



## V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

Reaccredited with 'A++' Grade (4<sup>th</sup> Cycle) by NAAC

**VIRUDHUNAGAR**

**Quality Education with Wisdom and Values**

### OUTCOME BASED EDUCATION WITH CHOICE BASED CREDIT SYSTEM REGULATIONS AND SYLLABUS (with effect from Academic Year 2025 - 2026)

V.V.Vanniaperumal College for Women, Virudhunagar, established in 1962, offers 13 UG Programmes (Aided), 13 UG Programmes (SF), 13 PG Programmes and 6 Ph.D. Programmes. The curricula for all these Programmes, except Ph.D. Programmes, have been framed as per the guidelines given by the University Grants Commission (UGC) & Tamil Nadu State Council for Higher Education (TANSCH) under Choice Based Credit System (CBCS) and the guidelines for Outcome Based Education (OBE).

The Departments of Commerce, English, History, Mathematics, Biochemistry and Tamil upgraded as Research Centres offer Ph.D. Programmes as per the norms and regulations of Madurai Kamaraj University, Madurai and do not come under the purview of CBCS.

#### A. CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS provides an opportunity for the students to choose Courses from the prescribed Courses. The CBCS is followed as per the guidelines formulated by the UGC. The performance of students is evaluated based on the uniform grading system. Computation of the Cumulative Grade Point Average (CGPA) is made to ensure uniformity in evaluation system.

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#### List of Programmes in which CBCS/Elective Course System is implemented

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##### UG PROGRAMMES

Arts & Humanities	:	History (E.M. & T.M.), English, Tamil
Physical & Life Sciences	:	Mathematics, Zoology, Chemistry, Physics, Biochemistry, Home Science - Nutrition and Dietetics, Costume Design and Fashion, Microbiology, Biotechnology, Computer Science, Information Technology, Data Science, Computer Applications and Computer Application - Graphic Design
Commerce & Management	:	Commerce, Commerce (Computer Applications), Commerce (Professional Accounting), Business Administration

**PG PROGRAMMES**

Arts & Humanities	:	History, English, Tamil
Physical & Life Sciences	:	Mathematics, Physics, Chemistry, Biochemistry, Home Science - Nutrition and Dietetics, Biotechnology, Computer Science and Computer Applications (MCA) *
Commerce & Management	:	Commerce, Business Administration (MBA) *
* AICTE approved Programmes		

**OUTLINE OF CHOICE BASED CREDIT SYSTEM – UG**

1. Core Courses
2. Elective Courses
  - Generic Elective Courses
  - Discipline Specific Elective Courses (DSEC)
  - Non Major Elective Courses (NMEC)
3. Skill Enhancement Courses (SEC)
4. Environmental Studies (EVS)
5. Value Education
6. Self Study Courses (Online)
7. Extra Credit Courses (Self Study Courses) (Optional)

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**List of Non Major Elective Courses (NME)**  
**(2023-2024 onwards)**

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**UG PROGRAMMES**

Name of the Course	Course Code	Semester	Department
Introduction to Tourism	23UHN11	I	History(EM)
Indian Constitution	23UHN21	II	History(EM)
சுற்றுலா ஓர் அறிமுகம்	23UHN11	I	History (TM)
இந்திய அரசியலமைப்பு	23UHN21	II	History(TM)
Popular Literature and Culture	23UENN11	I	English
English for Professions	23UENN21	II	
பேச்சுக்கலைத்திறன்	23UTAN11	I	Tamil
பயன்முறைத் தமிழ்	23UTAN21	II	
Practical Banking	23UCON11	I	Commerce (Aided)
Basic Accounting Principles	23UCON22	II	
Financial Literacy-I	23UCON12	I	Commerce (SF)
Financial Literacy -II	23UCON21	II	
Self-Employment and Startup Business	23UCCN11	I	Commerce CA (SF)
Fundamentals of Marketing	23UCCN21	II	

Women Protection Laws	23UCPN11	I	Commerce (Professional Accounting)
Basic Labour Laws	23UCPN21	II	
Basics of Event Management	23UBAN11	I	Business Administration
Business Management	23UBAN21	II	
Quantitative Aptitude I	23UMTN11	I	Mathematics
Quantitative Aptitude II	23UMTN21	II	
Physics for Everyday life -I	23UPHN11	I	Physics
Physics for Everyday life -II	23UPHN21	II	
Food Chemistry	23UCHN11	I	Chemistry
Drugs and Natural Products	23UCHN21	II	
Ornamental fish farming and Management	23UZYN11	I	Zoology
Biocomposting for Entrepreneurship	23UZYN21	II	
Foundations of Baking and Confectionery	23UHSN11	I	Home Science – Nutrition and Dietetics
Basic Nutrition and Dietetics	23UHSN21	II	
Nutrition and Health	23UBCN11	I	Biochemistry
Life Style Diseases	23UBCN21	II	
Social and Preventive Medicine	23UMBN11	I	Microbiology
Nutrition & Health Hygiene	23UMBN21	II	
Herbal Medicine	23UBON11	I	Biotechnology
Organic farming and Health Management	23UBON21	II	
Basics of Fashion	23UCFN11	I	Costume Design And Fashion
Interior Designing	23UCFN21	II	
Office Automation	23UCSN11	I	Computer Science
Introduction to Internet and HTML 5	23UCSN21	II	
Office Automation	23UITN11	I	Information Technology
Introduction to HTML	23UITN21	II	
Introduction to HTML	23UCAN11	I	Computer Applications
Fundamentals of Computers	23UCAN21	II	
Introduction to HTML	23UGDN11	I	Computer Applications - Graphic Design
Fundamentals of Computers	23UGDN21	II	
Organic Farming	23UBYN11	I	Botany
Nursery and Landscaping	23UBYN12		
Mushroom Cultivation	23UBYN21	II	
Medicinal Botany	23UBYN22		
Cadet Corps for Career Development I	23UNCN11	I	National Cadet Corps
Cadet Corps for Career Development II	23UNCN21	II	

## **B. OUTCOME BASED EDUCATION (OBE) FRAMEWORK**

The core philosophy of Outcome Based Education rests in employing a student - centric learning approach to measure the performance of students, based on a set of pre-determined outcomes. The significant advantage of OBE is that it enables a revamp of the curriculum based on the learning outcomes, upgrade of academic resources, quality enhancement in research and integration of technology in the teaching-learning process. It also helps in bringing clarity among students as to what is expected of them after completion of the Programme in general and the Course in particular. The OBE directs the teachers to channelise their teaching methodologies and evaluation strategies to attain the Programme Educational Objectives (PEOs) and fulfill the Vision and Mission of the Institution.

### **Vision of the Institution**

The founding vision of the Institution is to impart Quality Education to the rural womenfolk and to empower them with knowledge and leadership quality.

### **Mission of the Institution**

The mission of the Institution is to impart liberal education committed to quality And excellence. Its quest is to mould learners into globally competent individuals instilling in them life-oriented skills, personal integrity, leadership qualities and service mindedness.

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### **B.1 Programme Educational Objectives, Programme Outcomes and Programme Specific Outcomes**

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It is imperative for the institution to set the Programme Educational Objectives (PEOs), Programme Outcomes (POs) and Course Outcomes (COs), consistent with its Vision and Mission statements. The PEOs and the POs should be driven by the mission of the institution and should provide distinctive paths to achieve the stated goals. The PEOs for each Programme have to fulfill the Vision and Mission of the Department offering the Programme.

#### **Vision**

To empower the students with knowledge and skills and mould them into competent individuals with confidence to face challenges in life.

## Mission

To chisel the creative and critical faculties of the students through in-depth study of English literary texts, to instill a fervor for research endeavors and to strengthen their linguistic competency for employability and better living.

### B.1.1 Programme Educational Objectives (PEOs)

PEOs are broad statements that describe the career and professional achievements that the programme is preparing the graduates to achieve within the first few years after graduation.

PEOs are framed for each programme and should be consistent with the mission of the Institution.

### Programme Educational Objectives (PEOs) of B.A. English Programme

#### The students will be able to

- become successful teachers in schools & colleges, language trainers, creative writers, critics, journalists, translators, front office personnel's, event managers, anchors, radio & video jockeys, script writers
- employ their proficiency in English language skills for effective day to day communication both at the work place and the domestic sphere
- uphold the standards of their respective professions without compromising on the work ethics, engage in lifelong learning and lead a value-centric life

Key Components of the Mission Statement	PEO1	PEO2	PEO3
chisel the creative and critical faculties through in-depth study of English literary texts	✓	✓	-
instill a fervour for research endeavours	✓	-	-
strengthen their linguistic competency for employability	✓	✓	✓
better living	-	-	✓

### B.1.2 Programme Outcomes (POs)

POs shall be based on Graduate Attributes (GAs) of the programme. The GAs are the attributes expected of a graduate from a programme in terms of knowledge, skills, attitude and values. The Graduate Attributes include Disciplinary Knowledge, Communication Skills, Critical Thinking, Problem Solving, Analytical Reasoning,

Research Related Skills, Co-operation/ Team Work, Scientific Reasoning, Reflective Thinking, Information/ Digital Literacy, Multicultural Competence, Moral and Ethical Awareness/ Reasoning, Leadership Qualities and Lifelong Learning.

**On successful completion of the Programme, the students will be able to**

- 1 apply effectively the acquired knowledge and skill in the field of Arts, Physical Science, Life Science, Computer Science, Commerce and Management for higher studies and employment. (*Disciplinary Knowledge*)
- 2 articulate innovative thoughts and ideas proficiently in both in spoken and written forms. (*Communication Skills*)
- 3 identify, formulate and solve problems in real life situations scientifically / systematically by adapting updated skills in using modern tools and techniques. (*Scientific Reasoning and Problem Solving*)
- 4 critically analyse, synthesize and evaluate data, theories and ideas to provide valid suggestions through assignments, case studies, Internship and projects for the fulfillment of the local, national and global developmental needs. (*Critical Thinking and Analytical Reasoning*)
- 5 use ICT in a variety of self-directed lifelong learning activities to face career challenges in the changing environment. (*Digital Literacy, Self - directed and Lifelong Learning*)
- 6 self-manage and function efficiently as a member or a leader in diverse teams in a multicultural society for nation building. (*Co-operation/Team Work and Multicultural Competence*)
- 7 uphold the imbibed ethical and moral values in personal, professional and social life for sustainable environment. (*Moral and Ethical Awareness*)

### **B.1.3 Programme Specific Outcomes (PSOs)**

Based on the Programme Outcomes, Programme Specific Outcomes are framed for each UG Programme. Programme Specific Outcomes denote what the students would be able to do at the time of graduation. They are Programme-specific and it is mandatory that each PO should be mapped to the respective PSO.

**On completion of B.A. English Programme, the students will be able to**

#### **PO1: Disciplinary Knowledge**

**PSO 1.a :** Appraise various literary genres and movements with a wholesome understanding of the social history of England and English literature across the world for better conceptual discourses and pursuit of higher studies.

**PSO 1.b :** Employ the acquired profound knowledge of English literature and language skills for better career prospects.

**PO2: Communication Skills**

**PSO 2.a :** Showcase enhanced knowledge of English grammar and enriched reservoir of English vocabulary effectively and efficiently in formal and informal situations.

**PSO 2.b :** Express their thoughts and ideas clearly and concisely with their proficiency in the English Language and efficacy in Soft Skills and overcome the challenges in every stage of life.

**PO3 : Scientific Reasoning and Problem Solving**

**PSO 3 :** Apply the nuances of literature to formulate ways and means to overcome crises in real life situations.

**PO4 : Critical thinking and Analytical Reasoning**

**PSO 4.a :** Evaluate the life oriented concepts and ideas reflected in literature and infer suitable means to improve the standard of living in the society.

**PSO 4.b :** Generate innovative thinking through intensive and extensive reading of literary and non-literary texts and take up mini research projects.

**PO5: Digital Literacy, Self - directed and Lifelong learning**

**PSO 5 :** Augment the opportunities for prospective careers and entrepreneurial endeavours with in-depth domain knowledge, honed language proficiency and updated digital skills.

**PO6: Cooperation/Team Work and Multi-Cultural Competence**

**PSO 6 :** Establish and maintain a harmonious relationship with heterogeneous groups of people and serve with a sense of social responsibility for the cause of the nation.

**PO7: Moral and Ethical awareness**

**PSO 7 :** Uphold the ethical and moral values in all the walks of life and create a sustainable environment for humanity.

