



V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

Re-accredited with 'A' Grade (3rd Cycle) by NAAC

VIRUDHUNAGAR - 626 001

OUTCOME BASED EDUCATION WITH CHOICE BASED CREDIT SYSTEM

REGULATIONS AND SYLLABUS

(with effect from Academic Year 2023 - 2024)

V.V.Vanniaperumal College for Women, Virudhunagar, established in 1962, offers 13 UG Programmes (Aided), 14 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, Computer Applications and Computer Application - Graphic Design

Commerce & Management : Commerce, Commerce (Computer Applications),
Commerce (Professional Accounting),
Business Administration

PG PROGRAMMES

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

OUTLINE OF CHOICE BASED CREDIT SYSTEM – UG

1. Core Courses
2. Discipline Specific Elective Courses (DSEC)
3. Elective Courses
4. Skill Enhancement Courses (SEC)
5. Non Major Elective Courses (NMEC)
6. Ability Enhancement Compulsory Courses (AECC)
7. Generic Elective Courses (GEC)
8. Self Study Courses
9. Extra Credit Courses (Self Study Courses) (Optional)

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

UG PROGRAMMES

Name of the Course	Course Code	Semester	Department
Introduction to Tourism	23UHIN11	I	History(EM)
Indian Constitution	23UHIN21	II	History(EM)
சுற்றுலா ஓர் அறிமுகம்	23UHIN11	I	History (TM)
இந்திய அரசியலமைப்பு	23UHIN21	II	History(TM)
Popular Literature and Culture	23UENN11	I	English
English for Professions	23UENN21	II	
பேச்சுக்கலைத்திறன்	23UTAN11	I	Tamil
பயன்முறைத் தமிழ்	23UTAN21	II	
Practical Banking	23UCON11	I	Commerce (Aided)
Basic Accounting Principles	23UCON22	II	
Financial Literacy-I	23UCON12	I	Commerce (SF)
Financial Literacy -II	23UCON21	II	
Self-Employment and Startup Business	23UCCN11	I	Commerce CA (SF)

Fundamentals of Marketing	23UCCN21	II	
Women Protection Laws	23UCPN11	I	Commerce (Professional Accounting)
Basic Labour Laws	23UCPN21	II	
Basics of Event Management	23UBAN11	I	Business Administration
Business Management	23UBAN21	II	
Quantitative Aptitude I	23UMTN11	I	Mathematics
Quantitative Aptitude II	23UMTN21	II	
Physics for Everyday life -I	23UPHN11	I	Physics
Physics for Everyday life -II	23UPHN21	II	
Food Chemistry	23UCHN11	I	Chemistry
Drugs and Natural Products	23UCHN21	II	
Ornamental fish farming and Management	23UZYN11	I	Zoology
Biocomposting for Entrepreneurship	23UZYN21	II	
Foundations of Baking and Confectionery	23UHSN11	I	Home Science – Nutrition and Dietetics
Basic Nutrition and Dietetics	23UHSN21	II	
Nutrition and Health	23UBCN11	I	Biochemistry
Life Style Diseases	23UBCN21	II	
Social and Preventive Medicine	23UMBN11	I	Microbiology
Nutrition & Health Hygiene	23UMBN21	II	
Herbal Medicine	23UBON11	I	Biotechnology
Organic farming and Health Management	23UBON21	II	
Basics of Fashion	23UCFN11	I	Costume Design And Fashion
Interior Designing	23UCFN21	II	
Office Automation	23UCSN11	I	Computer Science
Introduction to Internet and HTML 5	23UCSN21	II	
Office Automation	23UITN11	I	Information Technology
Introduction to HTML	23UITN21	II	
Introduction to HTML	23UCAN11	I	Computer Applications
Fundamentals of Computers	23UCAN21	II	
Introduction to HTML	23UGDN11	I	Computer Applications - Graphic Design
Fundamentals of Computers	23UGDN21	II	
Organic Farming	23UBYN11	I	Botany
Nursery and Landscaping	23UBYN12		
Mushroom Cultivation	23UBYN21	II	
Medicinal Botany	23UBYN22		
Cadet Corps for Career Development I	23UNCN11	I	National Cadet Corps
Cadet Corps for Career Development II	23UNCN21	II	

List of Ability Enhancement Compulsory Courses & Generic Elective Courses (GEC)

Offered

ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

1. Value Education
2. Environmental Studies

GENERIC ELECTIVE COURSES - 1

1. Human Rights
2. Women Studies

GENERIC ELECTIVE COURSES - 2

1. Constitution of India
2. Modern Economics
3. Adolescent Psychology
4. Disaster Management

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

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

Mission

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

B.1.1 Programme Educational Objectives (PEOs)

PEOs are broad statements that describe the career and professional achievements that the programme is preparing the graduates to achieve within the first few years after graduation. PEOs are framed for each programme and should be consistent with the mission of the Institution.

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

The students will be able to

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

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

B.1.2 Programme Outcomes (POs)

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

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

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

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

B.1.3 Programme Specific Outcomes (PSOs)

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

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

PO1: Disciplinary Knowledge

PSO 1.a : Appraise various literary genres and movements with a wholesome understanding of the social history of England and English literature across the world for

better conceptual discourses and pursuit of higher studies.

