



## 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 (3<sup>rd</sup> 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 and University Grants Commission (UGC) & Tamil Nadu State Council for Higher Education (TANSCHHE) under Choice Based Credit System (CBCS) and the guidelines for Outcome Based Education (OBE).

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

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

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

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

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#### UG PROGRAMMES

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

## PG PROGRAMMES

Arts & Humanities	:	History, English, Tamil
Physical & Life Sciences	:	Mathematics, Physics, Chemistry, 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- PG

1. Core Courses
2. Project
3. Elective Courses
  - 3.1 Discipline Specific Elective Courses (DSEC)
  - 3.2 Non-Major Elective Course (NMEC)
4. Online Course – Practice for SET/NET – General Paper
5. Extra Credit Courses (Optional)

## B. OUTCOME BASED EDUCATION (OBE) FRAMEWORK

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

### Vision of the Institution

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

## **Mission of the Institution**

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

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

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

### **Vision 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.

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

### **B.1.2 Programme Outcomes (POs)**

POs shall be based on Graduate Attributes (GAs) of the Programme. The GAs are the attributes expected of a graduate from a Programme in terms of knowledge, skills, attitude and values. The Graduate Attributes include Disciplinary Knowledge, Communication Skills, Critical Thinking, Problem Solving, Analytical Reasoning, Research Related Skills, Co-operation/Team Work, Scientific Reasoning, Reflective Thinking, Information/Digital Literacy, Multicultural Competence, Moral and Ethical Awareness/Reasoning, Leadership Qualities and Lifelong Learning.

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

- 1 apply their in-depth domain knowledge and practical skills in interdisciplinary fields for research-based endeavours, employment and entrepreneurship development. (*Disciplinary Knowledge*)
- 2 communicate proficiently and confidently with the ability to present complex ideas both in spoken and written forms in a concise manner to assorted groups. (*Communication Skills*)
- 3 identify, formulate and solve problems in a consistent and systematic way with updated skills using modern tools and techniques. (*Scientific Reasoning and Problem Solving*)
- 4 analyze the data, synthesis the findings and provide valid conclusion by critical evaluation of theories, policies and practices for the fulfillment of the local, national, regional and global developmental needs. (*Critical Thinking and Analytical Reasoning*)
- 5 explore and evaluate globally competent research methodologies to apply appropriately in interdisciplinary research; Develop and sustain the research capabilities to meet the emerging needs for the welfare of the society. (*Research Related Skills*)
- 6 use ICT to mould themselves for lifelong learning activities to face career challenges in the

changing environment. (*Digital Literacy, Self - directed and Lifelong Learning*)

- 7 self-manage and function efficiently as a member or a leader in diverse teams in a multicultural society for nation building. (*Co-operation/Team Work and Multicultural Competence*)
- 8 uphold the imbibed ethical and moral values in personal, professional and social life for sustainable environment. (*Moral and Ethical Awareness*)