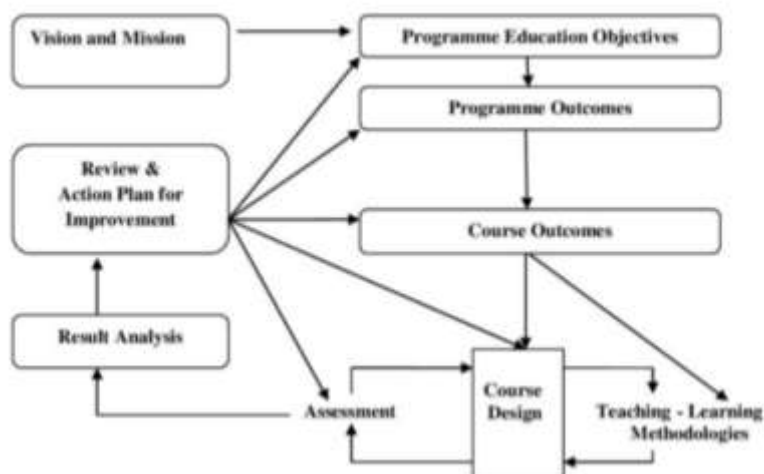
**PO-PEO Mapping Matrix**

Attainment of PEOs can be measured by a PO-PEO matrix. PEOs should evolve through constant feedback from alumnae, students, industry, management, etc. It is mandatory that each PEO should be mapped to at least one of the Pos

PEOs	PEO1	PEO2	PEO3
POs/PSOs			
PO1/PSO1.a	-	✓	✓
PO1/PSO1.b	✓	✓	✓
PO2/PSO2.a	✓	✓	-
PO2/PSO2.b	✓	✓	-
PO3/PSO3	-	✓	✓
PO4/PSO4.a	-	✓	✓
PO4/PSO4.b	✓	✓	-
PO5/PSO5	✓	✓	-
PO6/PSO6	-	✓	✓
PO7/PSO7	-	-	✓

#### B.1.4 Course Outcomes (COs)

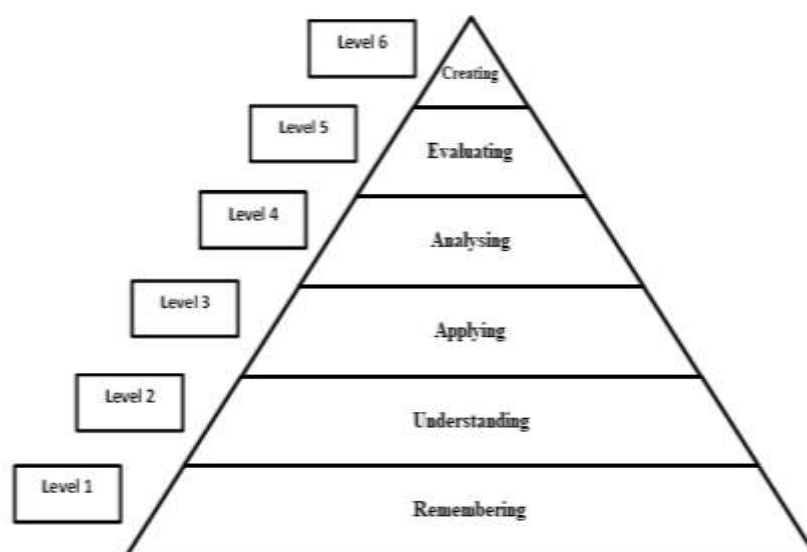
Course Outcomes are narrow statements restricted to the Course contents given in five units. Course Outcomes describe what students would be capable of, after learning the contents of the Course. They reflect the level of knowledge gained, skills acquired and attributes developed by the students after learning of Course contents. COs are measurable, attainable and manageable in number. COs contribute to attain POs in such a way that each CO addresses at least one of the POs and also each PO is reasonably addressed by adequate number of COs.



It is important to determine the methods of assessment. A comprehensive assessment strategy may be outlined using the revised Bloom's Taxonomy levels.



## BLOOM'S TAXONOMY



### CO – PO Mapping of Courses

After framing the CO statements, the COs framed for each Course is mapped with POs based on the relationship that exists between them. The COs which are not related to any of the POs is indicated with (-), signifying Nil. Measurement Mapping is based on Four Points Scale [High (H), Medium (M), Low (L) and Nil (-)]. For calculating weighted percentage of contribution of each Course in the attainment of the respective POs, the weights assigned for H, M and L are 3, 2 and 1 respectively.

### CO-PO/PSO Mapping Table (Course Articulation Matrix)

PO/PSOs COs Cos	PO1/ PSO1	PO2/ PSO2	PO3/ PSO3	PO4/ PSO4	PO5/ PSO5	PO6/ PSO6	PO7/ PSO7
CO1							
CO2							
CO3							
CO4							
CO5							

### ELIGIBILITY FOR ADMISSION

The candidate should have passed the Higher Secondary Examination conducted by the Board of Higher Secondary Education, Tamil Nadu or any other equivalent examination accepted by the Academic Council with English as one of the subjects in Higher Secondary Course.

**DURATION OF THE PROGRAMME**

The candidates shall undergo the prescribed Programme of study for a period of three academic years  
(six semesters).

**MEDIUM OF INSTRUCTION**

English

**COURSES OFFERED**

Part I	:	Tamil/Hindi Course
Part II	:	English
Part III	:	Core Courses
		Elective Courses <ul style="list-style-type: none"> <li>• Generic Elective Courses</li> <li>• Discipline Specific Elective Courses</li> </ul>
		Self Study Course - online
Part IV	:	Skill Enhancement Courses (SEC)
		Elective Course (NMEC)
		Environmental Studies Value Education
		Field Project/Internship
		Self Study Course - online
Part V	:	National Service Scheme/ Physical Education/ Youth Red Cross Society/ Red Ribbon Club/ Science Forum/ Eco Club/ Library and Information Science/ Consumer Club/ Health and Fitness Club/ National Cadet Corps/ Rotaract Club

**B.2 EVALUATION SCHEME****B.2.1.PART II**

Components	Internal Assessment Marks	Summative Examination Marks	Total Marks
Theory	15	60	100
Practical	5	15	
Assignment	5	-	

Three Periodic Tests - Average of the best two will be considered

**B.2.2.Part I & Part III – Core Courses, Elective Courses (Generic, DSEC)**

Components	Internal Assessment Marks	External Examination Marks	Total Marks
Theory	25	75	100

**INTERNAL ASSESSMENT****Distribution of Marks****Theory**

<b>Mode of Evaluation</b>			<b>Marks</b>
Periodic Test			15
Assignment	K3 Level	:	5
Quiz	K1 Level	:	5
<b>Total</b>			<b>25</b>

Three Periodic Tests - Average of the best two will be considered

Two Assignments - Better of the two will be considered

Three Quiz Tests - Best of the three will be considered

**Question Pattern Periodic for Tests****Duration: 2 Hours**

<b>Section</b>	<b>Q.No.</b>	<b>Types of Question</b>	<b>No. of Questions</b>	<b>No. of Questions to be answered</b>	<b>Marks for each Question</b>	<b>Total Marks</b>
A	1 - 4	Multiple Choice	4	4	1	4
B	5 - 7	Internal Choice - Either... or Type	3	3	7	21
C	8 - 9	Internal Choice - Either... or Type	2	2	10	20
<b>Total</b>						<b>45*</b>

\*The total marks obtained in the Periodic Test will be calculated for 15 marks

**SUMMATIVE EXAMINATION****Question Pattern****Duration: 3 Hours**

<b>Section</b>	<b>Q. No.</b>	<b>Types of Question</b>	<b>No. of Questions</b>	<b>No. of Questions to be answered</b>	<b>Marks for each Question</b>	<b>Total Marks</b>
A	1 - 10	Multiple Choice	10	10	1	10
B	11 - 15	Internal Choice – Either ....or Type	5	5	7	35
C	16 - 18	Internal Choice – Either .....or Type	3	3	10	30
<b>Total</b>						<b>75</b>

**PROJECT****Assessment by Internal Examiner Only****Internal Assessment****Distribution of Marks**

Mode of Evaluation	:	Marks
Project work and Report	:	60
Presentation and Viva –Voce	:	40
Total	:	100

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**B.2.3 PART IV - Skill Enhancement Courses, Non Major Elective Courses and Foundation Course**


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**B.2.3.1 FOUNDATION COURSE****INTERNAL ASSESSMENT****Distribution of Marks****Theory**

Mode of Evaluation		Marks
Periodic Test	:	15
Assignment	K2 Level :	5
Quiz	K1 Level :	5
<b>Total</b>	<b>:</b>	<b>25</b>

Three Periodic Tests - Average of the best two will be considered

Two Assignments - Better of the two will be considered

Three Quiz Tests - Best of the three will be considered

**Question Pattern for Periodic Tests****Duration: 1 Hour**

Section	Q.No.	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A	1 - 3	Internal Choice - Either ...or Type	3	3	5	15
B	4	Internal Choice – Either ...or Type	1	1	10	10
	<b>Total</b>					<b>25*</b>

\*The total marks obtained in the Periodic Test will be calculated for 15 marks

**SUMMATIVE EXAMINATION**

<b>Mode of Evaluation</b>		<b>Marks</b>
Summative Examination	:	50
Online Quiz (Multiple Choice Questions - K2 Level)	:	25
<b>Total</b>	<b>:</b>	<b>75</b>

**Question Pattern****Duration: 2 Hours**

<b>Section</b>	<b>Q.No.</b>	<b>Types of Question</b>	<b>No. of Questions</b>	<b>No. of Questions to be answered</b>	<b>Marks for each Question</b>	<b>Total Marks</b>
A	1 - 5	Internal Choice - Either ... or Type	5	5	6	30
B	6 - 7	Internal Choice – Either... or Type	2	2	10	20
<b>Total</b>						<b>50</b>

**B.2.3.2 Skill Enhancement Course - Entrepreneurial skills****INTERNAL ASSESSMENT ONLY****Distribution of Marks**

<b>Mode of Evaluation</b>		<b>Marks</b>
Periodic Test	:	15
Assignment	:	5
Quiz	:	5
Model Examinations	:	60
Online Quiz (Multiple Choice Questions - K2 Level)	:	15
<b>Total</b>	<b>:</b>	<b>100</b>

**Question Pattern for Periodic Tests****Duration: 1 Hour**

<b>Section</b>	<b>Types of Question</b>	<b>No. of Questions</b>	<b>No. of Questions to be answered</b>	<b>Marks for each Question</b>	<b>Total Marks</b>
A Q. No.(1- 3)	Internal Choice – Either Or Type	3	3	6	18
B Q. No.(4)	Internal Choice – Either Or Type	1	1	12	12
<b>Total</b>					<b>30</b>

\*The total marks obtained in the Periodic Test will be calculated for 15 marks

Two Periodic Tests - Better of the two will be considered

Two Assignments - Better of the two will be considered

Two Quiz Tests - Better of the two will be considered

**Question Pattern for Model Examination****Duration: 2 Hours**

Section	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A Q. No.(1-5)	Internal Choice – Either Or Type	5	5	6	30
B Q. No.(6- 8)	Internal Choice – Either Or Type	3	3	10	30
<b>Total</b>					<b>60</b>

**B.2.3.3 Skill Enhancement Courses/ Non Major Elective Courses****INTERNAL ASSESSMENT****Distribution of Marks****Theory**

Mode of Evaluation		Marks
Periodic Test		15
Assignment	K3 Level	5
Quiz	K2 Level	5
<b>Total</b>		<b>25</b>

Three Periodic Tests - Average of the best two will be considered

Two Assignments - Better of the two will be considered

Three Quiz Tests - Best of the three will be considered

**Question Pattern for Periodic Tests****Duration: 1 Hour**

Section	Q.No.	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A	1 - 3	Internal Choice - Either ...or Type	3	3	5	15
B	4	Internal Choice – Either ...or Type	1	1	10	10
<b>Total</b>						<b>25*</b>

\*The total marks obtained in the Periodic Test will be calculated for 15 marks

**SUMMATIVE EXAMINATION**

<b>Mode of Evaluation</b>	<b>Marks</b>
Summative Examination :	50
Online Quiz :	25
(Multiple Choice Questions - K2 Level)	
<b>Total</b> :	<b>75</b>

**Question Pattern****Duration: 2 Hours**

<b>Section</b>	<b>Q.No.</b>	<b>Types of Question</b>	<b>No. of Questions</b>	<b>No. of Questions to be answered</b>	<b>Marks for each Question</b>	<b>Total Marks</b>
A	1 - 5	Internal Choice - Either ... or Type	5	5	6	30
B	6 - 7	Internal Choice – Either... or Type	2	2	10	20
	<b>Total</b>					<b>50</b>

**B.2.4 PART IV- ENVIRONMENTAL STUDIES / VALUE EDUCATION****INTERNAL ASSESSMENT ONLY****Evaluation Pattern**

<b>Mode of Evaluation</b>	<b>Marks</b>
Periodic Test :	15
Assignment - K3 Level :	10
Online Quiz :	25
(Multiple Choice Questions - K2 Level)	
Poster Presentation - K3 Level	10
Report - K3 Level	10
Model Examination :	30
<b>Total</b> :	<b>100</b>

Three Assignment - Best of the three will be considered

**Question Pattern for Periodic Tests****Duration: 1 Hour**

Section	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A Q. No.(1- 3)	Internal Choice – Either Or Type	3	3	6	18
B Q. No.(4)	Internal Choice – Either Or Type	1	1	12	12
<b>Total</b>					<b>30*</b>

Two Periodic tests - Better of the two will be considered

The total marks obtained in the Periodic test will be calculated for 15 marks

**Question Pattern for Model Examination****Duration: 2 ½ Hours**

Section	Q.No.	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A	1 - 5	Internal Choice - Either ... or	5	5	6	30
B	6 - 8	Internal Choice – Either... or Type	3	3	10	30
<b>Total</b>						<b>60*</b>

\*The total marks obtained in the Model Examination will be calculated for 30 marks

**B.2.6 SELF STUDY COURSE****B.2.6 .1 PART III – Discipline Specific Quiz – Online**

- Assessment by Internal Examiner only
- Question Bank is prepared by the Faculty Members of the Departments for all the Core and Elective Courses offered in all the Semesters.
- No. of Questions to be taken 700.
- Multiple Choice Question pattern is followed.
- Online Test will be conducted in VI Semester for 100 Marks.
- Model Examination is conducted after two periodic tests.

