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 2024 - 2025)

V.V.Vanniaperumal College for Women, Virudhunagar, established in 1962, offers 13 UG Programmes (Aided), 15 UG Programmes (SF), 15 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 and University Grants Commission (UGC)& Tamil Nadu State Council for Higher Education (TANSCHE) 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

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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, ComputerApplications 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, Zoology, Biochemistry, Home Science - Nutrition and Dietetics, Biotechnology, Computer Science, Computer Science (Data 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 Course (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	Course Code	Department
Introduction to Epigraphy	24PHIN21	History
Functional English	24PENN21	English
தமிழ் இலக்கிய வரலாறு	24PTAN21	Tamil
Taxation Concepts and Assessment	24PCON21	Commerce
Entrepreneurship Development	24PBAN21	Business Administration
Mathematics for Life Sciences	24PMTN21	Mathematics
Solid Waste Management	24PPHN21	Physics
Chemistry in Everyday Life	24PCHN21	Chemistry
Food Preservation	24PHSN21	Home Science - Nutrition and Dietetics
Nutritional Biochemistry	24PBCN21	Biochemistry
Tissue engineering	24PBON21	Biotechnology
Web Programming	24PCSN21	Computer Science
Fundamentals of Web Design	24PCAN21	Computer Applications

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

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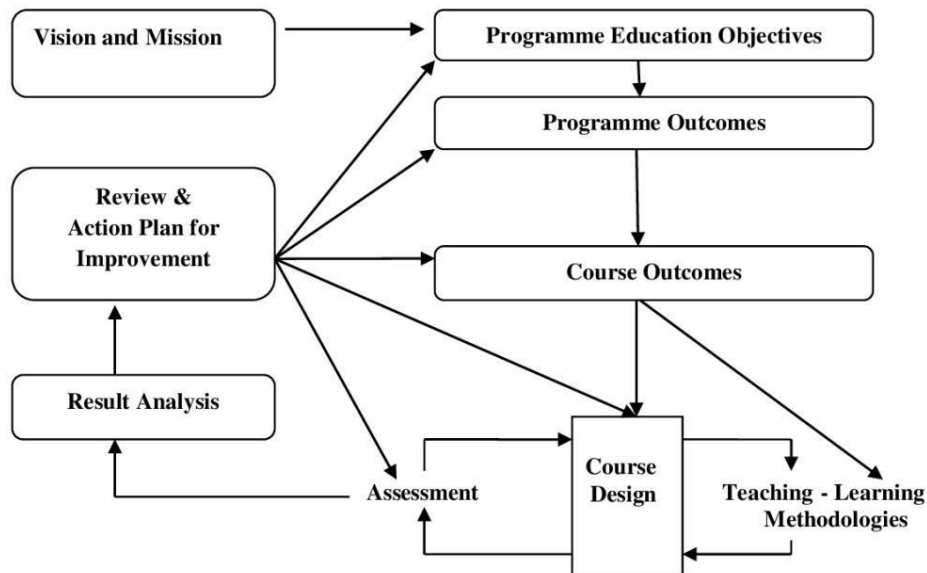
It is important to determine the methods of assessment. A comprehensiveassessment strategy may be outlined using the revised Bloom's Taxonomy levels.

BLOOM'S TAXONOMY
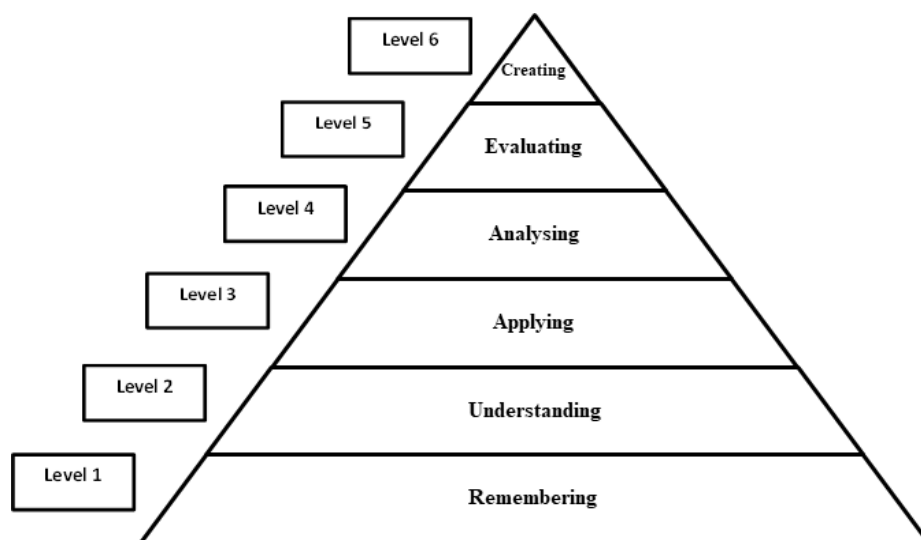
CO - PO Mapping of Courses

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/ PSO 1	PO2/ PSO 2	PO3/ PSO 3	PO4/ PSO 4	PO5/ PSO 5	PO6/ PSO 6	PO7/ PSO 7	PO8/ PSO 8
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 oftwo 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 - Either ….or 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 Examination	:	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 Examination: Project Report   - 40 Marks

Viva Voce   - 20 Marks

B. 2.3 SKILL ENHANCEMENT 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 - 4	Internal Choice – Either… or Type	4	4	5	20
B	5	Internal Choice – Either… or Type	1	1	10	10
					Total	**30***