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

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

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

#### **PO 1: *Disciplinary Knowledge***

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

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

#### **PO2: *Communication Skills***

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

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

#### **PO3: *Scientific Reasoning and Problem Solving***

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

#### **PO4: *Critical thinking and Analytical Reasoning***

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

**PO5: Research Related Skills**

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

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

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

**PO7: Cooperation/Team Work and Multicultural Competence**

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

**PO 8: Moral and Ethical awareness**

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

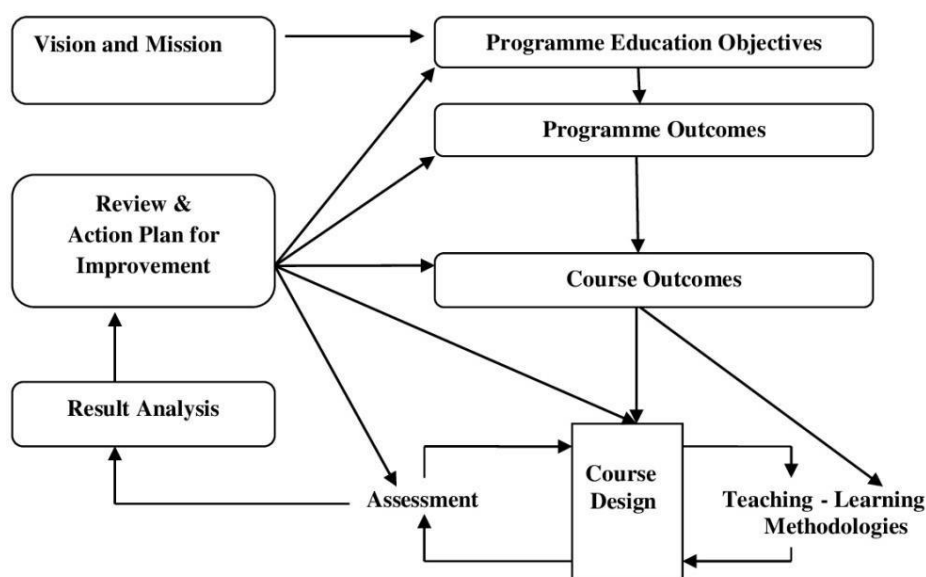
**PO-PEO Mapping Matrix**

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

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

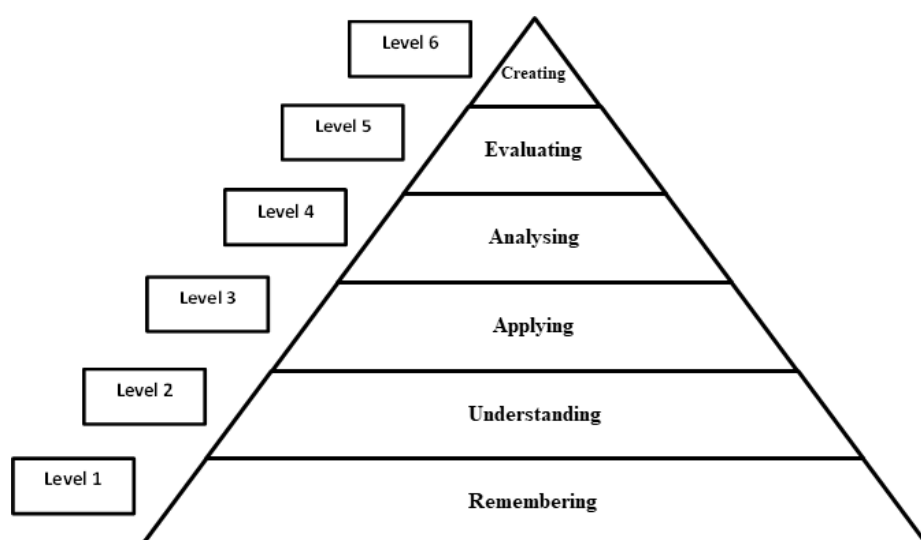
### B.1.4 Course Outcomes (COs)

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



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

### BLOOM'S TAXONOMY



## CO - PO Mapping of Courses

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

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

PO/PSOs COs	PO1/ 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 of two academic years (four semesters).

### MEDIUM OF INSTRUCTION

English

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### B.2 EVALUATION SCHEME

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



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**B.2.1 Core Courses, Discipline Specific Elective Courses**


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

Mode of Evaluation		Marks
Internal Test	:	20
Assignment	:	5
<b>Total</b>	<b>:</b>	<b>25</b>

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

Question Pattern for Internal 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
					<b>Total</b>	<b>45*</b>

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

**Summative Examination****External Assessment**

## Distribution of Marks

Mode of Evaluation		Marks
Summative Examination	:	60
Seminar Presentation	:	15
<b>Total</b>	<b>:</b>	<b>75</b>

**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
					<b>Total</b>	<b>60</b>

**B.2.1 Extra Credit Courses**

- Two credits are allotted for each Extra Credit Course offered by the Department.
- Extra credits are allotted for the completion of Open Online Courses offered by MOOC to the maximum of 15 credits.
- The Courses shall be completed within the first III Semesters of the Programme.
- The allotment of credits is as follows
  - 4 weeks Course - 1 credit
  - 8 weeks Course - 2 credits
  - 12 weeks Course - 3 credits

**ELIGIBILITY FOR THE DEGREE**

- The candidate will not be eligible for the Degree without completing the prescribed Courses of study and a minimum of 50% Pass marks in all the Courses.
  - No Pass minimum for Internal Assessment for other Courses.
  - Pass minimum for External Examination is 27 marks out of 60 marks for Core Courses, Discipline Specific Elective Courses and Non-Major Elective Course.
  - Pass minimum for Practice for SET/NET - General Paper is 50 Marks.
- Attendance**
- The students who have attended the classes for 76 days (85%) and above are permitted to appear for the Summative Examinations without any condition.
  - The students who have only 60-75 days (66% -84%) of attendance are permitted to appear for the Summative Examinations after paying the required fine amount and fulfilling other conditions according to the respective cases.

- The students who have attended the classes for 59 days and less – 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.
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- 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.

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## **B.2 ASSESSMENT MANAGEMENT PLAN**

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

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

Assessment is one or more processes carried out by the institution that identify, collect and prepare data to evaluate the achievement of Course Outcomes and Programme Outcomes. Course Outcome is evaluated based on the performance of students in the Continuous Internal Assessments and in End Semester Examination of a course. Target levels of attainment shall be fixed by the Course teacher and Heads of the respective departments.