**Distribution of Marks**

Mode of Evaluation		Marks
Periodic Test	:	25
Model Examination	:	75
	:	<b>100</b>

Two Periodic Tests - Better of the two will be considered



**B.2.5 .2 PART IV - Practice for Competitive Examinations - Online**

Assessment by Internal Examiner only

- Question Bank prepared by the Faculty Members of the respective Departments will be followed.
- Multiple Choice Question pattern is followed.
- Online Test will be conducted in V Semester for 100 Marks.
- Model Examination is conducted after two periodic tests.

**Subject wise Allotment of Marks**

Subject		Marks
Tamil	:	10
English	:	10
History	:	10
Mathematics	:	10
Current affairs	:	10
Commerce, Law & Economics	:	10
Physical Sciences	:	10
Life Sciences	:	15
Computer Science	:	5
Food and Nutrition	:	5
Sports and Games	:	5
<b>Total</b>	<b>:</b>	<b>100</b>

**Distribution of Marks**

Mode of Evaluation		Marks
Periodic Test	:	25
Model Examination	:	75
	<b>:</b>	<b>100</b>

Two Periodic Tests - Better of the two will be considered

**B.2.6. Part V – Extension Activities****INTERNAL ASSESSMENT ONLY****Distribution of Marks**

Mode of Evaluation		Marks
Attendance	:	5
Performance	:	10
Report/Assignment/Project/Camp/Practical	:	10
<b>Total</b>	<b>:</b>	<b>25*</b>

\*The marks obtained will be calculated for 100 marks

**B.2.7 EXTRA CREDIT COURSES (OPTIONAL)****2.7.1 Extra Credit Course offered by the Department.**

Assessment by Internal Examiner Only (To be conducted along with the III Periodic Test)

**Distribution of Marks**

<b>Mode of Evaluation</b>	<b>Marks</b>
Quiz (Multiple Choice Questions) :	25
Model Examination :	75
<b>Total :</b>	<b>100</b>

**Question Pattern for Model Examination**

<b>Section</b>	<b>Types of Question</b>	<b>No. of Questions</b>	<b>No. of Questions to be answered</b>	<b>Marks for each Question</b>	<b>Total Marks</b>
A Q.No.(1-5)	Internal Choice- Either or Type	5	5	7	35
B Q.No.(6-9)	Internal Choice- Either or Type	4	4	10	40
				<b>Total</b>	<b>75</b>

**2.7.2 Extra credit Course offered by MOOC (Massive Open Online Course)**

- The Courses shall be completed within the first V Semesters of the Programme.
- The allotment of credits is as follows (**Maximum of 10 credits**)
  - 4weeks Course - 1 credit
  - 8 weeks Course - 2 credits
  - 12 weeks Course - 3 credits

**ELIGIBILITY FOR THE DEGREE**

- The candidate will not be eligible for the Degree without completing the prescribed Courses of study, lab work, *etc.*, and a minimum Pass marks in all the Courses.
- No Pass minimum for Internal Assessment for all the Courses.
- Pass minimum for External Examination is 27 marks out of 75 marks for Core Courses, Elective Courses (Generic Elective, DSEC Courses)
- Pass minimum for External Examination is 18 marks out of 50 marks for Skill Enhancement Courses and Non Major Elective Courses (NMEC).
- The aggregate minimum pass percentage is 40 marks for all Courses.
- Pass minimum for External Practical Examination is 21 marks out of 60 marks.

- **Attendance**

- The students who have attended the classes for 76 days (85%) and above are permitted to appear for the Summative Examinations without any condition.
- The students who have only 60-75 days (66% - 84%) of attendance are permitted to appear for the Summative Examinations after paying the required fine amount and fulfilling other conditions according to the respective cases.
- The students who have attended the classes for 59 days and less - up to 45 days (50%- 65%) can appear for the Summative Examinations only after getting special permission from the Principal.
- The students who have attended the classes for 44 days or less (<50%) cannot appear for the Summative Examinations and have to repeat the whole semester.
- For Part V in UG Programmes, the students require 75 % of attendance to get a credit.
- For Certificate, Diploma, Advanced Diploma and Post Graduate Diploma Programmes, the students require 75% of attendance to appear for the Theory/Practical Examinations.

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### **B.3 ASSESSMENT MANAGEMENT PLAN**

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An Assessment Management Plan that details the assessment strategy both at the Programme and the Course levels is prepared. The continuous assessment is implemented using an assessment rubric to interpret and grade students.

#### **B.3.1 Assessment Process for CO Attainment**

Assessment is one or more processes carried out by the institution that identify, collect and prepare data to evaluate the achievement of Course Outcomes and Programme Outcomes.

Course Outcome is evaluated based on the performance of students in the Continuous Internal Assessments and in End Semester Examination of a Course. Target levels of attainment shall be fixed by the Course teacher and Heads of the respective departments.

**Direct Assessment (Rubric based)** - Conventional assessment tools such as Term Test, Assignment, Quiz and End Semester Summative Examination are used.

**Indirect Assessment** – Done through Course Exit Survey.

## CO Assessment Rubrics

For the evaluation and assessment of COs and POs, rubrics are used. Internal assessment contributes 40% and End Semester assessment contributes 60% to the total attainment of a CO for the theory Courses. For the practical Courses, internal assessment contributes 50% and Semester assessment contributes 50% to the total attainment of a CO. Once the Course Outcome is measured, the PO can be measured using a CO-PO matrix.

### CO Attainment

#### Direct CO Attainment

Course Outcomes of all Courses are assessed and the CO – wise marks obtained by all the students are recorded for all the assessment tools. The respective CO attainment level is evaluated based on set attainment rubrics.

#### Target Setting for Assessment Method

For setting up the target of internal assessment tools, 55% of the maximum mark is fixed as target. For setting up the target of End Semester Examination, the average mark of the class shall be set as target.

#### Formula for Attainment for each CO

Attainment = Percentage of students who have scored more than the target marks

$$\text{Percentage of Attainment} = \frac{\text{Number of Students who scored more than the Target}}{\text{Total Number of Students}} \times 100$$

#### Attainment Levels of COs

Assessment Methods	Attainment Levels	
Internal Assessment	Level 1	50% of students scoring more than set target marks in Internal Assessment tools
	Level 2	55% of students scoring more than set target marks in Internal Assessment tools
	Level 3	60% of students scoring more than set target marks in internal Assessment tools
End Semester Summative Examination	Level 1	50% of students scoring more than average marks in End Semester Summative Examination
	Level 2	55% of students scoring more than average marks in End Semester Summative Examination
	Level 3	60% of students scoring more than average marks in End Semester Summative Examination

### Indirect CO Attainment

At the end of each Course, an exit survey is conducted to collect the opinion of the students on attainment of Course Outcomes. A questionnaire is designed to reflect the views of the students about the Course Outcomes.

**Overall CO Attainment= 75% of Direct CO Attainment + 25 % of Indirect CO Attainment**

In each course, the level of attainment of each CO is compared with the predefined targets. If the target is not reached, the Course teacher takes necessary steps for the improvement to reach the target.

For continuous improvement, if the target is reached, the Course teacher can set the target as a value greater than the CO attainment of the previous year.

### B.3.2 Assessment Process for Overall PO Attainment

With the help of CO /PO mapping, the PO attainment is calculated. PO assessment is done by giving 75% weightage to direct assessment and 25% weightage to indirect assessment. Direct assessment is based on CO attainment, where 75% weightage is given to attainment through End Semester Examination and 25% weightage is given to attainment through Internal assessments. Indirect assessment is done through Graduate Exit Survey and participation of students in Co-curricular/ Extracurricular activities.

#### PO Assessment Tools

Mode of Assessment	Assessment Tool	Description
Direct Attainment (Weightage -75%)	CO Assessment	This is computed from the calculated CO Attainment value for each Course
Indirect Attainment (Weightage - 25%)	Graduate Exit Survey 10%	At the end of the Programme, Graduate Exit Survey is collected from the graduates and it gives the opinion of the graduates on
	Co-curricular/ Extra-curricular	For participation in Co-curricular/Extra-curricular activities during the period of their

**Programme Articulation Matrix (PAM)**

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Average Direct PO Attainment								
Direct PO Attainment in percentage								

**Indirect Attainment of POs for all Courses**

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Graduate Exit Survey							
Indirect PO Attainment							

**Attainments of POs for all Courses**

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Direct Attainment (Weightage - 75%)							
Indirect Attainment (Weightage - 25%)							
Overall PO Attainment							

**Overall PO Attainment= 75% of Direct PO Attainment +  
25% of Indirect PO Attainment (Graduate Exit Survey  
& Participation in Co- curricular and  
Extra curricular Activities)**

**Expected Level of Attainment for each of the Programme Outcomes**

POs	Level of Attainment
Attainment Value $\geq 70\%$	Excellent
$60\% \leq \text{Attainment Value} < 70\%$	Very Good
$50\% \leq \text{Attainment Value} < 60\%$	Good
$40\% \leq \text{Attainment Value} < 50\%$	Satisfactory
Attainment Value $< 40\%$	Not Satisfactory

**Level of PO Attainment**

<b>Graduation Batch</b>	<b>Overall PO Attainment (in percentage)</b>	<b>Whether Expected Level of PO is Achieved? (Yes/No)</b>

**B.3.3 Assessment Process for PEOs**

The curriculum is designed so that all the Courses contribute to the achievement of PEOs. The attainment of PEOs is measured after 5 years of completion of the Programme only through indirect methods.

**Target for PEO Attainment**

<b>Assessment Criteria</b>	<b>Target (UG)</b>	<b>Target (PG)</b>
Record of Employment	15% of the class strength	30% of the class
Progression to Higher	50% of the class strength	5% of the class strength
Record of Entrepreneurship	2% of the class strength	5% of the class strength

**Attainment of PEOs**

<b>Assessment Criteria &amp; Tool</b>	<b>Weightage</b>
Record of Employment	10
Progression to Higher Education	20
Record of Entrepreneurship	10
Feedback from Alumnae	30
Feedback from Parents	10
Feedback from Employers	20
<b>Total Attainment</b>	<b>100</b>

$$\text{Percentage of PEO Attainment from Employment} = \frac{\text{Number of Students who have got Employment}}{\text{Target}} \times 100$$

$$\text{Percentage of PEO Attainment from Higher Education} = \frac{\text{Number of Students who pursue Higher Education}}{\text{Target}} \times 100$$

$$\text{Percentage of PEO Attainment from Entrepreneurship} = \frac{\text{Number of Students who have become Entrepreneurs}}{\text{Target}} \times 100$$

**Expected Level of Attainment for each of the Programme Educational Objectives**

<b>POs</b>	<b>Level of Attainment</b>
Attainment Value $\geq 70\%$	Excellent
$60\% \leq \text{Attainment Value} < 70\%$	Very Good
$50\% \leq \text{Attainment Value} < 60\%$	Good
$40\% \leq \text{Attainment Value} < 50\%$	Satisfactory
Attainment Value $< 40\%$	Not Satisfactory

**Level of PEO Attainment**

<b>Graduation Batch</b>	<b>Overall PEO Attainment (in percentage)</b>	<b>Whether Expected Level of PEO is Achieved?</b>

**C. PROCESS OF REDEFINING THE PROGRAMME EDUCATIONAL OBJECTIVES**

The college has always been involving the key stakeholders in collecting information and suggestions with regard to curriculum development and curriculum revision. Based on the information collected, the objectives of the Programme are defined, refined and are inscribed in the form of PEOs. The level of attainment of PEOs defined earlier will be analysed and will identify the need for redefining PEOs. Based on identified changes in terms of curriculum, regulations and PEOs, the administrative system like Board of Studies, Academic Council and Governing Body may recommend appropriate actions. As per the Outcome Based Education Framework implemented from the Academic Year 2020 – 2021, the following are the Programme Structure, the Programme Contents and the Course Contents of B.A.English Programme.





