



NEW EMPOWER	Zadyampanayam, Trachengoue 057 200.									
Programme	B.A	Programme Code		UEN Regulations						
Department		English	r <b>1</b>							
			Per	iods		Credit	Maxim	um Mar	·ks	
Course Code		Course Name	per V	Veek			•			
			L	ΓР	,	С	CA	ESF	E Total	
21U1ENC01		POETRY I	5	0 (	)	4	25	75	100	
COURSE	To develop an ac	esthetic sense to appreciate p	oetic ex	press	sions	s.To help stu	idents acqu	ire a co	omprehensive	
OBJECTIVES	knowledge of the	e English poetrydown the ag	es.							
POs		PROGRAMME OUTCOME								
PO 1	To enhance the	ability to think and write crit	ically a	nd cl	early	y.				
PO 2	To recognise the	To recognise the scope of English literature and language in terms of career opportunities, communication,								
	media and soft skills.									
PO 3	To inspire an aesthetic appreciation for English literature and language.									
PO 4	To cultivate inte	llectual curiosity, creativity a	and the	desir	e for	lifelong lea	rning.			
PO 5		ective use of English in creat								
PO 6	_	ely engaged in initial learning	•						ew knowledge,	
		nd applying new ideas in ord	er to ac	quire	emp	oloyability/ s	self-emplo	yment.		
PO 7		er learning programmes.								
PO 8	-	t and socially responsible cit								
PO 9		technical, analytical and cre								
PO 10		with a broad conceptual bacl	-			•	ences / Co	mputing	g sciences /	
		culture / Management studies								
PO 11		d critically the prescribed tex								
PO 12	4	nk critically on various issues	s and su	bject	mat	tters and rela	ite the sam	e with	real life	
	situations.									
PO 13	ł	tailed knowledge in one or m	nore dis	ciplir	ies a	and the abilit	y to integr	ate kno	wledge across	
	disciplinary bou									
PO 14	ļ	rate the ability to extract and					ly in a var	iety of f	formats.	
PO 15	Development of	Development of a spirit of critical and scholarly enquiry for the subject.								

COs	COURSE OUTCOME						
CO 1	To gain an insight into the works of the poets of different ages.						
CO 2	Γο understand the poetic sensibility of the various literary periods.						
CO 3	To appreciate the nuances of poetic language and poetic devices.						
CO 4	To develop an aesthetic sense to appreciate poetic expressions.						
CO 5	To develop the set of reading and interpretative skills for better appreciation of poetry.						
Pre-requisites	Ability to interpret small poems						

## 1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Synthesizing

### CO / PO / KL Mapping

(3/2/1 indicates the strength of correlation, 3-strong, 2-medium, 1-weak)

(5/2/1 indicates the strength of correlation, 5-strong, 2-incurum, 1-weak)									
COs	KLs	POs	KLs						
		PO 1	1						
CO 1	1	PO 2	2						
		PO 3	3						
		PO 4	4						
CO 2	2	PO 5	4						
		PO 6	3						
		PO 7	4						
CO 3	4	PO 8	4						
		PO 9	5						
		PO 10	4						
CO 4	3	PO 11	5						
		PO 12	5						
		PO 13	6						
CO 5	5	PO 14	6						
		PO 15	6						

#### CO / PO Mapping

COs	Programme Outcome (POs)														
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1
CO2	2	3	2	1	1	2	1	1	1	1	1	1	1	1	1
CO3	1	1	2	3	3	2	1	3	2	3	2	2	1	1	1
CO4	1	2	3	2	2	3	2	2	1	2	1	1	1	1	1
CO5	1	1	1	2	2	1	2	2	3	2	3	3	2	2	2

