



Course Syllabus
Gyanmanjari Institute of Arts
Semester-2 (MA)

Subject: English in India: Sociological and Historical- MATEN12510

Type of course: Major (Core)

Prerequisite: NA

Rationale:

English has been the medium of instruction in many educational institutions in India, particularly in higher education. Its dominance in the education system has implications for access to quality education and opportunities for advancement. Studying the historical development of English-medium education in India allows students to understand its impact on literacy rates, educational attainment, and social mobility.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks					Total Marks
CI	T	P		C	Theory Marks		Practical Marks		
			ESE		MSE	V	P	ALA	
04	00	00	04	60	30	10	00	50	150

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; MSE- Mid Semester Examination; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.



Course Content:

Sr. No	Course content	Hrs.	% Weightage
1	Introduction to English in India: Overview of the historical context: British colonization and the introduction of English to India, Sociolinguistic background: Language diversity and multilingualism in India, Key concepts: Colonialism, postcolonialism, globalization, and modernity, Theoretical frameworks: Sociological and historical approaches to studying language in society.	15	25 %
2	Colonial Legacy and Language Politics: Colonial language policies: Imposition of English as a language of governance, education, and culture, Impact on indigenous languages: Marginalization, displacement, and efforts at language revitalization, Language politics: Debates over language policy, medium of instruction, and linguistic diversity in independent India, Case studies: Language movements and resistance against linguistic hegemony.	15	25 %
3	English Education and Social Mobility: Historical development of English-medium education: From colonial institutions to post-independence reforms, Social implications: Access to education, literacy rates, and opportunities for advancement, Class, caste, and gender dimensions: Differential access to English education and its impact on social hierarchies, Critiques of elitism: Challenges to the notion of English as a marker of social status and modernity	15	25 %
4	English Literature and Cultural Influence: Impact of English literature: Reception, adaptation, and contestation in Indian literary and cultural contexts, Representation and identity: Depictions of Indian society, culture, and history in English literature, Cultural production: English-language media, journalism, and entertainment industries in India, Cultural hybridity and globalization: Negotiating global and local identities in contemporary Indian literature and media.	15	25 %



Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1.	Research Paper: Students have to Analyze the historical development of English in India from the pre-colonial period to the present day, focusing on key milestones and events that shaped its trajectory and upload their findings on GMIU web portal.	10
2	Sociolinguistic Case Study: Students have to conduct a case study on language diversity and multilingualism in a specific region of India, examining the sociolinguistic dynamics, language attitudes, and language policies in the area and write up their research on Google doc to upload on GMIU web portal	10
3	Critical Analysis: Students have to Critically analyze a theoretical framework used in sociological or historical approaches to studying language in society, exploring its strengths, limitations, and applicability to the Indian context and upload their findings on GMIU web portal.	10
4	Policy Analysis: Students have to Evaluate a colonial language policy implemented in India during the British Raj, examining its objectives, implementation strategies, and long-term effects on language diversity and linguistic rights and upload their findings on GMIU web portal.	10
5	Literature Review: Conduct a literature review on the social implications of English-medium education in India, synthesizing key findings, debates, and research gaps in the field.	10
Total		50

Suggested Specification table with Marks (Theory):60

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20%	40%	40%	00	00	00

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcome:

After learning the course, the students should be able to:	
CO1	Explain the historical circumstances surrounding British colonization and the introduction of English to India.
CO2	Describe the imposition of English as a language of governance, education, and culture during the colonial period in various parts of the world, with a focus on India.
CO3	Assess the impact of English-medium education on access to education, literacy rates, and opportunities for social and economic advancement..
CO4	Critically evaluate depictions of Indian society, culture, and history in English literature, considering issues of representation, authenticity, and agency.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.

Reference Books:

[1] "Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870" by Christopher Alan Bayly, 1996

[2] "Language of Empire: Myths and Metaphors of Popular Imperialism, 1880-1918" by Bernard Porter, 1990

[3] "Education and Social Mobility in the Kollam District" by J. D. Nicholas, 1977

[4] "English Literary Studies: Their Significance For the Discipline" by Shalini Shah, 2009