*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
Seminar Paper		10
Seminar Presentation	:	15
Summative Examination	:	50
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 - Either ….or Type	5	5	5	25
C	11 - 12	Internal Choice - Either …or Type	2	2	10	20
					Total	**50**

B. 2.3.1 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 - Either ….or Type	5	5	5	25
C	11 - 13	Internal Choice - Either …or Type	3	3	10	30
					Total	**60**

B.2.4. 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.2.5. 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.2.6. EXTRA CREDIT COURSES (OPTIONAL)

2.6.1 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.2.6.2 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 prescribedCourses of study and a minimum of 50% Pass marks in all the Courses.
- ➢ No Pass minimum for Internal Assessment for other Courses.
- ➢ Pass minimum for External Examination is 27 marks out of 60 marks for CoreCourses, 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.
  - ➤ These rules are applicable to UG, PG and M.Phil. Programmes and come into effect from 2020-2021 onwards.
  - ➤ 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 implementedusing 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 therespective 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 averagemark 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 andExtra-

curricular Activities)

Expected Level of Attainment for each of the Programme Outcomes

POs	Level of Attainment
Attainment Value ≥70%	Excellent
60% ≤ Attainment Value < 70%	Very Good
50% ≤ Attainment Value < 60%	Good
40% ≤ Attainment Value < 50%	Satisfactory
Attainment Value <40%	Not Satisfactory

Level of PO Attainment

Graduation Batch	Overall PO Attainment (in percentage)	Whether Expected Level ofPO 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**

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

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

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

Expected Level of Attainment for each of the Programme Educational Objectives

POs	Level of Attainment
Attainment Value ≥70%	Excellent
60% ≤ Attainment Value < 70%	Very Good
50% ≤ Attainment Value < 60%	Good
40% ≤ 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 PROGRMME 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

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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 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) 20% Theory 80 % Practical	-	-	-	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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VIRUDHUNAGAR
Quality Education with Wisdom and Values

M.A. ENGLISH– 6011

PROGRAMME CONTENT

For those who join in the Academic Year 2024-2025

SEMESTER I

2024-2025 onwards

S.No.	Components	Title of the Course	Course Code	Hours Per Week	Credits	Exam Hours	Marks		
							Int.	Ext.	Total
1.	Core Course -1	English Poetry	24PENC11	6	5	3	25	75	100
2	Core Course -2	English Drama	24PENC12	6	5	3	25	75	100
3.	Core Course -3	English Fiction	24PENC13	6	4	3	25	75	100
4.	Elective Course - 1 (DSEC)	Indian Writing in English	24PENE11	6	3	3	25	75	100
5.	Elective Course - 2 (Generic)	Theatre Art	24PENE12	6	3	3	25	75	100
			Total	**30**	**20**				**500**

M.A. English

SEMESTER II

S.No.	Components	Title of the Course	Course Code	Hours Per Week	Credits	Exam Hours	Marks		
							Int.	Ext.	Total
1.	Core Course -4	American Literature	24PENC21	6	5	3	25	75	100
2	Core Course –5	Shakespeare Studies	24PENC22	6	5	3	25	75	100
3.	Core Course -6	Post-Colonial Theory and Literature	24PENC23	6	4	3	25	75	100
4.	Elective Course -3 (DSEC)	Approaches to English Language Teaching	24PENE21	4	3	3	25	75	100
5.	Elective Course –4 (Generic)	A Glimpse of Nobel Laureates	24PENE22	4	3	3	25	75	100
6.	Elective Course -5 (NME)	Functional English	24PENN21	4	2	3	25	75	100
			Total	**30**	**22**				**600**

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 & 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	2	100	-	100
8.	Internship		24PENI31	-	2	-	100	-	100
			Total	**30**	**27**				**800**
9.	Extra Credit Course	Indian Folk Literature	24PENO31	-	2	3	100	-	100

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	21st 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	24PENC41PR	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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Semester I		Hours/Week: 6	
Core Course – 1	**ENGLISH POETRY**	Credits: 5	
Course Code **24PENC11**		Internal 25	External 75

COURSE OUTCOMES

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

CO1: explain various forms of English poetry with reference to different ages. [K2]

CO2: infer the social themes and settings in the given poems. [K3]

CO3: determine the moral values depicted in the prescribed poems. [K3]

CO4: analyse the literary merits of the poets and the poetic devices used by them. [K4]

CO5: examine the denotative and connotative interpretations of the poems prescribed.[K4]

UNIT I

Middle English Poetry

Chaucer: "The General Prologue":

      Pardoner, The Nun, Doctor, Friar   (15 Hours)

UNIT II

Elizabethan Poetry

Spenser: Epithalamion

Donne: A Valediction: Forbidding Mourning

     The Canonization   (20 Hours)

UNIT III

Seventeenth Century Poetry

John Milton: Paradise Lost -Book IX

     Marvell: To His Coy Mistress   (20 Hours)

UNIT IV

Eighteenth Century Poetry

Dryden: Absalom and Achitophel (Lines 150– 476)

     Gray: Elegy Written in Country Churchyard

Burns: Auld Lang Syne   (20 Hours)

UNIT V

Modern Poetry

Rupert Brooke: The Soldier

W. H. Auden: Musee des Beaux Arts

Dylan Thomas : Do not go Gentle into that Goodnight

Wilfred Owen : Anthem for Doomed Youth

Philip Larkin: Whitsun Weddings

Ted Hughes: Hawk Roosting

Seamus Heaney: Digging   (15 Hours)

SELF STUDY

Seamus Heaney: Digging

TEXT BOOK

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

REFERENCE BOOKS

- Bennett, H.S. (1970). *Chaucer and the Fifteenth Century*. Clarendon Press, London.