Course Assessment Methods						
Direct						
1. Continuous Assessment Test I, II & Model						
2. Assignment						
3. End Semester Examinations						
Indirect						
1. Course End Delivery						

ontent of the	Syllabus						
	UNIT I	Periods	12				
	Shakespeares Sonnets No:116, 130 Andrew Marvell -To His Coy	Mistress	SELF - STUDY				
Unit - I	William Shakespeare -Fear No More the Heat o the Sun						
	PRACTICAL WORK: Attempt Writing a Poem (Short Poem of 10 Lines	)					
	UNIT II	Periods	12				
	John Donne - Death Be Not Proud John Milton - On His Blindnes	s SELF -	STUDY Ode				
Unit - II	on Solitude - Alexander Pope PRACTICAL WORK: Vocabulary and Wo	ord Choice; Comm	nent on the main				
	idea, mood and atmosphere through focus on Word Choice of the writers.						
	UNIT III	Periods	12				
Unit - III	William Wordsworth -The World is Too Much With Us John Keats - La	Belle Dame Sans	Mercy SELF				
Ullit - III	- STUDY William Collins -Ode to Evening PRA	ACTICAL WORK	K: Compare and				
	Contrast themes and artistic elements.						
	UNIT IV	Periods	12				
Unit - IV	Alfred, Lord Tennyson -Ulysses Robert Browning -The Last Rid	e Together S	ELF - STUDY				
Omt - IV	P.B. Shelley - The Cloud PRACTICAL WO	ORK: Attempt wri	ting a Long				
	Poem (20 Lines)						
	UNIT V	Periods	12				
	G.M. Hopkins -The Windhover W.B. Yeats -Among School C	Children SE	LF - STUDY				
Unit - V	Wilfred Owen -Insensibility PRACTICAL WORK	C: Try writing a po	em with definite				
	rhyme schemes like Sonnet, Ode, and Sprung Rhythm						
	Total Periods		60				

Text Books	
1	Poetry Down the Ages. Orient Longman Private Limited. Kolkata: Commercial Press Service, 2004.
2	Green, David. (Ed). The Winged Word. Chennai: Macmillan, 2012. Print.
References	
1	Compton-Rickett, Arthur. A History of English Literature. New Delhi: UBSPD,2003
2	Bateson, F. W. English Poetry and the English Language. Oxford: Clarendon Press, 1973.
3	Whispering Ruds: An Anthology of English Poetry. London: Oxford UP, 1999.
4	Abrams, M. H. et al. eds. Norton Anthology of English Literature. Vols. I & II. New York: W.W. Norton &
	Company, Inc., 1962.
5	Roberts, Michael. Ed. Faber Book of Modern Verse. New Delhi: Milestone Publication, 2000.
E-References	
1	https://groups.google.com/forum/#forum/the-poets-corner
2	https://www.poemhunter.com/poem/
3	https://www.poetryfoundation.org/poems/





