaching of English."
2.   https://www.teachingenglish.org.uk/sites/teacheng/files/2023-04/Print_Gender_equality_English_language_teaching_practice-resource_book_teacher_education.pdf
3. https://www.coe.int/en/web/common-european-framework-reference-languages

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	**Bilingualism and Bilingual Education**
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	*MAELEC651*
Semester	IV(**Cross-listed with the MA TESL fourth-semester course**)
Number of credits	5
Maximum intake	30
Day/Time	Tuesday 11-1 p.m. and Thursday 2-4 p.m.
Name of the teacher/s	MonishitaHajra Pande
Course description	iv) This course will prepare students to understand bilingual environments in **educational contexts to undertake research or to better serve bilingual students and communities**. It will build on theoretical frameworks, research and practice drawing from the areas of bilingualism, second language acquisition and education. The course will begin by understanding the concept of bilingualism, problematizing definitions, and closely looking at concerns related to bilingual education from the perspective of various stakeholders such as learners, administrators, and parents. It will then focus on the development of bilingualism and discuss debates related to **assessment of bilingualism and cognition and bilingualism.** The third module will discuss different types of bilingualism and bilingual programmes and the politics of bi-/multilingualism. **We will review some**

policy frameworks from across the world to understand challenges in language planning and implementation with a special focus on the MLE and MLE plus programmes of Odisha. **Case studies and learner profiles will be used along with research studies for students to deepen their understanding of the concepts.** The course will expose participants to evaluate, select and adapt **materials for multilingual teaching.** The final module will train them in various steps involved in **undertaking a research project with bilinguals/multilinguals**. We will consider the strengths and weaknesses of different approaches and become aware of some common pitfalls in conducting bilingualism research. We will also review how methodological differences and limitations can influence findings.

v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

- Use different terminologies competently to engage with debates around bilingualism involving various stakeholders (PO 3)
- Critically analyze various factors that are involved in bilingualism and bilingual education (PO 4)
- Question existing policy frameworks and practices in line with latest research and findings (PO1)
- Select and adapt multilingualmaterials and identify research methods, designs, and tools to understand bilingualism research and influence of various methodologies on research outcomes (PO 8 and PO10)

vi) Learning outcomes—
  a) domain specific outcomes

PO1 understand language education, policy and classroom implementation

PO3 understand theoretical constructs of ESL learning and teaching in instructional contexts

  b) value addition

P14

	embrace and practice constitutional, humanistic, and ethical values in one's life c) skill-enhancement PO4 gain awareness of multilingual education practices in English classrooms d) employability quotient PO 8 select and apply methods, materials, and tools of assessment for classroom teaching PO 10 apply knowledge of theoretical constructs of ESL learning to conduct classroom-based research
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these): Class discussions, student-led seminars, quizzes, presentations
Evaluation scheme	Internal (modes of evaluation): Internal Assessment (IA): 2 (20%+20%) 40% IA 1: Take home assignment (20%) IA 2: Creation of a questionnaire to collect data on bilingual profiles of multilingual learners and presentation (20%) End-semester (mode of evaluation):60% Term paper on various themes discussed in the course *Attendance requirement is 75% and your classroom participation will impact the grades*
Reading list	**Essential reading** Selected chapters from: Baker, C. (2002). Foundations of bilingual education and bilingualism. Clevedon:Multilingual Matters Ltd. Baker, C. (2002). Bilingualism: Definitions and distinctions. In Colin Baker Foundations of bilingual education and bilingualism (pp. 1-16). Clevedon: Multilingual Matters Ltd. Baker, C. (2002).The development of bilingualism.. In Colin Baker Foundations of bilingual education and bilingualism (pp. 85-108). Clevedon: Multilingual Matters Ltd. Baker, C. (2002). Bilingualism and cognition. In Colin Baker Foundations of bilingual education and bilingualism (pp. 134-161). Clevedon: Multilingual Matters Ltd. Baker, C. (2002). Cognitive theories of bilingualism and the curriculum. In Colin Baker Foundations of bilingual education and bilingualism (pp. 162-180). Clevedon: Multilingual Matters Ltd. Baker, C. (2000). A parents' and teachers' guide to bilingualism. Toronto: Multilingual Matters.

Cummins, J. (2000). Critiques of the Conversational/Academic Language Proficiency Distinction. In Jim Cummins, Language, pedagogy and power: Bilingual children in the crossfire (pp. 86-111). Toronto: Multilingual Matters Ltd. Multilingualisms and development: Selected proceedings of the 11th Language & Development Conference, New Delhi, India 2015 (pp. 115-132). British Council.