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

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

- Eliot, T.S. (1932). *The Metaphysical Poets from Selected Essay*. Faber and Faber limited, London.

- George, A.G. (1971). *Studies in Poetry*. Heinemann Education Books Ltd., London.

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

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

Web Resources

http://www.english/.org.uk/chaucer/htm

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

https://www.worldhistory.org/Elizabethan_Theatre/

https://www.britannica.com/to pic/Paradise-Lost-epic-poem-by-Milton

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

https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_En glish.htm

Course Code: 24PENC11	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO3	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.S.Sharmelee

Dr.V.Navaneethamani   Mrs.P.Amirthayogam
Head of the Department   **Course Designers**

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M.A. English
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Semester I	**ENGLISH DRAMA**	Hours/Week: 6	
Core Course – 2		Credits: 5	
Course Code **24PENC12**		Internal 25	External 75

COURSE OUTCOMES

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

CO1: explain the plot construction in the prescribed dramas. [K2]

CO2: infer the themes focused in the plays and explain their social relevance. [K3]

CO3: determine the characteristic features of different kinds of drama and theatre and the techniques employed in them. [K3]

CO4: interpret the portrayal of characters and the values emphasized through them. [K4]

CO5: analyse the literary merit of the playwrights with reference to the prescribed plays and the various dramatic movements. [K4]

UNIT I
Beginnings of Drama - Miracle and Morality Play

Everyman (Anonymous)

The Senecan and Revenge Tragedy

Thomas Kyd : The Spanish Tragedy   (20 Hours)

UNIT II
Elizabethan Theatre - Theatres, Theatre groups, Audience, Actors and Conventions, Tragedy and Comedy

Christopher Marlowe: The Jew of Malta

Ben Jonson : Volpone   (15 Hours)

UNIT III
Jacobean Drama

John Webster: The White Devil   (15 Hours)

UNIT IV
Restoration Drama

William Congreve : The Way of the World   (20 Hours)

UNIT V
Epic Theatre

Bertolt Brecht :Mother Courage and her Children

Comedy of Menace

Harold Pinter : The Birthday Party

Post-Modern   Drama

Samuel Beckett : Waiting for Godot   (20 Hours)

SELF STUDY

Harold Pinter : The Birthday Party

TEXT BOOKS

- Beckett, Samuel. (1954) *Waiting for Godot.* New York: Grove Press.

- Bradbrook, M.C., (1955). *The Growth and Structure and Elizabethan Comedy*. London.

- Brecht, Bertolt. (1999). *Mother Courage and Her Children.* Trans. Eric Bently. London: Oxford University Press.

- Congreve, William. (1971). *The Way of the World.* ed. Brain Gibbons. London: The New Mermaids.

- Jonson, Ben. (1987). *Volpone, the Fox*. Madras: Macmillan India.

- Kyd, Thomas. (1996). *The Spanish Tragedy*. Manchester: Manchester University Press.

- Marlowe, Christopher. (1997). *The Jew of Malta.* Manchester: Manchester University Press.

- Pinter, Harold. (1965). *The Birthday Party*. London: Methuen.

- Tillyard E.M.W., (1958). *The Nature of Comedy & Shakespeare*. London.

- Webster, John. (2016). *The White Devil.* London: Bloomsbury Publication**.**

REFERENCE BOOKS

- Allardyce Nicoll, (1973), *British Drama*. Harrap, London.

- Bradbrook, M.C., (1979), *Themes and Conventions of Elizabethan Tragedy*. Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi.

- Kinney, Arthur.F., (2004), *A Companion to Renaissance Drama*. Oxford: Blackwell Publishing.

- Michael Hathaway, (1982), *Elizabethan Popular Theatre: Plays in Performance*. Routledge, London.

- Una Ellis-Fermor, (1965), *The Jacobean Drama: An Interpretation*. Methuen & Co.,London.

Web Resources

http://www.questia.com (online library for research)

http://www.clt.astate.edu/wmarey/asste%

https://ia801609.us.archive.org/31/items/everymanmorality00newy/everymanmorality00newy.pdf

https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/

https://www.britannica.com/art/English-literature/The-Restoration

https://www.britannica.com/art/epic-theatre

Course Code	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
24PENC12	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
CO1	2	2	1	1	2	2	2	-	-	-
CO2	3	3	1	1	-	-	2	-	--	-
CO3	2	2	2	2	1	1	2	-	-	-
CO4	2	2	-	-	-	-	-	-	-	-
CO5	3	3	1	1	-	-	2	-	-	-

Strong (3)　　Medium (2)　Low (1)

Dr.B.Kanagalakshmi

Dr.V.Navaneethamani　　　　　　　　　　　　Dr.V.Navaneethamani

Head of the Department　　　　　　　　　　Course Designers

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M.A. English
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Semester I		Hours/Week: 6	
Core Course – 3	**ENGLISH FICTION**	Credits: 4	
Course Code **24PENC13**		Internal 25	External 75

COURSE OUTCOMES

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

CO1: discuss the different types of novels. [K2]

CO2: infer the themes and the art of characterization employed in the prescribed novels. [K3]

CO3: determine the ethical and moral values depicted in the prescribed texts and their relevance in nurturing a harmonious relationship in real life situations. [K3]

CO4: interpret the philosophical and political underpinnings of Victorian lifestyle through the prescribed novels. [K4]

CO5: analyze the style and narrative techniques adopted by the prescribed writers in their works. [K4]

UNIT I
Novel as a Form, Concepts and Theories about the Novel

Poetics of the Novel – definition, types, narrative modes: omniscient narration.

