



MUSLIM ARTS COLLEGE

(Autonomous)

(Accredited by NAAC with B+ grade & Affiliated to Manonmaniam Sundaranar University,
Tirunelveli; Recognized US 2(f) 12 (B) of UGC Act.)

Thiruvithancode, Kanyakumari District, Tamil Nadu - 629174.

DEPARTMENT OF ENGLISH

CBCS SYLLABUS

Learning Outcome-based Curriculum Framework for

ENGLISH (M.A.)

*Applicable for students admitted from June 2026 as per the Resolutions of the Academic Council Meeting held
on 01.06.2026*

Vision

- To nurture individuals with true knowledge, original thinking, and refined sensibility by providing excellent education and training in literary and linguistic studies, with a special focus on English language and literature.

Mission

- To provide students with the right motivation, experience, and training in literary and related studies
- To develop linguistic competence and critical thinking skills for effective analysis and expression
- To encourage creative and critical engagement with literature and life
- To motivate and guide students in research and scholarly pursuits
- To help students relate academic learning to personal and social contexts
- To foster a broader, global perspective in understanding literature and culture
- To ensure continuous improvement through regular feedback and academic innovation

Academic and Professional Attributes of the Graduates – M.A. English

Graduates of the **M.A. English Programme** are expected to demonstrate the following academic and professional attributes:

- **Advanced Knowledge of English Language and Literature:** Demonstrate comprehensive and in-depth knowledge of English language, literature, literary history, genres, movements and critical traditions.
- **Linguistic and Communication Competence:** Communicate effectively and confidently in spoken and written English with clarity, accuracy and appropriate academic and professional expression.
- **Critical and Analytical Thinking:** Critically analyse literary texts, language practices, cultural contexts and contemporary issues using appropriate theoretical and analytical approaches.
- **Research and Scholarly Skills:** Demonstrate competence in research methodology, academic writing, referencing, interpretation of sources and independent scholarly inquiry.
- **Creative and Intellectual Engagement:** Develop originality, creativity and intellectual curiosity through literary interpretation, critical writing and engagement with diverse forms of cultural expression.
- **Digital and Information Literacy:** Effectively use digital resources, electronic databases, research tools and emerging technologies for academic, professional and literary purposes.
- **Interdisciplinary and Global Perspective:** Relate English studies to history, culture, society, media, gender, politics and other disciplines while appreciating diverse global perspectives.
- **Professional Competence:** Apply language, literary, research and communication skills in teaching, publishing, media, content development, editing, translation and other professional contexts.
- **Ethical and Social Responsibility:** Demonstrate academic integrity, ethical research practices, respect for cultural diversity and sensitivity towards social and human values.
- **Lifelong Learning and Leadership:** Pursue continuous intellectual and professional development, demonstrate leadership and collaborative skills, and adapt to emerging academic and professional environments.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO No.	Programme Educational Objectives	Mapping with Mission
PEO1	Develop advanced knowledge of English language, literature, literary movements, genres and critical traditions.	M1, M2
PEO2	Develop critical, analytical, creative and independent thinking skills for interpreting literature, language and culture.	M2, M3
PEO3	Develop research competence and scholarly skills for pursuing higher studies, research and academic careers.	M4, M7
PEO4	Apply linguistic, literary, communication and digital skills effectively in academic and professional contexts.	M1, M2, M5
PEO5	Demonstrate ethical awareness, cultural sensitivity, global perspectives and lifelong learning for meaningful personal and social contribution.	M5, M6, M7

Programme Outcomes (POs)

PO No.	Programme Outcomes	Mapping with PEOs
PO1	Demonstrate advanced knowledge of English language, literature, literary genres, movements and critical traditions.	PEO1
PO2	Critically analyse and interpret literary and linguistic texts using appropriate theoretical and analytical approaches.	PEO1, PEO2
PO3	Demonstrate effective academic, professional and creative communication skills in English.	PEO2, PEO4
PO4	Apply research methodology, scholarly writing and independent inquiry in English language and literary studies.	PEO3
PO5	Apply interdisciplinary, digital and global perspectives to literature, language, culture and contemporary issues.	PEO2, PEO5
PO6	Apply literary and linguistic knowledge in teaching, publishing, editing, translation, media and other professional contexts.	PEO4
PO7	Demonstrate academic integrity, ethical awareness, social responsibility and respect for cultural diversity.	PEO5
PO8	Pursue lifelong learning, higher education, research and professional development with adaptability, creativity and leadership.	PEO3, PEO5

