



V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

Reaccredited with 'A++' Grade (4th 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.

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

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 Applications - 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- PG

1. Core Courses
2. Elective Courses
 - Discipline Specific Elective Courses (DSEC)
 - Generic Elective Courses
 - Non-Major Elective Courses (NMEC)
3. Skill Enhancement Courses
4. Self Study Course (Online)
5. Extension Activity
6. Extra Credit Courses (Optional)

List of Non Major Elective Courses (NME)
(2024-2025 onwards)

PG PROGRAMMES

Name of the Course	Semester	Course Code	Department
Introduction to Epigraphy	II	24PHIN21	History
Communication Strategies for Leadership Success	III	24PHIN31	
Functional English	II	24PENN21	English
English for Careers	III	24PENN31	
ஆளுமை மேம்பாடு	II	24PTAN21N	Tamil
தகவல் தொடர்பியல்	III	24PTAN31	
Accounting for Managers -I	II	24PCON21N	Commerce
Accounting for Managers -II	III	24PCON31	
Entrepreneurship Development	II	24PBAN21	Business Administration
Employability Skills	III	24PBAN31	
Mathematics for Life Sciences	II	24PMTN21	Mathematics
Statistics for Life and Social Sciences	III	24PMTN31	
Solid Waste Management	II	24PPHN21	Physics
Sewage and Waste Water Treatment and Reuse	III	24PPHN31	
Chemistry in Everyday Life	II	24PCHN21	Chemistry
Industrial Chemistry	III	24PCHN31	
Food Preservation	II	24PHSN21	Home Science - Nutrition and Dietetics
Nutrition and Health	III	24PHSN31	

Nutritional Biochemistry	II	24PBCN21	Biochemistry
Molecular Basis of Diseases and Therapeutic Strategies	III	24PBCN31	
Tissue engineering	II	24PBON21	Biotechnology
Gene manipulation Technology	III	24PBON31	
Web Programming	II	24PCSN21	Computer Science
Python Programming	III	24PCSN31	
Fundamentals of Web Design	II	24PCAN21N	Computer Applications
Fundamentals of Cyber Security	III	24PCAN31	

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.

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

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 of the Department of English

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

Mission of the Department of English

To chisel the creative and critical faculties of the students through in-depth study of English literary texts, to instil a fervour for research endeavours 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 M.A English Programme**The Students will be able**

- To become successful teachers in public and private educational institutions, creative writers, critics, copywriters, content writers and free-lance writers and media personnel.
- To take up qualifying examinations, competitive examinations, language proficiency tests and carry out research in English literature and language with a life-long passion for learning.
- To employ their knowledge and skills for the development of a better social, economic and cultural environment in the society.

Key Components of the Mission Statement	PEO1	PEO2	PEO3
chisel the creative and critical faculties through in-depth study of English literary texts	✓	✓	-
instil 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 their in-depth domain knowledge and practical skills in interdisciplinary fields for research-based endeavours, employment and entrepreneurship development. (*Disciplinary Knowledge*)
- 2 communicate proficiently and confidently with the ability to present complex ideas both in spoken and written forms in a concise manner to assorted groups. (*Communication Skills*)
- 3 identify, formulate and solve problems in a consistent and systematic way with updated skills using modern tools and techniques. (*Scientific Reasoning and Problem Solving*)
- 4 analyze the data, synthesis the findings and provide valid conclusion by critical evaluation of theories, policies and practices for the fulfillment of the local, national, regional and global developmental needs. (*Critical Thinking and Analytical Reasoning*)
- 5 explore and evaluate globally competent research methodologies to apply appropriately in interdisciplinary research; Develop and sustain the research capabilities to meet the emerging needs for the welfare of the society. (*Research Related Skills*)
- 6 use ICT to mould themselves for lifelong learning activities to face career challenges in the changing environment. (*Digital Literacy, Self - directed and Lifelong Learning*)
- 7 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*)
- 8 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 PG 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 Successful completion of M.A English Programme, the students will be able to

PO 1: *Disciplinary Knowledge*

PSO 1.a: appraise the works of art written in English across the globe and validate their literariness both in terms of content and style for the pursuit of research activities.

PSO 1.b: employ their literary knowledge ,linguistic competence and language proficiency to enhance the opportunities for prospective employment and entrepreneurial enterprises.

PO2: *Communication Skills*

PSO 2a: explain the concepts, principles and literary theories imbibed from literature concisely through seminars and academic forums.

PSO 2b : apply the knowledge of enriched English vocabulary, embellished felicity of expression, and figurative connotations effectively and efficiently in different life situations in written and spoken forms.

PO3: *Scientific Reasoning and Problem Solving*

PSO 3: relate literature with life-experiences and identify promising ways to free humanity from the clutches of disparities based on class, caste, gender and religion.

PO4: *Critical thinking and Analytical Reasoning*

PSO 4: integrate the acquired knowledge with social concern and responsibility and contribute their mite for a better standard of living in the society.

PO5: *Research Related Skills*

PSO 5: co-relate their research caliber with appropriate methodologies and undertake interdisciplinary research projects oriented towards the betterment of the society.

PO6: *Digital Literacy, Self - directed and Lifelong learning*

PSO 6: use the required ICT in the process of lifelong learning to overcome the challenges prevailing in job market and adapt themselves to the modern cyber era.

PO7: Cooperation/Team Work and Multicultural Competence

PSO 7: establish their leadership with a right perspective towards life and society and build harmonious interpersonal relations among people of diverse cultures

PO 8: Moral and Ethical awareness

PSO 8: uphold moral values in personal life, follow ethical practices in the work place and create a sustainable society ensuring social justice and economic wellbeing for all.

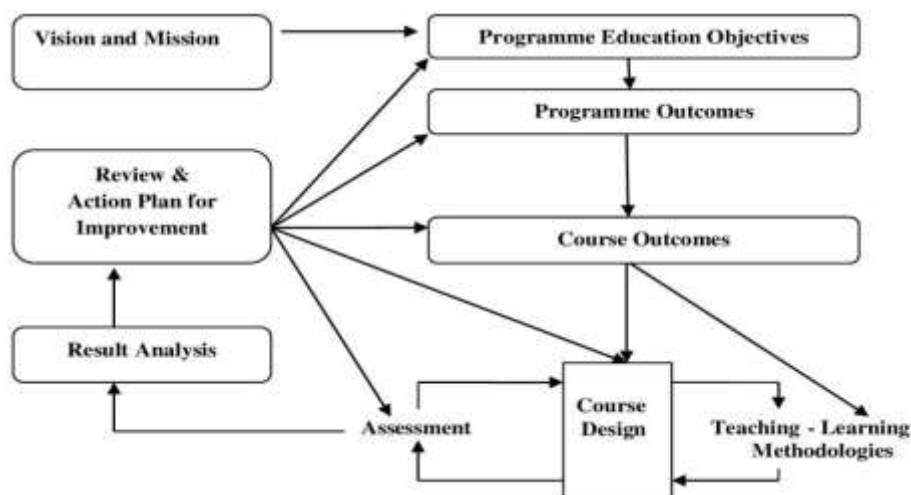
PO-PEO Mapping Matrix

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 POs/PSOs	PEO1	PEO2	PEO3
PO1/PSO1	✓	✓	✓
PO2/PSO2	✓	✓	✓
PO3/PSO3	✓	✓	✓
PO4/PSO4	✓	✓	-
PO5/PSO5	-	✓	✓
PO6/PSO6	✓	✓	✓
PO7/PSO7	✓	✓	✓
PO8/PSO8	✓	✓	-