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**VIRUDHUNAGAR**

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## BACHELOR OF ARTS – ENGLISH (1012)

*Outcome Based Education with Choice Based Credit System*

Programme Structure - Allotment of Hours and Credits

For those who join in the Academic Year 2023-2024

Components	Semester						Total Number of Hours (Credits)
	I	II	III	IV	V	VI	
<b>Part I : Tamil/Hindi</b>	6(3)	6(3)	6(3)	6(3)	-	-	24(12)
<b>Part II : English</b>	6(3)	6(3)	6(3)	6(3)	-	-	24(12)
<b>Part III : Core Courses, Elective Courses &amp; Self Study Course</b>							
Core Course	5(5)	5(5)	5(5)	5(5)	6(5)	6(4)	32 (29)
Core Course	5(5)	5(5)	5(5)	4(4)	6(5)	6(4)	31 (28)
Core Course	-	-	-	-	5(4)	6(4)	11 (8)
Core Course	-	-	-	-	-	-	-
Core Course Project	-	-	-	-	1(1)		1 (1)
Elective Course (DSEC )	-	-	-	-	5(3)	5(4)	10 (7)
Elective Course (DSEC)	-	-	-	-	5(3)	5(4)	10 (7)
Elective Course (Allied)	4(3)	4(3)	4(3)	4(3)	-	-	16 (12)
Self Study Course	-	-	-	-	-	0(1)	0 (1)
<b>Part IV : Skill Enhancement Courses, Elective Courses, Environmental Studies, Value Education, Self Study Course</b>							
SEC	2(2)	-	1(1)	2(2)	-	-	5 (5)
SEC	-	2(2)	2(2)	2(2)	-	2(2)	8 (8)
Elective Course(NME)	2(2)	2(2)	-	-	-	-	4 (4)
Value Education	-	-	-	-	2(2)	-	2 (2)
Environmental Studies	-	-	1(0)	1(2)			2 (2)
Self Study Course	-	-	-	-	0(1)		0 (1)
<b>Part V : Extension Activities</b>	-	-	-	-	-	0(1)	0 (1)
<b>Total</b>	<b>30(23)</b>	<b>30(23)</b>	<b>30(22)</b>	<b>30(24)</b>	<b>30(24)</b>	<b>30(24)</b>	<b>180(140)</b>
Extra Credit Course (Self Study Course)	-	-	-	-	0(2)	-	0(2)

DSEC: Discipline Specific Elective Course

SEC: Skill Enhancement Course

NMEC: Non Major Elective Course



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## B.A. ENGLISH- 1012

### PROGRAMME CONTENT - SEMESTER V

S.No.	Components		Title of the Course	Course Code	Hours Per Week	Credits	Exam. Hours	Marks		
								Int.	Ext.	Total
1.	<b>Part III</b>	Core Course -9	Authors in Focus	23UENC51	6	5	3	25	75	100
2.		Core Course -10	Women's Writing	23UENC52	6	5	3	25	75	100
3.		Core Course -11	Indian Writing in Translation	23UENC53	5	4	3	25	75	100
4.		Core Course -12	Project	23UENC54PR	1	1	-	100	-	100
5.		Elective Course DSEC-1	Film Studies/ Myth and Literature	23UENE51/ 23UENE52	5	3	3	25	75	100
6.		Elective Course DSEC-2	Art and Aesthetics/ English for Technical Writing	23UENE53/ 23UENE54	5	3	3	25	75	100
7.	<b>Part IV</b>		Value Education	23UGVE51	2	2	2	100	-	100
8.		Self Study Course	Practice for Competitive Examination	23UGCE51	-	1	-	100	-	100
	Total				<b>30</b>	<b>24</b>				<b>800</b>
9	Extra Credit Course (Self Study Course)		Global Short Stories	23UENO51	-	2	3	100	-	<b>100</b>



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## B.A. ENGLISH- 1012 PROGRAMME CONTENT - SEMESTER VI

S.No.	Components		Title of the Course	Course Code	Hours Per Week	Credits	Exam. Hours	Marks		
								Int.	Ext.	Total
1.	<b>Part III</b>	Core Course -13	Introduction to Literary Theory and Criticism	23UENC61	6	4	3	25	75	100
2.		Core Course -14	Shakespeare Studies	23UENC62	6	4	3	25	75	100
3.		Core Course -15	Modern English Grammar and Composition	23UENC63	6	4	3	25	75	100
4.		Elective Course DSEC - 3	Communicative English/ Creative Writing	23UENE61/ 23UENE62	5	4	3	25	75	100
5.		Elective Course DSEC - 4	Writing for Media/ English Teaching Methods And Materials	23UENE63/ 23UENE64	5	4	3	25	75	100
6.		Self-Study Course	Discipline Specific Quiz - Online	23UENQ61	-	1	-	100	-	100
7.	<b>Part IV</b>	SEC-7	Interview Skills	23UENS61	2	2	2	25	75	100
8.	<b>Part V</b>		Extension Activity		-	1	-	100	-	100
	Total				<b>30</b>	<b>24</b>				<b>800</b>



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## B.A English

(for those who join in 2023- 2024)

Semester V	<b>AUTHORS IN FOCUS</b>	Hours/Week: 6	
Core Course-9		Credits: 5	
Subject Code <b>23UENC51</b>		Internal 25	External 75

### COURSE OUTCOMES

On completion of the course, the students will be able to

CO1: define the life and ideas of individual writers and the influence of the socio-political and literary trends and movements on them. [K1]

CO2: discuss the literary concepts of the significant writers of each literary period and their notable works. [K2]

CO3: illustrate the contribution of the writers to the development of the history of English Literature. [K2]

CO4: determine the distinctive features of the works of the representative writers of respective ages. [K3]

CO5: establish the greatness of individual writers through a profound examination of their famous works. [K3]

### UNIT I - Towering Classical Philosophy

Aristotle-Life and works

(18 Hours)

Aristotle -*Poetics*

### UNIT II - Resilient and social consciousness

Charles Dickens-Life & Works

(18 Hours)

Charles Dickens -*Oliver Twist*

### UNIT III - Eminent Spirituality

Rabindranath Tagore-Life & Works

(18 Hours)

Rabindranath Tagore -Gitanjali-Song-83 and 103

Rabindranath Tagore -Hungry Stones (Short story)

### UNIT IV - Domestic comedies of a high order

Jane Austen-Life & Works

(18 Hours)

Jane Austen -*Emma*

## UNIT V - Dignifying science

H.G. Wells-Life & Works

(18 Hours)

H.G. Wells -*Invisible Man*

H.G. Wells -The Diamond Maker (Short story)

## SELF STUDY

Rabindranath Tagore -Hungry Stones (Short story)

## TEXT BOOKS

Aristotle. *Poetics*. (1996). Penguin Classics: Revised ed.

Austen, Jane. (1998). *Emma*. John Murray. United Kingdom.

Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. (2000). *Aristotle: A Very Short Introduction*. Oxford Paperbacks.

Dickens, Charles. (2003). *Oliver Twist*. Ed. Philip Horne. Harmondsworth: Penguin.

Fabiny, Sarah. (2017). *Who Was Jane Austen?* Penguin, UK.

Tagore, Rabindranath. (1955). *Gitanjali*. India Society of London.

Wells, HG. (1952). *Invisible Man*. New York: Random House.

## REFERENCE BOOKS

Tagore, Rabindranath. (1999). *Rabindranath Tagore: An Anthology*. Macmillan.

Tomalin, Claire. (2012). *Charles Dickens*. Penguin UK.

Wilson, Cheryl A., and Maria H. Frawley. (2021). *The Routledge Companion to Jane Austen*. Routledge.

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"About the Authors." *Beyond Performance*, John Wiley & Sons, Inc., 2015, pp.

269–70, <http://dx.doi.org/10.1002/9781119202455.about>.

[https://www.mrsmuellersworld.com/uploads/1/3/0/5/13054185/hg\\_wells\\_bio\\_1.pdf](https://www.mrsmuellersworld.com/uploads/1/3/0/5/13054185/hg_wells_bio_1.pdf)

<https://www.vedantu.com/biography/hg-wells>

Course Code 23UENC51	PO1		PO2		PO3	PO4		PO5	PO6	PO7
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2.a	2.b	3	4.a	4.b	5	6	7
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

Dr.V.Navaneethamani

Mrs.C.Vijayalakshmi

**Heads of the Departments**

Dr.R.Priya

Mrs.C.Vijayalakshmi

**Course Designers**



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## B.A English (for those who join in 2023- 2024)

Semester V	<b>WOMEN'S WRITING</b>	Hours/Week: 6	
Core Course-10		Credits: 5	
Subject Code <b>23UENC52</b>		Internal 25	External 75

### COURSE OUTCOMES

On completion of the course, the students will be able to

CO1: state the major tenets of English literature with reference to the contributions made by the representative women writers. [K1]

CO2: discuss the art of characterization and development of plot in the prescribed works by women writers. [K2]

CO3: explain the feminine experiences of women writers as reflected in the prescribed works. [K2]

CO4: demonstrate the themes and narrative techniques in the writings of representative women writers. [K3]

CO5: determine the social, political and cultural conditions of different societies as revealed in the works of prescribed writers. [K3]

### UNIT I - Poetry-I

Sappho - Hymn to Aphrodite

Elizabeth Browning - How do I love thee?

Judith Wright – Eve to the Daughter

Elizabeth Searle Lamb - On Reading Haiku

Gwendolyn Brooks - Boy Breaking Glass

(18 Hours)

### UNIT II - Poetry-II

Avvaiyar - Worth Four Crores – Poem No.1 (Give, Eat & Live)

Toru Dutt - Our Casuarina Tree

Sujata Bhatt – Muliebrity

Rubi Kaur - Stay strong though your pain- from 'The Healing' chapter (Milk & Honey)

(18 Hours)

### UNIT III - Play

Carol Churchill – Top Girls

(18 Hours)

#### **UNIT IV - Fiction**

Aphra Behn – Oroonoko

L. M. Montgomery - Anne of Green Gables (18 Hours)

#### **UNIT V - Non Fiction**

Virginia Woolf - A Room of One's Own

Clarissa Pinkola Estés - *Women Who Run with Wolves*-(Chapters-1-3) (18 Hours)

#### **SELF STUDY**

Elizabeth Searle Lamb - On Reading Haiku

#### **TEXT BOOKS**

Gilbert, Sandra M., and Susan Gubar. (2007). *The Norton Anthology of Literature by Women*. W. W. Norton Publishers, New York City, New York, US.

Olson, S. Douglas. (2012). The “Homeric Hymn to Aphrodite” and Related Texts. Walter de Gruyter. Bryn Mawr Commentaries:UK.

#### **REFERENCE BOOKS**

Estés, Clarissa Pinkola. (1995). *Women Who Run with the Wolves*. Ballantine Books, New York, US .

Jain, Jasbir, and Avadhesh K. Singh. (2001). *Indian Feminisms*. Creative Book Publishers, University of Michigan, US.

Woolf, Virginia.(2000). *A Room of One's Own*. Renard Press Ltd, London, England.

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[https://islingtonpeoplestheatre.co.uk/site/assets/files/1194/women\\_who\\_run\\_with\\_the\\_wolves\\_estes\\_clarissa\\_z-lib\\_org.pdf](https://islingtonpeoplestheatre.co.uk/site/assets/files/1194/women_who_run_with_the_wolves_estes_clarissa_z-lib_org.pdf).

<https://www.scribd.com/document/612981139/top-girls-full-play>.

<https://www.supersummary.com/women-who-run-with-the-wolves/>



Course Code 23UENC52	PO1		PO2		PO3	PO4		PO5	PO6	PO7
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2.a	2.b	3	4.a	4.b	5	6	7
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

Dr.V.Navaneethamani

Mrs.C.Vijayalakshmi

**Heads of the Departments**

Dr.R.Priya

Mrs.A.S.Renuga

**Course Designers**



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### B.A English (for those who join in 2023- 2024)

Semester V	<b>INDIAN WRITING IN TRANSLATION</b>	Hours/Week: 5	
Core Course-11		Credits: 4	
Subject Code <b>23UENC53</b>		Internal 25	External 75

#### COURSE OUTCOMES

On completion of the course, the students will be able to

CO1: define the settings and art of characterization in various Indian literatures.[K1]

CO2: interpret the themes focused in the translated Indian literary texts. [K2]

CO3: determine the moral values dealt in the works prescribed. [K2]

CO4: develop the ability to understand the plots in Indian literary works. [K3]

CO5: demonstrate the styles and techniques employed in the prescribed works to create new literary pieces. [K3]

#### UNIT I - Poetry-I (12 Hours)

Rabindranath Tagore - Fruit Gathering

The Gardener

A.K Ramanujam - Kurunthogai (Verse No.3 (Kurinji), Verse No.7 (Paalai), Verse No.8 (Marutham)

Verse No.24 (Mullai), Verse No.123 (Neithal)

#### UNIT II - Poetry-II (12 Hours)

Sarojini Naidu - The Soul's Prayer.

Nissim Ezekiel - The Railway Clerk.

A.K.Ramanujam - The Striders

Arun Kolatkar - An Old Woman

#### UNIT III – Prose (15 Hours)

Sarvepalli Radhakrishnan – Lecture II – Conflict of religions from *Hindu View of Life*

Nirad C. Chaudri – My Mother

#### UNIT IV – Plays (20 Hours)

Girish Karnad – Tughlaq

Badal Sircar- Evam Indrajit

#### UNIT V – Stories (16 Hours)

Joseph Jacob -How the Raja's Son won the Princess Labam

R.K.Narayan-Monday Morning, M.C.C., Before the Examinations (Excerpts from Swami & His Friends)

## SELF STUDY

R.K.Narayan-Monday Morning, M.C.C., Before the Examinations (Excerpts from Swami & His Friends)

## TEXT BOOKS

Kapse, Dhananjay (ed.). (2016). *Modern Indian Writing in Translation*. New Delhi:Worldview Publications.

Krishnaswamy, Subashree and K. Srilata, (eds.). (2007). *Short Fiction from South India*. New Delhi: Oxford Press.

## REFERENCES BOOKS

Davidar,David (ed). (2016). *A Clutch of Indian Masterpieces*. New Delhi: Aleph Publisher.

Simon ,Sherry and Paul St. Pierre (eds). (2000). *Changing the Terms: Translating in the Postcolonial Era*. United Kingdom:Taylor and Francis Press.

Bloomsbury, Abhay. K. (2019). *100 Great Indian Poems*. New Delhi : Bloomsbury publishing India Pvt.

*English for Enlightenment*.(2018). Board of Editors, Department of English, VVVC. Chennai: NCBH.

