K.M.G. COLLEGE OF ARTS AND SCIENCE
(AUTONOMOUS)

R.S. ROAD, AMMANANGKUPPAM, GUDIYATTAM -635803

Approved by the Government of Tamil Nadu

Permanently Affiliated to Thiruvalluvar University, Vellore

Recognized under Section 2(f) and 12(B) of the UGC Act 1956

Accredited by NAAC (2nd Cycle) with (CGPA of 3.24/4) 'A' Grade

P.G. DEPARTMENT OF ENGLISH

M.A., ENGLISH

SYLLABUS
(CHOICE BASED CREDIT SYSTEM)

Under

LEARNING OUTCOMES-BASED CURRICULUM

FRAMEWORK (LOCF)

(Effective for the Batch of Students Admitted from 2024-2025)

PREFACE

The curriculum of post graduate English aims to develop the ability of the student to critically examine and restate his/her understanding of literary texts, employing individual linguistic skills, engendering literary concepts and critical approaches to arrive at the core and essence of the narratives. The foremost purpose of the outcome-based education is meant to provide an exposure to the fundamental aspects in different areas of English and its applications, keeping in mind the growing needs for higher education, employability, entrepreneurship and social responsibility. The periodical restructuring of the syllabi is carried out to fulfill the requirements of graduate attributes, qualification descriptors, programme learning outcomes and course outcomes. The outcome-based education enriches the curriculum to deliver the basic principles, synthetic strategies, mechanisms and application-oriented learning for the benefit of students. It also includes self-learning module, minor projects and field visits to enable students to get fortified for higher studies and employment. The programme also includes training to students for seminar presentation, preparation of filed visits reports, hands-on training in skill courses, developing leadership qualities, organization and participation in the interdepartmental academic competitions. The allied papers provide a platform to strengthen the understanding of the core subjects. The non-major elective courses offer chances to learn and augment interest in other related fields. The outcome-based curriculum is intended to enrich the learning pedagogy to global standards. ICT enabled teaching-learning platforms are provided to students along with the interaction of international scholars. The seminars periodically delivered by the department, subject experts and professors would certainly help the students to update with latest technology/trends in different fields of English Literature. The exposure to the individual Projects, and MoUs with other colleges can open new avenues for the aspirants and its progress would be followed regularly. The OBE based evaluation methods will reflect the true cognitive levels of the students as the curriculum is designed with course outcomes and cognitive level correlations as per BLOOM's Taxonomy.

ABOUT THE COLLEGE

The College was established in the new millennium 2000 by the vision of late Shri.K.M.Govindarajan fondly known as Iyah, with a mission to offer higher education in the fields of Arts and Science to the needy and the poor middle class students of this area and make them fully employable and economically self-reliant. With a humble beginning of launching an elementary school named Thiruvalluvar Elementary School in the year 1952, Iyah groomed it into a Higher Secondary School and later into a college. Education was his soul and breath. The college has grown into a full-fledged educational hub offering 12 under graduate programmes, 8 post graduate programmes, 5 M.Phil research programmes and 4 Ph.D programmes. The college has been accredited with 'A' grade by NAAC in 2nd cycle and recognized under section 2(f) & 12(B) of the UGC act 1956. The College is permanently affiliated to Thiruvalluvar University. The College is also acquired the status of Autonomous from the academic year 2024-2025. The College is an associate member of ICT Academy and registered member of NPTEL and Spoken Tutorials of IIT Bombay. The college is also a member of INFLIBNET and NDL.

VISION OF THE COLLEGE

Empower young men and women by educating them in the pursuit of excellence, character building and responsible citizen.

MISSION OF THE COLLEGE

Offer higher education in the fields of Arts, Science & Management to the needy and make them fully self-dependent.

QUALITY POLICY OF THE COLLEGE

KMG Students achieve the best learning results and personal growth with modern education that provide them for a working life and a changing society to become deserving citizens.

ABOUT THE DEPARTMENT

The department of English was established in the 2009-2010 academic year with B.A. English as an initial Undergraduate Course and it was elevated to Postgraduate department in the 2013-2014 academic year, by providing M.A. English. It is not a small thing for a man to become a master of the international language and of its rich and complex literature. No other study exerts a greater influence on man in moulding his intellectual and spiritual life than the study of literature. Thus, English department is a guide to those who want to explore the world of literature.