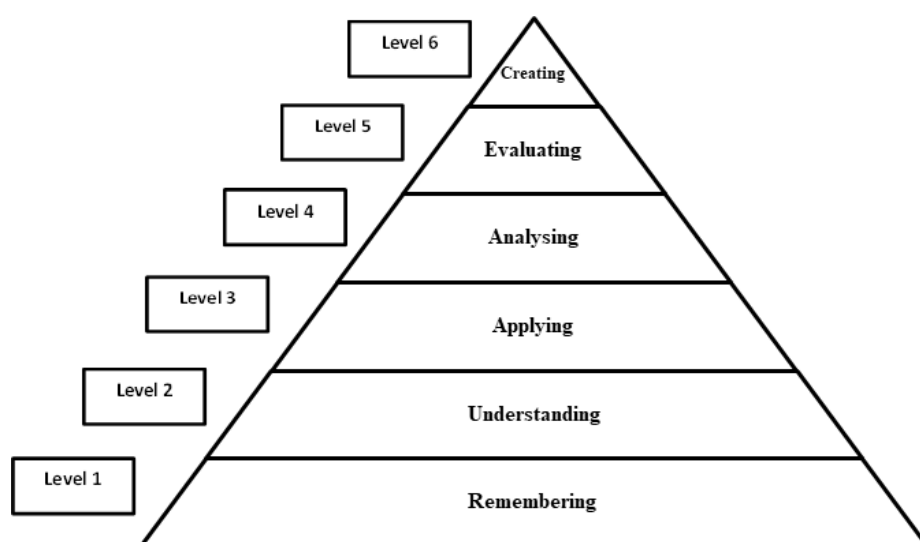
B.1.4 Course Outcomes (COs)

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	PO1/ PSO1	PO2/ PSO2	PO3/ PSO3	PO4/ PSO4	PO5/ PSO5	PO6/ PSO6	PO7/ PSO7	PO8/ PSO8
CO1								
CO2								
CO3								
CO4								
CO5								

ELIGIBILITY FOR ADMISSION

The candidate should have passed in B.A / U.G degree from any recognized University.

DURATION OF THE PROGRAMME

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

MEDIUM OF INSTRUCTION

English

B.2 EVALUATION SCHEME

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

B.2.1 Core Courses, Elective Courses (Discipline Specific Elective Courses, Generic Elective Courses & Non Major Elective Courses)

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

Mode of Evaluation	Marks
Periodic Test :	20
Assignment :	5
Total :	25

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

Two Assignments - Better of the two will be considered

Question Pattern for Periodic Test**Duration: 2 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	Fill in & Sentence Form	5	5	1	5
B	6-9	Internal Choice – Either... or Type	4	4	5	20
C	10 - 11	Internal Choice – Either.... or Type	2	2	10	20
Total						45*

*The total marks obtained in the Periodic Test will be calculated for 20 marks

Summative Examination**External Assessment****Distribution of Marks**

Mode of Evaluation	Marks
Summative Examination	60
Seminar Presentation	15
Total	75

Summative Examination**Question Pattern****Duration: 3 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	Fill in & Sentence Form	5	5	1	5
B	6 - 10	Internal Choice - Eitheror Type	5	5	5	25
C	11 - 13	Internal Choice - Either ...or Type	3	3	10	30
Total						60

B.2.2 Project

Individual Project is compulsory for II PG Students in IV Semester.

Distribution of Marks

Mode of Evaluation	Marks
Internal Assessment	40
External Assessment	60
Total	100

Internal Assessment:

Pre-submission Presentation

- 10 Marks

Review Report

- 20 Marks

One Open Online Course related to the Project

- 10 Marks

External Assessment:

Project Report

- 40 Marks

Viva Voce

- 20 Marks

B. 2.3 Skill Enhancement Course - Professional Competency Skill**Types of Question – Multiple Choice Questions only****INTERNAL ASSESSMENT****Distribution of Marks**

Mode of Evaluation		Marks
Periodic Test	:	20
Assignment	:	5
Total	:	25

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

Two Assignments - Better of the two will be considered

Question Pattern for Periodic Test**Duration: 2 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	Multiple Choice Questions	5	5	1	5
B	6-9	Internal Choice – Either... or Type	4	4	5	20
C	10 - 11	Internal Choice – Either.... or Type	2	2	10	20
Total						45*

*The total marks obtained in the Periodic Test will be calculated for 20 marks

Summative Examination**External Assessment****Distribution of Marks**

Mode of Evaluation		Marks
Summative Examination	:	60
Seminar Presentation	:	15
Total	:	75

Summative Examination**Question Pattern****Duration: 3 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	Multiple Choice Questions	5	5	1	5
B	6 - 10	Internal Choice - Eitheror Type	5	5	5	25
C	11 - 13	Internal Choice - Either ...or Type	3	3	10	30
Total						60

B. 2.4 Internship / Industrial Training

Internship / Industrial Training is mandatory for all the Students

- **Internship:** Students have to involve in a designated activity, working in an organization for maximum of 30 days (not less than 20 days) under the guidance of an identified mentor.
- **Industrial Training:** Students have to undertake in-plant training in industries individually or in group for maximum of 30 days (not less than 20 days)
- Internship / Industrial Training must be done during the second semester holidays

Distribution of Marks

Mode of Evaluation		Marks
Internal Assessment	:	75
External Assessment	:	25
Total	:	100

Internal Assessment

Mode of Evaluation		Marks
Onsite Learning/Survey	:	50
Report	:	25
Total		75

External Assessment

Mode of Evaluation		Marks
Viva-Voce	:	25
Total		25

B.2.5. Self Study - Online Course

Practice for SET/NET-General Paper -Online

Internal Examination only

- Two Periodic Test (online) with Multiple Choice Questions will be conducted in III Semester.
- Model Examination will be conducted after two periodic tests.

Distribution of Marks

Mode of Evaluation		Marks
Periodic Test	:	25
Model Examination	:	75
Total	:	100

Two Periodic Tests - Better of the two will be considered

B.2.6. Extension Activities

Assessment by Internal Examiner only

Distribution of Marks

Mode of Evaluation	Marks
Attendance :	5
Performance :	10
Report :	10
Total :	25*

*The marks obtained will be calculated for 100 marks

B.2.7 Transfer of credits earned through MOOC (UGC recognized Courses)

- Students can opt for minimum of
 - 12 weeks Courses for Core Courses
 - 8 weeks Courses for Elective Courses
 - 4 weeks Courses for Skill Enhancement Course
- The Online Courses opted by the students will be verified and approved by the Head of the Department and forwarded to the Controller of Examinations through the Principal.
- Students are required to register for the equivalent Online Courses through the Institution's SWAYAM-NPTEL Local Chapter after submitting a Permission letter to the Head of the Department.
- The Course should be completed before the beginning of that particular Semester in which the selected Course is offered.
- The student should submit the Course Completion Certificate immediately after receiving it, to the Department.
- The Head of the Department has to send the list of the students and their Course Completion Certificates to the Controller of Examinations through the Principal.
- The students who have submitted the Completion Certificate are exempted from appearing the Periodic Tests and Summative Examinations of the respective course but without any exemption for class attendance.
- Credits allotted for the particular Course in the Curriculum will be transferred after the completion of the Online Course
- Students can earn up to 10 credits within the mandatory credits requirements of the Degree Programme by completing UGC recognised Online Courses.

B.2.8. EXTRA CREDIT COURSES (OPTIONAL)**2.8.1 Extra Credit Course offered by the Department.**

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

Distribution of Marks

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

Question Pattern for Model Examination

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	7	35
B Q.No.(6-9)	Internal Choice- Either or Type	4	4	10	40
				Total	75

B.2.8.2 Extra Credit Course offered by MOOC (Massive Open Online Course)

- The Courses shall be completed within the first III Semesters of the Programme.
- The allotment of credits is as follows (**Maximum of 15 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 and a minimum of 50% 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 60 marks for Core Courses, Discipline Specific Elective Courses and Non-Major Elective Course.
- Pass minimum for Practice for SET/NET - General Paper is 50 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 60-75days (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 – upto 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 Certificate, Diploma, Advanced Diploma and Post Graduate Diploma Programmes, the students require 75% of attendance to appear for the Theory/Practical Examinations.

B.3 ASSESSMENT MANAGEMENT PLAN

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/ Extra curricular 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 attainment of Programme Outcomes.
	Co-curricular / Extra-curricular activities 15%	For participation in Co-curricular/Extra-curricular activities during the period of their study.

Programme Articulation Matrix (PAM)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Average Direct PO Attainment									
Direct PO Attainment in percentage									

Indirect Attainment of POs for all Courses

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Graduate Exit Survey								
Indirect PO Attainment								

Attainments of POs for all Courses

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
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

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

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 3 years of completion of the Programme only through Indirect methods.

