

UNIVERSITY OF MADRAS  
M.A. DEGREE PROGRAMME IN ENGLISH  
SYLLABUS WITH EFFECT FROM 2023-2024

## SEMESTER I - CORE -1 - POETRY

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									C I A	External	Total
402C1A	POETRY	Core	Y	Y	-	-	5	7	25	75	100
Learning Objective											
LO1	To introduce the learners to the literary tradition of English Poetry starting from Medieval to Modern Period.										
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire and Epic.										
LO3	To enable the students to have a comprehensive view of the History of English literature										
LO4	To differentiate the various stages of English through the representative poets										
LO5	To critically examine the works of the writers of the period										
Details											
<b>UNIT I-Middle English Poetry</b> -Geoffrey Chaucer: "The General Prologue"-Pardoner, The Nun, Doctor, Friar											
<b>UNIT II- Elizabethan Poetry</b> - Edmund Spenser: "Prothalamion" - John Donne: "The Canonization"											
<b>UNIT III-Seventeenth Century Poetry &amp;Eighteenth Century Poetry</b> - John Milton: "Paradise Lost" Book IX - Andrew Marvell: "To His Coy Mistress" - John Dryden: "Absalom and Achitophel" [ Lines 150 – 476 ] - Thomas Gray: "Ode to a Distant Prospect of Eton College"											
<b>UNIT IV- Romantic &amp; Victorian Age Poetry</b> William Wordsworth "Tintern Abbey" S.T.Coleridge "Rime of an Ancient Mariner" P.B.Shelley "Ode to the West Wind" Robert Browning "My Last Duchess" Matthew Arnold "Dover Beach"											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
SYLLABUS WITH EFFECT FROM 2023-2024

**UNIT V- Modern Poetry**

- Rupert Brooke: "The Soldier"
- T.S.Eliot: "The Love Song of J. Alfred Prufrock"
- W. H. Auden: "Elegy on the death of W.B. Yeats"
- T.S.Eliot: "The Love Song of J. Alfred Prufrock"
- Dylan Thomas: "Do Not Go Gentle Into That Good Night"
- Philip Larkin: "Whitsun Weddings"
- Ted Hughes: "Hawk Roosting"
- Seamus Heaney: "The Tollund Man"

**Programme Outcomes**

CO	On completion of this course, students will	
1	Demonstrate knowledge of the movements that influenced the literature beginning from English Poetry starting from Medieval to Modern Period.	PO1, PO2
2	Trace the evolution of various literary movements. Distinguish and analyse the different genres of writings of the period.	PO5,PO6
3	Critically evaluate the literary language of the texts Prescribed.	PO7
4	Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history	PO8
5	Exhibit the skill of analyzing literary works and writing Effectively	PO9, PO10

**Text Book**

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.

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

Web Resources	
1.	<a href="http://www.english.org.uk/chaucer/htm">http://www.english.org.uk/chaucer/htm</a>
2.	<a href="https://www.britannica.com/topic/The-Canonization">https://www.britannica.com/topic/The-Canonization</a>
3.	<a href="https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton">https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton</a>
4.	<a href="https://www.britannica.com/topic/Absalom-and-Achitophel">https://www.britannica.com/topic/Absalom-and-Achitophel</a>
5.	<a href="https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm">https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm</a>

**Mapping with Programme Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

**Mapping with Programme Specific Outcomes**

CO /PO	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**CORE- II - DRAMA**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C1B	<b>Drama</b>	Core	Y	Y	-	-	5	7	25	75	100

**Learning Objective**

LO1	To acquaint the students with the origin of drama in England
LO2	To trace the different stages of British Drama and its evolution in the context of theatre.
LO3	To facilitate the learners to identify Socio-cultural scenario through the study of representative texts.
LO4	To enable the students to identify different forms of drama
LO5	To encourage the learners to examine the themes presented in English Drama and to develop the ability to critically analyze the texts.

**Details**

**UNIT I Beginnings of Drama**

- **Miracle and Morality Plays**

- **The Senecan and Revenge Tragedy:** Thomas Kyd - *The Spanish Tragedy*

**UNIT II Elizabethan Theatre & Jacobean Drama**

- Theatres, Theatre groups, Audience, Actors and Conventions

- Tragedy and Comedy

- Ben Jonson - *Volpone*

- John Webster - *The White Devil*

**UNIT III Restoration Drama**

- John Dryden - *All for Love*

- William Congreve *The Way of the World*

**UNIT IV**

- George Bernard Shaw - *The Apple Cart*

**UNIT V Twentieth Century Drama**

- Irish Dramatic Movement

J.M Synge - *The Playboy of the Western World*

- Epic Theatre - Bertolt Brecht - *Mother Courage and her Children*

- Post-Modern Drama - Samuel Beckett - *Waiting for Godot*

Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
1	Appraise various aspects of drama and theatre	PO1, PO2