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

PO2: Communication Skills

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

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

PO3 : Scientific Reasoning and Problem Solving

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

PO4 : Critical thinking and Analytical Reasoning

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

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

PO5: Digital Literacy, Self - directed and Lifelong learning

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

PO6: Cooperation/Team Work and Multi-Cultural Competence

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

PO7: Moral and Ethical awareness

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

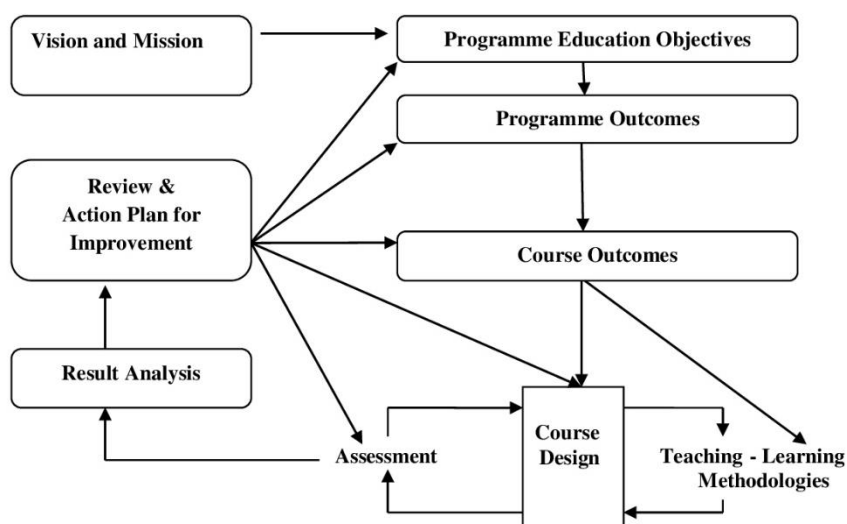
PO-PEO Mapping Matrix

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

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

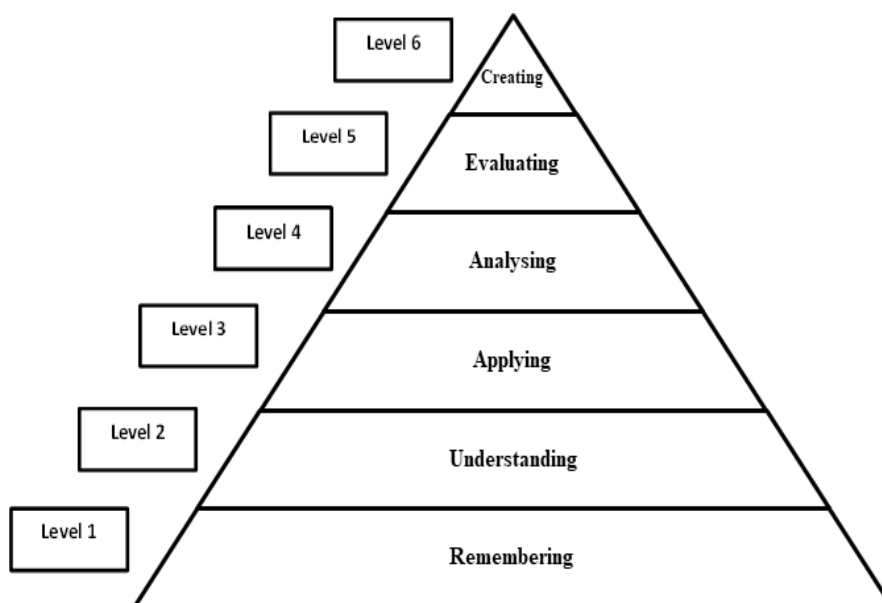
B.1.4 Course Outcomes (COs)

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



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

BLOOM'S TAXONOMY



CO – PO Mapping of Courses

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

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

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

ELIGIBILITY FOR ADMISSION

The candidate should have passed the Higher Secondary Examination conducted by the Board of Higher Secondary Education, Tamil Nadu or any other equivalent examination

accepted by the Academic Council with English as one of the subjects in Higher Secondary Course.

DURATION OF THE PROGRAMME

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

MEDIUM OF INSTRUCTION

English

COURSES OFFERED

Part I	:	Tamil/Hindi/Alternate Course
Part II	:	English
Part III	:	Core Courses
		Discipline Specific Elective Courses
		Elective Courses
		Self Study Course
Part IV	:	Skill Enhancement Courses (SEC)
		Non Major Elective Courses (NMEC)
		Ability Enhancement Compulsory Courses (AECC)
		Generic Elective Courses (GEC)
Part V	:	Self Study Course
		National Service Scheme/ Physical Education/ Youth Red Cross Society/ Red Ribbon Club/ Science Forum/ Eco Club/ Library and Information Science/ Consumer Club/ Health and Fitness Club/ National Cadet Corps/ Rotaract Club

B.2 EVALUATION SCHEME

B.2.1.PART II

Components	Internal Assessment Marks	Summative Examination Marks	Total Marks
Theory	15	75	100
Practical	5+5	-	

INTERNAL ASSESSMENT

Distribution of Marks

Mode of Evaluation	Marks
Periodic Test	: 15
Practical	: 5+5
Total	: 25

Three Periodic Tests - Average of the best two will be considered**B.2.2.Part I & PART III - Core Courses, Discipline Specific Elective Courses & Elective Courses**

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

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

Mode of Evaluation		Marks
Internal Test	:	15
Assignment	K3 Level :	5
Quiz	K2 Level :	5
Total		25

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

Two Assignments - Better of the two will be considered

Three Quiz Tests - Best of the three will be considered

Question Pattern for Internal Tests**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	Multiple Choice	4	4	1	4
B	5 - 7	Internal Choice - Either... or Type	3	3	7	21
C	8 - 9	Internal Choice - Either... or Type	2	2	10	20
					Total	45*

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

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 - 10	Multiple Choice	10	10	1	10
B	11 - 15	Internal Choice – Eitheror Type	5	5	7	35
C	16 - 18	Internal Choice – Eitheror Type	3	3	10	30
Total						75

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

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

Mode of Evaluation		Marks
Internal Test	:	15
Assignment	K2 Level	5
Quiz	K2 Level	5
Total		25

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

Two Assignments - Better of the two will be considered

Three Quiz Tests - Best of the three will be considered

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

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

Summative Examination

Mode of Evaluation		Marks
Summative Examination	:	50
Multiple Choice Questions (K2 Level)	:	25
Total	:	75

Question Pattern**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	Internal Choice - Either ... or Type	5	5	6	30
B	6 - 7	Internal Choice – Either... or Type	2	2	10	20
					Total	50