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

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

### **CO Assessment Rubrics**

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

## CO Attainment

### Direct CO Attainment

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

### Target Setting for Assessment Method

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

### Formula for Attainment for each CO

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

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

### Attainment Levels of COs

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

### Indirect CO Attainment

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

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

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

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

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

With the help of CO - PO mapping, the PO attainment is calculated. PO assessment is done by giving 75% weightage to direct assessment and 25% weightage to indirect assessment. Direct assessment is based on CO attainment, where 75% weightage is given to attainment through End Semester Examination and 25% weightage is given to attainment through Internal assessments. Indirect assessment is done through Graduate Exit Survey and participation of students in Co-curricular/ 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 $\geq 70\%$	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 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
<b>Total Attainment</b>	<b>100</b>

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

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

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

Expected Level of Attainment for each of the Programme Educational Objectives

<b>POs</b>	<b>Level of Attainment</b>
Attainment Value $\geq 70\%$	Excellent
$60\% \leq$ 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**

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

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

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





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### MASTER OF ARTS – ENGLISH (6011)

*Outcome Based Education with Choice Based Credit System*

Programme Structure - Allotment of Hours and Credits

For those who join in the Academic Year 2023-2024

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 (4)	-	18(12)
Core Course	6 (4)	6 (4)	5(3)	-	17 (11)
Project	-	-	-	6 (5)	6 (5)
Discipline Specific Elective	6 (4)	6 (4)	-	6 (4)	18 (12)
Elective Course	-	-	5 (3)	-	5 (3)
Skill Enhancement Course/ Professional Competency Skill	-	-	2(2)	5(3)	7(5)
Self Study Course	-	-	0 (1)	-	0(1)
Ability Enhancement Compulsory Course	-	-	-	1(1)	1(1)
<b>Total</b>	<b>30 (22)</b>	<b>30 (22)</b>	<b>30 (23)</b>	<b>30 (23)</b>	<b>120 (90)</b>
Extra Credit Course(Optional) - MOOC	-	-	-	-	Limited to a maximum of 15 credits



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### M.A. ENGLISH- 6011 PROGRAMME CONTENT

For those who join in the Academic Year 2023- 2024

#### 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.	Core Course -1	English Poetry	23PENC11	6	5	3	25	75	100
2.	Core Course -2	English Drama	23PENC12	6	5	3	25	75	100
3.	Core Course -3	English Fiction	23PENC13	6	4	3	25	75	100
4.	Core Course -4	Indian Writing in English	23PENC14	6	4	3	25	75	100
5.	Discipline Specific Elective -1	Theatre Art / Journalism and Mass Media / Linguistics	23PENE11/ 23PENE12/ 23PENE13	6	4	3	25	75	100
			<b>Total</b>	<b>30</b>	<b>22</b>				<b>500</b>

**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 -5	American Literature	23PENC21	6	5	3	25	75	100
2	Core Course –6	Shakespeare Studies	23PENC22	6	5	3	25	75	100
3.	Core Course -7	Post-Colonial Theory and Literature	23PENC23	6	4	3	25	75	100
4.	Core Course -8	Approaches to English Language Teaching	23PENC24	6	4	3	25	75	100
5.	Discipline Specific Elective Course –2	A Glimpse of Nobel Laureates/ Classics in Translation/ Indian Regional Literatures in English	23PENE21/ 23PENE22/ 23PENE23	6	4	3	25	75	100
			<b>Total</b>	<b>30</b>	<b>22</b>				<b>500</b>



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**M.A. English**

**(2023-2024 onwards)**

Semester I	<b>English Poetry</b>	Hours/Week: 6	
Core Course - 1		Credits: 5	
Course Code <b>23PENC11</b>		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 (15 Hours)

### **UNIT III**

Seventeenth Century Poetry

John Milton: Paradise Lost -Book IX

Marvell: To His Coy Mistress (15 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

(25 Hours)

#### **SELF STUDY**

Seamus Heaney: Digging

#### **TEXT BOOK**

*The Oxford Anthology of English Literature* Vol. I. (1973). The Middle Ages Through the 18<sup>th</sup> 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.worldhistory.org/Elizabethan_Theatre/)

<https://www.britannica.com/topic/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\\_English.htm](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm)

Course Code: 23PENC11	PO1		PO2		PO3	PO4	PO5	PO6	PO7	PO8
	PSO 1.a	PSO 1.b	PSO 2.a	PSO 2.b	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3	3	2	2	-	-	1	-	1	3
CO2	3	3	1	1	-	-	2	-	1	3
CO3	2	2	1	1	-	-	1	-	2	3
CO4	3	3	3	3	-	3	3	-	1	1
CO5	3	3	3	3	-	-	-	-	1	2

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

Dr.G.Athirshtakumari  
Head of the Department

Dr.G.Athirshtakumari  
Mrs. P. Amirthayogam  
Course Designers



## V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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**VIRUDHUNAGAR - 626 001**

**M.A. English**

**(2023-2024 onwards)**

Semester I	<b>ENGLISH DRAMA</b>	Hours/Week: 6	
Core Course - 2		Credits: 5	
Course Code <b>23PENC12</b>		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 theatrical forms

focusing on 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 Plays

Everyman (Anonymous)