Target for PEO Attainment

Assessment Criteria	Target (UG)	Target (PG)
Record of Employment	15% of the class strength	30 % of the class strength
Progression to Higher Education	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

Assessment Criteria & Tool	Weightage
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
Total Attainment	100

$$\begin{aligned} \text{Percentage of PEO Attainment from Employment} &= \frac{\text{Number of Students who have got Employment}}{\text{Target}} \times 100 \\ \text{Percentage of PEO Attainment from Higher Education} &= \frac{\text{Number of Students who pursue Higher Education}}{\text{Target}} \times 100 \\ \text{Percentage of PEO Attainment from Entrepreneurship} &= \frac{\text{Number of Students who have become Entrepreneurs}}{\text{Target}} \times 100 \end{aligned}$$

Expected Level of Attainment for each of the Programme Educational Objectives

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 PEO Attainment

Graduation Batch	Overall PEO Attainment (in percentage)	Whether Expected Level of PEO is Achieved? (Yes/No)

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 M.A. English Programme



V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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VIRUDHUNAGAR

Quality Education with Wisdom and Values

MASTER OF ENGLISH (6011)

Outcome Based Education with Choice Based Credit System

Programme Structure - Allotment of Hours and Credits

For those who join in the Academic Year 2024-2025

Components	Semester				Total Number of Hours (Credits)
	I	II	III	IV	
Core Course	6 (5)	6 (5)	6 (5)	6 (5)	24 (20)
Core Course	6 (5)	6 (5)	6 (5)	6 (5)	24 (20)
Core Course	6 (4)	6 (4)	6 (5)	-	18(13)
Core Course	-	-	6(4)	-	6 (4)
Project	-	-	-	6 (5)	6 (5)
Elective Course (DSEC)	6 (3)	4 (3)	3 (3)	-	13 (9)
Elective Course (Generic)	6 (3)	4 (3)	-	-	10 (6)
Elective Course (NME)	-	4 (2)	3(2)	-	7 (4)
Elective Course- (Industry / Entrepreneurship)	-	-		6 (3)	6 (3)
Skill Enhancement Course/ Professional Competency Skill	-	-	-	6(3)	6 (3)
Self Study Course	-	-	0 (1)	-	0(1)
Internship/Industrial Activity			0 (2)	-	0 (2)
Extension Activity	-	-	-	0 (1)	0 (1)
Total	30 (20)	30 (22)	30 (27)	30 (22)	120 (91)
Extra Credit Course(Optional) - Offered by the Department	-	-	0(2)	-	0(2)
Extra Credit Course(Optional) - MOOC	-	-	-	-	Limited to a maximum of 15 credits



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M.A. English

SEMESTER III

S.No.	Components	Title of the Course	Course Code	Hours Per Week	Credits	Exam Hours	Marks		
							Int.	Ext.	Total
1.	Core Course -7	Contemporary Literary Criticism	24PENC31	6	5	3	25	75	100
2	Core Course -8	Canadian Studies	24PENC32	6	5	3	25	75	100
3.	Core Course -9	Literature of the Marginalised in India	24PENC33	6	5	3	25	75	100
4.	Core Course 10	Film and Media Studies	24PENC34	6	4	3	25	75	100
5.	Elective Course-6 (DSEC)	English Literature for NTA-NET/ SET and GATE	24PENE31	3	3	3	25	75	100
6.	Elective Course-7 (NME)	English for Careers	24PENN31	3	2	3	25	75	100
7.	Self -Study Course	Practice for SET/NET- General Paper - online	24PGOL31	-	1	-	100	-	100
8.	Internship/ Industrial Activity	Internship	24PENI31	-	2	-	75	25	100
			Total	30	27				800
9.	Extra Credit Course	Indian Folk Literature	24PEN031	-	2	3	100	-	100



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M.A. English

SEMESTER IV

S.No.	Components	Title of the Course	Course Code	Hours Per Week	Credits	Exam Hours	Marks		
							Int.	Ext.	Total
1.	Core Course -11	Twenty First Century Millennial Literature and Culture	24PENC41	6	5	3	25	75	100
2	Core Course –12	Subaltern Studies	24PENC42	6	5	3	25	75	100
3.	Core Course -13	Project	24PENC43PR	6	5	-	40	60	100
4.	Elective Course – 8 (Industry/ Entrepreneurship)	Translation Studies	24PENE41	6	3	3	25	75	100
5.	SEC - Professional Competency Skill	English for Competitive Exams	24PENS41	6	3	3	25	75	100
6.	Extension Activity			-	1	-	100	-	100
			Total	30	22				600



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Quality Education with Wisdom and Values

M.A. English (2024-2025 onwards)

Semester III	CONTEMPORARY LITERARY CRITICISM	Hours/Week: 6	
Core Course – 7		Credits: 5	
24PENC31		Internal 25	External 75

COURSE OUTCOMES

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

CO1: explain the subtle effects of the theoretical concepts in literature [K2]

CO2: determine to read and appreciate literary texts with critical bent of mind. [K3]

CO3: establish the socio-cultural, linguistic, political and psychological influences on literary studies. [K3]

CO4: analyse the canons that govern the writings in literature. [K4]

CO5: examine the different critical approaches to literature. [K4]

UNIT I

Sigmund Freud: Creative Writers and Day Dreaming

Ferdinand de Saussure: The Object of Study (15 Hours)

UNIT II

Cleanth Brooks: Irony as Principle of Structure

Northrop Frye: The Archetypes of Literature (20 Hours)

UNIT III

M.H. Abrams: The Deconstructive Angel

Roland Barthes: From Work to Text (20 Hours)

UNIT IV

Jacques Derrida: Structure, Sign and Play in the Discourse of Human Sciences

Susan Sontag: Against Interpretation (15 Hours)

UNIT V

Edward Said: Crisis (In Orientalism)

Terry Eagleton: Capitalism, Modernism and Post Modernism (20 Hours)

SELF STUDY

Ferdinand de Saussure: The Object of Study

TEXT BOOKSLodge, David. (2016). *Twentieth Century Literary Criticism: A Reader*. Routledge.Wood, Nigel, and David Lodge. (2014). *Modern Criticism and Theory*. Taylor and Francis.**REFERENCE BOOK**Eagleton, T. (2008). *Literary theory: An introduction*. U of Minnesota Press.**WEB RESOURCES**<https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/><https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences><https://fs.blog/susan-sontag-against-interpretation/><https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560><https://www.britannica.com/biography/Roland-Gerard-Barthes>

Course Code: 24PENC31	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3	3	2	2	-	-	1	-	1	3
CO2	3	3	1	1	-	-	2	-	1	3
CO3	2	2	1	1	-	-	1	-	2	3
CO4	3	3	3	3	-	3	3	-	1	1
CO5	3	3	3	3	-	-	-	-	1	2

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

Dr.V.Navaneethamani
Head of the Department

Dr.V.Navaneethamani
Dr.K.Malarvizhi
Course Designers



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M.A. English

(2024-2025 onwards)

Semester III	CANADIAN STUDIES	Hours/Week: 6	
Core Course – 8		Credits: 5	
Course Code		Internal	External
24PENC32		25	75

COURSE OUTCOMES

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

CO1: explain the development of plot and ideas in the prescribed writings. [K2]

CO2: infer the general characteristic and stylistic features of Canadian literature. [K3]

CO3: determine Canada's literary trends, ethnic and cultural diversity. [K3]

CO4: analyse the art of characterisation, and life values in the prescribed works of art. [K4]

CO5: examine the themes dealt by and techniques employed by the prescribed writers in their works. [K4]

UNIT I: Poetry

A.J.M.Smith: Ode on the Death of William Butler Yeats

A.M.Klein: Indian Reservation: Caughnawaga

P.K.Page: Adolescence

First Neighbours

Margaret Atwood: Journey to the Interior

Emily Pauline Johnson: The Cattle Thief

The Song My Paddle Sing

Orpingalik: My Breath

(15 hours)

UNIT II: Drama

George Ryga.:The Ecstasy of Rita Joe

Uma Parameshwaran: Sita's Promise

(20 Hours)

UNIT III: Fiction

Margaret Atwood: Surfacing

Maria Campbell: Half breed (20 Hours)

UNIT IV: Short Story

Stephen Leacock: The Whirlwind Campaign of Mari pose

The Beacon of the Hill

Alice Munro: The Progress of Love

White Dump (15 Hours)

UNIT V: Criticism

Margaret Atwood: Survival (Chapter One)

Thomas King: Godzilla vs Post-Colonial

Northrop Frye: Conclusion to a Literary History of Canada (20 Hours)

SELF STUDY

Stephen Leacock: The Beacon of the Hill

TEXT BOOKS

Atwood, Margaret. (1972). *Survival: A Thematic Guide to Canadian Literature*. Toronto: House of Anansi

Cambell, Maria. (2019). *Half Breed*. Canada: McClelland and Stewart

Fyre, Northrop. (1971). *The Bush Garden: Essays on the Canadian Imagination*. Toronto: House of Anansi

Leacock, Stephen. (2017). *Sunshine Sketches of a Little Town*. Canada: Penguin Random House

Moses, David Daniel & Goldie, Terry (1992). *An Anthology of Canadian Native Literature in English*. Oxford University Press

Munro, Alice. (1986). *The Progress of Love*. Canada : McClelland and Stewart

Narasimhaiah.C.D.(1990). *An Anthology of Commonwealth Poetry*. Chennai: Macmillan India Ltd.