B.2.6. Part V – Extension Activities

Assessment by Internal Examiner only

Distribution of Marks

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

*The marks obtained will be calculated for 100 marks

ELIGIBILITY FOR THE DEGREE

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

- Pass minimum for External Practical Examination is 21 marks out of 60 marks.
- Pass minimum for Ability Enhancement Compulsory Courses and Generic Elective Courses is 40 marks.
- Pass minimum for Self Study Courses is 40 marks.
- Attendance
 - For UG, PG Programmes,
 - a) The students who have attended the classes for 76 days (85%) and above are permitted to appear for the Summative Examinations without any condition.
 - b) The students who have only 60-75 days (66% - 84%) of attendance are permitted to appear for the Summative Examinations after paying the required fine amount and fulfilling other conditions according to the respective cases.
 - c) 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.
 - d) The students who have attended the classes for 44 days or less (<50%) cannot appear for the Summative Examinations and have to repeat the whole semester.
 - For Part V in UG Programmes, the students require 75 % of attendance to get a credit.
 - For Certificate, Diploma, Advanced Diploma and Post Graduate Diploma Programmes, the students require 75% of attendance to appear for the Theory/Practical Examinations.

These rules come into effect from 2020-2021 onwards.

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/ Extracurricular activities.

PO Assessment Tools

Mode of Assessment	Assessment Tool	Description
Direct Attainment (Weightage -75%)	CO Assessment	This is computed from the calculated CO Attainment value for each Course
Indirect Attainment (Weightage - 25%)	Graduate Exit Survey 10%	At the end of the Programme, Graduate Exit Survey is collected from the graduates and it gives the opinion of the graduates on 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
Average Direct PO Attainment								
Direct PO Attainment in percentage								

Indirect Attainment of POs for all Courses

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

Attainments of POs for all Courses

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

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

Expected Level of Attainment for each of the Programme Outcomes

POs	Level of Attainment
Attainment Value $\geq 70\%$	Excellent
$60\% \leq$ Attainment Value $< 70\%$	Very Good
$50\% \leq$ Attainment Value $< 60\%$	Good
$40\% \leq$ 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 5 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 $\geq 70\%$	Excellent
$60\% \leq$ Attainment Value $< 70\%$	Very Good
$50\% \leq$ Attainment Value $< 60\%$	Good
$40\% \leq$ 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 B.A.English Programme.



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Re-accredited with 'A' Grade (3rd Cycle) by NAAC

VIRUDHUNAGAR - 626 001

BACHELOR OF ARTS – ENGLISH (1012)

Outcome Based Education with Choice Based Credit System

Programme Structure - Allotment of Hours and Credits

For those who join in the Academic Year 2023-2024

Components	Semester						Total Number of Hours (Credits)
	I	II	III	IV	V	VI	
Part I : Tamil/Hindi	6(3)	6(3)	6(3)	6(3)	-	-	24(12)
Part II : English	6(3)	6(3)	6(3)	6(3)	-	-	24(12)
Part III : Core Courses, Discipline Specific Elective Courses, Allied Courses & Self Study Course							
Core Course	5(5)	5(5)	5(5)	5(5)	5(4)	6(4)	31 (28)
Core Course	5(5)	5(5)	5(5)	4(4)	5(4)	6(4)	30 (27)
Core Course	-	-	-	-	5(4)	6(4)	11 (8)
Core Course	-	-	-	-	-	-	-
Core Course Project	-	-	-	-	1(1)		1 (1)
DSEC	-	-	-	-	5(3)	5(4)	10 (7)
DSEC	-	-	-	-	5(3)	5(4)	10 (7)
Elective Course	4(3)	4(3)	4(3)	4(3)	-	-	16 (12)
Self Study Course	-	-	-	-	-	0(1)	0 (1)
Part IV : Skill Enhancement Courses, Non Major Elective Courses, Ability Enhancement Compulsory Courses, Generic Elective Courses & Self Study Course							
SEC	2(2)	-	1(1)	-	-	-	3 (3)
SEC	-	2(2)	2(2)	2(2)	2(2)	2(2)	10 (10)
SEC	-	-	-	-	-	-	-
Non Major Elective Course	2(2)	2(2)	-	-	-	-	4 (4)
AECC - Value Education	-	-	-	-	2(2)	-	2 (2)
AECC - Environmental Studies	-	-	-	2(2)			2 (2)
GEC- 1	-	-	1(1)	-	-	-	1 (1)
GEC – 2	-	-	-	1(1)	-	-	1 (1)
Self Study Course	-	-	-	-	0(1)		0 (1)
Part V : Extension Activities	-	-	-	0(1)	-	-	0 (1)
Total	30(23)	30(23)	30(23)	30(24)	30(24)	30(23)	180(140)
Extra Credit Course (Self Study Course)	-	-	-	-	0(2)	-	0(2)

DSEC: Discipline Specific Elective Course

SEC: Skill Enhancement Course

AECC: Ability Enhancement Compulsory Course

GEC: Generic Elective Course



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VIRUDHUNAGAR - 626 001

B.A. ENGLISH- 1012

PROGRAMME CONTENT

SEMESTER I

2023-2024 onwards

S.No	Components	Title of the Course	Course Code	Hours Per Week	Credits	Exam. Hours	Marks			
							Int.	Ext.	Total	
1.	Part I	Tamil/ Hindi	23UTAG11/ 23UHGD11	6	3	3	25	75	100	
2.	Part II	English	23UENG11	6	3	3	25	75	100	
3.	Part III	Core Course -1	Introduction to Literature	23UENC11	5	5	3	25	75	100
4.		Core Course -2	Indian Writing in English	23UENC12	5	5	3	25	75	100
5.		Elective Course -1	Social History of England	23UENA11	4	3	3	25	75	100
6.	Part IV	NME-1	Popular Literature and Culture	23UENN11	2	2	3	25	75	100
7.		SEC-1 Foundation Course	Introduction to Literary Forms and Devices	23UENF11	2	2	3	25	75	100
Total				30	23				700	