## WEB RESOURCES

<https://tamilliterature.in/sangam-poetry-translations-k-ramanujan/>

<https://sangamtranslationsbyvaidehi.com/ettuthokai-kurunthokai-1-200/>

Fruit Gathering-<https://www.poetryfoundation.org/poems/45664/fruit-gathering-lv>

The Gardner-<https://www.poetryfoundation.org/poems/45667/the-gardener-85>

The Soul's Prayer-<https://allpoetry.com/The-Soul's-Prayer>

The Railway Clerk-<https://blackplumpoetry.com/the-railway-clerk/>

The Striders- <https://www.poetryfoundation.org/poetrymagazine/poems/28722/the-striders>

An Old Women- <https://www.poetrynook.com/poem/old-woman>

<https://www.vifindia.org/sites/default/files/145639119-Hindu-View-of-Life-1927.pdf>

<https://wirth.blog/wp-content/uploads/2016/10/chaudhuri-vedanta-circe-zitate.pdf>

My Mother- <https://www.scribd.com/document/284761782/my-mother>

Swami and Friends-

[https://archive.org/stream/MyDaysR.K.Narayan/Swami%20and%20Friends%20-%20R.K.Narayan\\_djvu.txt](https://archive.org/stream/MyDaysR.K.Narayan/Swami%20and%20Friends%20-%20R.K.Narayan_djvu.txt)

How raja's son won Prince Labam - [https://mocomi.com/wp-content/uploads/2012/03/WordSmith\\_Stories\\_IndianFairyTales\\_HowTheRajaSonWonPrincessLabam\\_01.pdf](https://mocomi.com/wp-content/uploads/2012/03/WordSmith_Stories_IndianFairyTales_HowTheRajaSonWonPrincessLabam_01.pdf)

Course Code 23UENC53	PO1		PO2		PO3	PO4		PO5	PO6	PO7
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2.a	2.b	3	4.a	4.b	5	6	7
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

Dr.V.Navaneethamani

Mrs.C.Vijayalakshmi

**Heads of the Departments**

Mrs.E.Kalpana

Dr.M.Niranjana Sundari

**Course Designers**



# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

Reaccredited with 'A++' Grade (4<sup>th</sup> Cycle) by NAAC

**VIRUDHUNAGAR**

**Quality Education with Wisdom and Values**

## **B.A English** **(for those who join in 2023- 2024)**

Semester V	<b>PROJECT</b>	Hours/Week: 1
Core Course 12		Credits: 1
Course Code <b>23UENC54PR</b>		Internal  100

### **COURSE OUTCOMES**

On completion of the course, the students will be able to

CO1: explain new areas of research in English Literature and the related

disciplines, and pursue research activities. (K2)

CO2: discuss the components of language skills, communication skills and presentation

skills. (K2)

CO3: apply various methods of translation and translation procedures to translate works

of art. (K3)

CO4: showcase the themes and the literary devices employed in the works chosen for

the project. (K3)

CO5: demonstrate the problems involved in the translation of works of art and the nuances in

designing a newspaper. (K3)

Students can undertake projects on the works of individual authors or Translation based on the texts not prescribed in the syllabus during the course of their study or Journalism. Projects can be done by either one or two students, not more than that. Students must do the project under the guidance of a faculty member. The project report should be in 20 to 30 pages. For documentation and citation of sources, the eighth edition of MLA Handbook should be followed. Two typed copies of the report on the completed project must be submitted to the Controller of Examination through the Head of the Department in the month of November during V Semester.

### **Projects on Works of Individual Authors**

One novel/two short stories/two long poems/one one-act play may be chosen for thematic and stylistic analysis. The project should have three chapters including Introduction, Analysis and Summing up.

### **Projects on Translation**

Translation can be from English to Tamil or from Tamil to English. Two long poems or two short stories by the same author can be chosen for translation. Students should give a brief discussion on the theories of translation and an introduction about the author and the works chosen for translation. In summing up, the students should write about the difficulties/problems they encountered while translating the works.

### **Projects on Journalism**

Students can design a newspaper in manuscript form incorporating reports on the multifarious activities conducted in the college campus, articles, advertisements and other news items. They must give a name and logo to their newspaper. The newspaper should not exceed 8 pages. The students should add an Introduction and Summing up to the project.

### **Evaluation: Internal Assessment only**

- Project Work and Report - 60 Marks
- Presentation and Viva -voce - 40 Marks
- Presentation in the presence of faculty members of the Department is mandatory.
- Internal viva-voce will be conducted by the Internal Examiner.

Course Code 23UENC54PR	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1. a	1. b	2. a	2. b	3	4. a	4. b	5	6	7
<b>CO1</b>	3	3	1	2	2	3	3	2	1	-
<b>CO2</b>	3	3	3	3	1	1	3	3	2	1
<b>CO3</b>	2	3	2	2	2	2	3	3	2	2
<b>CO4</b>	1	1	3	3	2	2	3	2	1	1
<b>CO5</b>	2	2	2	2	2	1	2	2	1	-

Dr.V. Navaneethamani  
Mrs.C. Vijayalakshmi  
**Heads of the Departments**

Dr.K. Malarvizhi  
Mrs. A. Poornima Devi  
**Course Designers**



# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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**VIRUDHUNAGAR**

**Quality Education with Wisdom and Values**

## B.A English

(for those who join in 2023- 2024)

Semester V	<b>FILM STUDIES</b>	Hours/Week: 5	
Elective Course DSEC-1		Credits: 3	
Subject Code		Internal	External
<b>23UENE51</b>		25	75

### COURSE OUTCOMES

On completion of the course, the students will be able to

**CO1:** define the origin, evolution and history of cinema. [K1]

**CO2:** explain the major film movements and the film theories. [K2]

**CO3:** determine the nuances of cinematography and mise-en-scenism. [K2]

**CO4:** develop the art of screen writing by understanding the technical aspects of film. [K3]

**CO5:** employ the acquired knowledge of film studies to create film scripts and reviews. [K3]

### UNIT I – Introduction

(15 Hours)

Filmic Visual: Mise-en-Sceneism.

### UNIT II - Screen writing

(15 Hours)

One-line, plot, characterization, one-line scene order & treatment.

### UNIT III - Film history

(15 Hours)

1896-1915-The Birth of Film

1916-1930: Silent Film, The Birth of Radio and Sound Film

1931-1945: The Great Age of Hollywood and Radio

1946-1960: The Growth of Television

1961-1980: The Media World

1981-Present: The Digital World and Film genres: Documentary, Experimental and Animated Films

### UNIT IV - Critical Understanding of films

(15 Hours)

Auteurism, Formalist, Marxist, Feminist and Post- colonial Perspectives

### UNIT V - Writing Film Reviews and Critic

(15 Hours)

Form, Style and Ideology, Writing a Critical Analysis of a Film



**TEXT BOOKS**

Babu. N. M., Reena Thankachan & Binil Kumar M. R. (2015). *Introducing Film Studies*. Chennai: Main Spring Publishers.

Bordwell, David and Thompson, Kristin. (2004). *Film Art: an Introduction*. 7th ed. McGraw-Hill Co.

Cook, David A. (2004). *A History of Narrative Film*. 4th ed. W.W. Norton.

Hayward, Susan. (2004). *Key concepts in cinema Studies*. Routledge: London.

Nichols, Bill. Ed. (1993). *Movies and Methods*. Vol. I Seagull Books: Calcutta.

Nichols, Bill. Ed. (1993). *Movies and Methods*. Vol. II Seagull Books: Calcutta

Monaco, James. (2005). *How to Read a Film*. 5th ed. OUP.

**REFERENCE BOOKS**

Kawin, Bruce. (1992). *How Movies Work*. University of California Press.

Nelken, Jill. (2011). *Introduction to Film Studies*, 5th ed. Routledge.

Feild, Syd. (2005). *Screenplay: The Foundations of Screenwriting*. RHUS.

Course	PO1		PO2		PO3	PO4		PO5	PO6	PO7
Code	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
<b>23UENE51</b>	<b>1.a</b>	<b>1.b</b>	<b>2.a</b>	<b>2.b</b>	<b>3</b>	<b>4.a</b>	<b>4.b</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>CO1</b>	2	4	4	2	1	2	4	4	2	2
<b>CO2</b>	2	4	4	2	1	2	4	4	2	2
<b>CO3</b>	2	4	4	2	1	2	4	4	2	2
<b>CO4</b>	2	4	4	2	4	4	4	4	2	2
<b>CO5</b>	2	4	4	2	1	2	4	4	2	2

Dr.V. Navaneethamani  
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**Course Designers**



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**VIRUDHUNAGAR**

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## B.A English (for those who join in 2023- 2024)

Semester V	<b>MYTH AND LITERATURE</b>	Hours/Week: 5	
Elective Course DSEC-1		Credits: 3	
Course Code <b>23UENE52</b>		Internal 25	External 75

### COURSE OUTCOMES

On completion of this course, students will be able to

CO1: describe the origin, sources and significance of classical myths. [K1]

CO2: summarise and interpret classical mythological stories and their literary representations. [K2]

CO3: discuss the core elements of Indian and other mythological traditions. [K2]

CO4: determine the themes, symbols and functions of Myth across cultures.[K3]

CO5: demonstrate the portrayal of mythical characters in literature and their cultural impact. [K3]

### UNIT I (15 Hours)

Introduction to Myth and Mythology

Types of Story and its relation to Myth

Sources of Indian mythology - Vedic, Epic and Puranic Mythology

### UNIT II (15 Hours)

Symbolism: Role of Symbols in myths

Symbols related to Sacrifice and other Iconography

Understanding totems and taboos in tribal myths

### UNIT III (15 Hours)

Ted Hughes - *Tales from Ovid*

i) The Rape of Proserpina

ii) Echo and Narcissus

iii) Pyramus and Thisbe

### UNIT IV (15 Hours)

Carol Ann Duffy – *The World's Wife*

i) Mrs Midas

ii) Medusa

iii) Eurydice

**UNIT V**

(15 Hours)

Devdutt Pattanaik - *Indian Mythology*

- i) The Function of Myth
- ii) Devils and Demons
- iii) Metaphors of the Mind

**TEXT BOOKS**

Burkert, Walter.(1983). *Homo Necans: The Anthropology of Ancient Greek Sacrificial Ritual and Myth*. University of California Press.

Burton, Neel. (2024). *Indian Mythology and Philosophy: The Vedas, Upanishads, Bhagavad Gita, Kama Sutra... And How They Fit Together*. Acheron Press.

Duffy, Carol Ann. (1999). *The World's Wife*. Picador.

Hughes, Ted. (1997). *Tales from Ovid*. Faber & Faber.

Frazer, James George. (1922) *The Golden Bough*. Macmillan.

Freud, Sigmund. (1913). *Totem and Taboo*. Routledge.

Martin, Richard. (2016). *Classical Mythology: The Basics*. Routledge.

Pattanaik, Devdutt. (2003). *Indian Mythology: Tales, Symbols, and Rituals from the Heart of the Subcontinent*. Inner Traditions.

**REFERENCE BOOKS**

Bauman, Richard. (1991). A Genre in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press,

Boas, Franz. (1898). A Introduction to James, Traditions of the Thompson River Indians of British Columbia. *Memoirs of the American Folklore Society*.

Eller, Cynthia.(2000). *The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future*. Boston: Beacon Press.

Grimm, Jakob and Wilhelm Grimm. (1987). "Prefaces", *Nursery and Household Tales*, in *Maria Tatar, The Hard Facts of the Grimms- Fairy Tales*. Princeton: Princeton University Press.

Mayerson, Philip. (2001). *Classical Mythology in Literature, Art, and Music*. University of North Carolina Press.

**WEB RESOURCES**

Bascom, William. "The Forms of Folklore: Prose Narratives." *The Journal of American Folklore*, vol. 78, no. 307, 1965, pp. 3-20.

[https://userweb.ucs.louisiana.edu/~jjl5766/share/Bascom\\_1965.pdf](https://userweb.ucs.louisiana.edu/~jjl5766/share/Bascom_1965.pdf)

Course Code 23UENE52	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO 1. a	PSO 1. b	PSO 2. a	PSO 2. b	PSO 3	PSO 4. a	PSO 4. b	PSO 5	PSO 6	PSO 7
<b>CO1</b>	3	3	2	2	3	3	3	1	1	3
<b>CO2</b>	3	3	2	2	3	3	2	3	3	3
<b>CO3</b>	3	2	3	2	3	3	3	3	3	3
<b>CO4</b>	2	2	3	3	2	1	2	3	1	1
<b>CO5</b>	3	3	2	2	3	3	2	1	3	3

**Strong (3)    Medium (2)    Low (1)**

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Mrs.C.Vijayalakshmi  
**Heads of the Departments**

Dr.B.Winmayil  
Dr.J.Suganyalakshmi  
**Course Designers**



# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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**VIRUDHUNAGAR**

**Quality Education with Wisdom and Values**

## B.A English (for those who join in 2023- 2024)

Semester : V	<b>ART AND AESTHETICS</b>	Hours/Week:5	
Elective Course DSEC-2		Credits:3	
Course Code <b>23UENE53</b>		Internal 25	External 75

### COURSE OUTCOMES:

On completion of this course, students will be able to

CO1: identify the interrelationship between Art and Literature. [K1]

CO2: relate the themes explored in literary works with that of visual arts. [K2]

CO3: discuss the principles of aesthetic movements and theories on the literary texts and artworks. [K2]

CO4: determine various artistic forms connected through style and expression. [K3]

CO5: demonstrate the artistic and cultural significance of art and literature. [K3]

### UNIT I

Literature and Visual Arts – An Introduction (15 Hours)

Aesthetics

### UNIT II

Romanticism

Coleridge

Delacroix (15 Hours)

### UNIT III

Pre-Raphaelite Movement

D.G. Rosetti - Prosperine (Painting and Poem) (15 Hours)

### UNIT IV

Post-Impressionism

Amritya Shergill - Ancient Story Teller (Painting)

Virginia Woolf -The Waves (Novel) (15 Hours)

**UNIT V**

## Expressionism

Edvard Munch - *Scream* (Painting)Franz Kafka - *Metamorphosis* (Novella)

(15 Hours)

**TEXT BOOKS**

Jones, Muffet. (2016). "Romanticism." Introduction to Art, Boise State University.