Parameshwaran, Uma. (1996). *Saclit Drama: Plays from South Asian Canadians*. Bangalore: IBH Prakashana.

Ryga, George. (1970). *The Ecstasy of Rita Joe*. Canada: Talon Books.

REFERENCE BOOKS

Cameron, Elspeth. (2004) *Multiculturalism in Canada*. Toronto: Canadian Scholar Press.

Morton, Desmond. (1983). *A Short History of Canada*. Edmonton: Hurtig.

WEB RESOURCES

www.india.gc.ca

www.canada.justice.gc.ca

www.thecanadianencyclopedia.com

<https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html>

<https://doi.org/10.1080/17449859008589128>

<https://www.britannica.com/biography/Margaret-Atwood>

<https://canadianliteraryfare.org/bibliography/drama/>

Course Code 24PENC32	PO1		PO2		PO 3	PO 4	PO 5	PO 6	PO7	PO8
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1. a	1. b	2. a	2. b	3	4	5	6	7	8
CO1	3	3	3	3	1	2	2	-	1	-
CO2	3	3	3	3	1	2	-	-	1	-
CO3	3	3	3	3	1	2	-	-	1	-
CO4	3	3	3	3	2	2	2	1	1	2
CO5	3	3	3	3	2	2	2	1	1	2

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

Dr.V.Navaneethamani

Head of the Department

Dr.S.Cinthana

Dr.S.Sharmelee

Course Designers



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M.A. English (2024-2025 onwards)

Semester III	LITERATURE OF THE MARGINALIZED IN INDIA	Hours/Week: 6	
Core Course – 9		Credits: 5	
Course Code 24PENC33		Internal 25	External 75

COURSE OUTCOMES

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

CO1: explain the history of anti-caste and anti-discrimination discourses in the prescribed texts. [K2]

CO2: identify the marginalised uprising in the literary, social and cultural spheres. [K3]

CO3: determine the literary merits of selected literary works and political issues dealt within them. [K3]

CO4: examine various themes and characterization in the given texts. [K4]

CO5: analyse moral values, social and economic injustice depicted in the prescribed texts. [K4]

UNIT I - Prose

Lakshmi Narasu: A Study of Caste (1-25 Pages)

Ambedkar: Castes in India: Their Mechanism, Genesis and Development

Louis Dumont: Hierarchy : The Theory of Varna (20 Hours)

UNIT II – Poetry

Meena Kandasamy: We Will Rebuild Worlds

Touch

Their Daughters

Joopaka Subhadra: Kongu

Sugirtharani: Portrait of my village

My Body

(18 Hours)

UNIT III - Drama

Vijay Tendulkar: Silence! The Court is in Session

Mahasweta Devi: Aajir (20 Hours)

UNIT IV – Fiction

Kalyan Rao: Untouchable Spring

Jayawant Dalvi: Chakra (20 Hours)

UNIT V – Short Story

Bama: Freedom

Half-Sari

Those Days

Rich Girl (12 Hours)

SELF STUDY

Bama: Half-Sari

TEXT BOOKS

Ambedkar, B.R. (1917). *Castes in India. Their Mechanism, Genesis and Development*.

Jullundur: Bheem Patrika Publications.

Bama. (2006). *Harum-Scarum Saar and Other Stories*. Trans. N. Ravishanker. New Delhi: Women Unlimited.

Dalvi, Jayawant. (1993). *Chakra*. Trans. Gauri Deshpande. Hyderabad: Orient Black Swan.

Devi, Mahasweta. (1986). *Five Plays*. Trans. Samik Bandyopadhyay. Kolkata: Seagull Books.

Dumont, Louis. (1980). *Homo Hierarchicus: The Caste System and its Implications*. USA: The University of Chicago.

Kandasamy, Meena. (2006). *Touch*. New Delhi: Peacock Books.

Narasu, P.Lakshmi. (1922). *A Study of Caste*. New Delhi: Asian Educational Services.

Rao, G.Kalyan. (2010). *Untouchable Spring*. Trans. Alladi Uma & M. Sridhar. Hyderabad: Orient Black Swan.

Tendulkar, Vijay. (2003). *The Collected Plays in Translation*. New Delhi: Oxford University Press.

REFERENCE BOOKS

Aloysius, G. (1999). *Nationalism without a Nation in India*. Oxford University Press.

Dirks, Nicholas B. (2001). *Castes of Mind*. New Jersey: Princeton University Press.

Thurston, Edgar. (1909). *Castes and Tribes of Southern India*. Madras: Government Press.

WEB SOURCES

<https://www.dalitweb.org/wp-content/uploads/wp-post-to-pdf-enhanced-cache/1/kongu-by-jupaka-subhadra.pdf>

<https://www.poemhunter.com/sukirtharani/>

Course Code 24PENC33	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3	3	3	3	3	3	3	1	3	3
CO2	3	3	3	3	3	3	3	1	3	3
CO3	3	3	3	3	3	3	3	1	3	3
CO4	3	3	3	3	3	3	2	1	2	3
CO5	3	3	3	3	3	3	2	1	2	3

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

Dr.V.Navaneethamani
Head of the Department

Dr.T.Ganga Parameswari
Mrs. P.Amirthayogam
Course Designers



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M.A. English (2024-2025 onwards)

Semester III	FILM AND MEDIA STUDIES	Hours/Week: 6	
Core Course-10		Credits: 4	
Course Code 24PENC34		Internal 25	External 75

COURSE OUTCOMES

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

CO1: understand the terminology of film making and the history of cinema. [K2]

CO2: infer the genres and techniques in film making. [K3]

CO3: apply the learned theories in critical appreciation of films [K3]

CO4: analyse the literary texts in comparison with the films. [K4]

CO5: examine the development of film media and film adaptation of literature. [K4]

UNIT I – History and Basic Terminology of Film Making

Beginning and Growth of Cinema

Mise-en-scene

Long Takes, Deep Focus

Shots, Camera Angle, Editing

Colour in the movies, Sound in the movies

(20 Hours)

UNIT II – Film Genres

Narrative

Avant Garde

Documentary, Feature films

Short films

(15 Hours)

UNIT III - Film Theory

Realism, Formalism,

Auteur Theory, Apparatus Theory,

Suture Theory, Culture Industry,

Male Gaze, Film Semiotics

(15 Hours)

UNIT IV – Film Production and Development

Production

Distribution

Reception

Censorship

(10 Hours)

UNIT V - Adaptation of Literature to Cinema

Aaron Sorkin: A Few Good Men

Sophie Kinsella: Confessions of a Shopaholic

Adoor Gopalakrishnan: Rat Trap (Elippathayam)

Pierre Boulle: Bridge on River Kwai

(15 Hours)

SELF STUDY

Aaron Sorkin: A Few Good Men

TEXT BOOKS

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

Boulle, Pierre. (1954). *Bridge on River Kwai*. London: Secker and Warburg.

Gopalakrishnan, Adoor. (1985). *Rat Trap*. Kolkata: Seagull Books.

Hayward, Susan. (2000). *Cinema Studies: The Key Concept*. London: Routledge.

Kinsella, Sophie. (2003). *Confessions of a Shopaholic*. New York: Bantam Dell.

Saran, Renu. (2012). *History of Indian Cinema*. New Delhi: Diamond Books.

Sorkin, Aaron. (2012). *A Few Good Men*. Samuel French, Inc.

REFERENCE BOOKS

Devi, P. Karthika. (2013). *Basics of Film Appreciation*. Virudhunagar: Karthika Publishers.

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.