Programme Specific Outcomes (PSOs)

PSO No.	Programme Specific Outcomes	Mapping with POs
PSO1	Demonstrate advanced knowledge and critical understanding of English literature, literary genres, movements and critical theories.	PO1, PO2
PSO2	Apply critical, creative and communication skills in interpreting and producing literary and academic texts.	PO2, PO3
PSO3	Apply research methodology, scholarly practices and digital resources to undertake independent research in English studies.	PO4, PO5
PSO4	Apply language and literary skills effectively in teaching, translation, publishing, editing, media and related professional fields.	PO3, PO6

PSO5	Demonstrate ethical, interdisciplinary and global perspectives in understanding literature, language and culture.	PO5, PO7, PO8
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Mapping of Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

PO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
PO1	3	2	2	2	2
PO2	3	3	2	2	3
PO3	2	3	2	3	2
PO4	2	2	3	2	2
PO5	3	3	3	3	3
PO6	2	3	3	3	2
PO7	2	2	2	2	3
PO8	2	2	3	3	3
Weightage	19	20	20	20	20
Weighted Percentage of Programme Contribution to PSOs	2.4	2.5	2.5	2.5	2.5

□ 3 – High Correlation

□ 2 – Moderate Correlation

□ 1 – Low Correlation

COURSES OFFERED

SEMESTER I

Category	Course Code	List of Courses	Credit	No. of Hours / Week
Core – I	NMEN11	Poetry	5	7
Core – II	NMEN12	Drama	5	7
Core – III	NMEN13	Fiction	4	6
Elective – I	NEEN11	Speculative Fiction	3	5
Elective – II	NEEN12	Approaches and Methods in English Language Teaching	3	5
		Total	20	30

SEMESTER I
CORE COURSE I: POETRY
Course Code: NMEN11

Course Code	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
NMEN11	Core	Y	Y	–	–	5	7	25	75	100

Learning Objectives

After completing this course, students will be able to:

LO1: Understand the major developments, characteristics and historical contexts of English poetry from the Middle English period to the modern period.

LO2: Analyse major poems and poets using appropriate literary concepts, techniques and critical perspectives.

LO3: Examine poetic forms, imagery, symbolism, figures of speech, themes and stylistic features in selected poems.

LO4: Compare different poetic traditions and understand the relationship between poetry, society, culture and historical contexts.

LO5: Develop critical appreciation, interpretation and academic expression through the study of diverse English poetic texts.

Course Outcomes (COs)

Upon successful completion of the course, students will be able to:

CO	Course Outcome	Bloom's Level
CO1	Explain the major periods, poets, poetic traditions and historical contexts represented in the prescribed texts.	K2
CO2	Analyse the themes, structure, imagery, symbolism and literary devices employed in the prescribed poems.	K4
CO3	Interpret selected poems critically using appropriate literary concepts and critical perspectives.	K4
CO4	Compare poetic styles, forms and thematic concerns across different periods of English literature.	K4, K5
CO5	Evaluate the relationship between poetry, culture, society and human experience and communicate critical interpretations effectively.	K5, K6

Bloom's Taxonomy Levels

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

Course Content

Unit	Contents	No. of Hours
I	Middle English Poetry: Geoffrey Chaucer – <i>The General Prologue</i> – The Pardoner – The Nun – The Doctor – The Friar.	21
II	Elizabethan Poetry: Edmund Spenser – <i>Epithalamion</i> John Donne – <i>A Valediction: Forbidding Mourning</i> – <i>The Canonization</i> .	21
III	Seventeenth-Century Poetry: John Milton – <i>Paradise Lost</i> , Book IX; Andrew Marvell – <i>To His Coy Mistress</i> .	21
IV	Eighteenth-Century Poetry: John Dryden – <i>Absalom and Achitophel</i> , Lines 150–476; Thomas Gray – <i>Ode to a Distant Prospect of Eton College</i> .	21