The central objectives of this programme is to enrich the students' communication and reading skills in English. Well experienced English instructors are devoted to develop the various language skills such as listening, speaking, reading, and writing among the student community. Moreover, the students are encouraged to imbibe these qualities by working collectively in the classroom on exercises and examples provided by the teachers.

In addition, the department plays an active role in the co-curricular activities of the college. Every year, English department also plays a leading role in intercollegiate fests, department fests, tours, webinars and seminars.

Furthermore, the department aims to prepare every student professionally fit for placement programmes in every academic year. We provide various orientation programmes and bridge courses to familiarize our students with the course and the curriculum.

VISION OF THE DEPARTMENT

- To attain academic excellence through teaching and research activities.
- To encourage literary sensibilities, language competence and critical thinking among students.

MISSION OF THE DEPARTMENT

- To be a renowned department in inculcating Language and literature.
- To enrich students competency level to present successful in global arena.

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

1. Professional Excellence: Graduates will demonstrate competency and excellence in their chosen fields of study, applying theoretical knowledge to practical situations effectively.

2. Character Development: Graduates will exhibit strong moral and ethical character, upholding values of integrity, honesty, and respect for others in both personal and professional endeavors.

3. Leadership and Citizenship: Graduates will emerge as responsible leaders and active citizens, contributing positively to their communities and society at large through their actions and initiatives.

4. Continuous Learning: Graduates will engage in lifelong learning and professional development activities, adapting to evolving technologies, methodologies, and societal needs.

5. Self-Dependency and Entrepreneurship: Graduates will possess the skills and mindset necessary to be self-reliant and entrepreneurial, capable of creating opportunities for themselves and others through innovation and initiative.

6. Effective Communication and Collaboration: Graduates will demonstrate proficiency in communication skills, both verbal and written, and exhibit the ability to collaborate effectively with diverse teams and stakeholders.

7. Global Perspective: Graduates will have a broad understanding of global issues and perspectives, demonstrating cultural sensitivity and adaptability in multicultural environments.

PROGRAM OUTCOMES (POs)

On successful completion of the programme, the students will be able to:

POs	Graduate Attributes	Statements
PO1	Disciplinary Knowledge	Acquire detailed knowledge and expertise in all the disciplines of the subject.
PO2	Communication Skills	Ability to express thoughts and ideas effectively in writing, listening and confidently Communicate with others using appropriate media
PO3	Critical Thinking	Students will develop aptitude Integrate skills of analysis, critiquing, application and creativity.
PO4	Analytical Reasoning	Familiarize to evaluate the reliability and relevance of evidence, collect, analyze and interpret data.
PO5	Problem Solving	Capacity to extrapolate the learned competencies to solve different kinds of non-familiar problems.
PO6	Employability and Entrepreneurial Skill	Equip the skills in current trends and future expectations for placements and be efficient entrepreneurs by accelerating qualities to facilitate startups in the competitive environment.
PO7	Individual and Team Leadership Skill	Capability to lead themselves and the team to achieve organizational goals and contribute significantly to society.
PO8	Multicultural Competence	Possess knowledge of the values and beliefs of multiple cultures and a global perspective.
PO 9	Moral and Ethical awareness/reasoning	Ability to embrace moral/ethical values in conducting one's life.
PO10	Lifelong Learning	Identify the need for skills necessary to be successful in future at personal development and demands of work place.

PROGRAM SPECIFIC OUTCOMES (PSOs)

On successful completion of the M.A. English, the students will be able to:

PSOs	Statements
PSO1	Analyse and apply various literary concepts and critical approaches.
PSO2	Appreciate the importance of English as an international language in accordance with various cultures and life situations.
PSO3	Organize and integrate the acquired knowledge to present an individual in literary arenas.