Allegorical Novel and Satire

John Bunyan: The Pilgrim's Progress- Part-I

Jonathan Swift: Gulliver's Travels- Part-I & II   (20 Hours)

UNIT II

The New World Novel

Daniel Defoe- Robinson Crusoe

Laurence Stern – Tristram Shandy (Volume No: I)   (15 Hours)

UNIT III

Middle Class Novel of Manners

Jane Austen: Emma   (15 Hours)

UNIT IV

Women's Issues

Charlotte Bronte: Jane Eyre   (15 Hours)

UNIT V

Liberal Humanism

Individual Environment and Class Issues

D.H. Lawrence: The Rainbow

James Joyce: Portrait of the Artist as a Young Man   (25 Hours)

SELF STUDY

Charlotte Bronte: Jane Eyre

TEXT BOOKS

- Austen, Jane. (2014). *Emma*. New Delhi. Fingerprint Publishing.

- Bronte, Charlotte. (2013). *Jane Eyre* . New York: Harper Collins Publishers.

- Bunyan, John. (2023). *The Pilgrims Progress*. New Delhi: Peacock Books.

- Crusoe, Robinson. (1991). *Tristram Shandy*. Volume-I. London: Everyman's Library.

- Joyce, James. (2011). *A Portrait of the Artist as a Young Man*. Kolkatta. Prakash BooksIndia Pvt Ltd.

- Laurence, D.H. (2022)*. The Rainbow*. New Delhi: Encyclopaedia Brittanica.

- Leavis, F.R. (1973). *The Great Tradition*. Chatto & Windus, London.

- Swift, Jonathan. (2011). *Gulliver's Travels*. Chennai: British Library.

- Wayne C. Booth. (1961). *The Rhetoric of Fiction*. Chicago University Press, London.

REFERENCE BOOKS

- Frederick R Karl, (1977). *Reader's Guide to the Development of the English Novel till the18th Century*. The Camelot Press Ltd. Southampton.

- Kettle, Arnold. (1967). *An Introduction to English Novel Vol. II*. Universal Book Stall, New Delhi.

- Milligan, Ian. (1983). *The Novel in English: An Introduction*. Macmillan, Hong Kong.

- Watt, Ian. (1974). *Rise of the English Novel*. Chatto &Windus, London.

- Williams, Raymond. (1973). *The English Novel: From Dickens to Lawrence*. Chatto & Windus, London.

Web Resources

http://en.wikipedia.org/wiki/English_literature http://en.wikipedia.org/wiki/novel
https://www.britannica.com/art/picaresque-novel
https://www.britannica.com/art/novel-of-manners
https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte

Course Code: 24PENC13	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	1	1	-	-	2	-	-	-
CO2	3	3	1	1	-	-	2	-	1	3
CO3	1	1	1	1	-	-	1	-	3	3
CO4	3	3	1	1	-	-	2	-	-	-
CO5	3	3	3	3	-	-	-	-	-	-

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

Dr.T.Ganga Parameswari

Dr.V.Navaneethamani   Dr.R.Priya
Head of the Department   **Course Designers**

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Semester I		Hours/Week: 6	
Elective Course – 1 (DSEC)	**INDIAN WRITING IN ENGLISH**	Credits: 3	
Course Code **24PENE11**		Internal 25	External 75

COURSE OUTCOMES

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

CO1: discuss the background, settings and the art of characterization with regard to the prescribed works of Indian writers in English. [K2]

CO2: infer the themes focused in the prescribed literary pieces. [K3]

CO3: determine the significant cultural, traditional and ethical values reflected in the prescribed texts. [K3]

CO4: analyse the artistic depiction of Indian society in the prescribed literary works. [K4]

CO5: examine the style and the use of literary devices by the Indian English writers. [K4]

UNIT I

Aurobindo: Tiger and the Deer, Rose of God

Toru Dutt: The Lotus, The Casuarina Tree

Sarojini Naidu: Palanquin Bearers, Coromandel Fishers   (18 Hours)

UNIT II

Kamala Das: Looking Glass, An Introduction,

Parthasarathy: River, Once, Under Another Sky

Nissim Ezekiel: Morning Prayer, Enterprise   (18 Hours)

UNIT III

Girish Karnad: Nagamandala   (18 Hours)

UNIT IV

Sri Aurobindo: The Essence of Poetry, Style and Substance (from 'The Future Poetry')

Dr. S. Radhakrishnan: The Emerging World Society

Dr. A. P. J. Abdul Kalam: Orientation (Wings of Fire)   (18 Hours)

UNIT V

Anita Desai: Where Shall We Go This Summer?

Shashi Deshpande: Roots and Shadows   (18 Hours)

SELF STUDY

Anita Desai: Where Shall We Go This Summer?

TEXT BOOKS

- Desai, Anita. (2019). *Where Shall We Go This Summer?* Orient Paperbacks: New Delhi.

- Deshpande, Sashi. (1992). *Roots and Shadows.* Sangam Books Ltd: Hyderabad.
- Kalam, Abdul.A.P.J.(1999). *Wings of Fire.* International Universities Press: New York.