MEN EMPOWERME	Elayampaiayam, 111 uchengoue-057 205.										
Programme	B.A	Programme Code			UEN Regulations				2021-2022		
Department		English				1					
			Pe	riods		Credit	Maximi	·ks			
Course Code		Course Name	per	Week							
			L		)	С	CA	ESE	E Total		
	CDAM	MAR AND USAGE	5		0	4	25	75	100		
21U1ENC02	GRAMI	WAR AND USAGE		U	J ]	4	23	/3	100		
COURSE	To introduce the	students to the basic mechan	nism v	vith w	hic	h the language	e functions	3.	Gain		
OBJECTIVES	comprehensive k	knowledge of English gramm	ar								
POs	PROGRAMME OUTCOME										
PO 1	To enhance the	To enhance the ability to think and write critically and clearly.									
PO 2	To recognise the scope of English literature and language in terms of career opportunities, communication,										
	media and soft skills.										
PO 3	To inspire an aesthetic appreciation for English literature and language.										
PO 4	To cultivate inte	llectual curiosity, creativity a	and the	e desii	e f	or lifelong lea	rning.				
PO 5	To inculcate effe	ective use of English in creat	ive ex	pressi	on	and day-to-da	y life.				
PO 6	To be passionate	ely engaged in initial learning	g with	an air	n to	think differe	ntly as age	ents of n	ew knowledge,		
	understanding ar	nd applying new ideas in ord	er to a	cquire	er	nployability/ s	self-emplo	yment.			
PO 7	To take up highe	er learning programmes.									
PO 8	To be competen	t and socially responsible cit	izen o	f Indi	a.						
PO 9	To be exposed to	technical, analytical and cre	eative	skills.							
PO 10	To be imparted	with a broad conceptual back	kgrour	nd in t	he	Biological sci	ences / Co	mputing	g sciences /		
	Languages and c	culture / Management studies	/ Phy	sical s	cie	ences.					
PO 11	An ability to rea	d critically the prescribed tex	ts and	l unde	rsta	and its broader	r implication	ons.			
PO 12	1	nk critically on various issues	s and s	subjec	t m	atters and rela	ite the sam	e with 1	eal life		
	situations.										
PO 13	Demonstrate de	tailed knowledge in one or m	nore di	scipli	nes	and the abilit	y to integr	ate kno	wledge across		
	disciplinary bour										
PO 14	Demonstrate the	ability to extract and convey	infor	matio	n a	ccurately in a	variety of	formats			
PO 15	Development of a spirit of critical and scholarly enquiry for the subject.										
		· · · · · · · · · · · · · · · · · · ·			_						

COs	COURSE OUTCOME
CO 1	To introduce the students to the basic mechanism with which the language functions.
CO 2	To provide ample guidance and practice in sentence building and correct usage.
CO 3	Instill in the learners the basic and essential knowledge of English Grammar
CO 4	Enlighten the learners on different structures, usage, sentence patterns
CO 5	Eradicate grammatical errors in speech and writing
Pre-requisites	Knowledge on Basic Grammar

## 1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Synthesizing

### CO / PO / KL Mapping

(3/2/1 indicates the strength of correlation, 3-strong, 2-medium, 1-weak)

(3/2/1 indicates the strength of correlation, 3-strong, 2-incutum, 1-weak)										
COs	KLs	POs	KLs							
		PO 1	2							
CO 1	1	PO 2	2							
		PO 3	3							
		PO 4	4							
CO 2	2	PO 5	4							
		PO 6	3							
		PO 7	4							
CO 3	3	PO 8	4							
		PO 9	4							
		PO 10	4							
CO 4	3	PO 11	5							
		PO 12	5							
		PO 13	6							
CO 5	4	PO 14	6							
		PO 15	6							

#### CO / PO Mapping

COs	Programme Outcome (POs)														
COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1
CO2	3	3	2	1	1	2	1	1	1	1	1	1	1	1	1
CO3	2	2	3	2	2	3	2	2	2	2	1	1	1	1	1
CO4	2	2	3	2	2	3	2	2	2	2	1	1	1	1	1
CO5	1	1	2	3	3	2	1	3	3	3	2	2	1	1	1

Course Assessment Methods						
Direct						
1. Continuous Assessment Test I, II & Model						
2. Assignment						
3. End Semester Examinations						
Indirect						
1 Course End Delivery						