V	Modern Poetry: Rupert Brooke – <i>The Soldier</i> Wilfred Owen – <i>Anthem for Doomed Youth</i> W. H. Auden – <i>Elegy on the Death of W. B. Yeats</i> Dylan Thomas – <i>Do Not Go Gentle into That Good Night</i> Philip Larkin – <i>Whitsun Weddings</i> Ted Hughes – <i>Hawk Roosting</i> ; Seamus Heaney – <i>Digging</i> .	21
Total		105

Sl. No.	Recommended Text
1	Chaucer, Geoffrey. <i>The Canterbury Tales</i> . Edited by Nevill Coghill, Penguin Classics, 2005.
2	Spenser, Edmund. <i>The Faerie Queene and Other Works</i> . Penguin Classics, 1979.
3	Donne, John. <i>The Complete English Poems</i> . Edited by A. J. Smith, Penguin Classics, 2006.
4	Milton, John. <i>Paradise Lost</i> . Edited by Christopher Ricks, Penguin Classics, 2003.
5	Marvell, Andrew. <i>The Complete Poems</i> . Edited by Elizabeth Story Donno, Penguin Classics, 2006.
6	Dryden, John. <i>Selected Poems</i> . Penguin Classics, 2003.
7	Gray, Thomas. <i>Selected Poems</i> . Penguin Classics, 2003.
8	Ricks, Christopher, editor. <i>The Oxford Book of English Verse</i> . Oxford University Press, 1972.

Sl. No.	Reference Book
1	M. H. Abrams & Geoffrey Galt Harpham, <i>A Glossary of Literary Terms</i> , Cengage Learning.
2	Helen Vendler, <i>The Art of Shakespeare's Sonnets</i> , Harvard University Press.
3	C. S. Lewis, <i>A Preface to Paradise Lost</i> , Oxford University Press.
4	T. S. Eliot, <i>Selected Essays</i> , Faber & Faber.
5	Cleanth Brooks, <i>The Well Wrought Urn: Studies in the Structure of Poetry</i> , Mariner Books.
6	A. C. Bradley, <i>Oxford Lectures on Poetry</i> , Oxford University Press.
7	George Sampson, <i>The Concise Cambridge History of English Literature</i> , Cambridge University Press.
8	Raman Selden, Peter Widdowson & Peter Brooker, <i>A Reader's Guide to Contemporary Literary Theory</i> , Pearson Education.
9	John Peck & Martin Coyle, <i>How to Study a Poet</i> , Palgrave Macmillan.
10	I. A. Richards, <i>Practical Criticism</i> , Routledge.

Sl. No.	Web Resource
1	Poetry Foundation – https://www.poetryfoundation.org
2	The Poetry Archive – https://poetryarchive.org

3	The British Library – English Literature – https://www.bl.uk
4	Internet Poetry Archive – https://www.poetryarchive.org
5	Encyclopaedia Britannica – Literature – https://www.britannica.com/art/Englishliterature
6	Project Gutenberg – https://www.gutenberg.org
7	Open Library – https://openlibrary.org
8	Internet Archive – https://archive.org

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	2	2	2	2	2
CO2	3	3	3	3	3	2	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	3	2
CO5	3	3	3	3	3	3	3	3
Weightage	15	15	15	14	14	13	12	11
Weighted Percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	2.8	2.6	2.4	2.2

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2
CO2	3	3	3	2	2
CO3	3	3	3	3	2
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	14	13	12
Weighted Percentage of Course Contribution to PSOs	3.0	3.0	2.8	2.6	2.4

3 – Strong, 2 – Medium, 1 - Low

SEMESTER I
CORE II - DRAMA

Course Code	Category	L	T	P	O	Credits	Inst. Hours	Marks CIA	External	Total
NMEN12	Core	Y	Y	–	–	5	7	25	75	100

Learning Objectives

LO1: Understand the origin and historical development of English drama from the medieval period to post-modern drama.