B.A. English - SEMESTER II

S. No	Components	Title of the Course	Course Code	Hours Per Week	Credits	Exam. Hours	Marks			
							Int.	Ext.	Total	
1.	Part I	Tamil/ Hindi	23UTAG21/ 23UHDG21	6	3	3	25	75	100	
2.	Part II	English	23UENG21	6	3	3	25	75	100	
3.	Part III	Core Course -3	British Literature - I	23UENC21	5	5	3	25	75	100
4.		Core Course -4	American Literature – I	23UENC22	5	5	3	25	75	100
5.		Elective Course -2	History of English Literature	23UENA21	4	3	3	25	75	100
6.	Part IV	NME- 2	English for Professions	23UENN21	2	2	3	25	75	100
7		SEC- 2	English for Communication	23UENS21	2	2	3	25	75	100
Total				30	23				700	



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VIRUDHUNAGAR - 626 001

B.A. English (2023-2024 onwards)

Semester I	INTRODUCTION TO LITERATURE	Hours/Week: 5	
Core Course – 1		Credits: 5	
Course Code 23UENC11		Internal 25	External 75

COURSE OUTCOMES

On completion of this course, students will be able to

CO1: define the basic elements of literary genres like poetry, drama, fiction, and short story. [K1]

CO2: identify the essential features of drama and fiction including narrative structure and character analysis. [K2]

CO3: discuss the moral and social values prevalent in the works prescribed. [K2]

CO4: determine the literary elements in the prescribed works. [K3]

CO5: establish the greatness of the writers prescribed through a critical analysis of their works. [K3]

UNIT I

Introduction: Poetry-Different forms of poetry - Sonnet, Ode, Elegy, Lyric, Ballad.

Prose: Short Story, Novel

Drama: Comedy, Tragedy (15 Hours)

UNIT II

Michael Drayton - The Parting

William Shakespeare –Sonnet 18, Sonnet 116

John Milton- When I Consider How My Light is Spent,

William Wordsworth - Daffodils

John Keats - Ode to Nightingale

Thomas Gray - Elegy Written in a Country Churchyard

Robert Frost-Mending Wall

Theodore Roethke – The Meadow Mouse (15 Hours)

UNIT III

J.M. Barrie - The Admirable Crichton

(15Hours)

UNIT IV

Manohar Malgonkar - Spy in Amber.

Don Quixote - Tilting at the Windmills.

Katherine Mansfield – A Dill Pickle, The Escape (*Bliss and other stories*)

(20 Hours)

UNIT V

Saki - The Open Window

Robert Lynd –Sweet

Jerome K. Jerome- excerpt from-*Three Men in a Boat* (Packing Episode) (10 Hours)

SELF STUDY:

Jerome K. Jerome- excerpt from-*Three Men in a Boat* (Packing Episode)

TEXT BOOKS

Kennedy, X.J (2016). *Back pack Literature: An Introduction to Fiction, Poetry, Drama, and Writing.*

REFERENCE BOOKS

Herawat,Henny. et al. (2021). *Introduction to Literature.* Sanata Dharma University Press.Meyer, Michael , D. Quentin Miller, (2021). *The Compact Bedford Introduction to Literature with 2021 MLA Update,* Bedford/ St. Martin’s.Campbell.

Janice.(2021). *Introduction to Literature: Excellence in Literature English 1,* 4th Ed, Everyday Education , LLC.

Mund,Subhendu .(2021). *The Making of Indian English Literature.* Taylor& Francis Ltd.

Titjen,Felicity. et al .(2020)(ed),*Teaching English Language and Literature,* Taylor & Francis.

Web Resources:

[ASIATIC:IITUM Journal of English Language &Literature](#)

The *English Historical Review (EHR)*

Course Code 23UENC11	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO 1. a	PSO 1. b	PSO 2. a	PSO 2. b	PSO 3	PSO 4. a	PSO 4. b	PSO 5	PSO 6	PS O7
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	2	3	2
CO3	3	3	3	3	3	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	2	2
CO5	2	2	3	3	3	3	3	2	3	3

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

Dr. G. Athirshtakumari
Head of the Department

Dr. S.Anitha
Course Designer



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VIRUDHUNAGAR - 626 001

B.A. English (2023-2024 onwards)

Semester I	INDIAN WRITING IN ENGLISH	Hours/Week: 5	
Core Course - 2		Credits: 5	
Course Code 23UENC12		Internal 25	External 75

COURSE OUTCOMES

On completion of this course, students will be able to

CO1: define the basic tenets of different genres in Indian Writing in English with reference to the prescribed works. [K1]

CO2: identify the major themes in the works of eminent Indian English writers. [K2]

CO3: explain the literary contributions of Indian writers in English. [K2]

CO4: infer the Indian culture and moral values reflected in the prescribed works. [K3]

CO5: determine the techniques adopted in the given works of art. [K3]

UNIT I

Winning of Friends, The Story of the Sadhu and the Mouse (Panchatantra) – Vishnu Sharma

Mulk Raj Anand – The Lost Child

Brother's Day from Folktales – A.K. Ramanujan

Night Train to Deoli from Ruskin Bond

Sparrows - K.A. Abbas (15 Hours)

UNIT II

Rabindranath Tagore - Khabhuliwala.

R.K. Narayan - A Horse and the Two Goats

Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from School Days - Ruskin Bond

Inspection Episode-Examination- from Part I Childhood – M.K. Gandhi - Autobiography

Dr.S. Radhakrishnan- Science, Humanities and Religion (20 Hours)

UNIT III

Toru Dutt -The Lotus

Sri Aurobindo -The Tiger and the Deer

Sarojini Naidu- The Village Song (10 Hours)

UNIT IV

A.K. Ramanujam – Still Another View of Grace

Shiv K Kumar- Indian Women

Mirza Ghalib – It is not Love, it is Madness (10 Hours)

UNIT V

Rabindranath Tagore - Muktaadhara.