Content of the	Syllabus								
	UNIT	ΓI	Periods	12					
	Grammar-Definition Primary Auxilia	ry Verbs Modal and Semi Modal A	Auxiliary Verbs.	SELF -					
Unit - I	STUDY: Subject and Predicate, Pron-	oun and Case.	PRACTICAL W	ORK: Make a					
	list of words under each part of speech	1							
	UNIT	'II	Periods	12					
	Kinds of Sentences	Tenses: Forms and UsesSELF - S	TUDY : Possessiv	ve forms,					
Unit - II	Demonstratives. PRACTICAL WORK	X: Write 10 sentences of your own a	and identify the pa	rts of speech.					
	UNIT	III	Periods	12					
Unit - III	Active and Passive Voice	Direct and Indirect Speech.	SELF - S'	ΓUDY :					
Ullit - III	Transitive verbs with two objects.	PRACTICAL WORK:							
	Write 10 examples for each sentence p	oattern.							
	UNIT	IV	Periods	12					
Unit - IV	Degrees of Comparison	Transformation of Sentences.	SELF -	STUDY:					
Omt - IV	Sentence Connectors, Cohesion, Adve	CAL WORK: Atte	empt writing						
	sentences with multiple Clauses.								
	UNIT	V	Periods	12					
Unit - V	Use of Infinitives and Gerunds.	Use of Infinitives and Gerunds. SELF - STUDY: Appositive Construction, Preposition							
Omt - V	PRACTICAL WORK: Attempt transf	ormation of sentences: Active - Pas	sive, Reported Sp	eech, Simple -					
	Compound - Complex								
	Total Pe	riods		60					

Text Books	
1	KRISHNASWAMY N., A Book of Grammar Usage and Composition, Macmillan India Ltd., 1975.
References	
1	GREEN, DAVID. Contemporary English Grammar: Structure and Composition. New Delhi: Macmillan,
	2004.
2	WREN AND MARTIN, HIGH SCHOOL GRAMMAR.
E-References	
1	https://www.grammarly.com/blog/10-best-grammar-resources-for-professionals/
2	https://www.grammarflip.com/
3	https://www.englishgrammar101.com/





MEN EMPOWERME	Elayampalayam, 111 uchengoue-05/ 205.							
Programme	B.A	Programme Code	UEN Regulations					2021-2022
Department		English			Semester	•		1
			Period	ls	Credit	Maxim	ks	
Course Code	C	Course Name	per We	ek				
			LT	Р	С	CA	ESE	E Total
21U1ENA01	SOCIAL HIS	STORY OF ENGLAND	6 0	0	5	25	75	100
COURSE	To develop appli	ed skills of relating the socia	al context	to lit	erary product	s.		
OBJECTIVES POs	PROGRAMME OUTCOME							
PO 1	To enhance the a	bility to think and write crit	ically and	clear	·ly.			
PO 2	To recognise the	scope of English literature a	ınd langua	ige ii	terms of care	eer opportu	nities, c	ommunication,
	media and soft skills.							
PO 3	To inspire an aesthetic appreciation for English literature and language.							
PO 4	To cultivate intellectual curiosity, creativity and the desire for lifelong learning.							
PO 5	To inculcate effective use of English in creative expression and day-to-day life.							
PO 6	-	ly engaged in initial learning	•					ew knowledge,
		d applying new ideas in ord	er to acqu	ire e	mployability/	self-emplo	yment.	
PO 7		r learning programmes.						
PO 8	•	and socially responsible cit						
PO 9	•	technical, analytical and cro						
PO 10	_	with a broad conceptual back	-		_	iences / Co	mputing	g sciences /
		ulture / Management studies						
PO 11	•	d critically the prescribed tex						
PO 12	An ability to thin	k critically on various issue	s and subj	ect n	natters and rel	ate the sam	e with r	eal life
	situations.							
PO 13		tailed knowledge in one or n	nore discip	oline	s and the abili	ty to integr	ate knov	wledge across
	disciplinary bour							
PO 14		ability to extract and convey				variety of	formats	•
PO 15	Development of	a spirit of critical and schola	ırly enquii	y foi	the subject.			

COs	COURSE OUTCOME
CO 1	To develop applied skills of relating the social context to literary products.
CO 2	To recollect the history, politics and reforms of England.
CO 3	To help students to use the language as well as giving detailed information about the language.
CO 4	To compare and contrast various literary movements.
CO 5	To sharpen the skill to relate and reinterpret things that happened at one point of time in the light of todays
	scenario.
Pre-requisites	Knowledge on Social History of England.