- Radhakrishnan.S. (2012). *Emerging World Society.* Sahyadri Books Online, Trivandrum.

- Ramamurti, K.S. (ed.). (1995). *Twenty five Indian Poets in English*. Macmillan.

- Satchidanandan, K. (2003). *Authors, Texts, Issues: Essays on Indian literature*.
      Pencraft International, New Delhi.

- Tagore, Rabindranath. (2010). *My School.* Kessinger Publishing: Montana.

REFERENCE BOOKS

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

- Gowen, Herbert H. (1975). *A History of Indian Literature*. Seema Publications, Delhi.

- Iyengar, K.R.Srinivasa. (1962). *History of Indian Writing in English*. Sterling Publishers,
      New Delhi.

- Tabish Khair, (2001). *Babu Fictions: Alienation in Contemporary Indian English Novels*.
      OUP.

Web Resources

http://en.wikipedia.org/wik/indian_wriTIng_in_english

https://www.thehindu.com/books/books-children/short-history-of-indian-writi ng-

in-english/article5226149.ece/amp/

https://www.britannica.com/biography/Sri-Aurobindo

https://www.literaryladiesguide.com/author-biography/kamala-das-indian-

poet/https://www.britannica.com/biography/Anita-Desai

Course Code: 24PENE11	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	2	2	1	1	-	-	1	-	-	-
CO2	3	3	2	2	-	2	2	-	-	2
CO3	1	1	1	1	-	-	-	-	3	3
CO4	1	1	1	1	-	-	-	-	3	3
CO5	3	3	3	3	-	-	3	-	-	-

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

Dr.V.Navaneethamani
Head of the Department

Dr. B. Winmayil
Dr. A. Anitha Raj
Course Designers

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Semester I		Hours/Week: 6	
Elective Course -2 (Generic)	**THEATRE ART**	Credits: 3	
Course Code **24PENE12**		Internal 25	External 75

COURSE OUTCOMES

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

CO1: discuss the varied theatrical forms and their significance. [K2]

CO2: infer the diversity of theatrical experiences and the role of theatre in society. [K3]

CO3: determine the relationships among the various facets of Theatre. [K3]

CO4: analyse drama as a performing art and the aspects of Stagecraft. [K4]

CO5: examine the diverse components of acting and techniques in theatre. [K4]

UNIT I

Drama as a performing art

Relation between drama and theatre

The role of theatre

The need for permanent theatres   (18 Hours)

UNIT II

Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre,

The Multipurpose theatre

Designing for a particular theatre

The Eastern theatre - conventional and the non- conventional theatre

Folk theatre, urban theatre, third theatre, other theatres in vogue   (18 Hours)

UNIT III

Fundamentals of Play directing: Concept, technique, physical balance, demonstration

The director and the stage   (18 Hours)

UNIT IV

Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form

Violence in the theatre, need for censorship

Managing time and space   (18 Hours)

UNIT V

Theatre of illusion, Expressionism and dramatic symbolism

Stage design in the modern world

Lighting in the modern world

Word versus spectacles   (18 Hours)

TEXT BOOK

- Sangeetha, K and A. Selvalakshmi. (2015). *An Introduction to Theatre Art*. New Century Book House (P) Ltd.

REFERENCE BOOKS

- Balme, Christopher B. (2008). *The Cambridge Introduction to Theatre Studies*. Cambridge University Press.

- Leach, Robert. (2013). *Theatre Studies: The Basics*. Routledge.

Web Resources

https://paradisevalley.libguides.com/the111/theatre_history_websites

https://www.britannica.com/place/England/Performing-arts

https://www.worldhistory.org/Greek_Theatre/

https://archive.org/details/fundamentalsofpl0000dean_y3x3

http://scriptclickcreate.weebly.com/acting.html

https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre

Course Code: 24PENE12	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	-	-	2	-	-	-
CO2	1	1	1	1	-	-	2	-	-	2
CO3	2	2	1	1	-	-	2	-	-	-
CO4	3	3	1	1	-	-	2	-	-	-
CO5	3	3	3	3	-	-	2	1	1	-

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

Mrs. E. Kalpana

Dr.V.Navaneethamani   Dr. S. Anitha

Head of the Department   **Course Designers**

V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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VIRUDHUNAGAR

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M.A. English
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Semester II		Hours/Week: 6	
Core Course – 4	**AMERICAN LITERATURE**	Credits: 5	
Course Code **24PENC21**		Internal 25	External 75

Course Outcomes:

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

CO1: explain the movements and trends in American Literature. [K2]

CO2: infer the social, political and cultural elements present in the given works. [K3]

CO3: determine the moral values and themes depicted in the prescribed works. [K3]

CO4: analyse the narrative techniques, literary devices, and setting in the prescribed
works of American Literature. [K4]

CO5: interpret the different literary genres, aesthetics and racism in American
Literature.[K4]

UNIT I
PROSE

Emerson - The American Scholar

Amy Tan- Mother Tongue

Thoreau - Walden (Chapter "Pond") (18 Hours)

UNIT II
POETRY

Walt Whitman - Out of the Cradle Endlessly Rocking

Emily Dickinson - The Soul Selects Her Own Society

Robert Frost - After Apple Picking

E. E. Cummings - Cambridge Ladies

Wallace Stevens - Anecdote of the Jar

Denis Levertor – Scenario

Sylvia Plath - Lady Lazarus (18 Hours)

UNIT III

DRAMA

    Arthur Miller - Death of a Salesman

    Marsha Norman – Night, Mother   (18 Hours)

UNIT IV

FICTION/SHORT STORY

    Edgar Allan Poe - The Cask of Amontillado

    Toni Morrison - Beloved

    Kate Chopin - The Awakening   (18 Hours)

UNIT V

AUTOBIOGRAPHY

    Malcolm X and Alex Haley– The Autobiography of Malcolm X

                        (18 Hours)

SELF STUDY

    Edgar Allan Poe - The Cask of Amontillado

TEXT BOOKS

- Chopin, Kate. (2008) *The Awakening.* Hazleton; Pennsylvania State University.