<https://boisestate.pressbooks.pub/arthistory/>Kafka, F. (1915). *The Metamorphosis*. Trans. S. Stokes. Bantam Classics.Read, Herbert. (1959). *The Meaning of Art*. Pelican Books.Rossetti, Dante Gabriel. *The House of Life*. London: Ellis & White, 1881.Woolf, V. (1931). *The Waves*. Harcourt, Brace & Company.**REFERENCE BOOKS**Berger, John. (1972). *Ways of Seeing*. Penguin. <http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf>Corngold, Stanley. (1988). *Franz Kafka: The Necessity of Form*. Cornell University Press.Deepali, Dewan. (2014). *Amrita Sher-Gil: Art and Life: A Reader*. Marg Foundation.Hagstrum, Jean H. (1958). *The Sister Arts: The Tradition of Literary Pictorialism and English Poetry from Dryden to Gray*. University of Chicago Press.Mitchell, W. J. T. (1986). *Iconology: Image, Text, Ideology*. University of Chicago Press, .Nochlin, Linda, ed. (1966) *Impressionism and Post-Impressionism, 1874–1904: Sources and Documents*. Englewood Cliffs, N.J.: Prentice-Hall.Prettejohn, Elizabeth. (2000). *The Art of the Pre-Raphaelites*. Tate Publishing.Prideaux, Sue. (2005). *Edvard Munch: Behind the Scream*. Yale University Press.**WEB SOURCES**Astor, Dave. (2 Apr. 2013). "Music in Literature". *HuffPost*.[www.huffpost.com/entry/music-in-literature-b-2590404](http://www.huffpost.com/entry/music-in-literature-b-2590404)Benjamin, Elizabeth and Sophie Corser. (2015). "Introduction: Literature and Art – Conversations and Collaborations." *MHRA Working Papers in the Humanities*, 9.<http://www.mhra.org.uk/pdf/wph-9-1.pdf>CLRN, (2024). "What is art and Aesthetics?". *CLRN*.<https://www.clrn.org/what-is-art-and-aesthetics/>

Cornelia. "Features of expressionism and impressionism in painting - artists, posters, art".

<https://vintageposteria.com/blog/features-of-expressionism-and-impressionism-in-painting-artists-posters-art>"History of Art Movements; Impressionism, Cubism, Surrealism, and Abstract Expressionism". (30 Mar 2024). *Prazzle*.Jones, Christopher P. (23 Apr 2021). "How to read paintings - Proserpine by Dante Gabriel Rossetti". <https://medium.com/thinksheet/how-to-read-paintings-proserpine-by-dante-gabriel-rossetti-51aeb567430e>"Pre-Raphaelite Period. Comparison of Dante Gabriel Rossetti's painting and poem 'Proserpine'" <https://junaia.blogs.uv.es/2009/12/05/english-poetry-paper-module-4-proserpine-by-dante-gabriel-rossetti/>"Romanticism in Wordsworth and Coleridge." (14 July 2024). *Romantic Poems*. [www.romanticpoems.com/romanticism-in-wordsworth-and-coleridge/](http://www.romanticpoems.com/romanticism-in-wordsworth-and-coleridge/)

“Romanticism to Modern Art - Pre-Raphaelite Brotherhood”. *History of Creativity*.

<https://www.historyofcreativity.com/mid26/romanticism-to-modern-art---preraphaelite-brotherhood>

Sharma, Mahima. (6 Nov 2024). “The Story Teller Painting by Amrita Sher-Gil | Rare Painting”. *Simplykalaa*. . <https://simplykalaa.com/the-story-teller-painting/>

"The Masterpieces of Eugene Delacroix: A Glimpse into Romanticism." (5 Oct. 2023). *Art Soul Life Magazine*. [www.artsoullifemagazine.com/the-masterpieces-of-eugene-delacroix-a-glimpse-into-romanticism](http://www.artsoullifemagazine.com/the-masterpieces-of-eugene-delacroix-a-glimpse-into-romanticism).

"The Metamorphosis Expressionism." (20 Dec 2016). *Free Essays - PhDessay.com*.

<https://phdessay.com/the-metamorphosis-expressionism/>

*The Munch Museum, Oslo*. “Edvard Munch’s The Scream: Interpretation and Influence.”

<https://www.munchmuseet.no/en/the-scream/>

Voorhies, James. (1 Oct 2004). “Post-Impressionism”. *THEMET*..

<https://www.metmuseum.org/essays/post-impressionism>

Zhang, Jie, et al. (2018). "Post-Impressionism in Virginia Woolf’s *The Waves*." *US-Chi*

*Foreign Language*, vol. 16, no. 1, pp. 62–65. David Publishing.

<https://www.davidpublisher.com/Public/uploads/Contribute/5aa63a6ab7bf1.pdf>

Course Code	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
23UENE53	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1. a	1. b	2. a	2. b	3	4. a	4. b	5	6	7
CO1	2	1	2	2	3	3	3	1	1	3
CO2	3	2	2	2	3	3	2	3	3	3
CO3	3	2	3	2	3	3	3	3	3	3
CO4	2	2	3	3	2	1	2	3	1	1
CO5	3	3	2	2	3	3	2	1	3	3

**Strong (3) Medium (2) Low (1)**

Dr.V.Navaneethamani  
Mrs.C.Vijayalakshmi  
**Heads of the Departments**

Dr.B.Winmayil  
Dr.J.Suganyalakshmi  
**Course Designers**



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## B.A English (for those who join in 2023- 2024)

Semester V	<b>ENGLISH FOR TECHNICAL WRITING</b>	Hours/Week: 5	
Elective Course DSEC-2		Credits: 3	
Course Code <b>23UENE54</b>		Internal 25	External 75

### COURSE OUTCOMES

On completion of the course, the students will be able to

CO1: outline the salient features of English language and linguistics in Professional Writing. [K1]

CO2: explain the key elements of verbal communication skills in organizing programmes professionally. [K2]

CO3: discuss the use of technical writing in preparing various technical documents like letters, application and reports. [K2]

CO4: apply the acquired listening skills, speaking skills and writing skills in formal correspondence [K3]

CO5: determine the linguistic ability and phonetical knowledge required for good communication. [K3]

### UNIT I

Language acquisition  
Linguistics  
Linguistic Techniques

(15 Hours)

### UNIT II

Process of Listening  
Types of Listening  
Barriers of Listening

(15 Hours)

### UNIT III

Business Letter  
Job application letter  
Newsletter

(15 Hours)

### UNIT IV

Technical description  
Precis Writing  
Paragraph Writing  
Advertisements

(15 Hours)



**UNIT V**

User Manual

Brochure

Electronic Communication - E-mail, Flyer

(15 Hours)

**TEXT BOOKS**

Malviya, Gajanan. & R.N. Shukla. (2012). *Communication Skills*. S. Chand & Company Ltd, New Delhi.

Mohan, Krishna & N P Singh. (1995). *Speaking English Effectively*. Macmillan India Limited, New Delhi.

Pillai, Radhakrishna. G. (1990). *Emerald English Grammar and Composition*. Emerald Publishers.

Gerson, J. Sharon. & Steven M. Gerson. (2006). *Technical Writing: Process and Product*. New Delhi: Pearson Education, Inc.

**REFERENCE BOOKS**

Salim.B. A.(2007).*Companion to Teaching of English*, New Delhi: Atlantic Publishers, New Delhi.

Leech ,Geoffrey and Ian Svartik .(2003).*Communicative Grammar of English* . Ed.Taylor & Francis.

Course Code	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1. a	1. b	2. a	2. b	3	4. a	4. b	5	6	7
23UENE54										
CO1	3	2	1	1	1	2	3	1	3	1
CO2	3	2	1	1	1	1	3	1	2	1
CO3	3	3	1	1	1	2	3	1	1	1
CO4	3	2	1	1	1	1	3	1	1	1
CO5	3	3	1	2	2	2	3	2	3	1

**Strong (3)    Medium (2)    Low (1)**

Dr.V.Navaneethamani  
Mrs.C.Vijayalakshmi  
**Heads of the Departments**

Dr.A.AnithaRaj  
Mrs.P.Vijayalakshmi  
**Course Designers**



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## **B.A English** **(for those who join in 2023- 2024)**

Semester V	<b>GLOBAL SHORT STORIES</b>	Hours/Week: -
Extra Credit Course (Self Study Course)		Credits: 2
Course Code <b>23UENO51</b>		Internal 100

### **COURSE OUTCOMES**

On completion of the course, the students will be able to

CO1: describe the incidents portrayed in the prescribed stories

CO2: discuss the themes, plot and structure in the prescribed short stories

CO3: identify and explain the essential elements of a short story

CO4: determine the writer's skills in the art of characterization and depiction of moral values

CO5: analyse the narrative style employed by the authors of different countries

### **UNIT I - Indian Short Stories in English**

R.K.Narayan : Wife's Holiday

Khushwant Singh : Karma

### **UNIT II - British Short Stories**

John Galsworthy : Quality

P.G.Wodehouse : The Prize Poem

### **UNIT III - American Short Stories**

Edgar Allan Poe : The Tell-Tale Heart

O.Henry : Spring time a La Carte

### **UNIT IV - Russian Short Stories in English**

Anton Chekhov : The Bet

Aleksandr Nikolayevich Afanasev : The Tale of Ivan Tsarevich

### **UNIT V - French Short Stories in English**

Emile Gaboriau : The Accursed House

Guy De Maupassant : Two Little Soldiers

Students can undertake Project from the stories prescribed in the syllabus. Short stories may be chosen for thematic, stylistic and comparative studies. The Project report should be in 15 to 20 pages. The Project should have minimum of three chapters including Introduction, Analysis and Summing up. For Documentation and Citation of sources, Ninth edition of MLA Hand book should be followed. Three copies must be submitted.

### TEXT BOOK

*Short Stories Around the World.* (2018). Board of Editors, Department of English.  
VVVC. Chennai: New Century Book House.

Course Code 23UENO51	PO1		PO2		PO3	PO4		PO5	PO6	PO7
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4.a	PSO 4.b	PSO 5	PSO 6	PSO 7
<b>CO1</b>	1	1	1	1	1	2	2	1	1	1
<b>CO2</b>	2	2	1	2	3	3	2	2	2	2
<b>CO3</b>	3	2	2	2	1	1	1	2	1	1
<b>CO4</b>	2	2	2	2	3	2	3	2	3	3
<b>CO5</b>	2	2	2	2	1	1	2	1	1	1

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Mrs.M.Sathya  
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# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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**VIRUDHUNAGAR**

**Quality Education with Wisdom and Values**

## B.A English (for those who join in 2023- 2024)

Semester VI	<b>INTRODUCTION TO LITERARY THEORY AND CRITICISM</b>	Hours/Week: 6	
Course Core - 13		Credits: 4	
Course Code <b>23UENC61</b>		Internal 25	External 75

### COURSE OUTCOMES

On completion of the course, the students will be able to

CO1: understand different ways of thinking about literature and its meanings. [K1]

CO2: explain the different ideas and theories to interpret the texts. [K2]

CO3: compare the perspectives of various theorists and their influence on literature. [K2]

CO4: apply different theories to analyze and understand literary works. [K3]

CO5: develop critical thinking and express independent ideas using literary theories. [K3]

### UNIT I

Marxism

Feminism

Post Structuralism

Post-Colonial Studies

(18 Hours)

### UNIT II

Antonio Gramsci - The formation of the Intellectuals

Louis Althusser - Ideology & Ideological State Apparatuses

(18 Hours)

### UNIT III

Luce Irigaray - When Goods get together

Elaine Showalter - Towards Feminist Poetics

(18 Hours)

### UNIT IV

Michel Foucault - Truth and Power

Jacques Derrida - Structure, Sign and Play in the Discourse of the Human Science (18 Hours)

### UNIT V

Mahatma Gandhi - Passive Resistance

Aijaz Ahmed- Indian Literature: Notes towards the Definition of a Category

(18 Hours)

### SELF STUDY

Antonio Gramsci - The formation of the Intellectual

**TEXTBOOKS**

- Ahmed, Aijaz. (2012). *In Theory: Classes, Nations, Literatures*. First Edition, Oxford University Press, pp.243-285.
- Althusser, L. (1977). *Lenin and Philosophy and Other Essays*. Translated from the French by Ben Brewster, Second Edition, Monthly Review Press, New York, pp.79- 87.
- Daiches, David.(2005). *Critical Approaches to Literature*. Second Edition, Orient Longman, New Delhi.
- Derrida, Jacques. (2008). *Structure, Sign and Play in the Discourse of the Human Sciences. Modern Criticism and Theory: A Reader*, ed., Lodge, David., Wood Nigel., Routledge Third Edition, Taylor and Francis Group, London and New York, , pp.210-224.
- Foucault, Michel.( 1980) *Power Knowledge: Selected Interviews and Other Writings 1972-1977*. Ed. Colin Gordon, First Edition, translated by Colin Gordon, Leo Marshall, John Mepham, Kate Soper, Pantheon Books, New York, pp. 107- 133.
- Gandhi, Mahatma. (1997). *Hind Swaraj and Other Writings*. First Edition, Cambridge University Press, New York, pp.63-74.
- Gramsci, Antonio.(1971). *Selections from the Prison Notebooks of Antonio Gramsci*.First Edition, International Publishers. Pp.134-147.
- Irigaray, Luce.(1981). *This Sex Which is not One*. Translated by Catherine Porter and Caroline Burke, First Edition, Cornell University Press, New York.
- Nagarajan, M. S. (2006). *English literary criticism and theory: An introductory history*. Orient Blackswan.