Correlation Rubrics:

High	Moderate	Low	No Correlation
3	2	1	-

Mapping of PSOs with POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	3	3	3	1	1	1	-	2	2	2
PSO2	3	2	2	2	1	2	-	2	2	2
PSO3	3	3	3	3	2	2	1	2	2	3

K.M.G. COLLEGE OF ARTS AND SCIENCE
(AUTONOMOUS)
Subject and Credit System- M.A.,English
(Effective for the Batch of Students Admitted from 2024-2025)

Semester	Part	Category	Course Code	Course Title	Ins.Hrs/Week	Credit	Maximum Marks		
							Internal	External	Total
SEMESTER - I	Part-I	Core-1	APCEN11	Poetry	7	5	25	75	100
		Core-2	APCEN12	Drama	7	5	25	75	100
		Core-3	APCEN13	Fiction	6	4	25	75	100
		Elective - I	APEEN14	Science Fiction, Fantasy and Detective Literature	5	3	25	75	100
		Elective- II	APEEN15	Approaches and Methods in English Language Teaching	5	3	25	75	100
				Semester Total	**30**	**20**			
SEMESTER - II	Part-I	Core-4	APCEN21	Indian Writing in English	6	5	25	75	100
		Core-5	APCEN22	American Literature	6	5	25	75	100
		Core-6	APCEN23	Shakespeare Studies	6	4	25	75	100
		Elective- III	APEEN24	Life Writings	3	3	25	75	100
		Elective-IV	APEEN25	Literature and Film	3	3	25	75	100
		SEC- I	APSEN26	Employability Skill	4	2	25	75	100
	Part-II	Compulsory	APHR20	Human Rights	2	2	25	75	100
		Compulsory	APMOOC20	MOOC	-	2	-	100	100
				Semester Total	**30**	**26**			

Semester	Part	Category	Course Code	Course Title	Ins.Hrs/ Week	Credit	Maximum Marks		
							Internal	External	Total
SEMESTER - III	Part - I	Core-7	APCEN31	Post-colonial Literature	6	5	25	75	100
		Core-8	APCEN32	Contemporary Literary Criticism	6	5	25	75	100
		Core-9	APCEN33	Language and Linguistics	6	5	25	75	100
		Core-10	APCEN34	Writings of the Marginalized	6	4	25	75	100
		Elective- V	APEEN35	Travel Writing	3	3	25	75	100
		SEC-II	APSEN36	Entrepreneurship Development	3	2	25	75	100
		Compulsory	APIEN37	Internship/Industrial Activity	-	2	100	-	100
				Semester Total	**30**	**26**			
SEMESTER - IV	Part - I	Core-11	APCEN41	Comparative Literature and Classics in Translation Studies	6	5	25	75	100
		Core-12	APCEN42	A Glimpse of Nobel Laureates	6	5	25	75	100
		Core-13	APPEN43	Project and Research Methodology	6	5	25	75	100
		Elective- VI	APEEN44	Theatre Art	6	4	25	75	100
		SEC-III	APSEN45	English for Competitive Exams	6	3	25	75	100
			APPCEN45A	Professional Competency Skill – I - English for Career					
			APPCEN45B	Professional Competency Skill -II- Technical Writing					
	Part-II	Compulsory	APEA40	Extension Activity		1	100		100
				Semester Total	**30**	**23**			

Consolidated Semester wise and Component wise Credit distribution

Parts	Semester-I	Semester-II	Semester-III	Semester-IV	Total Credits
Part-I	20	22	26	22	90
Part-II	-	4	-	1	05
Total	20	26	26	23	**95**

*Part I and Part II components will be separately taken into account for CGPA calculation and classification for the post graduate programme and has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the PG degree.

COURSEDESCRIPTORS

Title of the Course	POETRY	Hours/Week	07
Course Code	APCEN11	Credits	05
Category	Core-1	Year& Semester	I&I
Prerequisites	To know about the English Poetry starting from Medieval to Modern Period.	Regulation	2024

Objectives of the course:
- To introduce the learners to the literary tradition of the English Poetry starting from Medieval to Modern Period.
- To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire and Epic.
- To enable the students to have a comprehensive view of History of English literature
- To differentiate the various stages of English through the representative poets
- To critically examine the works of the writers of the period