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

2	Identify drama and performance as a cultural process and an artistic discourse	PO3,PO5
3	Evaluate plot structure, characterization and dialogue	PO4
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	PO6,PO7,PO8
5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9,PO10
Text Book		
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.	Allardyce Nicoll, 1973, British Drama, Harrap, London.	
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 <sup>th</sup> ed) New Delhi.	
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.	
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. <a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>	
Web Resources		
1.	<a href="http://www.questia.com">http://www.questia.com</a> (online library for research)	
2.	<a href="http://www.clt.astate.edu/wmarey/asste%">http://www.clt.astate.edu/wmarey/asste%</a>	
3.	<a href="https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/">https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/</a>	
4.	<a href="https://www.britannica.com/art/English-literature/The-Restoration">https://www.britannica.com/art/English-literature/The-Restoration</a>	
5.	<a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO1 0</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

### CORE III - FICTION

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C1C	FICTION	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives											
LO1	To familiarize the students with the origin and development of British fiction from beginnings to 20th c										
LO2	To introduce the students to major writers of British fiction.										
LO3	To enable the students to comprehend the social background based on the prescribed novels.										
LO4	To facilitate the learners to identify and differentiate various forms of novels.										
LO5	To examine the themes presented in British fiction and to develop the ability to critically analyze the novels prescribed.										
Details											
<b>UNIT I</b> <ul style="list-style-type: none"> <li>● Definition, types, narrative modes</li> <li>● Daniel Defoe -<i>Robinson Crusoe</i></li> </ul> <b>UNIT II</b> - Jonathan Swift - <i>Gulliver's Travels</i> <ul style="list-style-type: none"> <li>● Walter Scott -<i>Kenilworth</i></li> </ul> <b>UNIT III</b> <ul style="list-style-type: none"> <li>● Jane Austen - <i>Emma</i></li> <li>● Emily Bronte – <i>Wuthering Heights</i></li> </ul> <b>UNIT IV</b> <ul style="list-style-type: none"> <li>● Charles Dickens - <i>Hard Times</i></li> <li>● George Eliot - <i>The Mill on the Floss</i></li> <li>● Thomas Hardy - <i>The Mayor of Casterbridge</i></li> </ul> <b>UNIT V</b> <ul style="list-style-type: none"> <li>● D. H. Lawrence -<i>The Rainbow</i></li> <li>● Virginia Woolf- <i>Mrs.Dalloway</i></li> <li>● Julian Barnes - <i>A History of the World in 10½ Chapters</i></li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Acquaint the knowledge about the development of Novel as a literary form.	PO1, PO10
CO2	Identify the characteristics of different types of novels	PO2, PO3
CO3	Categorize the novels of different periods and Interpret the works of eminent writers.	PO4, PO5
CO4	Awareness on social, historical, literary and cultural elements of the changes in American Literature	PO4, PO5, PO6
CO5	Critically examine the works of the writers prescribed	PO7, PO8,PO10
Text Books (Latest Editions)		
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.	
2.	F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
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 till the 18 <sup>th</sup> Century, The Camelot 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.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.	



**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

Web Resources	
1.	<a href="http://en.wikipedia.org/wiki/English_literature">http://en.wikipedia.org/wiki/English_literature</a>
2.	<a href="http://en.wikipedia.org/wiki/novel">http://en.wikipedia.org/wiki/novel</a>
3.	<a href="https://www.britannica.com/art/picaresque-novel">https://www.britannica.com/art/picaresque-novel</a>
4.	<a href="https://www.britannica.com/art/novel-of-manners">https://www.britannica.com/art/novel-of-manners</a>
5.	<a href="https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte">https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Specific Outcomes:**