WEB RESOURCES

www.academicinfo.net/film.html

<https://www.norton.com/books/9780393420531>

https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms

<https://guides.library.yale.edu/c.php?g=295800&p=1975065>

https://en.wikipedia.org/wiki/Auteur_theory

Course Code	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
24PENC34	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	2	3	3	3	2	3	3	1	2	2
CO2	3	3	3	3	2	2	2	1	2	2
CO3	3	3	3	3	3	3	3	1	2	2
CO4	3	3	3	3	3	3	3	1	2	2
CO5	3	3	3	3	3	3	3	1	2	2

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

Dr.V.Navaneethamani
Head of the Department

Dr.S.Anitha
Mrs. P.Amirthayogam
Course Designers



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M.A. English (2024-2025 onwards)

Semester III	ENGLISH LITERATURE FOR NTA- NET/SET AND GATE	Hours/Week: 3	
Elective Course-6		Credits: 3	
Course Code 24PENE31		Internal 25	External 75

COURSE OUTCOMES

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

CO1: identify the different genres and representative writers through the ages. [K2]

CO2: apply the acquired knowledge of English Literature and Criticism and overcome the difficulties in cracking NET&SET Examinations and other qualifying examinations. [K3]

CO3: organize the age and milieu of social, political, and historical events of England. [K3]

CO4: analyse the English literary works across the globe and equip themselves for the pursuit of research. [K4]

CO5: examine the assimilated concepts and principles of literature and poetic devices for future career prospects. (K4)

UNIT I - Literary Forms

Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns. (9 Hours)

UNIT II - History of English Literature

Chaucer to Shakespeare, The Jacobean Age, The Restoration Period, The Augustan Age, The Romantic Age, The Victorian Age, The Twentieth Century (Modernism & and Postmodernism) (9 Hours)

UNIT III - American and Non-British Literatures

Commonwealth Literature: American Literature, Canadian Literature, African Literature, New Zealand Literature, Indian Literature. (9 Hours)

UNIT IV - Literary Theory and Criticism

Aristotle, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Mathew Arnold, T.S.Eliot, F.R.Leavis, I.A.Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir.
(9 Hours)

UNIT V- Teaching and Research Aptitude

Teaching Aptitude, Research Aptitude, Communication, Mathematical Reasoning and Aptitude, Information and Communication Technology, People, Development, and Environment, Approaches, Methods and Techniques in ELT, Higher Education System.
(9 Hours)

TEXT BOOKS

Abrams. M.H, and Geoffrey Galt Harpham. (2015). *A Glossary of Literary Terms*. Cengage Learning India Private Limited.
Madan, K.V.S. (2023). *NTA –UGC NET/SET/JRF: Teaching and Research Aptitude*. Pearson India Education Services Pvt. Ltd: Noida.
Prabha, N.Vishnu, and J. Praveen Prabhu. (2018). *UGC- NET/SET (JRF &LS): English Literature*. Khanna Publishers: New Delhi.

REFERENCE BOOKS

Barry, Peter.(2021) *Beginning Theory : An Introduction to Literary and Cultural Theory*. Manchester University Press.
Beers. Henry A. (2020). *Brief History of English and American Literature*. Outlook Verlag.
Bose, M.N.K. (2016). *A Text Book of English Language Teaching (ELT) for Indian Students*. New Century Book House Pvt Ltd: Chennai.
Carter, Ronald and John McRae.(2001). *The Routledge History of Literature in English: Britain and Ireland*. Routledge Advances in Asia-Pacific Business.
Graham Maryemma, and Jerry Washington Ward.(2015). *The Cambridge History of African American Literature*. Cambridge University Press: Cambridge.
Iyengar, Srinivasa K.R. and Kodaganallur Ramaswami.(2019). *Indian Writing in English*. Sterling Publications: New Delhi.

WEB RESOURCES

<https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/>

<https://byjusexamprep.com/ugc-net-english-books-i>

<https://ugcnetpaper1.com/ugc-net-paper-1-study-material-pdf/amp/>

<https://www.britannica.com/art/English-literature>

<https://literariness.org>

<https://www.sparknotes.com/writinghelp/glossary-of-literary-terms/>

Course Code	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
24PENE31	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3	3	3	3	3	3	1	3	3	3
CO2	3	3	3	3	3	3	2	3	3	3
CO3	3	2	3	3	2	3	1	3	3	3
CO4	3	3	3	3	3	3	1	3	3	3
CO5	3	3	2	2	2	3	1	2	2	3

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

Dr.V.Navaneethamani
Head of the Department

Mrs. P.Amirthayogam
Course Designer



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VIRUDHUNAGAR

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M.A. English (2024-2025 onwards)

Semester III	English for Careers	Hours/Week: 3	
Non Major Elective		Credits: 2	
Course Code 24PENN31		Internal 25	External 75

COURSE OUTCOMES

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

CO1: state the significance of various communication skills. [K1]

CO2: discuss the effective use of communication skills for professional enhancement. [K2]

CO3: identify the different skills essential for work place and presenting ideas effectively. [K2]

CO4: apply the functional aspects of spoken and written skills in formal and informal contexts. [K3]

CO5: analyse the effective strategies to develop the soft skills required for employability. [K4]

UNIT I - Effective Writing

Features of Effective Writing

Business correspondence

Resume

Report writing, Technical Writing

(9 Hours)

UNIT II - Administrative Process

Agenda preparation

Preparing minutes

Writing a Memorandum

(9 Hours)

UNIT III - Communication

Presenting Data in Verbal modes

Presenting Data in Non- verbal modes

Presenting Data in Visual modes

(9 Hours)

UNIT IV - Effective lecturing

Preparing Effective Lectures

Preparing Persuasive Speech

(9 Hours)

UNIT V - Telephone Etiquette

Types of Specialized Telephone Calls

Developing Telephone Skills

Telephone Etiquette

(9 Hours)

TEXT BOOKS

V. Saraswathi & Maya.K. Mudbhatkal (2000). *English for Competitive Examinations*, Chennai: Emerald Publishers.

Hariharan S, Sundararajan N, and Shanmugapriya S P, (2020). *Soft Skills*, Chennai: MJP Publishers.

Print Farhathullah, T.M. (2005). *Communication Skills for Undergraduates*, Chennai: RBA Publications.

Beebe, Steven A. & Beebe, Susan A. (2017). *Public Speaking Handbook*. Boston: Pearson.

Mitra, Barun K. (2006). *Effective Technical Communication: A Guide for Scientists and Engineers*. Oxford University Press India.

Mohan, Krishna, et al. (2009). *Developing Communication Skills*. New Delhi: Macmillan Publishers India Ltd.

REFERENCE BOOKS

Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007
by Eric Glendinning

English for Careers: Business, Professional, and Technical

Lock, Graham. (1995). *Functional English Grammar: An Introduction for Second Language Teachers*. Cambridge University Press.

Sudha,S. (2017). *Job Fair Keys*. Madurai : Jayalakshmi Publications.

WEB RESOURCES

<https://www.worldcat.org/formats- editions/864901969?referer=di&editionsView=true>

https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy

<https://www.nature.com/scitable/topicpage/effective-writing-13815989/>

<https://libraryguides.mdc.edu/c.php?g=988097&p=7290942>

Course Code	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
24PENN31	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	1	1	3	3	-	1	1	2	2	2
CO2	1	1	3	3	-	1	1	2	2	2
CO3	1	1	3	3	-	1	1	2	2	2
CO4	1	1	3	3	-	1	1	2	2	2
CO5	1	1	3	3	-	1	1	2	2	2

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

Dr. V. Navaneethamani
Head of the Department

Dr. B. Kanagalakshmi
Course Designer



V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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VIRUDHUNAGAR

Quality Education with Wisdom and Values

M.A. English
(2024-2025 onwards)

Semester III	PRACTICE FOR SET/NET – GENERAL PAPER	Hours/Week: -
Self Study Course		Credits: 1
Course Code 24PGOL31		Internal 100

COURSE OUTCOMES

On completion of the course, students will be able to

CO1: discuss various concepts related to higher education system, teaching, communication, research, ICT and environmental studies.[K2]

CO2: apply the skills of communication, mathematical, internet and research aptitude in competitive examinations. [K3]

CO3: analyse the circumstances, instances, contents and arrive at / choose the Best option. [K3]

CO4: evaluate the data using ICT tools and logical reasoning.[K4]

CO5: develop self-learning activities to face challenges in their life.[K4]