UNITS	Contents	COs	Cognitive Levels
UNIT-I	**Middle English Poetry:** Chaucer: "The General Prologue": Pardoner, The Nun, Doctor, Friar.	CO1 CO3	K1 K2 K4 K5
UNIT-II	**Elizabethan Poetry:** Spenser: "Epithalamion" Donne: "A Valediction: forbidding mourning" & "The Canonization"	CO1 CO2 CO3	K1 K2 K4 K5
UNIT-III	**Seventeenth Century Poetry:** John Milton : "Paradise Lost" Book IX Marvell: "To His Coy Mistress"	CO3 CO4	K1 K2 K4 K5
UNIT-IV	**Eighteenth Century Poetry:** Dryden : "Absalom and Achitophel" (Lines 150 – 476) Gray: Ode to a Distant Prospect of Eton College	CO2 CO3 CO4	K1 K2 K4 K5

UNIT-V	**Modern Poetry** Rupert Brooke: "The Soldier" Wilfred Owen: " Anthem for Doomed Youth" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" Seamus Heaney: "Digging"	CO1 CO2 CO3 CO5	K1 K2 K4 K5

Recommended Text Books:

1. *1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London*

2. *Standard editions of texts*

Reference Books:

1. *T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.*

2. *H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.*

3. *Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon– Avon Studies Vol. II, Edward Arnold, London.*

4. *William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.*

5. *A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.*

6. *David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker &Warburg, London.*

7. *Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.*

Website and e-learning source:

1. *http://www.english/.org.uk/chaucer/html*

2. *https://www.britannica.com/topic/The-Canonization*

3. *https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/to*

4. *pic/Paradise-Lost-epic-poem-by-Milton*

5. *https://www.britannica.com/topic/Absalom-and-Achitophel*

6. *https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_En*

7. *glish.html*

Course Learning Outcomes (for Mapping with Pos and PSOs)

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Demonstrate knowledge of the movements that influenced the literature beginning from English Poetry starting from Medieval to Modern Period.	K1,K2,,K4
CO2	Trace the evolution of various literary movements. Distinguish and analyse the different genres of writings of the period.	K1,K2,K4,K5
CO3	Critically evaluate the literary language of the texts Prescribed	K1,K2,K4,K5
CO4	Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history	K1,K2,K4,K5
CO5	Exhibit the skill of analyzing literary works and genres of different age.	K1,K2,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	-	2	-	-	-	3	3	3	3	3	3
CO2	2	3	1	3	-	-	-	3	3	2	2	3	3
CO3	3	3	3	3	-	-	-	3	2	3	3	3	3
CO4	3	3	3	-	-	-	-	3	2	3	3	3	3
CO5	3	2	-	2	-	-	-	3	2	3	3	3	3

COURSEDESCRIPTORS

Title of the Course	DRAMA	Hours/Week	05
Course Code	APCEN12	Credits	03
Category	Core-II	Year& Semester	I&I
Prerequisites	Basic Structure and themes of Science and detective fiction	Regulation	2024

Objectives of the course:
- ➢ To acquaint the students with the origin of drama in England.
- ➢ To trace the difference stages of British Drama and its evolution in the context of theatre.
- ➢ To facilitate the learners to identify socio-cultural scenario through the study of representative texts.
- ➢ To enable the students to identify different forms of drama.
- ➢ To encourage the learners to examine the themes presented in English Drama and to develop the ability to critically analyze the texts.

UNITS	Contents	COs	Cognitive Levels
UNIT-I	**Beginnings of Drama:** 1. Miracle and Morality Plays – Everyman (anonymous) 2. The Scene and Revenge Tragedy – Thomas Kyd Tragedy	CO3	K1 K2 K4
UNIT-II	**Elizabethan Theatre: Theatres, Theatre Groups, Audience, Actors and Conventions, Tragedy and Comedy.** 1. Christopher Marlowe – The Jew of Malta 2. Ben Jonson - Volpone	CO1 CO3 CO4	K1 K2 K4
UNIT-III	**Jacobean Drama:** 1. John Webster – The White Devil 2. Ben Jonson – The Alchemist	CO2 CO3 CO4	K1 K2 K4 K5
UNIT-IV	**Restoration Drama:** 1. William Congreve – The Way of the World 2. J.M. Synge – The Playboy of the Western world (Irish Dramatic Movement)	CO1 CO2 CO3 CO4	K1 K2 K4 K5
UNIT-V	**Epic Theatre:** 1. Harold Pinter – Birthday Party (Comedy of menace) 2. Samuel Beckett – Waiting for the Godot (Post Modern Drama)	CO1 CO2 CO3 CO5	K1 K2 K4 K5