Nissim Ezekiel -Three Plays: Nalini, a Comedy in Three Acts

Joginder Paul - Sleepwalkers. (20 Hours)

SELF STUDY:

Joginder Paul- Sleepwalkers

TEXT BOOKS

Paul, Joginder. *Sleep Walkers*. New Delhi: Katha Publishers, 2000.

Iyengar, K.R. Srinivasa. *Indian Writing in English*. New York: Sterling Publishers Private Limited,2019.

Web Resources

<https://jpathshala.com/the-lotus-by-toru-dutt-notes-for-b-a-english-honours/http://intyoga.online.fr/tiger.htm>
<https://allpoetry.com/Village-Songhttps://www.literpretation.com/post/indian-women-poem-summaryhttps://allpoetry.com/It-Is-Not-Love-It-Is-Madness>

Course Code 23UENC12	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO 1. a	PSO 1. b	PSO 2. a	PSO 2. b	PSO 3	PSO 4. a	PSO 4. b	PSO 5	PSO 6	PSO 7
CO1	3	3	2	3	2	3	3	3	2	3
CO2	2	3	3	3	3	3	2	2	3	3
CO3	3	2	3	3	3	3	2	2	3	3
CO4	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3

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

Dr. G.Athirshtakumari
Head of the Department

Dr.A.Anitha Raj
Course Designer



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VIRUDHUNAGAR - 626 001

B.A. English
(2023-2024 onwards)

Semester I	SOCIAL HISTORY OF ENGLAND	Hours/Week: 4	
Elective Course – 1		Credits: 3	
Course Code- 23UENA11		Internal 25	External 75

COURSE OUTCOMES

On completion of this course, students will be able to

CO1: outline the historical, political and social events and developments in England from the 11th century to the 21st century. [K1]

CO2: identify the causes of various revolutions and movements in England and their effects across the continents. [K2]

CO3: relate the causes of wars and humanitarian movements and their impact on the social life of the people in England and in the world. [K2]

CO4: establish the social, political and economic relations of England with other countries and their relevance towards the development of humanity in the world. [K3]

CO5: determine the progress of education, religion and technology through the ages in the socio-historical context of England. [K3]

UNIT I

The Renaissance and its Impact on England

The Reformation - causes and effects

(12 Hours)

UNIT II

The Restoration

The Labour Movement

Coffee-houses and their social Relevance

(12 Hours)

UNIT III

Impact of the Industrial, Agrarian and the French Revolutions on the English society,
Humanitarian Movements in England (12Hours)

UNIT IV

The Reform Bills and the Spread of Education
Social Impact of the two World Wars
The Commonwealth of Nations
The Welfare State (12Hours)

UNIT V

The Cold War (1985-1991)
The Falkland War (1981)
The Gulf War (1991) (12Hours)

TEXT BOOKS

Wrightson, Keith, editor. *A Social History of England, 1500-1750*. Norton Press, 2018.
Crick, Julia, and Elizabeth Van Houts, editors. *A Social History of England, 900-1200*. Cambridge University Press, 2012.

REFERENCE BOOKS

Horrox, Rosemary, editor. *A Social History of England, 1200-1500*. Cambridge University Press, 2012.
Xavier, A.G. (2005). *The Social History of England*. Chennai: Viswanathan Publishers.

Web Resources

A social history of England: Briggs, Asa, 1921-:Free Download ,Borrow, and Streaming :Internet Archive

<https://www.history.com/topics/cold-war/cold-war-history>

<https://www.britannica.com/event/Falkland-Islands-War>

<https://www.britannica.com/event/Persian-Gulf-War>

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

<https://www.historic-uk.com/CultureUK/English-Coffeehouses-Penny-Universities/>

Course Code 23UENA11	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO 1. a	PSO 1. b	PSO 2. a	PSO 2. b	PSO 3	PSO 4. a	PSO 4. b	PSO 5	PSO 6	PSO 7
CO1	3	2	2	2	3	3	2	1	2	2
CO2	3	2	2	2	3	3	2	1	2	2
CO3	3	2	2	2	3	3	3	1	2	2
CO4	3	2	2	3	3	3	2	1	2	2
CO5	3	2	2	3	3	3	2	1	2	2

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

Dr.G.Athirstakumari
Head of the Department

Dr. K.Kavitha
Course Designer



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B.A. English

(2023 -2024 onwards)

Semester I	POPULAR LITERATURE AND CULTURE	Hours/Week: 2	
NME-1		Credits: 2	
Course Code 23UENN11		Internal 25	External 75

COURSE OUTCOMES

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

CO1: describe the content of the prescribed popular literary works. [K1]

CO2: discuss the characteristics of Popular literature presented in the prescribed works. [K2]

CO3: summarise the content of the prescribed works and give a critical analysis. [K2]

CO4: demonstrate the development of plot and themes in the prescribed texts. [K3]

CO5: determine the adaptation of narrative techniques and unique writing style leading to the universal appeal of the works. [K3]

UNIT I

Glover, David and Scott McCracken - Introduction as an essay

Felicity Hughes - Children 's Literature: Theory and Practice, English Literary History, vol. 45, 1978 (6 Hours)

UNIT II

Brothers Grimm - The Juniper Tree

Sir Arthur Conan Doyle - Adventure of the Speckled Band

Roald Dahl - Extracts from *Charlie and the Chocolate Factory* (Chapters 13 to 15)

(6 Hours)

UNIT III

Satyajit Ray - Professor Shonku and the UFO (from *The Mystery of Munroe Island and Other Stories*, Puffin Classics 2015) (6 Hours)

UNIT IV

Herge - *Tintin in Tibet* (Hergé. Tintin in Tibet. London: Egmont. 2012)

Somdev Bhatt - The Story of Padmavati and Prince Vajramukti (Vikram- Betaal Story) (6 Hours)

UNIT V

J. K. Rowling- *Harry Potter and the Philosopher's Stone* (6 Hours)

TEXT BOOK

Chute, Hillary.(2008). Comics as Literature . Reading Graphic Narrative|. *PMLA* – Publications of The Modern Language Association of America. 123. 452-465.