UNIT I

TEACHING & RESEARCH APTITUDE

Teaching: Concept, Objectives, Levels of teaching, Factors affecting teaching, Methods of teaching of Higher learning, Evaluation systems

Research: Meaning, Types, Methods of Research, Steps of Research, Thesis and Article writing, Application of ICT in Research

UNIT II

COMMUNICATION AND HIGHER EDUCATION SYSTEM

Communication: Meaning, Types, Characteristics, Verbal and Non-verbal

Communication and Barriers to Communication

Higher Education System: Professional, Technical, Skill Based Education, Value Education, Policies, Governance and Administration

UNIT III

PROSE COMPREHENSION

A text passage followed by a set of questions to be answered based on students' comprehensive ability

UNIT IV

MATHEMATICAL, LOGICAL REASONING AND DATA INTERPRETATION

Mathematical Logical Reasoning: Number series, letter series, Analogies, Venn diagram and Mathematical Aptitude

Data Interpretation: Graphical representation and mapping of Data, Data and Governance

UNIT V

ICT AND ENVIRONMENTAL STUDIES

ICT: General abbreviations, Basics of Internet, E-mail, Digital initiatives in higher education

Environmental Studies: Pollution, Impacts of Pollutants, Natural and energy sources, Natural Disasters and Environmental Protection Act

TEXT BOOKS

Madan KVS (2019), NTA – UGC NET/SET/JRF- Teaching and Research Aptitude, Pearson India Education Services Pvt.Ltd., Noida

REFERENCES

Jain, Usha Rani. (2018), *UGC-NET* New Delhi: Mital Books India Ltd.

Singh, Rashmi and Asim Khan (2019), *UGC-NET Paper- I*, New Delhi: Disha Publication.

Course code 24PGOL31	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	-	-	2	1	-	1
CO2	3	3	1	2	3	2	-	2
CO3	3	2	2	3	3	2	-	2
CO4	3	2	3	3	3	3	-	1
CO5	3	1	2	1	1	3	-	1

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

Dr.M.C. Maheswari
Dr. V. Navaneethamani
Heads of the Departments

Mrs. K.Anitha
Dr.S. Malathi
Course Designers



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VIRUDHUNAGAR

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M.A. English (2024-2025 onwards)

Semester III	Internship	Hours/Week: -	
		Credits: 2	
Course Code 24PENI31		Internal 75	External 25

COURSE OUTCOMES

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

- CO1: apply their academic knowledge in real-world scenarios [K3]
- CO2: modify work habits and attitudes necessary for successful career prospects. [K3]
- CO3: exhibit their learnt skills efficiently. [K3]
- CO4: analyse their ability and communicate effectively. [K4]
- CO5: develop their skills required for their professional and personal development. [K5]

Guidelines/ Regulations:

- Each student must go for Internship training in a reputed Organization/ Educational Institution/ Publication House/ Media.
- Students should produce the Completion Certificate after the Completion of Internship Period.
- A report of 15 – 20 pages must be submitted by each student after the completion of the Internship period.
- External Viva-voce examination will be conducted.

Course Code 24PENI31	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	-	2	2
CO2	3	3	3	2	3	-	2	2
CO3	3	3	2	2	2	3	1	2
CO4	2	2	2	3	3	2	1	2
CO5	2	2	2	3	2	-	2	2

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

Dr. V. Navaneethamani

Head of the Department

Dr. V. Navaneethamani

Dr.S.Sharmelee

Course Designer



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M.A. English (2024-2025 onwards)

Semester III	INDIAN FOLK LITERATURE	Hours/Week: -
Extra Credit Course		Credits: 2
Course Code 24PEN031		Internal 100

COURSE OUTCOMES

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

CO1: describe India's legacy of rich and varied folklore.

CO2: determine the culture, complex tradition and social beliefs of the common people in India.

CO3: show case the acquired knowledge of folk literature, language skills and presentation skills.

CO4: analyse the common motifs and patterns in the folk literature of different regions in India.

CO5: examine the significance of folk literature as a vital element in depicting rich and varied culture in India

UNIT I

Tamilnadu: Chudamani's Cot

Somanathan

The Brahmin and The Tiger

The Match Box

UNIT II

Rajasthan: The Boon

A Rajput's Sacrifice

When Fortune Smiles

The Farmer Who Out Smarted Himself

UNIT III

Gujarat: Four Riddles

The Sacrifice

The Story of Hamirji and Khengarji

The Woman and The Boar

UNIT IV

Megalaya and Arunachal Pradesh: The Story of a Journey to the Land of Gold and Pearls

The Story of Chimboo

The Story of Phoor – Pa- Lamoo

The Porcupine and The Elephant

UNIT V

Kashmir: The Three Blond Brothers

The Story of the Brass Utensils

The Wise Advice

The King of Kashmir

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 20 to 30 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 BOOKS

Bani Roy, Chaudhury. (1983). Folk Tales of Kashmir. New Delhi: Sterling Publishers.

Borgohain.B. K. (1979). Folk Tales of Meghalaya and Arunachal Pradesh. New Delhi: Sterling Publishers.

SeethaLakshmi,K.A. (1980). Folk Tales of Tamilnadu. New Delhi: Sterling Publishers.

Bani Roy,Chaudhury. (1983). Folk Tales of Rajasthan. New Delhi: Sterling Publishers.

Tara Bose. (1986). Folk Tales of Gujarat. New Delhi: Sterling Publishers.

Dr. V. Navaneethamani

Head of the Department

Dr.T.Ganga Parameswari

Dr. R.Priya

Course Designers



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M.A. English

(2024-2025 onwards)

Semester IV	TWENTY FIRST CENTURY MILLENNIAL LITERATURE AND CULTURE	Hours/Week: 6	
Core Course -11		Credits: 5	
Course Code 24PENC41		Internal 25	External 75

COURSE OUTCOMES

On completion of this course, students will be able to

CO1: describe various aspects of recent trends in twenty first century millennial literature. [K2]

CO2: interpret the characters present in the prescribed texts. [K3]

CO3: determine the concepts of multidisciplinary literary and cultural studies. [K3]

CO4: analyse various themes and techniques dealt in the prescribed texts. [K4]

CO5: examine the human relationship dealt in the prescribed Twenty first century millennial literature and culture. [K4]

UNIT I

BLUE STUDIES

Amitav Ghosh - The Hungry Tide

Yann Martel - The Life of Pi

(22 Hours)

UNIT II

ANIMAL STUDIES

Mario Ortiz Robles - What is it like to be a trope?

Anna Sewell - Black Beauty

(16 Hours)

UNIT III

MEDICAL HUMANITIES

Thomas R. Cole et al. - Introducing Medical Humanities

Dan Millman - Way of the Peaceful Warrior

(16 Hours)

UNIT IV

CLIMATE STUDIES

David D. Houghton - Understanding the Climate System

Barbara Kingsolver - Flight Behavior (18 Hours)

UNIT V

DISABILITY STUDIES

Clarke Barker and Stuart Murray - Introduction: On Reading Disability in Literature

Mahesh Dattani - Tara : A Play in Two Acts (18 Hours)

SELF STUDY:

Yann Martel - The Life of Pi

TEXT BOOKS:

Dattani, Mahesh. (1995). *Tara : A Play in Two Acts*. Ravi Dayal Publisher, Delhi.

Ghosh, Amitav. (2011). *The Hungry Tide*. Harper Collins, India.

Houghton, David D. *Introduction to Climate Change: Lecture Notes for Meteorologists*. World Meteorological Organization, Switzerland.

Kingsolver, Barbara. (2013). *Flight Behavior*. Faber & Faber, London.

Martel, Yann. (2003). *The Life of Pi*. Canongate Books, Scotland.

Millman, Dan. (2005). *Way of the Peaceful Warrior*. Yogi Impressions, India.

Sewell, Anna. (2023). *Black Beauty*. Maple Press Private Limited, India.

REFERENCE BOOKS:

Barker, Clarke and Stuart Murray. (2017). *The Cambridge Companion to Literature and Disability*. Cambridge University Press, Cambridge.

Davis, Lennard J. (2017). *Disability Studies Reader*. Routledge, New York.

Mello, Margo De. (2012). *Animals and Society: An Introduction to Human-Animal Studies*. Columbia University Press, New York .

Robles, Mario Ortiz. (2016). *Literature and Animal Studies*. Routledge, New York.