- Miller, Arthur. (2006). *Death of a Salesman*. New York: Penguin Books.

- Morrison,Toni. (2007). *Beloved.* Vintage Classics,

- Poe, Edgar Allan. (1993). *The Cask of Amontillado.* Charlottesville, Va: University of Virginia Library Electronic Text Center

- X, Malcolm, and Alex Haley. (1989) *The Autobiography of Malcolm X*. New York: Ballantine Books.

REFERENCE BOOKS

- Cunliffe, Marcus. (1986). *Sphere History of Literature: American Literature to1900.*London: Sphere Books.

- Ford, Boris. *The New Pelican Guide to English Literature - Vol.9*. American Literature

WEB SOURCES

https://www.thoughtco.com/american-literary-periods-741872

https://www.poetryfoundation.org/poets/walt-whitman

https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/

https://www.britannica.com/art/American-literature

https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/

Course Code: 24PENC21	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	1	2	2	1	2	3
CO2	3	3	3	3	-	2	2	2	3	3
CO3	3	3	3	3	1	2	2	1	2	3
CO4	3	3	3	3	1	2	2	1	1	3
CO5	3	3	3	3	2	2	2	1	1	3

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

Mrs. P. Amirthayogam

Dr.V.Navaneethamani   Dr.B.Kanagalakshmi

Head of the Department   **Course Designers**

V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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VIRUDHUNAGAR
Quality Education with Wisdom and Values

M.A. English
(for those who join in 2024-2025)

Semester II		Hours/Week: 6	
Core Course – 5	**SHAKESPEARE STUDIES**	Credits:5	
Course Code		Internal	External
24PENC22		25	75

Course Outcomes:

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

CO1: explain the themes in Shakespearean Plays.[K2]

CO2: determine the development of plot in Shakespeare's plays. [K3]

CO3: demonstrate the literary devices and techniques in Shakespeare's plays and sonnets. [K3]

CO4: analyse the characters and life values in the works prescribed. [K4]

CO5: interpret the critical treatises on Shakespeare and Shakespeare's contribution to English Language and Literature. [K4]

UNIT I

Shakespeare Theatre, Theatre Conventions, Sources, Trends in Shakespeare Studies up to the 19th Century, Sonnet and Court Politics, Shakespeare into film & play production.

(20 Hours)

UNIT II

Sonnets–12, 65, 86, 130

Comedy – The Winter's Tale   (20 Hours)

UNIT III

Tragedy-Othello   (15 Hours)

UNIT IV

History - Henry IV (Part I)   (15 Hours)

UNIT V

Shakespearean Criticism

Dr. Johnson – Preface to Shakespeare

A. C. Bradley – Shakespearean Tragedy   (20 Hours)

SELF STUDY

Shakespeare into film & play production.

TEXT BOOKS

- Ali, Aamir. (1993). *A Basic Introduction to Shakespeare*. Oxford U P.
- Bradley,A.C. (1967) *Shakespearean Tragedy* .London : Macmillan.
- Greenblatt, Stephen. editor.(1997). *The Norton Shakespeare*. W. W. Norton & Co.
- Gupta, S.C. Sen. (1977). *A Shakespeare Manual*. Oxford U P.
- Nicoll, Allardyce. (1980). *Shakespeare in His Own Age.* Cambridge U P.
- Reese, M.M. (1991). *Shakespeare: His World and his Work*. London: Universal Book Stall.
- Shakespeare, William. (1918). *The Winter's Tale*. New Haven: Yale University Press.
- Shakespeare, William. (1975) *Othello.* Oxford: Clarendon Press.
- Shakespeare, William. (2015). *Henry IV (Part I).*U.K. Penguin Classics
- Wells, Stanley. (1986). *The Cambridge Companion to Shakespeare Studies*. Cambridge, Manchester, U.K.

REFERENCE BOOKS

- Andrews, John F, editor. (1985). *William Shakespeare: His World, His Work, HisInfluence.* Charles Scribner's Sons.
- Dollimore, Jonathan, editor. *The Radical Tragedy*. The Harvester P.
- Harrison, (1951). G.B. *Shakespeare's Tragedies*. Routledge, London.

- Holmes, Martin, and John Murray. (1960). *Shakespeare's Public: The Touchstone of his Genius*. Cambridge U K.
- Toropov, Brandon. (2001) *Shakespeare For Beginners*. Orient Longman.