Herge.(2009). *Tintin in Tibet*. Baker and Taylor.

REFERENCE BOOKS

Gill, Rosalind & Elena Herdieckerhoff. (2006). Rewriting the romance: newfemininities in chick lit? *Feminist Media Studies* 6(4).

WEB RESOURCES

<https://fdocuments.in/document/childrens-literature-55845ad6244ac.html>

<http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf>

Course Code	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO 1. a	PSO 1. b	PSO 2. a	PSO 2. b	PSO 3	PSO 4. a	PSO 4. b	PSO 5	PSO 6	PSO 7
23UENN11										
CO1	3	2	1	1	2	2	3	1	3	1
CO2	3	2	1	1	1	1	3	1	2	1
CO3	3	3	1	1	1	2	3	1	1	1
CO4	3	2	1	1	1	1	3	1	1	1
CO5	3	3	1	2	2	2	3	2	3	1

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

Dr.G. Athirshakumari
Head of the Department

Mrs. A. Poornima Devi
Course Designer



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VIRUDHUNAGAR - 626 001

B.A. English

(2023 -2024 onwards)

Semester I	INTRODUCTION TO LITERARY FORMS AND DEVICES	Hours/Week: 2	
SEC-1 Foundation Course		Credits: 2	
Course Code 23UENF11		Internal 25	External 75

COURSE OUTCOMES

On completion of this course, students will be able to

CO 1: define the existing forms of literature in English and their characteristic features. [K1]

CO 2: mention the various themes associated with the respective literary forms [K1]

CO 3: explain the literary genres with prominent works by respective writers [K2]

CO 4: identify the norms and principles governing different literary genres in English literature [K2]

CO 5: describe the use of literary devices in various literary forms [K2]

UNIT I ESSAY

Aphoristic Essay- Periodical Essay- Personal Essay (6 Hours)

UNIT II POETRY

Idyll , Epic, Mock - epic, Satire (6 Hours)

UNIT III FICTION

Picaresque Novel- Gothic Fiction- Historical Novel (6 Hours)

UNIT IV DRAMA

Mystery plays-Miracle plays-The Masque (6 Hours)

UNIT V LITERARY DEVICES

Prosody: Rhythm, Rhyme, Spenserian stanza, Terza Rima, Simile, Metaphor, Hyperbole,
Chorus, Aside, Soliloquy. (6 Hours)

TEXT BOOK

Literary Forms and Devices. (2018).Board of Editors, Department of English, VVVC.
Chennai: New Century Book House.

Nair, K.R. Ramachandran. (2016) *Literary Forms*, Chennai: Emerald Publishers.

REFERENCE BOOK

Henry Hudson, William. (2023). *An Outline History b of English Literature*, Noida: Maple Press Private Limited.

Course Code 23UENF11	PO1		PO2		PO3	PO4		PO5	PO6	PO7
	PSO	PSO	PSO	PSO	PSO 3	PSO	PSO	PSO5	PSO6	PSO7
	1.a	1.b	2.a	2.b		4.a	4.b			
CO1	3	3	2	2	1	1	2	2	1	1
CO2	3	3	2	2	3	2	2	1	2	1
CO3	3	3	2	2	3	2	2	1	2	1
CO4	3	3	3	3	1	3	3	1	1	1
CO5	3	3	2	2	1	2	2	1	3	3

Dr.G.Athirshtakumari
Head of the Department

Dr. K.Malarvizhi
Dr. C.Veena Rani
Course Designers



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B.A. English

(2023 -2024 onwards)

Semester II	BRITISH LITERATURE - I	Hours/Week: 5	
Core Course - 3		Credits: 5	
Course Code 23UENC21		Internal 25	External 75

COURSE OUTCOMES

On completion of this course, students will be able to

CO1: describe the social, political, philosophical, and scientific events forming the backdrop of British Literature. [K1]

CO2: identify the themes in British literature from the Medieval Period to the end of the eighteenth-century. [K2]

CO3: discuss the reflection of English culture and way of life reflected in the prescribed works. [K2]

CO4: demonstrate the plot construction and portrayal of characters in the works of British writers. [K3]

CO5: determine the literary techniques and devices used in the prescribed texts. [K3]

UNIT I

Francis Bacon - Of Truth

Of Adversity

Oliver Goldsmith – A City Night-Piece

Joseph Addison - On Giving Advice

Sir Richard Steele - The Spectator Club

(15 Hours)

UNIT II

Robert Edgar Burns - The Potter

Anne Bradstreet – Prologue

William Blake - The Chimney Sweeper

John Keats – Endymion Book-I (lines from 1 to 62)

(15 Hours)

UNIT III

P.B.Shelley - Arethusa

Hymn to Intellectual Beauty.

William Wordsworth – Lucy Gray

Lord Byron – She Walks in Beauty

John Milton- On Shakespeare

(15 Hours)

UNIT IV

Christopher Marlowe – Dr. Faustus

Oliver Goldsmith - She Stoops to Conquer

(15 Hours)

UNIT V

Jonathan Swift - Voyage to Lilliput - Gulliver’s Travels

Charles Dickens- Recalled to Life- A Tale of Two Cities.

(15 Hours)

SELF STUDY:

Jonathan Swift - Voyage to Lilliput - Gulliver’s Travels

TEXT BOOKS

Rexroth, Kenneth. *The New British Poets: An Anthology*. Granger Books, 1976.

Bacon, Francis, and Michel Leiris. *Francis Bacon*. Ediciones Poligrafa, 2008.

Marlowe, Christopher. *Dr. Faustus*. Book on demand ltd, 2021.

Swift ,Jonathan, etal. *Gulliver's Travels*. Oxford University Press, 2019.

REFERENCE BOOKS

WEB RESOURCES

Goldsmith, Oliver. “A City Night-Piece”.