LO2: Examine major dramatic movements, forms, conventions, theatrical practices and representative playwrights.

LO3: Analyse dramatic texts with reference to plot, characterisation, themes, dialogue, stagecraft and dramatic techniques.

LO4: Compare different dramatic traditions and movements such as Elizabethan, Jacobean, Restoration, Irish, Epic, Comedy of Menace and Post-Modern drama.

LO5: Develop critical appreciation and interpretation of drama in relation to social, cultural, political and historical contexts.

Course Outcomes

Upon successful completion of the course, students will be able to:

CO	Course Outcome	Bloom's Level
CO1	Explain the origin, development and major conventions of English drama from the medieval period to the post-modern period.	K2
CO2	Analyse the dramatic techniques, themes, characters, dialogue and theatrical conventions in the prescribed plays.	K4
CO3	Interpret the prescribed plays using appropriate literary, dramatic and critical perspectives.	K4
CO4	Compare different dramatic movements, traditions and theatrical practices represented in the prescribed texts.	K4, K5
CO5	Evaluate the social, cultural, political and historical dimensions of drama and communicate critical interpretations effectively.	K5, K6

Bloom's Taxonomy Levels

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyse, **K5** – Evaluate, **K6** – Create

Course Content

Unit	Contents	No. of Hours
I	Beginnings of Drama: Miracle and Morality Plays – <i>Everyman</i> ; Senecan and Revenge Tragedy – Thomas Kyd – <i>The Spanish Tragedy</i> .	21
II	Elizabethan Theatre: Theatres, theatre groups, audience, actors and conventions – Tragedy and Comedy – Christopher Marlowe – <i>The Jew of Malta</i> – Ben Jonson – <i>Volpone</i> .	21
III	Jacobean Drama: John Webster – <i>The White Devil</i> .	21
IV	Restoration Drama and Irish Dramatic Movement: William Congreve – <i>The Way of the World</i> ; J. M. Synge – <i>The Playboy of the Western World</i> .	21

V	Modern and Post-Modern Drama: Epic Theatre – Bertolt Brecht – <i>Mother Courage and Her Children</i> ; Comedy of Menace – Harold Pinter – <i>The Birthday Party</i> ; Post-Modern Drama – Samuel Beckett – <i>Waiting for Godot</i> .	21
Total		105

Sl. No.	Recommended Text
1	Anonymous. <i>Everyman</i> . Edited by Douglas Bruster and Eric Rasmussen, Arden Early Modern Drama, Bloomsbury, 2009.
2	Kyd, Thomas. <i>The Spanish Tragedy</i> . Edited by Andrew Gurr, New Mermaids, Bloomsbury, 2009.
3	Marlowe, Christopher. <i>The Jew of Malta</i> . Edited by N. W. Bawcutt, New Mermaids, Bloomsbury, 1998.
4	Jonson, Ben. <i>Volpone</i> . Edited by Philip Brockbank, New Mermaids, Bloomsbury, 1996.
5	Webster, John. <i>The White Devil</i> . Edited by René Weis, Oxford University Press, 1996.
6	Congreve, William. <i>The Way of the World</i> . Edited by Brian Gibbons, New Mermaids, Bloomsbury, 2008.
7	Synge, J. M. <i>The Playboy of the Western World and Other Plays</i> . Oxford University Press, 1995.
8	Brecht, Bertolt. <i>Mother Courage and Her Children</i> . Translated by Eric Bentley, Penguin Classics, 2007.
9	Pinter, Harold. <i>The Birthday Party</i> . Faber and Faber, 1991.
10	Beckett, Samuel. <i>Waiting for Godot</i> . Faber and Faber, 2006.

Sl. No.	Reference Book
1	Nicoll, Allardyce. <i>The Theory of Drama</i> . Methuen, 1962.
2	Brockett, Oscar G., and Franklin J. Hildy. <i>History of the Theatre</i> . 10th ed., Pearson, 2008.
3	Bentley, Eric. <i>The Theory of the Modern Stage</i> . Penguin Books, 1968.
4	Esslin, Martin. <i>The Theatre of the Absurd</i> . Penguin Books, 2004.
5	Styan, J. L. <i>Modern Drama in Theory and Practice</i> . Cambridge University Press, 1981.
6	Worthen, W. B. <i>The Wadsworth Anthology of Drama</i> . 6th ed., Wadsworth, 2011.
7	Innes, Christopher. <i>Modern British Drama: 1890–1990</i> . Cambridge University Press, 1992.
8	Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i> . 11th ed., Cengage Learning, 2015.