The Senecan and Revenge Tragedy

Thomas Kyd: The Spanish Tragedy (25 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* (15 Hours)

### UNIT V

Epic Theatre

Bertolt Brecht: *Mother Courage and her Children*

Comedy of Menace

Harold Pinter: *Birthday Party*

Postmodern Drama

Samuel Beckett: *Waiting for Godot* (20 Hours)

### SELF STUDY

Harold Pinter: *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 Bentley. 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., (6<sup>th</sup> 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://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: 23PENC12	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	2	2	2	-	-	2
CO2	3	3	1	1	-	-	2	-	-	3
CO3	2	2	2	2	1	1	2	-	-	-
CO4	2	2	-	-	-	-	-	-	-	3
CO5	3	3	1	1	-	-	2	-	-	-

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

Dr.G.Athirshakumari  
**Head of the Department**

Dr.V.Navaneethamani  
Dr.B.Kanagalakshmi  
**Course Designers**



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**VIRUDHUNAGAR - 626 001**

**M.A. English**

**(2023-2024 onwards)**

Semester I	<b>ENGLISH FICTION</b>	Hours/Week: 6	
Core Course - 3		Credits: 4	
Course Code <b>23PENC13</b>		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 Britannica.
- 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 the 18th 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/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: 23PENC13	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.G.Athirshtakumari  
**Head of the Department**

Dr.T.Ganga Parameswari  
Dr.R.Priya  
**Course Designers**



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VIRUDHUNAGAR - 626 001

### M.A. English

(2023-2024 onwards)

Semester I	<b>INDIAN WRITING IN ENGLISH</b>	Hours/Week: 6	
Core Course – 4		Credits: 4	
Course Code <b>23PENC14</b>		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: 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](http://en.wikipedia.org/wik/indian_writing_in_english)

<https://www.thehindu.com/books/books-children/short-history-of-indian-writing-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: 23PENC14	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.G.Athirshtakumari  
**Head of the Department**

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



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**VIRUDHUNAGAR - 626 001**

**M.A. English**

**(2023-2024 onwards)**

Semester I	<b>THEATRE ART</b>	Hours/Week: 6	
Discipline Specific Elective Course - I		Credits: 4	
Course Code <b>23PENE11</b>		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://paradisevalley.libguides.com/the111/theatre_history_websites)

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

[https://www.worldhistory.org/Greek\\_Theatre/](https://www.worldhistory.org/Greek_Theatre/)

[https://archive.org/details/fundamentalsofpl0000dean\\_y3x3](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: 23PENE11	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)**

Dr.G.Athirshtakumari  
**Head of the Department**

Dr. S. Anitha  
Mrs. E. Kalpana  
Dr. K. Kavitha  
**Course Designers**



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**M.A. English**

**(2023-2024 onwards)**

Semester I	<b>JOURNALISM AND MASS MEDIA</b>	Hours/Week: 6	
Discipline Specific Elective Course - 1		Credits: 4	
Course Code <b>23PENE12</b>		Internal 25	External 75

### COURSE OUTCOMES

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

CO1: explain the various kinds and principles of journalism [K2]

CO2: apply the concepts and principles of journalism in writing various products of Mass Media and providing information about issues, events and developments in Society [K3]

CO3: interpret the media skills required to become an efficient communicator via mass media [K3]

CO4: analyse the principles of Journalism with academic intelligence in the transmission of Cultures from one generation to the next [K4]

CO5: evaluate the distinct role of mass media in educating the people, shaping public relations and communicating to large groups of people in short time frame [K4]

### UNIT I Introduction

Journalism

Elements of Journalism

Role of Journalism in Society

Professional & Ethical Standards

Reporter and Reporting

Editorial Department

(12 hours)

## **UNIT II Kinds of Journalism**

Major Kinds - Print Journalism, Broadcast Journalism & Online Journalism  
Variations of Journalism- Feature Journalism, Sports Journalism, Science Journalism,  
Investigative Journalism & Celebrity Journalism (20 hours)

## **UNIT III News**

Determinants of News  
Types of News: Straight News, Descriptive News  
Hard News, Soft News  
News vs Information (20 hours)

## **UNIT IV News Story**

Three Parts of News Story  
The News Lead  
Various Patterns of Lead Writing  
Inverted Pyramid  
The Five Ws  
Advantages and disadvantages of Inverted Pyramid (18 hours)

## **UNIT V Online Journalism**

Introduction  
Characteristics of Online Journalism  
Potential Strategies for Online Journalism  
Online Advertising (20 hours)

## **TEXT BOOKS**

- Saxena, Ambrish. (2007). *Fundamentals of Reporting and Editing*. New Delhi : Kanishka Publishers & Distributors.
- Verma, D.S.(2007). *History of Journalism*. New Delhi : Pearl Books.
- Kumar Joshi, Vinod.(2011). *Online Journalism*. New Delhi: Enkay Publishing House.