<http://www.blupete.com/Literature/Essays/Best/GoldsmithCity.htm>

The Spectator, Eighteenth-Century Periodical Essays, Volume 1

<https://www.gutenberg.org/files/9334/9334-h/9334-h.htm>

Ranger, Paul. “Technical Features.” *She Stoops to Conquer* by Oliver

Goldsmith, 1985, pp.51–68., https://doi.org/10.1007/978-1-349-07664-2_5

Dickens, Charles. “Fifty-Two.” *A Tale of Two Cities*, 2008,

<https://doi.org/10.1093/owc/9780199536238.003.0047>

Course Code 23UENC21	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO 1. a	PSO 1. b	PSO 2. a	PSO 2. b	PSO 3	PSO 4. a	PSO 4. b	PSO 5	PSO 6	PSO 7
CO1	3	3	3	3	2	2	2	1	3	3
CO2	3	3	3	3	3	3	2	2	3	3
CO3	3	3	3	3	3	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	2	2
CO5	2	2	2	2	3	3	3	2	3	3

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

Dr. G.Athirshtakumari
Head of the Department

Dr. C.Veena Rani
Course Designer



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B.A. English

(2023-2024 onwards)

Semester II	AMERICAN LITERATURE I	Hours/Week: 5	
Core Course - 4		Credits: 5	
Course Code 23UENC22		Internal 25	External 75

Course Outcomes

On completion of the course, students will be able to

CO1: describe the setting, social background in the given works of American Literature. [K1]

CO2: explain the cultural diversity in the works of prescribed American writers. [K2]

CO3: discuss the denotative and connotative meanings of the given texts [K2]

CO4: determine the portrayal of historical and cultural experiences in American literature.

[K3]

CO5: establish the moral values and principles dealt in the prescribed works. [K3]

UNIT I

Walt Whitman - Passage to India (Lines 1-68).

O Captain, My Captain!,

(10 Hours)

UNIT II

Sherman Alexie- Crow Testament, Evolution

Edgar Allan Poe-The Raven

Emily Dickinson - Because I Could Not Stop for Death.

(10 Hours)

UNIT III

Edgar Allan Poe -The Philosophy of Composition

Martin Luther King Jr-I have a Dream

Abraham Lincoln- Gettysburg Address

(15Hours)

UNIT IV

Tennessee Williams- The Glass Menagerie

(20Hours)

UNIT V

Harriet Beecher Stowe- Uncle Tom's Cabin

Washington Irving- Rip Van Winkle

(20 Hours)

SELF STUDY

Abraham Lincoln- Gettysburg Address

TEXT BOOK

Levine, Robert.S .et. al.(2022). *The Norton Anthology of American Literature*. W.W.Norton & Company.

REFERENCE BOOKS

Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems*. Chartwell Books,2015.

Gould, Jean. *American Women Poets: Pioneers of Modern Poetry*. DODD,MEAD,1980.

Poe, Edgar Allan, et.al. *Poetry for Young People: Edgar AllenPoe*.SterlingPub.Co.,1995.

Kallen. Stuart A. and Terry Boles. *The Gettysburg Address*.Abdo&Daughters,1994.

WEB RESOURCES

"Harriet Beecher Stowe's Uncle Tom's Cabin."2003,

<https://doi.org/10.4324/9781315812113>

<https://doi.org/10.1017/s0040298200054863>

Course Code 23UENC22	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO 1. a	PSO 1. b	PSO 2. a	PSO 2. b	PSO 3	PSO 4. a	PSO 4. b	PSO 5	PSO 6	PSO 7
CO1	2	3	2	2	2	2	2	1	2	2
CO2	2	2	2	3	2	2	2	1	2	2
CO3	2	3	2	2	2	2	2	1	2	2
CO4	2	2	2	2	2	2	2	1	3	2
CO5	2	2	2	2	2	2	2	1	2	3

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

Dr. G.Athirshtakumari
Head of the Department

Dr. K. Malarvizhi
Course Designer



V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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Re-accredited with 'A' Grade (3rd Cycle) by NAAC

VIRUDHUNAGAR - 626 001

B.A. English

(2023 -2024 onwards)

Semester II	HISTORY OF ENGLISH LITERATURE	Hours/Week: 4	
Elective Course - 2		Credits: 3	
Course Code 23UENA21		Internal 25	External 75

COURSE OUTCOMES

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

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

CO2: identify the significant writers of each literary period and their best works. [K2]

CO3: discuss the contribution of the writers to the development of the history of English Literature and to that of literary genres. [K2]

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

CO5: establish the greatness of individual writers through an in depth analysis of any one of their famous works. [K3]

UNIT I

Introduction to British Literature – The age of Geoffrey Chaucer: Poetry, Prose – Early Renaissance Period: Sir Thomas Wyatt, Earl of Surrey (10Hours)

UNIT II

The Renaissance Period - An Introduction to Bible Translation, Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean drama, Comedy of Humours (12 Hours)

UNIT III

The Late Seventeenth and the Eighteenth Centuries: Comedy of Manners, Neo-Classicism, Sentimental and Anti-sentimental comedies, Pre- Romantics.

(12 Hours)

UNIT IV

Well Made Play (Drama of Ideas - Shaw and Ibsen), Comedy of menace, Problem Play, Didactic Drama (Propaganda play) (13 Hours)

UNIT V

The Victorian Age: Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti, Victorian Poets - Tennyson, Browning, Victorian Novelists - Charles Dickens, Thackeray, Victorian Writers - Carlyle, Ruskin, Impressionistic Writers - Proust, Joyce, Symbolist Movement - Yeats. (13 Hours)

TEXT BOOKS

Hudson, W.H. (1998). *An Outline History of English Literature*. Delhi: B.I. Publications.

Nair, Ramachadran K.R.(2002). *Essays on The History of English Literature*. New Delhi: Emerald Publishers.