## 1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Synthesizing

### CO / PO / KL Mapping

(3/2/1 indicates the strength of correlation, 3-strong, 2-medium, 1-weak)

(3/2/1 indicates the strength of contention, 3-strong, 2-incutain, 1-weak)								
COs	KLs	POs	KLs					
		PO 1	2					
CO 1	1	PO 2	2					
		PO 3	3					
		PO 4	3					
CO 2	3	PO 5	4					
		PO 6	3					
		PO 7	4					
CO 3	4	PO 8	4					
		PO 9	4					
		PO 10	5					
CO 4	5	PO 11	5					
		PO 12	5					
		PO 13	6					
CO 5	6	PO 14	6					
		PO 15	6					

### CO / PO Mapping

COs	Programme Outcome (POs)														
COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1
CO2	2	2	3	3	2	3	2	2	2	1	1	1	1	1	1
CO3	1	1	2	2	3	2	1	3	3	2	2	2	1	1	1
CO4	1	1	1	1	2	1	2	2	2	3	3	3	2	2	2
CO5	1	1	1	1	1	1	1	1	1	2	2	2	3	3	3

Course Assessment Methods	
Direct	
1. Continuous Assessment Test I, II & Model	
2. Assignment	
3. End Semester Examinations	
Indirect	
1 Course End Delivery	

	Earl	History of England	Periods	15				
TT '. T	The Renaissance	The Reformation	The Stuart Age					
Unit - I	SELF - STUDY: The Or	igins of the English Society PRACTICAL W	ORK: Make a cor	nparison -				
	Sangam Literature							
	Age of C	harles I and Queen Anne	Periods	15				
	The Civil War and its Social	Significance Puritanism and Colonial Expar	rsion The	Age of				
Unit - II	Restoration	The Age of Queen Anne and Coffee Houses.	SELF - STUD	Y: The Growth				
	of Political Parties in Englar	d. PRACTICAL WORK: Re	eligious movemen	ts of the West				
	Bhakthi Movements of the I	ast						
	A	ge of Revolution	Periods	15				
Unit - III	The Industrial Revolution	The Agrarian Revolution	The Effect	s of French				
Omt III	Revolution. SELF - STUDY: Religious Movements of Victorian Age PRACTICAL WORK:							
	Educational Commissions in	India.						
	Deve	lopments in England	Periods	15				
Unit - IV	The Reform Bills The Development of Transport and Communication The							
Cilit 11	Development of Education in 19th Century. SELF - STUDY: Religious Movements of Victorian Age							
	PRACTICAL WORK: Educ	ational Commissions in India.						
		Modern England	Periods	15				
Unit - V	Social Security and the Wel	Tare State Trade Unionism and Growth of	of Political Parties	Contemporary				
Cint v	life of England.	life of England. SELF STUDY: Modern British Society PRACTICAL WORK: Impact of						
	Colonialism in Post-Indeper	dent India.						
		Total Periods		75				

Text Books						
1	Dr. MALLIGA RAMASAMY, "Social History of England".					
2	TREVELYN G.M., English Social History, Orient Longman, 1942.					
References						
1	XAVIER A.G., Introduction to the Social History of England, S. Viswanathan Printers &					
	Publishers, Chennai, 2009.					
2	DR. THAILAMBAL, Social History of England, ENNES Publication, Udumalpet, 2000.					
E-References						
1	http://libguides.murdoch.edu.ac/british					
2	https://www.goodreads.com					
3	/book/show/27427151-the-social-history-of-england					
4	https://en.wikipedia.org/wiki/English_society					