Recommended Text Books:

1. *Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.*
2. *Tillyard. E.M.W., 1958, The Nature of Comedy & Shakespeare, London.*

Reference Books:

1. *Una Ellis – Fermor, 1965. The Jacobean Drama: An Interpretation, Methuen & Co., London.*
2. *AllardyceNicoll, 1973, British Drama, Harrap, London.*
3. *Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6th Ed)new Delhi.*
4. *Michael Hathway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.*
5. *Kinney, Arthur.F., 2004. A Companion to Renaissance Drama, Oxford: Blackwell Publishing. http://www. Bratinnica.com/art/epic-theatre*

1. *Website and e-learning source:*
2. *https://www.questia.com*
3. *https://www.clt.astate.edu/wmare/asste%*
4. *https://nosweatshakespeare.com/ resources/era/Jacobean-drama-theatre*
5. *https://www.britannica.com/art/engliswh-Literature/The Restoration*
6. *https://www.britannica.com/art/epic-thatre*

Course Learning Outcomes (forMappingwithPOsandPSOs)

On completion of the course the students should be able to

COs	CODescription	CognitiveLevel
CO1	Appraise various aspects of drama and theatre.	K1,K2,,K4
CO2	Identify drama and performance as a cultural process and an artistic discourse.	K1,K2,K4
CO3	Evaluate plot, structure, characterization and dialogue.	K1,K2,K4,K5
CO4	Interpret drama texts as aesthetics records of their times viz., Elizabethan, Restoration, Victorian, and Early Modern ages.	K1,K2,K4,K5
CO5	Examine the sequential course dealing with Modern and Postmodern British Drama	K1,K2,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	3	2	-	1	3	3	3	3	3	3	3
CO2	2	3	1	3	1	2	3	3	3	2	3	3	3
CO3	3	3	3	3	2	2	2	3	2	3	3	3	3
CO4	3	3	3	1	1	1	-	3	2	3	3	3	3
CO5	3	2	3	2	1	-	1	3	2	3	3	3	3

COURSE DESCRIPTORS

Title of the Course	FICTION	Hours/Week	06
Course Code	**APCEN13**	Credits	04
Category	Core- III	Year & Semester	I & I
Prerequisites	To know the Social background of British	Regulation	2024

Objectives of the course:
➢ To familiarize the students with the origin and development of the British fiction upto the Modern.
➢ To introduce the students to major writers of British fiction.
➢ To enable the students to comprehend the social background based on the prescribed novels
➢ To facilitate the learners to identify and differentiate various forms of novels.
➢ To examine the themes presented in British fiction and to develop the ability to critically analyze the novels prescribed.

UNITS	Contents	COs	Cognitive Levels
UNIT-I	Definition, types, narrative modes - Samuel Richardson - Pamela	CO1 CO3	K1, K2, K3
UNIT-II	Jonathan Swift - Gulliver's Travels Daniel Defoe–Robinson Crusoe	CO1 CO2 CO3	K1, K2, K3 ,K4
UNIT-III	Jane Austen - Emma Emily Bronte – Wuthering Heights	CO3 CO4	K1, K2, K3, K5
UNIT-IV	Charles Dickens – Hard Times William Makepeace Thackerey - Vanity Fair	CO2 CO3 CO4	K1, K2, K3, K5
UNIT-V	Liberal Humanism, Individual Environment and Class Issues. D. H. Lawrence :The Rainbow James Joyce – Portrait of the Artist as a Young Man	CO2 CO3 CO5	K1, K2, K3, K5, K6

Recommended Text Books

1. *WayneC.Booth,1961,The Rhetoric of Fiction, Chicago University Press, London.*

2. *F.R.Leavis,1973,TheGreatTradition,Chatto&Windus, London*

Reference Books

1. *Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.*
2. *Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel tillthe18thCentury,The Camel Press Ltd. Southampton.*
3. *Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.*
4. *Raymond Williams, 1973,The English Novel: From Dickens to Lawrence, Chatto & Windus, London.*
5. *IanMilligan,1983,TheNovelinEnglish:AnIntroduction,Macmillan,HongKong*