## **REFERENCE BOOKS**

- Allan, Stuart.(2008).ed. *Journalism : Critical Issues*. New Delhi :Rawat Publications.
- Baran, Stanley J.(2004).*Introduction to Mass Communication : Media Literacy & Culture*. New York :McGraw – Hill Publishers.
- Meenu. (2008).Ed. *Journalism & Mass Communication*, New Delhi :MurariLal & Sons.
- Razdan, Dhuraj. (2008). *Law of Press in Media*. New Delhi : Cyber Tech Publications.

- Shrivastava, K.M. (2005). *Broadcast Journalism in the 21<sup>st</sup> Century*. New Delhi: New Dawn Press.
- Yadav, R.P.(2008). *Modern Methods of Journalism*. New Delhi : Omega Publications.

Course Code 23PENE12	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
<b>CO1</b>	2	3	3	2	2	3	1	3	2	2
<b>CO2</b>	2	3	3	3	2	3	2	3	2	2
<b>CO3</b>	2	3	3	3	2	3	2	2	3	2
<b>CO4</b>	2	2	2	2	2	2	1	2	3	3
<b>CO5</b>	2	2	3	3	1	2	3	1	2	2

Dr.G.Athirshtakumari  
Head of the Department

Dr.G.Athirshtakumari  
Course Designer



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**VIRUDHUNAGAR - 626 001**

**M.A. English**

**(2023-2024 onwards)**

Semester I	<b>LINGUISTICS</b>	Hours/Week: 6	
Discipline Specific Elective Course -1		Credits: 4	
Course Code <b>23PENE13</b>		Internal 25	External 75

### COURSE OUTCOMES

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

CO1 : describe the principles of language study and the basics of modern English grammar and phonetics [K2]

CO2 : determine the theoretical concepts of linguistics [K3]

CO3: Interpret the fundamental concepts in major areas of linguistics such as phonology, morphology and syntax [K3]

CO4: examine the methods of analyzing the structure of the English language [K4]

CO5: analyse the applications of linguistics to other related areas such as translation and English language teaching [K4]

### UNIT I LINGUISTICS

Aspects, levels, branches and tools

Phonetics – Vowels and Consonants, Diphthongs, clusters and syllables,

Suprasegmentals

(16 hours)

### UNIT II STRUCTURAL LINGUISTICS

The Phoneme

Words and Morphemes

Affixes

Constituent Structure

Word Classes

IC Analysis

(20 hours)

**UNIT III TRANSFORMATIONAL FRAMEWORK**

Phrase Structure Framework

Syntactic Structures

Phrase Structures Syntax (24 hours)

**UNIT IV GENERATIVE PHONOLOGY**

Phonology (10 hours)

**UNIT V APPLICATION OF LINGUISTICS**

Language Teaching

Stylistics

Phonetic Transcription (20 hours)

**TEXT BOOK**

- Verna,S.K. and N.Krishnaswamy. (1989). *Modern Linguistics: An Introduction*. New Delhi: Oxford University Press.

**REFERENCE BOOKS**

- Hockett, Charles,F. (2006). *A Course in Modern Linguistics*. New Delhi: Surjeet Publications.
- Lyons, John. (1981). *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press.

Course Code 23PENE13	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	1	1	1	1
CO2	3	3	2	1	1	1	1	1	1	1
CO3	3	2	3	1	1	1	1	2	1	1
CO4	3	3	1	1	1	1	2	1	1	1
CO5	3	3	2	2	2	2	1	3	1	

Dr.G.Athirshtakumari  
Head of the Department

Dr.G.Athirshtakumari  
Dr. S. Cinthana  
Course Designers



## V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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**VIRUDHUNAGAR - 626 001**

**M.A. English**

**(2023-2024 onwards)**

Semester II	<b>AMERICAN LITERATURE</b>	Hours/Week: 6	
Core Course - 5		Credits: 5	
Course Code <b>23PENC21</b>		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

#### 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 II**

### **PROSE**

Emerson - The American Scholar

Amy Tan- Mother Tongue

Thoreau - Walden (Chapter “Pond”) (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 to 1900*. 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: <b>23PENC21</b>	<b>PO1</b>		<b>PO2</b>		<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
	<b>PSO 1.a</b>	<b>PSO 1.b</b>	<b>PSO 2.a</b>	<b>PSO 2.b</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>	<b>PSO 7</b>	<b>PSO 8</b>
<b>CO1</b>	3	3	3	3	1	2	2	1	2	3
<b>CO2</b>	3	3	3	3	-	2	2	2	3	3
<b>CO3</b>	3	3	3	3	1	2	2	1	2	3
<b>CO4</b>	3	3	3	3	1	2	2	1	1	3
<b>CO5</b>	3	3	3	3	2	2	2	1	1	3