REFERENCE BOOKS

Compton-Rickett, Arthur. (1969). *A History of English Literature*. Delhi: Universal

Daiches, David. (1969). *A Critical History of English Literature*. London: The Ronald Press Company.

Course Code	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO 1. a	PSO 1. b	PSO 2. a	PSO 2. b	PSO 3	PSO 4. a	PSO 4. b	PSO 5	PSO 6	PSO 7
23UENA21										
CO1	3	3	1	1	1	2	3	2	3	2
CO2	3	3	1	2	2	2	3	2	3	2
CO3	3	3	1	2	2	2	3	2	3	2
CO4	3	3	2	3	2	2	3	2	3	2
CO5	3	3	1	2	1	1	3	2	3	2

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

Dr.G.Athirshtakumari

Head of the Department

Mrs.A.Poornima Devi

Course Designer

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VIRUDHUNAGAR - 626 001

B.A. English

(2020 -2021 onwards)

Semester II	ENGLISH FOR PROFESSIONS	Hours/Week: 2	
NME- 2		Credits: 2	
Course Code 23UENN21		Internal 25	External 75

COURSE OUTCOMES

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

CO1: define the essential skills required to perform various professional activities

through language and literature. [K1]

CO2: state the correct use of grammar and various forms of written communication. [K1]

CO3: explain the necessary methods of business correspondence like drafting-mail, resume and notice. [K2]

CO4: discuss the importance of technical knowledge and soft skills for better career Prospects. [K2]

CO5: demonstrate the use of English grammar, soft skills and communication skills. [K3]

UNIT I SOFT SKILLS

(6 Hours)

Interview Skills

Adaptability Skills

(From English and *Soft Skills* - p.(69-98)

UNIT II GRAMMAR USAGE

(6 Hours)

Articles

Prepositions

Concord

Common Errors

UNIT III WRITTEN COMMUNICATION SKILLS

(6 Hours)

Business Correspondence: Sales Letter – Adjustment Letter – Enquiry Letter -
Quotation Letter

(From *Developing Communication Skills* p(180-189)

UNIT IV PROFESSIONAL WRITING

(6 Hours)

Resume

E-Mail

Notices

Advertisement

(From *Soft Skills*.p. 80-81, *Technical Communication*. p. 381-396, *Communication Skills*p.242-252)

UNIT V TECHNICAL WRITING

(6 Hours)

Writing Instructions

Publicity Brochures

(From *Technical Communication*p.468-481,*Written English for You*.p.189-191)

TEXT BOOKS

Dhanavel S.P. (2010). *English and Soft Skills*. Hyderabad: Orient Blackswan.

Lakshminarayanan, K.R. (2003). *Effective Technical English*.Chennai:Scitech
Publications.

Mohan, Krishna, MeeraBanerji. (1994). *Developing Communication Skills*. Chennai:
Macmillan Private.

Pillai, Radhakrishna.,Rajeevan, K. et.al. (1992). *Written English for You*. Chennai:
Emerald.

Raman, Meenakshi.,Sangeetha Sharma. (2008). *Technical Communication:
English forEngineers*. Delhi: Oxford University Press.

Srinivasan, Hema. (2001). *Communication Skills: A Practical Approach*.
New Delhi: Frank Bros.

Course Code 23UENN21	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	2	1	2
CO2	2	3	1	1	2	2	1
CO3	2	3	2	1	3	1	1
CO4	2	3	2	2	3	2	1
CO5	1	2	1	2	2	1	2

Dr.G.Athirshtakumari

Head of the Department

Dr.T.Ganga Parameswari

Course Designers



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B.A. English (2023-2024 onwards)

Semester II	ENGLISH FOR COMMUNICATION	Hours/Week: 2	
SEC - 2		Credits: 2	
Course Code 23UENS21		Internal 25	External 75

COURSE OUTCOMES

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

CO1: define the basic principles and types of communication. [K1]

CO2: mention the components of and barriers in communication. [K1]

CO3: explain the methods and types of listening skills. [K2]

CO4: discuss the kinds of reading skills and methods of reading. [K2]

CO5: demonstrate the purpose of writing and the tips for good writing. [K3]

UNIT I

Communication - Types of Communication – Verbal Communication – Non verbal
Communication (6 Hours)

UNIT II

Formal Communication – Informal Communication – Components of Communication
– Barriers in Communication – Overcoming barriers to Communication (6 Hours)

UNIT III

Listening and Speaking Skills: Methods of enhancing listening - Different types of
listening – Barriers to effective listening – Benefits of speaking – Self development through
Speaking Skills (6 Hours)

UNIT IV

Reading Skills: Kinds of Reading Skills – Reading methods – Skimming and Scanning - Active Reading (6 Hours)

UNIT V

Writing Skills: Purpose of Writing – Importance of Style – Tips for good writing - Letter Writing – Writing Paragraphs and Essays (6 Hours)

TEXT BOOKS

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

Pillai, Radhakrishna.G. (1990).Written English for You. Chennai: Emerald Publishers.

REFERENCE BOOKS

Leech,Geoffrey and IanSvartik. *Communicative Grammar of English*.

J.D.O’Connor.*Better English Pronunciation*.

Web Resources

Subject: ENGLISHCOMMUNICATIONSKILLS (THEORY|goigalajjuna-Academia.edu

Course Code 23UENS21	PO1		PO2		PO 3	PO4		PO 5	PO 6	PO 7
	PSO 1. a	PSO 1. b	PSO 2. a	PSO 2. b	PSO 3	PSO 4. a	PSO 4. b	PSO 5	PSO 6	PSO 7
CO1	2	3	3	2	2	2	2	3	2	2
CO2	2	3	3	3	2	2	2	3	2	2
CO3	2	3	3	2	2	2	2	3	2	2
CO4	2	3	3	3	2	2	2	3	2	2
CO5	2	3	3	2	2	2	2	3	2	2

Dr.G.Athirstakumari
Head of the Department

Dr.S.Sharmelee
Course Designer