Sl. No.	Web Resource
1	British Library. <i>Discovering Literature: Medieval and Renaissance Literature</i> . British Library, www.bl.uk .
2	Encyclopaedia Britannica. <i>Drama and Theatre</i> . Encyclopaedia Britannica, www.britannica.com .

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	2	2	2	2	2
CO2	3	3	3	3	3	2	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	3	2
CO5	3	3	3	3	3	3	3	3
Weightage	15	15	15	14	14	13	12	11
Weighted Percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	2.8	2.6	2.4	2.2

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2
CO2	3	3	3	2	2
CO3	3	3	3	3	2
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	14	13	12
Weighted Percentage of Course Contribution to PSOs	3.0	3.0	2.8	2.6	2.4

SEMESTER I

Core III– Fiction

Course Code	Category	L	T	P	O	Credits	Instructional Hours	CIA	External	Total
NMEN13	Core	4	—	—	—	4	6	25	75	100

Learning Objectives

LO1: Understand the origin, development, types and major narrative modes of English fiction.

LO2: Examine the major fictional works prescribed in the course within their historical, social and cultural contexts.

LO3: Analyse narrative techniques, characterization, themes, plot, setting and other literary elements in selected novels.

LO4: Compare different traditions and developments in English fiction from the eighteenth century to modern literature.

LO5: Develop critical and interpretative skills to examine issues of individual identity, environment, class and society through fiction.

Course Outcomes

Upon successful completion of the course, students will be able to:

CO	Course Outcome	Bloom's Level
CO1	Explain the development, types and narrative modes of English fiction and identify their major characteristics.	K2
CO2	Analyse the plot, characterization, narrative techniques, themes and settings of the prescribed novels.	K4
CO3	Interpret the prescribed fictional works in relation to their historical, social and cultural contexts.	K4
CO4	Compare different fictional traditions, styles and literary developments from the eighteenth century to the modern period.	K4, K5
CO5	Evaluate representations of individual identity, environment, class and society in fiction and communicate critical interpretations effectively.	K5, K6

Bloom's Taxonomy Levels

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyse, **K5** – Evaluate, **K6** – Create

Course Content

Unit	Contents	No. of Hours
I	Introduction to Fiction: Definition and types of fiction – Narrative modes – Samuel Richardson – <i>Pamela</i> .	18
II	Eighteenth-Century Fiction: Oliver Goldsmith – <i>The Vicar of Wakefield</i> ; Jonathan Swift – <i>Gulliver's Travels</i> ; Daniel Defoe – <i>Robinson Crusoe</i> .	18
III	Nineteenth-Century Fiction: Jane Austen – <i>Emma</i> ; Emily Brontë – <i>Wuthering Heights</i> .	18
IV	Victorian Fiction: Charles Dickens – <i>Hard Times</i> ; William Makepeace Thackeray – <i>Vanity Fair</i> .	18
V	Modern Fiction and Critical Perspectives: Liberal Humanism – Individual, Environment and Class Issues – D. H. Lawrence – <i>The Rainbow</i> ; James Joyce – <i>A Portrait of the Artist as a Young Man</i> .	18
Total		90

Sl. No.	Recommended Text
1	Richardson, Samuel. <i>Pamela</i> . Oxford University Press, 2008.
2	Goldsmith, Oliver. <i>The Vicar of Wakefield</i> . Penguin Classics, 2006.
3	Swift, Jonathan. <i>Gulliver's Travels</i> . Penguin Classics, 2003.
4	Defoe, Daniel. <i>Robinson Crusoe</i> . Penguin Classics, 2001.
5	Austen, Jane. <i>Emma</i> . Penguin Classics, 2003.
6	Brontë, Emily. <i>Wuthering Heights</i> . Penguin Classics, 2003.
7	Dickens, Charles. <i>Hard Times</i> . Penguin Classics, 2003.
8	Thackeray, William Makepeace. <i>Vanity Fair</i> . Penguin Classics, 2001.
9	Lawrence, D. H. <i>The Rainbow</i> . Penguin Classics, 2006.
10	Joyce, James. <i>A Portrait of the Artist as a Young Man</i> . Penguin Classics, 2003.