Web Sources

http://www.shakespeare.bham.ac.uk/resources

https://www.folger.edu/shakespeares-theater

https://www.britannica.com/art/sonnet

https://www.sparknotes.com/shakespeare/othello/genre/

https://www.historytoday.com/archive/british_english_monarchs/henry-iv

Course Code: 24PENC22	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	-	2	2	1	2	3
CO2	3	3	3	3	-	2	1	2	3	3
CO3	3	3	3	3	-	2	1	1	2	3
CO4	3	3	3	3	-	2	1	1	2	3
CO5	3	3	3	3	-	2	1	1	2	3

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

Dr. S. Sharmelee

Dr.V.Navaneethamani   Mrs. E. Kalpana

Head of the Department   **Course Designers**

V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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M.A. English
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Semester II		Hours/Week: 6	
Core Course – 6	**POST-COLONIAL THEORY AND LITERATURE**	Credits: 4	
Course Code		Internal	External
24PENC23		25	75

Course Outcomes:

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

CO1: explain the emerging trends in Post Colonial literature reflected in the prescribed works. [K2]

CO2: determine the socio-political background in the third world countries portrayed in the prescribed texts. [K3]

CO3: infer the impact of colonialism on the third world writers and their works. [K3]

CO4: examine the varied themes, characterization and narrative styles in postcolonial writings. [K4]

CO5: Interpret the perspective of different colonial cultures with reference to post colonial literature. [K4]

UNIT I
INTRODUCTION

Post colonialism : Background

Post colonial Reading

Post colonialist Criticism   (18 Hours)

UNIT II
POETRY

Arun Kolatkar: A Low Temple

An Old Woman

Scratch

A.K. Ramanujan: Death of Poem,

` No Fifth Man

Kofi Awonoor: Easter Dawn

Songs of Sorrow   (18 Hours)

UNIT III

POETRY

 Leopold Senghor: In Memoriam,

Night of Sine

Grace Nichols: In My Name

Praise Song for my Mother

James Reaney: Maps

George Bowering: Grand Father   (18 Hours)

UNIT IV

FICTION

Chinua Achebe : Things Fall Apart

Salman Rushdie : Midnight's Children   (18 Hours)

UNIT V

 FICTION

Samuel Selvon: The Lonely Londoners

Bapsi Sidhwa : Ice Candy Man   (18 Hours)

SELF STUDY

Bapsi Sidhwa : Ice Candy Man

TEXT BOOKS

- Ashcroft, Bill, Gareth Griffiths &Helen Tiffin. Eds. (2003). *The Post-colonial StudiesReader.* London: Routledge.

- Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge.

- Barry, Peter. (1995). *Beginning Theory: An Introduction to Literary and Cultural Theory.* Manchester: Manchester University Press.

- Wa Thiongo, Ngugi. (2005). *Decolonising the Mind: The Politics of Language inAfrican Literature*. East African Educational Publishers Ltd.

REFERENCE BOOKS

- Ashcroft, Bill, Griffiths, Gareth and Tiffin, Helen. (2008). *Post-Colonial Studies: The Key Concepts*. New York: Routledge.

- Fanon, Frantz. (2004). *The Wretched of the Earth*. New York: Grove Press.

- Said, Edward W. 1979. *Orientalism*. Vintage Books.

Web Sources

https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_ literature

https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/

https://www.britannica.com/biography/Chinua-Achebe

https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532

https://www.cambridge.org/core/books/abs/cambridge-history-of- postcolonial- literature/poetry-and-postcolonialism

Course Code: 24PENC23	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	1	3	3	3	2	3
CO2	3	3	2	3	2	3	3	3	1	3
CO3	2	3	2	3	1	3	3	3	2	3
CO4	3	3	3	3	1	3	3	2	1	3
CO5	3	3	3	2	2	3	3	2	1	3

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

Dr. R. Priya

Dr.V.Navaneethamani   Dr. S. Cinthana

Head of the Department   **Course Designers**

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Semester II	**APPROACHES TO ENGLISH LANGUAGE TEACHING**	Hours/Week: 4	
Elective Course -3 (DSEC)		Credits: 3	
Course Code **24PENE21**		Internal	External
		25	75

Course Outcomes:

On completion of this course, students will be able to

CO1: discuss the history, approaches and methods of teaching English. [K2]

CO2: infer the difference between the terms, methods and techniques used in the teaching of various genres like prose, poetry, grammar etc. [K3]

CO3: determine the emergence and need for recent methods in English Language teaching.[K3]

CO4: examine the role of teachers in effective teaching of prose, poetry, grammar, non-detailed text and the role of media in English Language teaching. [K4]

CO5: analyse the significant methods and the use of multi- media in language teaching and language learning. [K4]

UNIT I

A Brief history of Language Teaching

The Grammar – Translation method

The Direct method

The Audio- lingual method

Language teaching innovations in the nineteenth century   (15 Hours)

UNIT II

Definition of Approach and method, Objectives, Syllabus, Learning activities,

roles of learners, teachers and materials of the following approaches:

Oral approach and situational language teaching

The Silent Way

Suggestopedia   (15 Hours)

UNIT III

Current Communicative Approaches

The Natural Approach

Content Based Instruction

                                                                                                          (10 Hours)

UNIT IV

Teaching Aspects

Teaching Prose

Teaching Poetry

Teaching Grammar   (10 Hours)

UNIT V

Use of Media in ELT

Using BBC English by Radio and Television in the classroom   (10 Hours)

SELF STUDY

Current Communicative Approaches

TEXT BOOKS

- Richards, Jack C., and Theodore S. Rodgers. (2015). *Approaches and Methods in LanguageTeaching.* Cambridge University Press.

- *The Use of Media in ELT*. The British Council (1979). Produced in England by the BritishCouncil Printing and Publishing Department, London.

REFERENCE BOOKS

Dr.Shaikh Mowla. *Methods of Teaching English*.