Thomas R. Cole, et al. (2015). *Medical Humanities: An Introduction*. Cambridge University Press, Cambridge.

WEB SOURCES:

<http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/>

[http://www.jstor.org/stable/25614299.](http://www.jstor.org/stable/25614299)

<https://www.timeshighereducation.com/student/student-services/blue-studies-international>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/>

https://en.m.wikipedia.org/wiki/Medical_humanities

Course Code 24PENC41	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3	1	3	1	1	3	3	1	1	2
CO2	3	1	3	1	1	3	1	-	2	3
CO3	3	2	3	1	3	3	3	1	3	3
CO4	3	2	2	1	1	3	3	1	1	2
CO5	3	1	2	1	3	3	3	1	3	3

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

Dr. V. Navaneethamani
Head of the Department

Dr.V.Navaneethamani
Dr.K.Malarvizhi
Course Designers



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VIRUDHUNAGAR

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M.A. English
(2024-2025 onwards)

Semester IV	SUBALTERN STUDIES	Hours/Week: 6	
Core Course -12		Credits: 5	
Course Code 24PENC42		Internal 25	External 75

COURSE OUTCOMES

On completion of this course, students will be able to

CO1: explain development of plot in the prescribed texts. [K2]

CO2: interpret the various themes that deal with subaltern concerns. [K3]

CO3: determine the social, political and economic disparities prevalent among the subalterns. [K3]

CO4: analyze the challenges associated with subaltern and excluded groups. [K4]

CO5: examine the art of characterization and the culture of the subaltern as delineated in the prescribed texts. [K4]

UNIT I

PROSE

Martin Luther King (Jr) - I Have a Dream

Gayatri C.Spivak - Can the Subaltern Speak ? (14 Hours)

UNIT II

POETRY

L.S. Rokade - To Be or Not to Be Born

Bapurao Jagtap - This Country is Broken

Claude McKay - If We Must Die

Langston Hughes - Dinner Guest: Me

K.V.Tirumalesh - Pentayya's Shirt

Chintal Basti (18 Hours)

UNIT III

DRAMA

C.T. Indra (Translation) - The Legend of Nandan

Vijay Tendulkar - Kanyadaan (22 Hours)

UNIT IV

FICTION

Bama - Karukku

Arundati Roy - God of Small Things (22 Hours)

UNIT V

SHORT STORIES

Nadine Gordimer – Which New Era Would That Be

Chinua Achebe - Girls at War

Mahasweta Devi - Giribala (14 Hours)

SELF STUDY:

Vijay Tendulkar - Kanyadaan

TEXT BOOKS:

Bama. (2011). *Karukku*. Oxford University Press, India.

Guha, R. S. of P. S. R. (1988). *Selected subaltern studies*. Oxford University Press, India.

Indra, C.T. (2003). *The Legend of Nandan: Nandan Kathai*. Oxford University Press, India.

Roy, Arundati. (2002). *God of Small Things*. Penguin, India.

Tendulkar, Vijay. (2002). *Kanyadaan*. Oxford University Press, India.

REFERENCE BOOKS:

Ludden, David. (2003). *Reading Subaltern Studies: Critical History*. Orient Blackswan Pvt Ltd, Hyderabad.

WEB RESOURCES:

<https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.>

<https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/>

<http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf>

https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf

<https://kr.usembassy.gov/martin-luther-king-jr-dream-speech-1963/>

<https://jan.ucc.nau.edu/~sj6/Spivak%20CanTheSubalternSpeak.pdf>

<https://marathidalitpoetry.blogspot.com/2014/07/to-be-or-not-to-be-bornlsrokade.html>

<https://marathidalitpoetry.blogspot.com/2014/07/this-country-is-brokenbapurao-jagtap.html>

<https://www.poetryfoundation.org/poems/44694/if-we-must-die>

<https://allpoetry.com/Dinner-Guest:-Me>

https://www.academia.edu/45585625/Hyderabad_Poems_K_V_TIRUMALESH_Translated_by_S_Jayasrinivasa_Rao

https://nanopdf.com/download/giribala-haiku-learning_pdf

Course Code 24PENC42	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3	1	2	2	3	3	3	-	1	3
CO2	3	1	3	2	3	3	3	-	1	3
CO3	3	1	3	2	3	3	3	-	1	3
CO4	3	1	3	2	3	3	3	-	1	3
CO5	3	1	3	2	3	3	3	-	1	3

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

Dr. V. Navaneethamani
Head of the Department

Dr.S.Cinthana
Dr.S.Sharmelee
Course Designers



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Quality Education with Wisdom and Values

M.A. English (2024-2025 onwards)

Semester IV	PROJECT	Hours / Week : 6	
Core Course – 13		Credits : 5	
Course Code 24PENC43PR		Internal 40	External 60

COURSE OUTCOMES

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

CO1: locate new areas of research and pursue research activities at a higher level by

adhering to research ethics. [K2]

CO2: determine the concepts and principles of critical theories to explicate the nuances in the works of art. [K3]

CO3: employ the acquired knowledge in English language and literature to various branches of Arts and Science and promote interdisciplinary studies. [K3]

CO4: analyse literary works and justify the findings based on the literary merits and life values inherent in them. [K4]

CO5: evaluate works by two writers of different nationalities through Analogy or Influence Study. [K5]

Students can undertake project on individual authors or Comparative Study or Translation or any Interdisciplinary Study based on the texts not prescribed in the syllabus during the course of their study. They can also choose topics pertaining to English Language Teaching or on Phonetics and Spoken English. The project should have five or four chapters including introduction and summing up and should not exceed 50 pages. For documentation and citation of sources, eighth edition of MLA Handbook should be followed.

PROJECTS ON INDIVIDUAL WRITERS

One fiction /one drama/ 10 short poems / one long poem /3 short stories / 3 one-act plays can be chosen for thematic / stylistic analysis. Application of literary theories such as structuralism, feminism, narratology, deconstruction, new historicism and psycho-analysis can be encouraged.

COMPARATIVE STUDY

Two works of same genre written by two authors belonging to two different countries can be chosen for thematic analysis or parallel study or influence study.

TRANSLATION

Translation (preferably three short stories / poems to constitute three chapters) can be from Tamil to English or from English to Tamil. Translated works in regional languages or English can be compared with the original texts (SLT). The introduction of the project should have a brief discussion on theories of translation and introduction about the author and the works chosen for translation. In Summing Up, the student should present the difficulties she encountered while translating the words /phrases/sentences /expressions and explain how and why she translated them as such in her project. The Appendix should contain the original work/s chosen for translation

INTERDISCIPLINARY STUDY

Analysis of individual works based on the concepts related to other arts or science disciplines can be chosen for interdisciplinary study.

ELT AND PHONETICS AND SPOKEN ENGLISH

The students should prepare questionnaires and collect data from other institutions or from the public. The data thus obtained should be analysed and the conclusions they arrive at should be presented in their project. The project should contain Hypothesis they have framed , details about the areas they intend to collect the data from , the objective /aim of the project, reason for choosing the study , type of data analysis , methodology etc. in the first introductory chapter. In the Summing Up, solutions or suggestions should be recommended for solving the problems. Questionnaire prepared should be attached in the Appendix.

Evaluation:	Internal Assessment:	40 Marks
	External Examination:	60Marks
Internal Assessment:		
	Pre-submission Presentation:	10 Marks
	Review Report:	20 Marks
	One Open Online Course related to the Project:	10 Marks

External Examination:

Project Report:

40 Marks

Viva Voce

20 Marks

- Internal Viva-voce Presentation in the presence of all faculty members in the department is compulsory
- External Viva-voce will be conducted by the External Examiner.