WEN EMPOWERM	Diagampulayam, Trachengoue 607 200.									
Programme	B.A	Programme Code		UEN Regulations				2	2021-2022	
Department					Semester				2	
		Per	iods		Credit	Maxim	um Mai	rks		
Course Code		Course Name per Week								
					P	С	CA	ESI	3	Total
		PROSE	5		0	4	25	75		100
21U2ENC03						-				
COURSE	To provide expo	sure to the finest Prose writing	ngs in I	Engli	sh	Literature in s	tyle and co	ontent a	nd t	o facilitate
OBJECTIVES	students to devel	op logical thinking and lang	uage sk	ills.						
POs		PROG	GRAM	ME (	OU	TCOME				
PO 1	To enhance the a	shility to think and write criti	cally a	nd cl	ear	·lv				
PO 2	To enhance the ability to think and write critically and clearly.  To recognise the scope of English literature and language in terms of career opportunities, communication,									
102	media and soft skills.									
PO 3	To inspire an aesthetic appreciation for English literature and language.									
PO 4	To cultivate intellectual curiosity, creativity and the desire for lifelong learning.									
PO 5	To inculcate effe	ective use of English in creat	ive exp	ressi	on	and day-to-da	y life.			
PO 6	To be passionate	ly engaged in initial learning	g with a	n air	n te	o think differe	ntly as age	ents of r	new	knowledge,
	understanding ar	nd applying new ideas in orde	er to ac	quire	e ei	nployability/ s	self-emplo	yment.		
PO 7	To take up highe	er learning programmes.								
PO 8	To be competent	and socially responsible citi	zen of	India	a.					
PO 9	_	technical, analytical and cre								
PO 10	•	with a broad conceptual back					ences / Cor	nputing	sci	ences /
		culture / Management studies	<u>.</u>							
PO 11		d critically the prescribed tex								
PO 12	4	nk critically on various issues	s and su	ıbjec	t n	natters and rela	ate the sam	e with	real	life
	situations.									
PO 13	ł	ailed knowledge in one or m	ore dis	ciplir	nes	and the ability	y to integra	ate knov	wled	lge across
		disciplinary boundaries.								
PO 14	ļ	ability to extract and convey					variety of	formats	S	
PO 15	Development of a spirit of critical and scholarly enquiry for the subject.									

COs	COURSE OUTCOME
CO 1	To develop applied skills of relating the social context to literary products.
CO 2	To recollect the history, politics and reforms of England.
CO 3	To help students to use the language as well as giving detailed information about the language.
CO 4	To compare and contrast various literary movements.
CO 5	To sharpen the skill to relate and reinterpret things that happened at one point of time in the light of todays
	scenario.
Pre-requisites	Basic Knowledge on Pros

## 1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Synthesizing

### CO / PO / KL Mapping

(3/2/1 indicates the strength of correlation, 3-strong, 2-medium, 1-weak)

(5/2/1 indicates the strength of contration, 5-strong, 2-incurtain, 1-weak)								
COs	KLs	POs	KLs					
		PO 1	1					
CO 1	1	PO 2	1					
		PO 3	2					
		PO 4	3					
CO 2	2	PO 5	3					
		PO 6	3					
		PO 7	4					
CO 3	3	PO 8	4					
		PO 9	4					
		PO 10	5					
CO 4	4	PO 11	5					
		PO 12	5					
		PO 13	6					
CO 5	5	PO 14	6					
		PO 15	6					

### CO / PO Mapping

COs		Programme Outcome (POs)													
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	3	3	2	1	1	1	1	1	1	1	1	1	1	1	1
CO2	2	2	3	2	2	2	1	1	1	1	1	1	1	1	1
CO3	1	1	2	3	3	3	2	2	2	1	1	1	1	1	1
CO4	1	1	1	2	2	2	1	3	3	2	2	2	1	1	1
CO5	1	1	1	1	1	1	2	2	2	3	3	3	2	2	2

Course Assessment Methods
Direct
1. Continuous Assessment Test I, II & Model
2. Assignment
3. End Semester Examinations
Indirect
1. Course End Delivery