Deller, S. and Rinvolucri, M.(2008). Using the mother tongue: Making the most of learner's language. Delta Publishing.

Mohanty, Ajit.K. (2009). Multilingual education: A bridge too far?. In Tove Skutnabb-Kangas, Robert Philipson, Ajit Mohanty and Minati Panda (Eds.) Social justice through multilingual education (pp. 3-19). Toronto: Multilingual Matters.

Nag, S. (2017). Theoretical assumptions regarding the mind-culture-language relationship underlying models of multilingual education in India and their impact on resulting practices. In Hywel Coleman (Ed.) Multilingualisms and development: Selected proceedings of the 11th Language & Development Conference, New Delhi, India 2015 (pp. 133-150). British Council.

Pattanayak, D.P. (2017). Preface: Multilingualism and development. In Hywel Coleman (Ed.)

Additional reading

Agnihotri, R. (2009). Multilinguality and a New World Order. In Mohanty, A.K., Panda, M., Phillipson, R. and Skutnabb- Kangas, T. (Eds.). Multilingual Education for Social Justice: Globalizing the local (pp. 268- 77). New Delhi: Orient BlackSwan.

Conteh, J and Brock, A. (2006). Introduction: Principles and practices for teaching bilingual learners. In Jean Conteh (Ed.) Promoting learning for bilingual pupils 3-11: Opening doors to success (pp. 1-13). California: Sage

Cummins, J. (2000). Language, pedagogy and power: Bilingual children in the crossfire. Toronto: Multilingual Matters Ltd.

Manocha, S and Panda, M. (2017). Comparing the learning and participatory trajectories of
Saora children in 'MLE Plus' and Odia-medium schools in Odisha. In Hywel Coleman (Ed.)

Mohanty, A.K., Mishra, M.K., Reddy, N.U. and Ramesh, G. (2009). Overcoming the
Language Barrier for Tribal Children:Multilingual Education in Andhra Pradesh and Orissa,
India. In Tove Skutnabb-Kangas, Robert Philipson, Ajit Mohanty and Minati Panda (Eds.)
Social justice through multilingual education (pp. 283-300). Toronto: Multilingual Matters.

	Multilingualisms and development: Selected proceedings of the 11th Language &
	Development Conference, New Delhi, India 2015 (pp. 11-15). British Council.
	Skutnabb-Kangas, T. (2009). Multilingual education for social justice: Issues, approaches and
	opportunities. In Tove Skutnabb-Kangas, Robert Philipson, Ajit Mohanty and Minati Panda
	(Eds.) Social justice through multilingual education (pp. 36-62). Toronto: Multilingual
	Matters.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**Teaching Oral Communication**
Category (Mention the appropriate category (a/b/c) in the course description.)	d. Existing course without changes
Course code	MAELEC572
Semester	2 and 4
Number of credits	5
Maximum intake	15 (on first-come-first-served-basis **for MA courses only**)
Day/Time	
Name of the teacher/s	Ajit Kumar P
Course description	Include the following in the course description vii) A brief overview of the course viii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) ix) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient
Course delivery	Lecture/Seminar/Experiential learning.All 3 strategies will be used throughout the course.
Evaluation scheme	Internal (modes of evaluation): 50 marks; quizzes, tests, take home assignments End-semester (mode of evaluation):50 marks; term paper and book review/ Viva Voce

	*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

COURSE DESCRIPTION

Effective oral communication is a cornerstone of mastering English and is crucial for successful interaction. However, many teachers in Indian schools find teaching this skill challenging. The course, 'Teaching Oral Communication,' is designed to bridge the gap between linguistic competence and communicative competence. It will equip graduate students with both theoretical knowledge and practical skills, empowering them to teach oral communication with greater effectiveness and confidence.

The course will begin with an exploration of current theoretical perspectives on oral communication and its application in ESL classrooms. It will then review and analyze existing teaching practices and instructional materials used in India. Following this, students will experiment with innovative teaching strategies and materials, aligned with communicative language teaching principles and tailored to the unique needs of English language learners in India.

By the end of the course, graduate students will be able to:

- develop and adapt instructional materials, including authentic resources.
- teach oral communication in a structured and supportive manner that fosters collaborative and experiential learning.
- provide constructive feedback to enhance student learning, and
- ensure that learning is effectively transferred to real-life settings.