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

Dr. G. Athirshtakumari  
**Head of the Department**

Mrs. P. Amirthayogam  
Dr. G. Athirshtakumari  
**Course Designers**



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**VIRUDHUNAGAR - 626 001**

**M.A. English**

**(2023-2024 onwards)**

Semester II	<b>SHAKESPEARE STUDIES</b>	Hours/Week: 6	
Core Course – 6		Credits:5	
Course Code <b>23PENC22</b>		Internal 25	External 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 19<sup>th</sup> 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.
- Greenblatt, Stephen, editor.( 1997). *The Norton Shakespeare*. W. W. Norton & Co.
- Gupta, S.C. Sen. (1977). *A Shakespeare Manual*. Oxford U P.
- Knight, Wilson. G. (1926). *The Imperial Theme*. London: Methuen.
- 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.
- 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.
- Bradley,A.C. (1967) *Shakespearean Tragedy* .London : Macmillan.
- 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](https://www.historytoday.com/archive/british_english_monarchs/henry-iv)

Course Code: <b>23PENC22</b>	<b>PO1</b>		<b>PO2</b>		<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
	<b>PSO 1.a</b>	<b>PSO 1.b</b>	<b>PSO 2.a</b>	<b>PSO 2.b</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>	<b>PSO 7</b>	<b>PSO 8</b>
<b>CO1</b>	3	3	3	3	-	2	2	1	2	3
<b>CO2</b>	3	3	3	3	-	2	1	2	3	3
<b>CO3</b>	3	3	3	3	-	2	1	1	2	3
<b>CO4</b>	3	3	3	3	-	2	1	1	2	3
<b>CO5</b>	3	3	3	3	-	2	1	1	2	3

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

Dr. G. Athirshtakumari  
**Head of the Department**

Dr. S. Sharmelee  
Mrs. E. Kalpana  
**Course Designers**



# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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**VIRUDHUNAGAR - 626 001**

**M.A. English**

**(2023-2024 onwards)**

Semester II	<b>POST-COLONIAL THEORY AND LITERATURE</b>	Hours/Week: 6	
Core Course – 7		Credits: 4	
Course Code <b>23PENC23</b>		Internal 25	External 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

### FICTION

Joseph Conrad: Heart of Darkness

E.M. Forster: A Passage to India

(18 Hours)

## UNIT II

### FICTION

Chinua Achebe : Things Fall Apart

Salman Rushdie : Midnight's Children

(18 Hours)

**UNIT III**  
**FICTION**

Samuel Selvon: The Lonely Londoners  
Bapsi Sidhwa : Ice Candy Man (18 Hours)

**UNIT IV**  
**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 V**  
**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)

**SELF STUDY**

Bapsi Sidhwa : Ice Candy Man

**TEXT BOOKS**

- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin. Eds. (2003). *The Post-colonial Studies Reader*. London: Routledge.
- Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge.
- Wa Thiongo, Ngugi. (2005). *Decolonising the Mind: The Politics of Language in African 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://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: <b>23PENC23</b>	<b>PO1</b>		<b>PO2</b>		<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
	<b>PSO 1.a</b>	<b>PSO 1.b</b>	<b>PSO 2.a</b>	<b>PSO 2.b</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>	<b>PSO 7</b>	<b>PSO 8</b>
<b>CO1</b>	3	3	3	3	1	3	3	3	2	3
<b>CO2</b>	3	3	2	3	2	3	3	3	1	3
<b>CO3</b>	2	3	2	3	1	3	3	3	2	3
<b>CO4</b>	3	3	3	3	1	3	3	2	1	3
<b>CO5</b>	3	3	3	2	2	3	3	2	1	3

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

Dr. G. Athirshtakumari  
**Head of the Department**

Dr. R. Priya  
Dr. S. Cinthana  
**Course Designers**





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**VIRUDHUNAGAR - 626 001**

**M.A. English**

**(2023-2024 onwards)**

Semester II	<b>APPROACHES TO ENGLISH LANGUAGE TEACHING</b>	Hours/Week: 6	
Core Course 8		Credits: 4	
Course Code <b>23PENC24</b>		Internal 25	External 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 (18Hours)

## 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

Competency based Language teaching (18 Hours)

## UNIT III

Current Communicative Approaches

The Natural Approach

Content based instruction

Task-based language teaching (18 Hours)

## UNIT IV

Teaching Aspects

Teaching Prose

Teaching Poetry

Teaching Grammar (18 Hours)

## UNIT V

Use of Media in ELT

BBC English by Radio and Television- an outline history

Using BBC English by Radio and Television in the classroom (18 Hours)

## SELF STUDY

Current Communicative Approaches

## TEXT BOOKS

- Richards, Jack C., and Theodore S. Rodgers. (2015). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- *The Use of Media in ELT*. The British Council (1979). Produced in England by the British Council 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/](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>