Sl. No.	Reference Book
1	Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i> . Cengage Learning, 2015.
2	Ian Watt. <i>The Rise of the Novel: Studies in Defoe, Richardson and Fielding</i> . University of California Press, 2001.
3	E. M. Forster. <i>Aspects of the Novel</i> . Penguin Classics, 2005.
4	David Daiches. <i>A Critical History of English Literature</i> . Allied Publishers, 2005.
5	Terry Eagleton. <i>Literary Theory: An Introduction</i> . Blackwell, 2008.

Sl. No.	Web Resource
1	British Library. <i>Discovering Literature</i> . www.bl.uk
2	Encyclopaedia Britannica. <i>English Literature and Fiction</i> . www.britannica.com
3	Project Gutenberg. <i>Classic Fiction Texts</i> . www.gutenberg.org

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	2	2	2	2	2
CO2	3	3	3	3	3	2	2	2
CO3	3	3	3	3	3	3	3	2
CO4	3	3	3	3	3	3	3	2
CO5	3	3	3	3	3	3	3	3
Weightage	15	15	15	14	14	13	13	11
Weighted Percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	2.8	2.6	2.6	2.2

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2
CO2	3	3	3	2	2
CO3	3	3	3	3	2
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Weightage	15	15	14	13	12
Weighted Percentage of Course Contribution to PSOs	3.0	3.0	2.8	2.6	2.4

SEMESTER I**ELECTIVE I****Speculative Fiction**

Course Code	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
NEEN11	Core	Y	Y	–	–	3	5	25	75	100

Learning Objectives

LO1: Understand the development, characteristics and major forms of contemporary and popular fiction.

LO2: Examine selected fictional works in relation to their social, cultural, historical and intellectual contexts.

LO3: Analyse narrative techniques, characterization, themes, settings and stylistic features in contemporary and popular fiction.

LO4: Explore representations of identity, technology, society, culture, power and human relationships in modern fictional narratives.

LO5: Develop critical, comparative and interpretative skills for engaging with diverse forms of contemporary and popular fiction. **Course Outcomes**

Upon successful completion of the course, students will be able to:

CO	Course Outcome	Bloom's Level
CO1	Explain the major characteristics, forms and developments of contemporary and popular fiction.	K2
CO2	Analyse narrative techniques, characterization, themes, settings and stylistic features of selected contemporary fictional works.	K4
CO3	Interpret contemporary and popular fiction in relation to social, cultural, historical and intellectual contexts.	K4
CO4	Compare diverse fictional forms and examine their representation of identity, technology, society, culture and human experience.	K4, K5
CO5	Evaluate the cultural and social significance of contemporary and popular fiction and communicate critical interpretations effectively.	K5, K6

Bloom's Taxonomy Levels

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyse, **K5** – Evaluate, **K6** – Create

Course Content

Unit	Contents	No. of Hours
I	Background Studies: Science Fiction and Fantasy – Cyberpunk – Alien Invasion – Apocalyptic and Post-Apocalyptic Fiction – Gothic Science Fiction – Crime Fiction – Mystery Novels – Thriller. (<i>From M. H. Abrams</i>)	18
II	Detective Fiction: Arthur Conan Doyle – <i>The Hound of the Baskervilles</i> ; Agatha Christie – <i>Murder on the Orient Express</i> .	18
III	Science Fiction: Wilkie Collins – <i>The Woman in White</i> ; H. G. Wells – <i>The Time Machine</i> .	18
IV	Fantasy Fiction: Peter Straub – <i>Shadowland</i> ; Gabriel García Márquez – <i>One Hundred Years of Solitude</i> .	18