This course will empower English teachers to apply their new insights in the classroom, helping their students achieve fluency, accuracy, confidence, and social appropriateness in oral communication.

Objectives/ Outcomes

- Demonstrate a comprehensive understanding of theories and principles related to teaching, learning oral communication in ESL contexts.**PO1**
- Exhibit knowledge of the principles behind designing instructional materials.**PO2**
- Design, develop, adapt effective and appropriate instructional materials.**PO4**
- Select and apply appropriate teaching methods, materials, assessment activities for teaching.**PO7**
- Create and implement outcome-based assessment and evaluation activities.**PO6**
- Provide constructive feedback.

- Facilitate transferability of learning to real-time settings.
- Communicate complex conceptual knowledge regarding teaching oral communication effectively in oral, written, and digital forms.**PO10**
- Exhibit strong multidisciplinary, collaborative, and critical thinking skills.**PO11**

Reading list

1. Littlewood, W. (1992). *Teaching oral communication: A methodological framework*. Wiley-Blackwell.
2. Levis, J. (2018). *Intelligibility, oral communication, and the teaching of pronunciation*. Cambridge University Press.
3. Harmer, J. (2015). *The practice of English language teaching*. Pearson Education ESL.
4. Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
5. Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
6. Brown, H. D. (2014). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education ESL.
7. Carter, R., & Nunan, D. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.
8. Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
9. Hughes, R. (2010). *Teaching and researching speaking*. Routledge.
10. Bygate, M. (1987). *Speaking*. Oxford University Press.
11. Burns, A. (2017). *Research and the teaching of speaking in the second language classroom.* Handbook of Instructed Second Language Acquisition. Routledge
12. Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
13. Lam, Wendy Y. K. (2010). *Implementing Communication Strategy Instruction in the ESL Oral Classroom: What Do Low-Proficiency Learners Tell Us?* TESL Canada Journal, v27 n2 Spr 2010.
14. Muhammad Rahimi, Lawrence Jun Zhang. (2015). *Exploring non-native English-speaking teachers' cognitions about corrective feedback in teaching English oral communication.*SystemVolume55, December 2015.
15. Gan, Z. (2012). *Understanding L2 speaking problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong.* Australian Journal of Teacher Education (Online), 37(1).
16. Khan, Said Muhammad. (2015). *Influence of Speech Anxiety on Oral Communication Skills among ESL/EFL Learners.* Advances in Language and Literary Studies, v6 n6.
17. Lidya Ayuni Putri. (2013). *Communication Strategies in English as a Second Language (ESL) Context*. TESOL International Journal, v15 n1.

18. Burns, Anne. (2019). *Concepts for Teaching Speaking in the English Language Classroom.* Language Education and Acquisition Research Network, v12 n1.
19. [Marian J. Rossiter](#), [Tracey M. Derwing](#), [Linda G. Manimtim](#), [Ron I. Thomson. (2010). *Oral*](#) *Fluency: The Neglected Component in the Communicative Language Classroom.* The Canadian Modern Language Review 2010 66:4.
20. Lawrence Jun Zhang, Muhammad Rahimi. (2014). *EFL learners' anxiety level and their beliefs about corrective feedback in oral communication classes.*[SystemVolume 42](#), February 2014.
21. Gudu, Benter Oseno. (2015). *Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya.* Journal of Education and Practice, v6 n35.
22. Ellis, R. (2005). *Principles of instructed language learning.*System, 33(2).

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

Course title	LEARNER AUTONOMY AND LANGUAGE INSTRUCTION
Category (Mention the appropriate category (a/b/c) in the course description.)	e. Existing course with changes f. Existing course with revision. Mention the percentage of revision and highlight the changes made. (70% change) g. New course
Course code	MAELE E624
Semester	II and IV
Number of credits	05
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Wed 11.00 to 1.00, Friday 3.00 TO 5.00
Name of the teacher/s	Dr. M. Udaya
Course description	This course explores the concept of learner autonomy and its role in language teaching. Divided into four comprehensive modules, the course equips learners with theoretical knowledge, practical strategies, and tools to promote autonomous language learning. Students will explore **psychological, educational, and linguistic aspects of autonomy** while addressing the challenges and innovations in its implementation. **Module 1: Foundations of Learner Autonomy** It introduces the concept of learner autonomy, focusing on definitions, common misconceptions, and the necessity of a theoretical foundation. It explores autonomy as an educational goal in both adult education and schooling contexts, emphasizing its relevance to modern teaching practices. The transition from viewing

autonomy through a political lens to understanding it from a psychological perspective is also examined.