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

## **ELECTIVE- I - SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									C I A	External	Total
402E1A	Science Fiction, Fantasy and Detective Literature	Elective	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
CO1	To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction										
CO2	To enable them to identify the basic Structure and themes of Science Fiction										
CO3	To facilitate the learners to appreciate the fundamental features in fantasy fiction										
CO4	To enhance students' knowledge to identify the basic Structure and themes of Science and detective fiction										
CO5	To involve the students to a close reading important representative texts										
<b>Details</b>											
<b>UNIT I-BACKGROUND STUDIES</b>											
<ul style="list-style-type: none"> <li>Science Fiction and Fantasy, Cyberpunk (From M.H.Abrams)</li> <li>Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction</li> <li>Gothic Science Fiction,</li> <li>Crime Fiction, Mystery Novels, Thriller (From M.H.Abrams)</li> </ul>											
<b>UNIT II-DETECTIVE FICTION</b>											
<ul style="list-style-type: none"> <li><i>The Hound of Baskervilles</i> - Arthur Conan Doyle</li> <li><i>Murder on the Orient Express</i> - Agatha Christie</li> </ul>											
<b>UNIT III-SCIENCE FICTION</b>											
<ul style="list-style-type: none"> <li>Jules Verne - <i>Journey to the Center of the Earth</i></li> <li>H.G.Wells - <i>The Time Machine</i></li> <li>Isaac Asimov - <i>I,Robot</i></li> </ul>											
<b>UNIT IV-FANTASY FICTION</b>											
<ul style="list-style-type: none"> <li>Lewis Carrol -<i>Alice in the Wonderland</i></li> <li>Peter Straub - <i>Shadowland</i></li> </ul>											
<b>UNIT V-SHORT STORIES</b>											
<ul style="list-style-type: none"> <li>Edgar Alan Poe - “The Murders in the Rue Morgues”</li> <li>E.M. Forster - “The Machine Stops”</li> <li>Ray Bradbury - “All Summer in a Day” -</li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Identify different forms of Science Fiction, Fantasy and Detective Fiction	PO3
CO2	Fix the representative Detective Fiction in the larger context of Social changes.	PO2, PO6
CO3	Identify the basic Structure and themes of Science Fiction.	PO4, PO5
CO4	Appreciate the fundamental features and explore the major themes in fantasy fiction	PO6
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.	PO10
Text Books (Latest Editions)		
	1. Christie, Agatha. Murder on the Orient Express. 1934. New York: HarperCollins, 2011. 2. Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories. Leonaur, 2009.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
	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.	
	WEB RESOURCES	
	<a href="https://archive.org/details/EncyclopediaOfScienceFiction">https://archive.org/details/EncyclopediaOfScienceFiction</a> <a href="https://www.britannica.com/art/science-fiction">https://www.britannica.com/art/science-fiction</a> <a href="https://archive.org/details/mammothencyclope0000unse_m8s5">https://archive.org/details/mammothencyclope0000unse_m8s5</a> <a href="https://www.britannica.com/art/detective-story-narrative-genre">https://www.britannica.com/art/detective-story-narrative-genre</a> <a href="https://archive.org/details/shadowland00pete_1">https://archive.org/details/shadowland00pete_1</a> <a href="https://archive.org/details/isaac-asimov-the-last-question">https://archive.org/details/isaac-asimov-the-last-question</a>	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO1 0</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

## **ELECTIVE – II - APPROACHES AND METHODS IN ENGLISH LANGUAGE TEACHING**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402E1B	<b>Approaches and Methods in English Language Teaching</b>	Elective	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1		To enhance the learning and teaching skills of English									
LO2		To familiarize students about the basic concepts and theories related to English language teaching									
LO3		To focus on the problems in language teaching									
LO4		Explore different ways of testing									
LO5		Practice writing lesson plans and teaching									
<b>Details</b>											
<b>UNIT I</b>											
Beginning of ELT - A Historical Overview											
English as Foreign Language (EFL), English as Second Language (ESL), English for Specific Purpose (ESP)											
Teaching of English as Second Language (TESL) in India											
Second Language Acquisition Theories; Krashen's hypothesis; Chomskian perspective											
<b>UNIT II</b>											
ELT Theories - Behaviourism, Cognitivism, Constructivism											
Approaches - Structural Approach, Lexical Approach, Communicative Approach, Task-Based Teaching and Learning											
Methods - Grammar-Translation, Audio-Lingual, Oral Situational, Direct Method											
<b>UNIT III</b>											
Teaching Poetry, Prose, Drama, Fiction - Methods and Techniques											
Content and Language Integrated Learning (CLIL) - Teaching LSRW skills through Literature											
Computer Assisted Language Learning (CALL) - ICT tools - e-books, Mobile Learning, Video-Conferencing, Podcasting, Digital Story-telling, YouTube videos, Mobile apps, and games											
<b>UNIT IV</b>											
Types of Syllabus; Materials Design and Development											
Outcome Based Education (OBE); Bloom's Taxonomy, Revised Taxonomy (2001)											
Writing Lesson Plan and Class Summary											
Student Diversity and Classroom Management; Teacher as Facilitator or Mentor											
Classroom Observation; Teacher Reflection; Teaching Journals; Peer Teaching and Group Teaching											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**UNIT V**

Testing and Evaluation - Norm vs Criterion-Referenced Testing  
 Test Types and Test Design; Formative and Summative Assessment; Wash-back effect  
 Test Validity, Reliability, and Practicality  
 Multiple Choice Questions (MCQ) - Item Difficulty and Distractor Analysis  
 Common European Framework of Reference for Languages (CEFR); IELTS and TOEFL

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Identify teaching methods/approaches	PO3
<b>CO2</b>	Learn to teach skills - L S R W and literature	PO1, PO2
<b>CO3</b>	Identify the objectives, active role of learners, teachers and materials	PO4, PO5
<b>CO4</b>	Testing and Evaluating learners using norm and criterion-referenced methods of assessment	PO3, PO7
<b>CO5</b>	Learn to prepare lesson plans to teach English	PO8, PO9

<b>Textbooks(Latest Editions)</b>	
1.	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2.	Saraswathi. V, English Language Teaching: Principles and Practice
3.	Penny Ur. A Course in Language Teaching Practice and theory
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	Dr. Shaikh Mowla Methods of Teaching English.
2.	Dr. Gurav H.K Teaching Aspects of English Language.
<b>Web Resources</b>	
1	<a href="http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.html/">http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.html/</a>
2.	<a href="https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/">https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/</a>
3.	<a href="https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/">https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/</a>
4.	<a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17</a>
5.	<a href="https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf</a>

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0