Dr. Gurav H .K. *Teaching Aspects of English Language*.

Web Resources

http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/

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

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

language-teaching/ https://www.cambridge.org/core/books/abs/approaches-and-

methods-in-language- teaching/current-communicative-

approaches/1A7EEF3288E7A5688C36E1504138AF17

https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT

Course Code: 24PENE21	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	-	2	2	-	2	3
CO2	3	3	3	3	-	2	2	-	1	3
CO3	3	3	3	3	-	2	2	1	-	3
CO4	3	3	3	3	-	2	2	2	1	3
CO5	3	3	3	3	-	2	3	3	1	3

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

Dr. B. Winmayil

Dr.V.Navaneethamani   Dr. A. Anitha Raj

Head of the Department   **Course Designers**

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Semester II		Hours/Week: 4	
Elective Course -4 (Generic)	**A GLIMPSE OF NOBEL LAUREATES**	Credits: 3	
Course Code **24PENE22**		Internal 25	External 75

Course Outcomes:

On completion of this course, students will be able to

CO1: discuss the evolution of thought and the development of plot in the works of Nobel Laureates. [K2]

CO2: infer the themes depicted and narrative techniques employed in the literary contributions of the Nobel Laureates. [K3]

CO3: relate the social, political and cultural aspects as depicted in the prescribed works. [K3]

CO4: analyse the literary merits of the prescribed works written by Nobel Laureates. [K4]

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

UNIT I
POETRY

      Pablo Neruda: If You Forget, A Song of Despair, Ode to the Onion, Your Laughter

      Octavio Paz: As One Listens to the Rain, The Street

      Rudyard Kipling: The Power of the Dog

      Seamus Heaney: Oracle   (10 Hours)

UNIT II

PROSE

Nadine Gordimer: Loot

Thomas Mann: Disorder and Early Sorrow

He Comes Round the Corner   (10 Hours)

UNIT III

DRAMA

Harold Pinter: The Caretaker

George Bernard Shaw: Man and Superman   (15 Hours)

UNIT V

FICTION

John Steinbeck: The Pearl   (15 Hours)

UNIT V

SHORT STORIES

Alice Munro: The Turkey Season

The Bear Came Over the Mountain

Boys and Girls   (10 Hours)

TEXT BOOKS

- Shanker, Shiv. (2012). *Nine Nobel Laureates in English Literature.* Omega Publications,

- Victoria Rowe Holbrook, translator. (2000). *The White Castle* by Orhan Pamuk,
  Faber andFaber.

- Winston, Clara, and Tania and James Stern, translators. (1959). *Last Essays*.
  by ThomasMann, Alfred A. Knopf.

REFERENCE BOOKS

Nine Nobel Laureates in English Literature. Omega Publications, 2012

Web Resources

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

https://www.britannica.com/biography/Pablo-Neruda

https://www.britannica.com/topic/Nobel-Prize

https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/

https://www.britannica.com/biography/Alice-Munro

Course Code: 24PENE22	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	2	3	3	3	2	3
CO2	3	3	3	3	2	3	3	3	2	3
CO3	3	3	3	3	1	3	3	3	2	3
CO4	3	3	3	3	1	3	3	3	1	3
CO5	3	3	3	3	3	3	3	3	1	3

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

Dr. B. Kanagalakshmi

Dr.V.Navaneethamani   Dr. V. Navaneethamani
Head of the Department   **Course Designers**

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Semester II		Hours/Week: 4	
Elective Course-5 (NME)	**FUNCTIONAL ENGLISH**	Credits: 2	
Course Code **24PENN21**		Internal 25	External 75

COURSE OUTCOMES

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

CO1: describe the significance of language proficiency in speaking and writing. [K1]

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

CO3: explain the usage of English words in different contexts in life and at work.. [K2]

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

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

UNIT I - Public Speaking

Characteristics of a good speaker

Preparatory Steps, Structuring the Contents

Audience Awareness, Modes of Delivery

Vocal Aspects, Time Management   (15 Hours)

UNIT II - Speech for Situations

Speech to inform

Speech to persuade

Speeches for special occasions   (10 Hours)

UNIT III - Occupational Skills

Notice

Email

Resume   (10 Hours)

UNIT IV - Interview Skills

Prepare and practice for Interviews

General Questions in an Interview

Presentation Skills   (15 Hours)

UNIT V - Interpersonal Skills
Team Development

Relationship and Communication

Negotiation   (10 Hours)

TEXT BOOKS

Beebe, Steven A. & Beebe, Susan A. *Public Speaking Handbook*. Boston: Pearson, 2017.
Mitra, Barun K. *Effective Technical Communication: A Guide for Scientists and Engineers*. Oxford University Press, 2006.

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

REFERENCE BOOKS

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

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

Web Resources

https://blog.vantagecircle.com/team- development/5.

https://2012books.lardbucket.org/books/a-primer-on communication-

https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is negotiation/

https://in.indeed.com/career-advice/interviewing/interviewing-skills

https://careerwise.minnstate.edu/careers/occupational- skills.html

Course Code: 24PENN21	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	2	2	2	1	3	3
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CO3	3	3	3	3	2	2	2	1	3	3
CO4	3	3	3	3	2	2	2	1	2	3
CO5	3	3	3	3	2	2	2	1	2	3

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

Mrs.P.Amirthayogam

Dr.V.Navaneethamani   Dr. S.Anitha

Head of the Department   Course Designers