Module 2: Psychology and Constructs in Learning and Teaching
Introduces the psychological foundations of autonomy by exploring insights from child development and the theory of personal constructs. It highlights how learners' and teachers' personal constructs shape the learning environment, influencing teaching practices and learning outcomes. It also examines the relationship between individual learning styles and autonomy, providing strategies to align teaching methods with learners' unique needs and preferences.

Module 3: Autonomy in Language Acquisition and Teaching
This focuses on the role of autonomy in language acquisition, examining first language development and second language learning. It emphasizes the importance of engaging learners' personal constructs to boost motivation and foster effective language learning. Practical strategies for integrating autonomy into classroom practices are discussed, highlighting ways to create learner-centered environments that promote self-directed language development.

Module 4: Implementing and Sustaining Autonomy
This explores how to foster autonomy in various learning environments, from formal classrooms to informal, self-directed settings. It addresses key challenges, including the roles of teachers, learners, and the overall learning process, and provides strategies for learner training to support independence. It also examines the integration of **AI tools to enhance learner autonomy**, offering innovative solutions to sustain self-directed learning in a rapidly evolving AI educational landscape.

Objectives of the course

1. Establish a clear understanding of learner autonomy, including its definitions, misconceptions, and importance in education.
2. Examine the theories and psychological concepts related to autonomy, including personal constructs and their influence on teaching and learning.
3. Equip participants with techniques to integrate autonomy into language instruction and create learner-centered environments that enhance motivation.
4. Identify obstacles to promoting learner autonomy, develop solutions involving both teachers and learners, and explore

	the use of AI and digital tools to support independent learning.
	
	Learning outcomes
	a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient
	      PO1, 2: Define learner autonomy, recognize common misconceptions, and **integrate theoretical perspectives** into teaching practices for various educational settings.
	      PO5: Analyze how personal constructs influence learning and teaching and connect different **learning styles** to fostering autonomy.
	      PO9: Apply practical techniques in language teaching and learner-centered instruction to enhance **student motivation** and promote **self-directed learning**.
	      PO10: Identify challenges in promoting learner autonomy, address the roles of teachers and learners, and **explore the use of AI** and digital tools to support autonomous learning

Course delivery	Lecture/Seminar/Experiential learning and Self Reflection, Presentations
Evaluation scheme	Internal (modes of evaluation): 40 (sit-in exam and presentation) End-semester (mode of evaluation): 60 (sit-in exam and project)
Reading list	Essential reading 1. **Holec, H.** (1981). *Learner autonomy 1: Definitions, issues and problems*. Strasbourg: Council of Europe. 2. **Little, D.** (1991). *Autonomy and motivation: Teachers and students in the language classroom*. Dublin: Authentic. 3. **Benson, P.** (2001). *Teaching and researching autonomy in language learning*. Harlow: Longman. 4. **Knowles, M. S.** (1975). *Self-directed learning: A guide for learners and teachers*. Chicago: Follett. 5. **Pegrum, M.** (2009). *Autonomy in language learning: A guide for teachers*. Oxford: Oxford University Press. 6. **Dörnyei, Z.** (2009). *Motivation, language identity and the L2 self*. Bristol: Multilingual Matters. 7. **Duckworth, V., & Smith, J.** (2004). *Developing autonomous learners: Strategies for the classroom*. Cambridge: Cambridge University Press. 8. **Willingham, D. T.** (2009). *The psychology of learning and teaching*. San Francisco, CA: Jossey-Bass. 9. **Little, D., Dam, L., & Timmer, J.** (Eds.). (2017). *Language learner autonomy: Theory, practice and research*. Bristol: Multilingual Matters.

	10. **Lopez, E. R. K.** (2018). *The interplay of autonomy and technology in language learning*. New York: Routledge. 11. **Schumann, J. H.** (1999). *Engaging learners' personal constructs: Applying constructivist approaches to language teaching*. Cambridge: Cambridge University Press.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSI TY HYDERABAD - 500047

Course title	**LanguagePlanning**
Category(Mentionthe appropriate category (a/b/c) in the course description.)	a.~~Existingcourse without changes~~ i.Existingcourse withapproximately10%revision. b.~~New course~~
Coursecode	**MAELEC650**
Semester	IV
Numberof credits	5
Maximumintake	30(onfirst-come-first-served-basis**forMAcoursesonly**)
Day/Time	Monday2pm to 4pm&Wednesday11am to1pm
Nameofthe teacher/~~s~~	Dr.Asma Rasheed