Course Code 24PENC43PR	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3	2	3	1	3	2	3	-	-	2
CO2	3	2	3	2	3	3	3	-	-	1
CO3	3	2	3	3	3	3	3	-	-	2
CO4	3	3	3	3	3	3	3	-	-	3
CO5	3	3	3	2	3	3	3	-	-	2

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

Dr. V. Navaneethamani
Head of the Department

Dr. S.Cinthana
Dr.S.Sharmelee
Course Designers



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M.A. English

(2024-2025 onwards)

Semester IV	TRANSLATION STUDIES	Hours/Week: 6	
Elective Course – 8		Credits: 3	
Course Code 24PENE41		Internal 25	External 75

COURSE OUTCOMES

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

CO1: explain the concepts and methods of translation and the development of plot in the prescribed translated texts. [K2]

CO2: determine various translation theories and procedures in translation and its application in the prescribed works of art. [K3]

CO3: demonstrate the techniques involved in translation and exhibit their skills in translation. [K3]

CO4: examine the problems involved in translating various genres of literature. [K4]

CO5: analyse the themes, characterisation and life values in the given translated works. [K4]

UNIT I

Introduction

Terms and Definition

History of Translation

Kinds of Translation

Methods of Translation

(15 Hours)

UNIT II

Translation Theories: Theodore Savory, Eugene Nida, Catford

Translation Procedures – Transliteration, Transference, Transcreation, Transposition

Equivalence

Problems in Translation -Prose, Poetry & Drama

Translation Practice-Comparative study of Source Language Text and Target Language Text
based on Translation Theories

Bharathiar Kavithaigal

- | | |
|---------------------|-----------------------|
| சுதந்திரப்பயிர் | 1. Freedom Plant |
| புதுமைப்பெண் | 2. The New Woman |
| கண்ணன் - என் சேவகன் | 3. Kannan, My Servant |

(From P.S. Sundaram's *Poems of Subramania Bharathi*.)

Ambai's Novella

- பிரசுரிக்கப்படாத கைப்பிரதி 1. Unpublished Manuscript

(From T. Indra's *Unpublished Manuscript*. Trans. Ambai: *Two Novellas and a Story*.)

(20 Hours)

UNIT III

POETRY

Balamani Amma -To My Daughter

Kamala Das - Hot Noon in Malabar

Meena Alexander-Her Garden

Jayaprabha -Burn this sari

Kabita Sinha- Diamond of Character

(*The Oxford Anthology of Modern Indian Poetry* eds. Vinay Dharwadkar and

A.K. Ramanujan)

Translation Practice – Translating a Poem from English to Tamil/Hindi (15 Hours)

UNIT IV

DRAMA

Indira Parthasarathy- Ramanujar

Mahasweta Devi -Rudali

Translation Practice – Translating dialogues from English to Tamil/Hindi

(20 Hours)

UNIT V

FICTION

Kum. Veerabhadrappe -A Sweet Dish

Paul Zacharia -The Last Show

Vaikom Muhammad Basheer-The World-Renowned Nose

Raavi Sastry -Rain

Translation Practice – Translating Prose passages from English to Tamil/Hindi

(20 Hours)

TEXT BOOKS

Bassnett, Susan & McGuire. (1980). *Translation Studies*. London: Routledge.

Devi, Mahasweta. (2010). *Rudali*. Translated by Anjum Katyal, Seagull Books.

The Oxford Anthology of Modern Indian Poetry. Edited by Vinay Dharwadkar and A.K.Ramanujan.

Parthasarathy, Indira. (1991). *Ramanujar*. Oxford University Press.

Short Fiction from South India. Edited by Srilata and Subashree Krishnaswamy, Oxford University Press, 2007.

REFERENCE BOOKS

Azhagarasan, R. & Ravikumar. (2012). *Anthology of Tamil Dalit Writing*. Oxford University Press.

Bassnett, Susan & Harish Trivedi, eds. (1999). *Post-colonial Translation*. London: Routledge.

Choudhury, Amit. (2001). *The Picador Book of Modern Indian Literature*. Macmillan, London.

Indra, T.(2003). *Unpublished Manuscript. Trans. Ambai: Two Novellas and a Story*. New Delhi: Katha.

Kalyani, P.K. (2001). *Translation Studies*. New Delhi: Creative Books.

Kanagaraj, S & N. Kalaitasan. (2003). *Translatology*. Madurai: Prem Publishers.

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WEB SOURCES

<https://archive.org/details/women-writing-in-india-vol-2/page/n23/mode/2up>

<https://archive.org/details/oxfordanthologyo00dhar/page/n19/mode/2up?view=theater>

<file:///C:/Users/kavit/Downloads/tirukural.pdf>

<https://manuu.edu.in/dde/sites/default/files/2021->

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https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.

<https://www.tandfonline.com/toc/rtrs20/current>

<https://complit.fas.harvard.edu/translation-studies>

<https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/>

<https://www.lit-across-frontiers.org/about-translation-workshops/>

Course Code 24PENE41	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2.a	2.b	3	4	5	6	7	8
CO1	3	3	2	2	3	3	3	2	2	3
CO2	3	3	2	2	3	2	3	1	1	2
CO3	3	3	2	2	3	2	3	1	1	1
CO4	3	3	2	2	2	2	2	1	1	1
CO5	3	3	2	2	3	2	2	1	2	2

Strong (3)

Medium (2)

Low (1)

Dr. V. Navaneethamani

Head of the Department

Dr.T.Ganga Parameswari

Dr.K.Kavitha

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 (4th Cycle) by NAAC

VIRUDHUNAGAR

Quality Education with Wisdom and Values

M.A. English (2024-2025 onwards)

Semester IV	ENGLISH FOR COMPETITIVE EXAMS	Hours/Week: 6	
SEC		Credits: 3	
Professional Competency Skill			
24PENS41		Internal 25	External 75

COURSE OUTCOMES

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

CO1: define the pattern and get the clarity of various competitive exams. [K1]

CO2: identify the essential language skills, including vocabulary, grammar, comprehension, verbal aptitude, and logical reasoning. [K2]

CO3: locate errors in sentence construction, ensuring grammatical accuracy and coherence in sentences. [K2]

CO4: employ the acquired skills to crack various competitive exams and different placement aptitude test as well. [K3]

CO5: evaluate and practise to appear in various aptitude test within limited time constrain. [K4]

UNIT I

GRAMMAR

Parts of Speech

Articles

Sentence Pattern

Tenses

Subject-Verb Agreement

Active and Passive Voice

(20 Hours)

UNIT II

GRAMMAR

Direct & Indirect Speech

Degrees of Comparison

Simple, Compound, and Complex

Conditional Clause

(20 Hours)

UNIT III

VOCABULARY

Synonyms and Antonyms

Homophones & Homonyms

Affixes

Idioms & Phrases

One Word Substitution

(15 Hours)

UNIT IV

COMPREHENSION

Reading Comprehension

Cloze Test

Rearrange the jumbled sentences into a meaningful paragraph

(15 Hours)

UNIT V

VERBAL ABILITY AND LOGICAL REASONING

Verbal Analogies

Logical Deductions

Coding-Decoding

Blood Relations

(20 Hours)

TEXT BOOKS

Aggarwal, R.S. (2018). *A Modern Approach to Verbal & Non-Verbal Reasoning*. S. Chand & Company Ltd.

Garg, B.K.D. (2012). *General English for Competitive Examination*. Swan Publication: Agra.

Green, David. (2010). *Contemporary English Grammar Structures*. Chennai: Macmillan India Limited.

Kumar, Sujit. (2019). *Verbal Reasoning for the CAT*. Pearson India Education Services Pvt. Ltd.

Lewis, Norman. (2014). *Word Power Made Easy*. New York: Doubleday.

Pillai, G. Radhakrishna. (2003). *English for Success*. Emerald Publishers.

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Chand, S. (2018). *English Grammar & Composition*. S. Chand Publishing.

Wren, P.C., and H. Martin. (1995). *High School English Grammar and Composition*. S. Chand & Company Ltd.

WEB SOURCES

Website: VocabularySpellingCity.com

Website: Vocabulary.com

Website: Grammarly.com

https://repo.optcl.co.in/docs/e7dd002f5f21f4c066f598ffb4731ea0_RS%20Agarwal%20Verbal%20&%20Nonverbal.pdf

Website: Eduncle.com

Website: Indiabix.com

Objective General English

https://drive.google.com/file/d/1ZnYDdFIdXkKNb_VGiZj6QHabkb1iOuCj/view

Website: ReadTheory.org

Website: ReadWorks.org

Course Code: 24PENS41	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	1	2	2	2	1	1	3	2	2	2
CO2	3	3	2	3	1	1	2	2	2	2
CO3	2	2	1	3	1	1	2	2	2	2
CO4	2	2	2	2	2	2	2	2	2	2
CO5	1	2	3	2	1	3	3	2	2	1

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

Dr. V. Navaneethamani
Head of the Department

Dr.S.Anitha
Dr.K.Kavitha
Course Designers