V	Short Stories: Edgar Allan Poe – <i>The Murders in the Rue Morgue</i> ; E. M. Forster – <i>The Machine Stops</i> ; Isaac Asimov – <i>The Last Question</i> .	18
Total		90

Sl. No.	Recommended Text
1	Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i> . Cengage Learning, 2015.
2	Doyle, Arthur Conan. <i>The Hound of the Baskervilles</i> . Penguin Classics, 2001.
3	Christie, Agatha. <i>Murder on the Orient Express</i> . HarperCollins, 2017.
4	Collins, Wilkie. <i>The Woman in White</i> . Oxford University Press, 2008.
5	Wells, H. G. <i>The Time Machine</i> . Penguin Classics, 2005.
6	Straub, Peter. <i>Shadowland</i> . Penguin Books, 1981.
7	García Márquez, Gabriel. <i>One Hundred Years of Solitude</i> . Harper Perennial Modern Classics, 2003.
8	Poe, Edgar Allan. <i>The Murders in the Rue Morgue and Other Tales</i> . Dover Publications, 2008.
9	Forster, E. M. <i>The Machine Stops and Other Stories</i> . Penguin Classics, 2006.
10	Asimov, Isaac. <i>The Complete Stories, Volume I</i> . Doubleday, 1990.

Sl. No.	Reference Book
1	Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i> . Cengage Learning, 2015.
2	John Clute and John Grant, editors. <i>The Encyclopedia of Fantasy</i> . St. Martin's Press, 1997.
3	Patrick Parrinder. <i>Science Fiction: Its Criticism and Teaching</i> . Methuen, 1980.
4	John Scaggs. <i>Crime Fiction</i> . Routledge, 2005.
5	Rosemary Jackson. <i>Fantasy: The Literature of Subversion</i> . Routledge, 1981.

Sl. No.	Web Resource
1	British Library. <i>Discovering Literature</i> . www.bl.uk
2	Encyclopaedia Britannica. <i>Science Fiction, Fantasy and Detective Fiction</i> . www.britannica.com
3	Project Gutenberg. <i>Classic Literature Collection</i> . www.gutenberg.org

MAPPING OF COURSE OUTCOMES WITH PROGRAMME OUTCOMES (POs)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	2	2	2	2	2
CO2	3	3	3	3	3	2	2	2
CO3	3	3	3	3	3	3	3	2

CO4	3	3	3	3	3	3	3	2
CO5	3	3	3	3	3	3	3	3
Weightage	15	15	15	14	14	13	13	11
Weighted Percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	2.8	2.6	2.6	2.2

3 – Strong Correlation, 2 – Moderate Correlation, 1 – Low Correlation.

MAPPING OF COURSE OUTCOMES WITH PROGRAMME OUTCOMES (POs)

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2
CO2	3	3	3	2	2
CO3	3	3	3	3	2
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	14	13	12
Weighted Percentage of Course Contribution to PSOs	3.0	3.0	2.8	2.6	2.4

3 – Strong Correlation, 2 – Moderate Correlation, 1 – Low Correlation

SEMESTER I
ELECTIVE – II
APPROACHES AND METHODS IN
ENGLISH LANGUAGE TEACHING

Course Code	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
NEEN12	Core	Y	Y	–	–	3	5	25	75	100

Learning Objectives

LO1: Understand the major approaches and methods of English language teaching and their historical development.

LO2: Examine the principles and classroom applications of communicative, task-based and content-integrated approaches to language teaching.

LO3: Develop an understanding of effective strategies for teaching Listening, Speaking, Reading and Writing (LSRW), grammar and vocabulary.

LO4: Understand the principles, types and applications of language testing and evaluation, including norm-referenced and criterion-referenced testing.

LO5: Develop practical competence in lesson planning, classroom teaching practice and reflective teaching.