Coursedescription	**i)** *Abriefoverview ofthe course* Language planning as an academic discipline established itself around the middle of the twentieth century. A few decades later, the field underwent a shift with a socio-cultural and ecological turn in the study oflanguages. Itssignificancetoday,especiallyin multilingualsocieties, is widely acknowledged when on the one hand mother-tongue based education is important for accessing formal learning and on the other, the aspirational status of English remains undeniable. The Course will offer an introduction to some definitions and frameworksoflanguageplanning.Itwilldiscussafewinterdisciplinary perspectives on language rights and language policies, as well as language-in-educationdebatestohelpunderstandtheimpactofEnglish on world languages in general and on English language teaching in particular. **ii)** *ObjectivesofthecourseintermsofProgrammeSpecificOutcomes* (PSOoftheProgramme under whichthe courseisbeing offered) Atthe endofthe Course,students willbeable to **a.** Develop an awareness of language planning, its historical context as well as more recent shifts in the field. **b.** Gain an understanding of factors in language planning such as linguistic ecology, linguistics rights, language-in-education, multilingualism as a resource, etc. **c.** Compare various linguistic contexts and think critically on the relationshipbetweenEnglishasalanguageofaspirationandthe challenges of English language teaching. **iii)** *Learningoutcomes—* **a.** *Domainspecificoutcomes* : PO1 &PO3 **b.** *Valueaddition* : PO11 &PO12 **c.** *Skill-enhancement* : PO3

	d.*Employability quotient* : PO11 (Pleasehighlighttheportionthatsubscribestoa/b/c/d)
Course delivery	~~Lecture/~~**Seminar**~~/Experientiallearning~~(highlight theportotioninthecourse descriptionthatlends itselfto these)
Evaluation scheme	Internal (modes of evaluation) :40% End-semester(modeofevaluation) : 60% *Pleasenotethatopen-bookexaminationis permissibleonlyfor coursesofferedas partof MA programmesand subjecttoapprovalbytheHeadoftheDepartment/DeanoftheSchool concerned*

Reading list	**Essentialreading**(*tentative*)
	1. Basu, V. (2000). 'Be quick of eye and slow of tongue': An analysis of two bilingual schools in New Delhi. In Hornberger, N. (ed.),*Continua of biliteracy: An ecological framework for educational policy, research, and practice in multilingual settings*, pp. 291-311. Multilingual Matters. 2. Cooper, R.L. (1989). Four examples in search of a definition. In Cooper, R.L., *Language planning and social change*, pp. 3-28. Cambridge University Press. 3. Daniels-Fiss, B. (2008). Learning to be a Nêhiyaw (Cree) through language. *Diaspora, Indigenous, and Minority Education 2*(3), 233- 245. 4. De Costa, P., Park, J. & Wee, L. (2016). Language learning as linguistic entrepreneurship: Implications for language education. *The Asia-Pacific Education Researcher 25*(5-6), 695-702.DOI 10.1007/s40299-016-0302-5 5. Hornberger, N.H. (2006). Frameworks and models in language policy and planning. In Ricento, T. (Ed.), *An introduction to language policy: Theory and method*, pp. 24-41. Blackwell. 6. Kaplan, R.B. & Baldauf, R.B. Jr. (2005). Language-in-educationpolicy and planning. In Hinkel, E. (Ed.), *Handbook of research in second language teaching and learning*, pp. 1013-1034. Lawrence Erlbaum. 7. Liddicoat, A.J. & Curnow, T. J. (2014). Students' home languages and the struggle for space in the curriculum. *International Journal of Multilingualism 11*(3), 273-288. doi.org/10.1080/14790718.2014.921175 8. Mühlhäusler, P. (2001). Babel revisited. In Fill, A. & Mühlhäusler, P. (Eds.), *The ecolinguistics reader: Language, ecology and the environment*, pp. 159-164. Continuum. 9. Nettle, D. & Romaine, S. (2004). Where have all the languages gone? In Nettle, D. and Romaine, S. (Eds.), *Vanishing voices: The extinction of the world's languages*, pp. 1-25. Oxford University Press. 10. Spolsky, B. & Shohamy, E. (2000). Language practice, language ideology and language policy. In Lambert & Shohamy (Eds.), *Language policy and pedagogy: Essays in honor of A. Ronald Walton*, pp. 1-41. JohnBenjamins.