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

Course Code: 23PENC24	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
<b>CO1</b>	3	3	3	3	-	2	2	-	2	3
<b>CO2</b>	3	3	3	3	-	2	2	-	1	3
<b>CO3</b>	3	3	3	3	-	2	2	1	-	3
<b>CO4</b>	3	3	3	3	-	2	2	2	1	3
<b>CO5</b>	3	3	3	3	-	2	3	3	1	3

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

Dr.G.Athirshtakumari  
**Head of the Department**

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



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VIRUDHUNAGAR - 626 001

### M.A. English

(2023-2024 onwards)

Semester II	<b>A GLIMPSE OF NOBEL LAUREATES</b>	Hours/Week: 6	
Discipline Specific Elective Course 2		Credits: 4	
Course Code <b>23PENE21</b>		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

(19 Hours)

## UNIT II

### PROSE

Nadine Gordimer: Loot

Thomas Mann: Disorder and Early Sorrow

He Comes Round the Corner (19 Hours)

## UNIT III

### DRAMA

Harold Pinter: The Caretaker

George Bernard Shaw: Man and Superman (16 Hours)

## UNIT IV

### SHORT STORIES

Alice Munro: The Turkey Season

Differently Runaway

The Bear Came Over the Mountain

Boys and Girls (18 Hours)

## UNIT V FICTION

John Steinbeck: The Pearl

Gabriel Garcia Marquez: One Hundred Years of Solitude (18 Hours)

### TEXT BOOKS

- Rabassa, Gregory. Translator (1967). *One Hundred Years of Solitude* by Garcia Marquez. Penguin Random House.
- Shanker, Shiv. (2012). *Nine Nobel Laureates in English Literature*. Omega Publications,
- Victoria Rowe Holbrook, translator. (2000). *The White Castle* by Orhan Pamuk, Faber and Faber.
- Winston, Clara, and Tania and James Stern, translators. (1959). *Last Essays*. by Thomas Mann, 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://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: <b>23PENE21</b>	<b>PO1</b>		<b>PO2</b>		<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
	<b>PSO 1.a</b>	<b>PSO 1.b</b>	<b>PSO 2.a</b>	<b>PSO 2.b</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>	<b>PSO 7</b>	<b>PSO 8</b>
<b>CO1</b>	3	3	3	3	2	3	3	3	2	3
<b>CO2</b>	3	3	3	3	2	3	3	3	2	3
<b>CO3</b>	3	3	3	3	1	3	3	3	2	3
<b>CO4</b>	3	3	3	3	1	3	3	3	1	3
<b>CO5</b>	3	3	3	3	3	3	3	3	1	3

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

Dr. G. Athirshtakumari  
**Head of the Department**

Dr. B. Kanagalakshmi  
Dr. V. Navaneethamani  
**Course Designers**



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**VIRUDHUNAGAR - 626 001**

**M.A. English**

**(2023-2024 onwards)**

Semester II	<b>CLASSICS IN TRANSLATION</b>	Hours/Week: 6	
Discipline Specific Elective Course 2		Credits: 4	
Course Code		Internal	External
<b>23PENE22</b>		25	75

### COURSE OUTCOMES

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

CO1: explain the characteristic features of masterpieces in translation, belonging to various ages in various languages [K2]

CO2: relate the moral and ethical values depicted in classical masterpieces across the globe [K3]

CO3: interpret the themes dealt in masterpieces by classical writers belonging to different countries [K3]

CO4: examine the cultural, social and religious background of literary masterpieces in translation [K4]

CO5: analyse the art of characterization and the use of literary devices in the works of classical writers of various countries [K4]

### UNIT I POETRY I

Thiruvalluvar : Kalvi (Thirukkural)

Elango Atikal : The Cilappatikaram: The Tale of an Anklet

Book I Cantos 1-3

Book II Cantos 18-22

Rabindranath Tagore : Gitanjali Song XXXV, Song XXXVI (10 hours)

**UNIT II POETRY II**

Dante	: The Divine Comedy- Paradiso Canto XXI	
Goethe	: The Reunion	
A.S.Pushkin	: I Love You	(10 hours)

**UNIT III DRAMA**

Kalidasa	: Sakuntala	
Henrik Ibsen	: A Doll's House	(30 hours)

**UNIT IV FICTION**

Dostoevsky	: Notes from Underground	
MiGuel De Cervante	: Don Quixote – Part I – Book I, II	(30 hours)

**UNIT V SHORT STORIES**

Leo Tolstoy	: The Repentant Sinner	
Lu Xun	: A Madman's Diary	
Ryunosuke Akutagawa	: Rashomon	(10 hours)

**TEXT BOOKS**

- Alighieri, Dante.(2013) *The Divine Comedy: Inferno, Purgatorio, Paradiso*. Tr.Henry Francis Cary.E-artnow.
- Atikal,Ilango. (2004). *The Cilappatikaram: The Tale of an Anklet*, Translated by R. Parthasarathy.New Delhi: Penguin Books.
- Dostoevsky, Fyodor. (1993). *Notes from Underground*. Translated by Richard Pevear and Larissa Volokhonsky.
- Ibsen, Henrik.(1982). *A Doll's House*. Madras: Macmillan.
- Motteux, Peter. Trans. (1950). *Don Quixote*. MiGuel De Cervantes. New york: The Modern Library.
- Pushkin, A.S. "I Love You" ,*Alexander Pushkin: Selected WorksVol I*. Russian Classic Series, Progress Publishers.
- Ryden, Arthur, W. Trans. (2010) *Kalidasa'sShakuntala*. New Delhi: Surjeet Publications.