Website and e-learning source

1. *http://en.wikipedia.org/wiki/English_literature*

2. *http://en.wikipedia.org/wiki/novel*

3. *https://www.britannica.com/art/picaresque-novel*

4. *https://www.britannica.com/art/novel-of-manners*

5. *https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte*

Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Acquaint the knowledge about the development of Novel as a literary form.	K1,K2, K4,K5
CO2	Identify the characteristics of different types of novels	K1,K2,K4,K5
CO3	Categorize the novels of different periods and Interpret the works of eminent writers.	K1,K2,K4,K5
CO4	Awareness on social, historical, literary and cultural elements of the changes in American Literature	K1,K2,K4,K5
CO5	Critically examine the works of the writers prescribed	K1,K2,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	3	1	-	-	-	-	1	3	3	3	3
CO2	3	2	1	1	-	-	-	1	1	3	3	3	2
CO3	3	1	3	2	-	-	-	2	2	3	3	3	3
CO4	3	2	2	2	-	-	-	3	3	3	3	3	3
CO5	3	2	3	-	-	-	-	2	3	3	3	3	3

COURSEDESCRIPTORS

Title of the Course	SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE	Hours/Week	05
Course Code	**APEEN14**	Credits	03
Category	Elective -I	Year& Semester	I&I
Prerequisites	Basic Structure and themes of Science and detective fiction	Regulation	2024

Objectives of the course:
- To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction.
- To enable them to identify the basic Structure and themes of Science Fiction.
- To facilitate the learners to appreciate the fundamental features in fantasy fiction.
- To enhance students' knowledge to identify the basic Structure and themes of Science and detective fiction.
- To involve the students to a close reading important representative texts.

UNITS	Contents	COs	Cognitive Levels
UNIT-I	**BACKGROUND STUDIES** Science Fiction and Fantasy, Cyberpunk (From M.H.Abrams) Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction, Gothic Science Fiction, Crime Fiction, Mystery Novels, Thriller (From M.H.Abrams)	CO1 CO2 CO3 CO4 CO5	K1 K2 K4
UNIT-II	**DETECTIVE FICTION** Arthur Conan Doyle : The Hound of Baskervilles Agatha Christie : Murder on the Orient Express	CO2 CO3 CO4	K1,K2, K4,K5
UNIT-III	**SCIENCE FICTION** Wilkie Collins : The Woman in White H.G.Wells : The Time Machine	CO2 CO3	K1,K2, K4,K5
UNIT-IV	**FANTASY FICTION** Peter Straub : Shadowland Gabriel García Márquez: One Hundred Years of Solitude	CO2 CO3 CO4	K1,K2, K4,K5
UNIT-V	**SHORT STORIES** Edgar Alan Poe : The Murders in the Rue Morgues E.M. Forster : The Machine Stops Isaac Asimov : The Last Question	CO2 CO3 CO4	K1,K2, K4,K5

Recommended Text Books:
1. *A Glossary of Literary Terms* <u>M.H. Abrams, Geoffrey Harpham</u>
2. *Christie, Agatha. Murder on the Orient Express. 1934. New York:HarperCollins, 2011.*
3. *Poe, Edgar Allan. The First Detective: The Complete AugusteDupin Stories.Leonaur, 2009.*
4. *Wilkie Collins. The Woman in White. New York: Harper and Brothers, 1893.Recommended Text Books*

Reference Books:
1. *Frank, Lawrence. Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle. New York: Palgrave Macmillan, 2009.*
2. *Zemboy, James. The Detective Novels of Agatha Christie: A Reader's Guide.Jefferson, NC: McFarland, 2008.*
3. *James, P. D. Talking About Detective Fiction. London: Faber & Faber, 2010.*

Website and e-learning source:
1. *https://archive.org/details/EncyclopediaOfScienceFiction*
2. *https://www.britannica.com/art/science-fiction*
3. *https://archive.org/details/mammothencyclope0000unse_m8s5*
4. *https://www.britannica.com/art/detective-story-narrative-genre*
5. *https://archive.org/details/shadowland00pete_1*
6. *https://archive.org/details/isaac-asimov-the-last-question*

Course Learning Outcomes(for Mapping with POs and PSOs)