**REFERENCE BOOKS**

- Ashcroft, Bill, Griffiths, Gareth, Tiffin Helen (1998). *Key Concepts in Post-Colonial Studies*. First Edition, Routledge Publications.
- Eagleton, Terry.(1996). *Marxist Literary Theory: A Reader*. First Edition, Blackwell Publishers.
- Enright, D.J., Ernest De Chickera.(1997). *English Critical Texts*. First Edition, Oxford University Press, Kolkata.
- Henry Schwarz and Sangeetha Ray.(2005). *A companion to Postcolonial Studies*. First Edition, Blackwell Publishers.
- Halder, Piyel.(2007). *Law.(2007).Orientalism and Postcolonialism: The Jurisdiction of the Lotus Eaters*.First Edition, Routledge Publications.
- Literary Theory and Criticism: An Oxford Guide*. Edited by Patricia Waugh., First Edition,(2006). Oxford University Press.
- Mulhern, Francis, “Contemporary Marxist Literary Criticism”, First Edition, Routledge Publications, New York, 1992.
- Ramaswami. S., Sethuraman. V.S.(1977). *The English Critical Tradition* First Edition, Macmillan India Limited.
- Rajan. B., George, A.G.(2015). *Makers of Literary Criticism*.First Edition, Asia Publishing House, New Delhi.
- Showalter, Elaine. (1989). *Speaking of Gender*. First Edition, Routledge Publications, New York.

**WEB RESOURCES**

- <https://plato.stanford.edu/entries/gramsci/#Hege>
- <https://www.marxists.org/history/erol/periodicals/theoretical-review/1982301.htm>

<http://www.csun.edu/~snk1966/Gramsci%20-%20Prison%20Notebooks%20-%20Intellectuals.pdf>

<https://www.powercube.net/other-forms-of-power/foucault-power-is-everywhere/>

<https://scholarblogs.emory.edu/postcolonialstudies/about-postcolonial-studies/>

<https://literariness.org/2016/03/21/jacques-derridas-structure-sign-and-play/>

Course Code 23UENC61	PO1		PO2		PO 3	PO4		PO 5	PO6	PO 7
	PSO 1. a	PSO 1. b	PSO 2. a	PSO 2. b	PSO 3	PSO 4. a	PSO 4. b	PSO 5	PSO 6	PSO 7
<b>CO1</b>	2	3	3	2	2	2	2	3	2	2
<b>CO2</b>	2	3	3	3	2	2	2	3	2	2
<b>CO3</b>	2	3	3	2	2	2	2	3	1	2
<b>CO4</b>	2	3	3	3	2	2	2	3	1	2
<b>CO5</b>	2	3	3	2	2	2	2	3	1	2

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**VIRUDHUNAGAR**

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## B.A English (for those who join in 2023- 2024)

Semester VI	<b>SHAKESPEARE STUDIES</b>	Hours/Week: 6	
Core Course - 14		Credits: 4	
Course Code <b>23UENC62</b>		Internal 25	External 75

### COURSE OUTCOMES

On completion of the course, the students will be able to

CO1: describe the historical, cultural, and political background of Shakespeare's works and their social impact. [K1]

CO2: identify key themes, characters, and stage techniques in Shakespeare's plays. [K2]

CO3: explain Shakespeare's portrayal of women, characters, literary merits of his sonnets, and his impact on world drama. [K2]

CO4: apply ideas from Shakespearean studies to appraise his plays and poems. [K3]

CO5: demonstrate major critical essays on Shakespeare to analyse the themes and stylistics in his works. [K3]

### UNIT-I GENERAL STUDIES

The Four Phases of Shakespeare's Dramatic career

The Shakespearean Stage

Women in Shakespeare (18 Hours)

### UNIT – II COMEDY

The Merchant of Venice (Play)

Twelfth Night (Tale) (18 Hours)

### UNIT – III TRAGEDY

Macbeth (Play)

King Lear (Tale) (18 Hours)

### UNIT – IV HISTORICAL PLAY

Julius Caesar (Play)

Antony and Cleopatra (Tale) (18 Hours)

### UNIT – V CRITICISM

A.C. Bradley: Tragedy (Lectures I & II)

Wilson Knight - *The Wheel of Fire*

Stephen Greenblatt - *Invisible Bullets* (18 Hours)

**SELF STUDY**

Twelfth Night (Tale)

**TEXTBOOKS**Bevington, David (Ed). (2014). *The Complete Works of Shakespeare*. Pearson Publication, London.Donaldson, Peter S. (2002). *Two of Both Kinds: Marriage and Modernism in Peter Hall's A Midsummer Night's Dream*. First Edition, Associated University Presses Cranbury.Edward Dean. (1969). *Modern Essays in Criticism*. First Edition, Oxford University Press, New York.Frye, Northrop. (1949). *The Argument of Comedy: English Institute Essays*. First Edition, Columbia University Press, New York.**REFERENCES BOOKS**Ansari, A.A., (2009). *Shakespeare: The Existentialist*. First Edition, Swarup Book Publishers Pvt. Ltd., New Delhi.Bradley, A.C. (2019). *Shakespearean Tragedy*, Second Edition, Atlantic Publisher and Distributors, Chennai.Duncan-Jones, K. (Ed). (2013). *Shakespeare's Sonnets*. Eighth Edition, Arden Shakespeare Series, London.Gupta, S.C.S. (2018). *Shakespearean Comedy*. Fourth Edition, Franklin Classics Trade Press, Columbia.Robin Eaden, and Madge (Ed). (1996). *Milton In Shakespeare: World Views*. Associated University Presses, Cranbury.Hopkins, L., (2005). *Beginning Shakespeare*, First Edition, Manchester University Press, New York.Jameson, A. (2012). *Shakespeare's Heroines: Characteristics of Women, Moral, Poetical and Historical Tragedy*. First Edition, Wildside Press, Maryland.**WEB RESOURCES**<https://deliciousghost.com/supernatural-elements-in-shakespeare-article/>[https://www.enotes.com/topics/william-shakespeare/critical\\_essays/shakespeares-clowns-and-fools](https://www.enotes.com/topics/william-shakespeare/critical_essays/shakespeares-clowns-and-fools)<https://www.gradesaver.com/macbeth/study-guide/summary><https://www.gradesaver.com/shakespeares-sonnets/study-guide/summary><https://www.nosweatshakespeare.com/play-summary/much-ado-about-nothing/><https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/shakespeares-plays/winters-tale/><https://www.slideshare.net/mobile/31392320668/elizabethan-stage-audience-Ward-Adv-Shakespeare-Hero-and-Heroine.pdf><http://www.shakespeare-online.com/biography/fourperiods.html><https://www.gutenberg.org/files/16966/16966-h/16966-h.htm>A. C. Bradley. *Shakespearean Tragedy*



Course Code 23UENC62	PO1		PO2		PO 3	PO4		PO 5	PO6	PO 7
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1. a	1. b	2. a	2. b	3	4. a	4. b	5	6	7
<b>CO1</b>	2	3	3	2	2	2	2	3		2
<b>CO2</b>	2	3	3	3	2	2	2	3	2	2
<b>CO3</b>	2	3	3	2	2	2	2	3		2
<b>CO4</b>	2	3	3	3	2	2	2	3		2
<b>CO5</b>	2	3	3	2	2	2	2	3		2

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**VIRUDHUNAGAR**

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## **B.A English** **(for those who join in 2023- 2024)**

Semester VI	<b>MODERN ENGLISH GRAMMAR AND COMPOSITION</b>	Hours/Week: 6	
Core Course - 15		Credits: 4	
Course Code <b>23UENC63</b>		Internal 25	External 75

### **COURSE OUTCOMES**

On completion of the course, the students will be able to

- CO1: recall the basic rules of English grammar and construct grammatically correct sentences. [K1]
- CO2: explain the nuances of the English language and exhibit a comprehensive understanding of English grammar. [K2]
- CO3: relate the acquired knowledge of English grammar to various forms of writings for better career prospects. [K2]
- CO4: employ the basic grammatical structures to enhance communication skills. [K3]
- CO5: use the grammar patterns of the English language and relate their importance in cracking competitive examinations. [K3]

### **UNIT I**

Parts of Speech

Sentence Patterns

Verbs in function -Gerund, Infinitives Participles & Uses (20 Hours)

### **UNIT II**

Time, Tense and Aspects

Auxiliary Verbs – Its uses

Subject Verb agreement (20 Hours)

**UNIT III**

Simple, Complex and Compound Sentences - Transformation

Active and Passive Voice

Degrees of Comparison

(20 Hours)

**UNIT IV**

Synonyms and Antonyms

Prefix and Suffix

Idioms and Phrasal Verbs

(15 Hours)

**UNIT V**

Jumbled Sentences

Note Making

Essay Writing

(15 Hours)

**SELF STUDY**

Idioms and Phrasal Verbs

**TEXT BOOKS**

Wren & Martin.(2023). *High School English Grammar and Composition*. Revised Edition, New Delhi: S. Chand & Company Ltd.

Board of Editors. (1981). *Active English Grammar and Composition*. Chennai: Macmillan.

**REFERENCE BOOKS**

Dr. Aggarwal R.S. (2014). *Objective General English*. New Delhi: S. Chand & Company Ltd.

Mennon. (1970). *E.R.R.Standard English Grammar*. Calcutta: Oxford University Press.

Course Code <b>23UENC63</b>	PO1		PO2		PO3	PO4		PO5	PO6	PO7
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4.a	PSO 4.b	PSO 5	PSO 6	PSO 7
<b>CO1</b>	2	3	3	3	1	2	3	3	2	2
<b>CO2</b>	2	3	3	3	1	2	3	3	2	2
<b>CO3</b>	2	3	3	3	1	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	2	2
<b>CO5</b>	2	3	3	3	1	2	3	3	2	2

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Mrs.R.Priyadharshini  
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## B.A English (for those who join in 2023- 2024)

Semester VI	<b>COMMUNICATIVE ENGLISH</b>	Hours/Week: 5	
Elective Course DSEC - 3		Credits: 4	
Course Code <b>23UENE61</b>		Internal 25	External 75

### COURSE OUTCOMES

On completion of the course, the students will be able to

- CO1: identify the significance of linguistic elements in communication. [K1]
- CO2: discuss the different constituents of communication in professional context. [K2]
- CO3: explain the role of grammatically correct and well-structured sentences in various forms of communication. [K2]
- CO4: apply the four linguistic skills in reporting and documenting. [K3]
- CO5: use the literary texts to communicate the critical viewpoint clearly. [K3]

### UNIT I

Kinds of Sentences

Usage of Preposition, Use of Adjectives and Adverbs for description

Pronoun – Antecedent Agreement (15 Hours)

### UNIT II

Reported Speech

Linkers/Discourse Markers

Question Tags (15 Hours)

### UNIT III

Reading Comprehension – Skimming and Scanning, Inference and deduction

Speaking - Narration of incident, stories, anecdotes

Report Writing (Current News Awareness) (15 Hours)

### UNIT IV

Dr.S.Radhakrishnan – The shaping of my character

Agra Gra – And You Call Me Colored

Rabindranath Tagore – Subha (15 Hours)

### UNIT V

Charles Lamb – Dream Children

Alfred Lord Tennyson – Ulysses

Ruskin Bond – Night train at Deoli (15 Hours)

### TEXT BOOKS

Ruskin Bond (1989). *Time Stops at Shamli and other stories*. Penguin Books India Pvt Ltd

Rabindranath Tagore (2014). *Selected Stories*. New Delhi: Central Press.

### REFERENCE BOOKS

*A Galaxy of English Essayists: From Bacon to Beerbohm*. (2006). Ed. M. G. Nayar, Chennai: Macmillan India Limited.

Board of Editors. (1981). *Active English Grammar and Composition*. Chennai: Macmillan.

### WEB SOURCES

<https://www.yourdictionary.com/articles/descriptive-words-adjectives-adverbs-participles>

[https://webapps.towson.edu/ows/pro\\_antagree.htm#:~:text=An%20antecedent%20is%20a%20word,must%20replace%20a%20plural%20noun.](https://webapps.towson.edu/ows/pro_antagree.htm#:~:text=An%20antecedent%20is%20a%20word,must%20replace%20a%20plural%20noun.)