- Sachers, Regina. (2015) *Goethe's Poetry and the Philosophy of Nature*. Cambridge: Modern Humanities Research Association.
- *Selected Stories of LuXun*. (2005). Marxist Internet Archive.
- Sivaya Subramuniaswami, Satguru. (2000). *Tirukural*. New Delhi: Abhinav Publications.
- Tagore, Rabindranath. (1966). *Gitanjali: Song Offerings*. New Delhi: Macmillan India Ltd.
- Tolstoy, Leo. "The Repentant Sinner". *Collected Series, Vol I*, Progress Publishers.

Course Code 23PENE22	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
<b>CO1</b>	3	3	2	2	3	3	3	2	2	3
<b>CO2</b>	3	3	2	2	3	2	3	1	1	2
<b>CO3</b>	3	3	2	2	3	2	3	1	1	1
<b>CO4</b>	3	3	2	2	2	2	2	1	1	1
<b>CO5</b>	3	3	2	2	3	2	2	1	2	2

Dr. G. Athirshatakumari  
Head of the Department

Dr. G. Athirshatakumari  
Dr. R. Priya  
Course Designers



## 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 (3<sup>rd</sup> Cycle) by NAAC

**VIRUDHUNAGAR - 626 001**

**M.A. English**

**(2023-2024 onwards)**

Semester II	<b>INDIAN REGIONAL LITERATURES IN ENGLISH</b>	Hours/Week: 6	
Discipline Specific Elective Course 2		Credits: 4	
Course Code <b>23PENE23</b>		Internal 25	External 75

### **COURSE OUTCOMES**

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

CO1: explain the plot and the settings in Indian Regional Literatures in English. [K2]

CO2: determine the artistic delineation of life experience, problems and struggles as portrayed by the writers in their respective works. [K3]

CO3: interpret the art of characterization in the prescribed works. [K3]

CO4: analyse the various cultures and traditions reflected in the works of different Indian regional writers. [K4]

CO5: examine the social ethos and ethics manifested in various genres of Indian regional literatures in English. [K4]

### **UNIT I Prose**

Mahatma Gandhi: An autobiography or The Story of My Experiment with Truth (12 hours)

### **UNIT II Poetry**

Neela Padmanabhan : Mahabharatha

Surrender

K. Satchidhanandan : A Discourse on Non-Violence

Nature's Law

Rabindranath Tagore: A Sheaf of Songs (20hours)

### UNIT III Drama

Girish Karnad : The Fire and the Rain

Rabindranath Tagore : Sacrifice (20 hours)

### UNIT IV Fiction

Ashokamitran : Mole (Translated from Tamil novel Otran by N. Kalyanaraman) (18 hours)

### UNIT V Short Stories

Pudumai Pithan : Redemption

Vaikom Muhammad Basheer : Birthday

Sripada Subramanya Sastri : Attar of Roses (20 hours)

### TEXT BOOKS

- Asokamitran. (2010). *Mole*. New Delhi: Orient Blackswan Private Ltd.
- Bhattacharya, Bhabani. (1967).Ed. *Contemporary Indian Short Stories- Series II*. New Delhi: SahityaAkademi.
- Bose Aurobindo. (1974).Trans. *Later Poems of Tagore*. New Delhi: Orient Paperbacks.
- Gandhi, Mohandas Karamchand. *An autobiography or The Story of My Experiment with Truth*. Trans.(2007).Mahadev Desai .Ahmedabad: Narajivan Publishing House.
- Karnad,Girish.(1998) *The Fire and the Rain*. New Delhi: OUP.
- Nandakumar,Prema. (2008). Ed. *NeelaPadmanabhan - A Reader* . New Delhi: Sahitya Akademi.
- Satchidanandan, K. (1986). *Misplaced Objects and Other Poems*. New Delhi: Sterling Publishers Private Ltd.
- Tagore, Rabindranath.(1985) *Sacrifice*.New Delhi: Macmillan Ltd.

Course Code 23PENE23	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	2	2	2	3	1	2	2
CO2	3	3	3	2	2	2	3	1	3	2
CO3	3	3	3	3	2	2	3	1	2	2
CO4	3	3	3	3	3	3	3	1	3	2
CO5	3	3	3	2	2	3	3	1	3	3

Dr.G.Athirshakumari  
**Head of the Department**

Dr.S.Cinthana  
Mrs.P.Amirthayogam  
**Course Designers**