On completion of the course the students should be able to

COs	CODescription	CognitiveLevel
CO1	Identify different forms of Science Fiction, Fantasy and Detective Fiction.	K1,K2,,K4
CO2	Fix the representative Detective Fiction in the larger context of Social changes.	K1,K2,K3,K4
CO3	Identify the basic Structure and themes of Science Fiction.	K1,K2,K3,K4
CO4	Appreciate the fundamental features and explore the major themes in fantasy fiction	K1,K2,K3,K4,K5
CO5	Gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works that started important conversations about what it means to be human in a changing world.	K1,K2, K3,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	2	-	-	-	3	3	3	3	3	3
CO2	2	3	-	3	-	-	-	3	3	3	3	3	3
CO3	3	3	1	3	-	-	-	3	2	3	3	3	3
CO4	3	3	1	-	-	-	-	3	3	3	3	3	3
CO5	3	2	1	3	-	-	-	3	2	3	3	3	3

COURSE DESCRIPTORS

Title of the Course	APPROACHES AND METHODS IN ENGLISH LANGUAGE TEACHING	Hours/Week	04
Course Code	APEEN15	Credits	03
Category	Elective - II	Year & Semester	I & I
Prerequisites	To know the Teaching Aspects	Regulation	2024

Objectives of the course:
➢ To enhance the learning and teaching skills of English
➢ TofamiliarizestudentsaboutthebasicconceptsandtheoriesrelatedtoELT
➢ To focus on the problems and consequences on language teaching
➢ Emphasis will be laid on tracing the development of language teaching skills
➢ Understanding the teaching aspects

UNITS	Contents	COs	Cognitive Levels
UNIT-I	**A Brief history of Language Teaching** The Grammar – Translation method, The Direct method, The Audio lingual method, Language teaching innovations in the nineteenth century.	CO1 CO2 CO4	K1 K2 K3

UNIT-II	**Nature of approaches and methods in Language Teaching**
	
	1. Definition of Approach and method
	2. Objectives,Syllabus,learningactivities,rolesoflearners,teacher sandmaterialsofthefollowing approaches:
	  a. Oral approach and situational language teaching
	  b. The Silent Way Community Language Learning. Suggest opedia. Competency based Language teaching
		CO1
		CO2
		CO3
			K1
			K2
			K3
			K4

UNIT-III	Current Communicative Approaches TheNaturalApproachCooperativelanguagelearningConte ntbasedinstruction,Task-based language teaching	CO2 CO3	K1 K2 K3 K5

UNIT-IV	TeachingAspectsTeachingProseTeach ingPoetryTeachingGrammar,Teachin gofNon-DetailedText	CO2 CO3 CO4	K1 K2 K3 K5
UNIT-V	Use of Media in ELT The integration of elements in multi- media language learning systems BBC English by Radio and Television– an outline history. Using BBC English by Radio and Television in the classroom.	CO4 CO5	K1 K2 K3 K5 K6

Recommended Text Books

1. *Richards, JackC., andTheodoreS. Rodgers.Approaches andMethodsinLanguageTeaching. CambridgeUniversityPress, 2015.*

2. *TheUseofMediainELT.TheBritishCouncil1979ProducedinEnglandbythe British Council Printing and Publishing Department, London.*

Reference Books

1. *Dr.ShaikhMowlaMethodsofTeachingEnglish.*

2. *Dr.GuravH.KTeachingAspectsofEnglishLanguage.*

Website and e-learning source

1. *http://www.ehow.com/way-5557572_effective-teaching-strategies-*

2. *https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/*

3. *https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/*

4. *https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17*

5. *https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language %20Teaching_v3.pdf*

Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

COs	CO Description	Cognitive Level
CO1	Know the brief history of language teaching methods	K1,K2,K3
CO2	Understand the difference between the terms, methods, approaches and techniques used in teaching	K1,K2,K3,K4
CO3	Identify the objectives, active role of learners, teachersand materials of different approaches in teaching	K1,K2,K3,K4
CO4	Analyse the steps of teaching prose, poetry, grammar,non- detailed text etc and develop it.	K1,K2,K3,K4
CO5	Perceive the use of radio and television inlanguage learning	K1,K2,K3,K4,K5

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3	2	3	2	2	2	3	3	3	2	2	3
CO2	3	3	3	3	3	3	2	2	2	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	-	-	-	1	-	3	3	3	3
CO5	3	3	3	3	3	3	1	3	3	3	3	3	3