Course Outcomes

Upon successful completion of the course, students will be able to:

CO	Course Outcome	Bloom's Level
CO1	Explain the principles, features and applications of major approaches and methods of English language teaching.	K2
CO2	Analyse and compare communicative, task-based and contentintegrated approaches for effective language teaching.	K4, K5
CO3	Apply appropriate strategies for teaching LSRW skills, grammar and vocabulary in diverse classroom contexts.	K3, K4
CO4	Evaluate different approaches to language testing and assessment, including norm-referenced and criterion-referenced testing.	K5
CO5	Design effective lesson plans and demonstrate appropriate teaching practices using suitable ELT methods and techniques.	K3, K6

Bloom's Taxonomy Levels

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyse, **K5** – Evaluate, **K6** – Create

Course Content

Unit	Contents	No. of Hours
I	Major Methods of Language Teaching: Grammar-Translation Method – Direct Method – Audio-Lingual Method – Oral/Situational Approach.	18
II	Communicative and Task-Based Language Teaching: Communicative Approach – Task-Based Language Teaching – Teaching of LSRW Skills – Grammar and Vocabulary.	18
III	Content and Language Integrated Learning: Concept, principles, approaches and classroom applications of Content and Language Integrated Learning (CLIL).	18
IV	Testing and Evaluation: Principles and types of language testing – NormReferenced Testing – Criterion-Referenced Testing – evaluation of language learning.	18

V	Lesson Planning and Teaching Practice: Principles and components of lesson planning – preparation of lesson plans – classroom teaching practice – evaluation and reflection on teaching.	18
Total		90

Sl. No.	Recommended Text
1	Richards, Jack C., and Theodore S. Rodgers. <i>Approaches and Methods in Language Teaching</i> . 3rd ed., Cambridge University Press, 2014.
2	Larsen-Freeman, Diane, and Marti Anderson. <i>Techniques and Principles in Language Teaching</i> . 3rd ed., Oxford University Press, 2011.
3	Harmer, Jeremy. <i>The Practice of English Language Teaching</i> . 5th ed., Pearson Education, 2015.
4	Nunan, David. <i>Task-Based Language Teaching</i> . Cambridge University Press, 2004.
5	Coyle, Do, Philip Hood, and David Marsh. <i>CLIL: Content and Language Integrated Learning</i> . Cambridge University Press, 2010.
6	Hughes, Arthur. <i>Testing for Language Teachers</i> . 2nd ed., Cambridge University Press, 2003.
7	Brown, H. Douglas, and Priyanvada Abeywickrama. <i>Language Assessment: Principles and Classroom Practices</i> . 3rd ed., Pearson Education, 2019.
8	Scrivener, Jim. <i>Learning Teaching: The Essential Guide to English Language Teaching</i> . 3rd ed., Macmillan Education, 2011.

Sl. No.	Reference Book
1	Richards, Jack C. <i>Curriculum Development in Language Teaching</i> . Cambridge University Press, 2001.
2	Ur, Penny. <i>A Course in Language Teaching</i> . 2nd ed., Cambridge University Press, 2012.
3	Ellis, Rod. <i>Task-Based Language Learning and Teaching</i> . Oxford University Press, 2003.
4	McNamara, Tim. <i>Language Testing</i> . Oxford University Press, 2000.
5	Thornbury, Scott. <i>How to Teach Grammar</i> . Pearson Education, 1999.

Sl. No.	Web Resource
1	British Council. <i>TeachingEnglish</i> . www.teachingenglish.org.uk
2	Cambridge English. <i>Teaching and Learning Resources</i> . www.cambridgeenglish.org
3	Council of Europe. <i>Common European Framework of Reference for Languages (CEFR)</i> . www.coe.int

MAPPING OF COURSE OUTCOMES WITH PROGRAMME OUTCOMES (POs)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	2	2	3	2	2
CO2	3	3	3	3	3	3	3	2
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2

CO5	3	3	3	3	3	3	3	3
Weightage	15	15	15	14	14	15	13	12
Weighted Percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	2.8	3.0	2.6	2.4

Mapping Scale

3 – Strong Correlation, **2** – Moderate Correlation, **1** – Low Correlation

MAPPING OF COURSE OUTCOMES WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	2
CO5	3	3	3	3	3
Weightage	15	15	14	15	13
Weighted Percentage of Course Contribution to PSOs	3.0	3.0	2.8	3.0	2.6

Mapping Scale

3 – Strong Correlation, **2** – Moderate Correlation, **1** – Low Correlation