<https://www.englishclub.com/vocabulary/collocations.php>

<https://www.studysmarter.co.uk/explanations/english/discourse/discourse-markers/>

Course Code 23UENE61	PO1		PO2		PO3	PO4		PO5	PO6	PO7
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4.a	PSO 4.b	PSO 5	PSO 6	PSO 7
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<b>CO2</b>	2	3	3	3	1	2	3	3	2	2
<b>CO3</b>	2	3	3	3	1	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	2	2
<b>CO5</b>	2	3	3	3	1	2	3	3	2	2

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## **B.A English** **(for those who join in 2023- 2024)**

Semester: VI	<b>CREATIVE WRITING</b>	Hours/Week: 5	
Elective Course DSEC - 3		Credits: 4	
Course Code <b>23UENE62</b>		Internal 25	External 75

### **COURSE OUTCOMES**

On completion of the course, the students will be able to

CO1: explain the importance of writing and the forms of creative writing. [K1]

CO2: describe the various genres of literary writing and the major components of creative writing. [K2]

CO3: trace the relevance of art of writing in various disciplines. [K2]

CO4: use the structured grammar and punctuation in creative writing. [K3]

CO5: apply the acquired knowledge of creative writing academically and professionally. [K3]

### **Unit I**

The Art of Writing: Literary Writing, Critical Writing, Journalistic Writing, Scientific Writing, Communicative Writing (15 Hours)

### **Unit II**

Types of Creative Writing – Prose, Poetry, Drama, Fiction (15 Hours)

### **Unit III**

Major Components of Creative Writing – Theme, Style, Form, Structure, and Vision (15 Hours)

### **Unit IV**

Significance of Grammar & Punctuation (15 Hours)

### **Unit V**

Importance of Re-Reading, Re-Writing; Self-Editing- Revision & Publication (15 Hours)

### **Assignment**

Writing a Story (of minimum 2 pages / Composing a poem (of minimum 15 lines)

**TEXT BOOKS**

- Dowrick, S. (2009). *Creative Journal Writing: The Art and Heart of Reflection*. Los Angeles: Penguin Putnam Inc.
- Miller Thurston, C., DiPrince, D. (2006). *Unjournaling: Daily Writing Exercises That Are Not Personal, Not Introspective, Not Boring*. Prufrock Press.

**REFERENCE BOOKS**

- Pearson, M., Wilson, H. (2009). *Using Expressive Arts to Work with Mind, Body and Emotions: Theory and Practice*. London: Jessica Kingsley Publishers.
- Ramsay, G., Sweet, H. (2008). *A Creative Guide to Exploring Your Life: Self Reflection Using Photography, Art, and Writing*. London: Jessica Kingsley Publishers

**WEB RESOURCES**

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Course Code <b>23UENE62</b>	PO1		PO2		PO3	PO4		PO5	PO6	PO7
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4.a	PSO 4.b	PSO 5	PSO 6	PSO 7
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<b>CO3</b>	2	3	3	2	1	2	3	3	2	2
<b>CO4</b>	2	3	3	2	3	3	3	3	2	2
<b>CO5</b>	2	3	3	2	1	2	3	3	2	2

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## B.A English (for those who join in 2023- 2024)

Semester: VI	<b>WRITING FOR MEDIA</b>	Hours/Week:5	
Elective Course DSEC 4		Credits: 4	
Course Code <b>23UENE63</b>		Internal 25	External 75

### Course Outcomes

On completion of the course, students will be able to

CO1: identify the types of media and its social relevance. [K1]

CO2: explain the principles and style of media writing in various forms of communication. [K2]

CO3: classify the procedures and techniques in drafting news reports, interview questions and commentaries. [K2]

CO4: organize the strategies of media writing in the making of art, film and cultural events. [K3]

CO5: employ the language of media in journalism, investigation and photography. [K3]

### Unit I

Introduction to types of media, print, electronic, digital writing, significance of media and social benefits (15 Hours)

### Unit II

Writing for the media-the basic principles-Style of media writing (15 Hours)

### Unit III

Types of media writing-1 News Reports-Interviews-Commentaries (15 Hours)

### Unit IV

Types of media writing-2 Reviews of Art, Literature, Film-Reporting Cultural Events (15 Hours)

### Unit V

Types of media writing-3 Journalism in Education, tabloid, investigative, developmental and photography (15 Hours)

### TEXT BOOKS

Pickering, Ian. (2018). *Writing for News Media: The Story Teller's Craft*. Routledge.

Flak, Vincent F. (2018). *Dynamics of Media Writing: Adapt and Connect*. Sage.

Batty, Craig and Cain, Sandra. (2016). *Media Writing: A Practical Introduction*. Red Globe Press.

## WEB RESOURCES

<https://jgu.edu.in/blog/2024/02/22/what-are-the-different-types-of-media/>

<https://lms.su.edu.pk/lesson/1909/print-media-ie-books-newspapers-magazines-newsletters-etc>

<https://lms.su.edu.pk/lesson/1909/electronic-media-ie-tv-radio-computers-cell-phones-etc>

[https://smkvbstar.ac.in/Admin/Files/StudyMaterial/05182023022821\\_C02%20notes%20\(1\).pdf](https://smkvbstar.ac.in/Admin/Files/StudyMaterial/05182023022821_C02%20notes%20(1).pdf)

<https://technocratsgroup.edu.in/embracing-the-positive-impact-of-social-media/>

<https://www.scribd.com/document/664577500/Basics-of-Mass-Media-Writing>

<https://writingcenter.uagc.edu/journalistic-writing>

<https://apws.edu.in/blogs/how-to-write-a-news-report-step-by-step-guide/>

<https://egyankosh.ac.in/bitstream/123456789/57078/1/Unit%207.pdf>

<https://nmoer.pressbooks.pub/unmcorewriting/chapter/commentary/>

<https://communication.iresearchnet.com/media/commentary/>

<https://www.ocadu.ca/sites/default/files/WLC/Resources%20handouts/Writing%20Art%20Reviews.pdf>

<https://psychology.ucsd.edu/undergraduate-program/undergraduate-resources/academic-writing-resources/writing-research-papers/writing-lit-review.html>

<https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/film-review-1.original.pdf>

<https://www.jsscacs.edu.in/sites/default/files/Department%20Files/Types%20of%20reporting%20-%20Copy.pdf>

<https://aaft.com/blog/mass-communication/role-importance-of-journalism-education/>

<https://www.britannica.com/topic/tabloid-journalism>

[https://www.thenewsmanual.net/Manuals%20Volume%202/volume2\\_39.htm](https://www.thenewsmanual.net/Manuals%20Volume%202/volume2_39.htm)

<https://communication.iresearchnet.com/development-communication/development-journalism/>

<https://photographyicon.com/photojournalism/>

Course Code <b>23UENE63</b>	<b>PO1</b>		<b>PO2</b>		<b>PO3</b>	<b>PO4</b>		<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
	<b>PSO 1.a</b>	<b>PSO 1.b</b>	<b>PSO 2.a</b>	<b>PSO 2.b</b>	<b>PSO 3</b>	<b>PSO 4.a</b>	<b>PSO 4.b</b>	<b>PSO 5</b>	<b>PSO 6</b>	<b>PSO 7</b>
<b>CO1</b>	2	3	3	2	1	2	3	3	2	2
<b>CO2</b>	2	3	3	2	1	2	3	3	2	2
<b>CO3</b>	2	3	3	2	1	2	3	3	2	2
<b>CO4</b>	2	3	3	2	3	3	3	3	2	2
<b>CO5</b>	2	3	3	2	1	2	3	3	2	2

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Mrs.C.Vijayalakshmi  
**Heads of the Departments**

Dr. V. Thaiyal Nayaki  
Ms.S.Rajeswari  
**Course Designers**



# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

Reaccredited with 'A++' Grade (4<sup>th</sup> Cycle) by NAAC

**VIRUDHUNAGAR**

**Quality Education with Wisdom and Values**

## **B.A English** (for those who join in 2023- 2024)

Semester VI	<b>ENGLISH TEACHING METHODS AND MATERIALS</b>	Hours/Week: 5	
Elective Course DSEC 4		Credits: 4	
Course Code <b>23UENE64</b>		Internal 25	External 75

### **Course Outcomes**

On completion of the course, students will be able to

CO1: state the need and importance of teaching and learning English in India and the historical background of English in India. [K1]

CO2: discuss the methods of teaching language skills in different periods and for different student categories [K2]

CO3: explain the skills required to improve the quality of teaching and learning English language[K2]

CO4: demonstrate the objectives, purposes and methods of teaching English and the evaluation and testing procedures [K3]

CO5: determine the functional value of processes and methods of teaching English in society and the problems encountered by the teachers.[K3]

### **UNIT I - Introduction**

Historical Background of English in India

Curriculum and Syllabus

Problems faced by the teacher in the class room

(15 Hours)

### **UNIT II - English in Post-Independent Period**

Teaching English in India - Aims and Objectives

Grammar- translation method

Direct method

Audio-lingual method

(15 Hours)

### **UNIT III - English in the 21<sup>st</sup> Century**

Teaching Listening Skill

Teaching Speaking Skill

Teaching Reading Skill

Teaching Writing Skill

Audio- Visual aids in Teaching of English (15 Hours)

### **UNIT IV – Teaching English at Elementary Level**

Teaching English in Schools

Teaching Prose

Teaching Poetry

Teaching Grammar (15 Hours)

### **UNIT V - Testing and Evaluation**

Summative and Formative Evaluation

Language Teaching and Testing

Tests and Examinations (15 Hours)

### **TEXT BOOKS**

Diaz-Rico, L. (2008). *Strategies for Teaching English Learners* (2nd ed.). Boston, MA: Pearson Education, Inc.

Ahuja N.P. (2008). *Teaching of English*. New Delhi: Anmol Publications.

Baruah, T.C. (2006). *The English Teacher's Handbook*. New Delhi: Sterling publishers.

Bose, M.N.K. (2007). *A Text Book of English Language Teaching (ELT) for Indian Students*. Chennai: New Century Book House.

Nagaraj, Geetha. (2008). *English Language Teaching: Approaches, Methods, Techniques*. Hyderabad: Orient Longman Pvt.Ltd.

### **REFERENCE BOOKS**

Krishnaswamy, N. and Lalitha Krishnaswamy. (2003). *Teaching English: Approaches, Methods and Techniques*. Delhi: Macmillan.

Kudchekar, S. (2005). *Readings in English Language Teaching in India*. Chennai: Orient Longman.

Richards, Jack C. and Theodore S. Rogers. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University.

### **WEB RESOURCES**

<https://ia801503.us.archive.org/1/items/in.ernet.dli.2015.460832/2015.460832.English-In.pdf>

<b>Course Code</b>	<b>PO1</b>		<b>PO2</b>		<b>PO3</b>	<b>PO4</b>		<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>23UENE64</b>	<b>PSO 1.a</b>	<b>PSO 1.b</b>	<b>PSO 2.a</b>	<b>PSO 2.b</b>	<b>PSO 3</b>	<b>PSO 4.a</b>	<b>PSO 4.b</b>	<b>PSO 5</b>	<b>PSO 6</b>	<b>PSO 7</b>
<b>CO1</b>	2	3	3	3	1	2	3	3	2	2
<b>CO2</b>	2	3	3	3	1	2	3	3	2	2
<b>CO3</b>	2	3	3	3	1	2	3	3	2	2
<b>CO4</b>	2	3	3	3	2	3	3	3	2	2
<b>CO5</b>	2	3	3	3	1	2	3	3	2	2

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Dr.M.Niranjana Sundari  
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## **B.A English** (for those who join in 2023- 2024)

Semester VI	<b>INTERVIEW SKILLS</b>	Hours/Week: 2	
SEC - 7		Credits: 2	
Course Code <b>23UENS61</b>		Internal 25	External 75

### **COURSE OUTCOMES**

On completion of the course, the students will be able to

CO1: state the objectives, importance, basic components and types of Interview skills. [K1]

CO2: describe the need and requirements of Interview skills and the importance of harmonious interpersonal relationship at the work place. [K1]

CO3: explain the basic strategies and processes involved in Interview skills. [K2]

CO4: discuss the appropriate verbal and non-verbal communication skills and techniques required for an interview [K2]

CO5: organise the concepts of soft skills in terms of self-development through activities such as mock interview and group discussion. [K3]

### **UNIT I**

Introduction- Definition of Interview- Essentials of Interview Skill-Types of Interview

(6 Hours)

### **UNIT II**

Needs and Requirements of Interview skills – Interpersonal Skills – Self Development

(6 Hours)

### **UNIT III**

Resume Preparation- Preparing for a Face-to-Face Interview - Do's and Don'ts of an interview

(6 Hours)

### **UNIT IV**

Body language – Gesture – Posture –Personal Appearance – Eye Contact

(6 Hours)

### **UNIT V**

Group Discussion - Mock Interview.

(6 Hours)



**TEXT BOOKS**

David Beckham (2013), *The illustrated Book*, Headline Publications

Hariharan,S., N. Sundararajan and S. P. Shanmugapriya.(2010). *Soft Skills*. Chennai: MJP Publishers.

Mohan, Krishna and N.P. Singh. (1998). *Speaking English Effectively*. New Delhi: Macmillan India Ltd.

Ros Jay (2002). *Brilliant Interview*. Prentice Hall

**REFERENCE BOOKS**

Ajit, Anuradha. (2009). *Soft Skills for Aspiring Leaders*. Chennai: Emerald Publishers.

Elizabeth Harrin, ebook, *Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work*

**ASSIGNMENT**

Group Discussion – 5 Marks

Conducting a role play for students to understand the skills learnt as an interviewee

(Mock Interview) – 5 Marks

Course Code  23UENS61	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1. a	1. b	2. a	2. b	3	4. a	4. b	5	6	7
CO1	3	2	1	1	2	2	3	1	3	1
CO2	3	2	1	1	1	1	3	1	2	1
CO3	3	3	1	1	1	2	3	1	1	1
CO4	3	2	1	1	1	1	3	1	1	1
CO5	3	3	1	2	2	2	3	2	3	1

**Strong (3) Medium (2) Low (1)**

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**Course Designers**