Content of the	Syllabus									
	UNIT I	Periods	12							
TT'. T	Francis Bacon- Of Studies, Of Friendship. Richard Steele- The Trumpe	et Club.	SELF STUDY:							
Unit - I	Hazlitt-Beau Tibbs. Practical Work : A Short Baconian Essay on	Of Girl.								
	UNIT II	Periods	12							
Unit - II	Joseph Addison- Husbands and Wives. Charles Lamb-Old China.	SELF ST	TUDY: Aldous							
Unit - II	Huxley-The Double Crisis. Practical Work: Describe a dream that still lingers in your memory.									
		T								
	UNIT III	Periods	12							
Unit - III	Rudyard Kipling -Values of life. J.B.Priestly- Lectures.	SELF - ST	UDY: Stephen							
Onit - m	Leacock-My Financial Career. Practical Work: Nat	rrate an interesting	g incident that							
	happened in your life.									
	UNIT IV	Periods	12							
I I:4 IV	G. K. Chesterton-What I Found in My Pocket. Stephen Leacock -With the	e Photographer.	SELF							
Unit - IV	STUDY: J. C. Hill-Good Manners.  Practical Work: Write an essay on	Good Habits.								
	UNIT V	Periods	12							
Unit - V	A. G. Gardiner- Rule of the Road. George Orwell- Shooting an Ele	ephant. SEL	F - STUDY: S							
UIII - V	Earnest Simon-The Aims of Education for Citizenship.									
	piece.									
	Total Periods		60							

Text Books	
1	Nayar, M.G. A Galaxy of English Essayists: From Bacon to Beerbohm. Laxmi Pub., 2002
References	
1	Cairncross, A.S. Ed, Eight Essayists.Macmillan Publication. Print. "The Etymology of Prose". Prose.
	Retrieved 2016-02-24. Print. Kuiper, Kathleen. Prose: Literary Terms and Concepts. The Rosen
	Publishing Group. ISBN 1615304940. 244 pages.2011. Print. Modern Essays.Board of Editors. Orient
	Longman.
2	The Approach to Life (Re-issue).Board of Editors. Orient Blackswan.
3	Endless Adventures A Collection of English Prose. Board of Editors. Orient Blackswan
E-References	
1	https://global.oup.com/academic/content/series/o/oxford-books-of-prose-and-verse-obpv/?lang=en&cc=us
2	https://literarydevices.net/prose





MEN EMPOWERM	Englandam, Truckengoue 607 200.											
Programme	B.A	Programme Code	UEN Regulations 2021-202									
Department	English Semester									2		
			Pei	riods		Credit	Maxim	um Maı	rks			
Course Code		Course Name	per	Weel	k							
			L		P	С	CA	ESI	F.	Total		
		DRAMA	5		0	5	25	75		100		
21U2ENC04		DIVINI		0	U	3		13		100		
COURSE	To make the stud	To make the student improve their communication skills in English, through the use of Role Play, Script										
OBJECTIVES	Writing and Improvisation.											
DO:		DD O		n æ	ΟĽ	TCOME						
POs		PROG	JKAM	IME	ΟU	TCOME						
PO 1	To enhance the ability to think and write critically and clearly.											
PO 2	To recognise the scope of English literature and language in terms of career opportunities, communication,											
	media and soft sl	media and soft skills.										
PO 3	To inspire an aesthetic appreciation for English literature and language.											
PO 4	To cultivate inte	llectual curiosity, creativity a	and the	desi	re f	or lifelong lea	rning.					
PO 5	To inculcate effe	ective use of English in creat	ive exp	ressi	ion	and day-to-da	y life.					
PO 6		ely engaged in initial learning							new	knowledge,		
		nd applying new ideas in ord	er to a	equir	e eı	nployability/ s	self-emplo	yment.				
PO 7		er learning programmes.										
PO 8	To be competent	and socially responsible citi	zen of	India	a.							
PO 9		technical, analytical and cre										
PO 10	•	with a broad conceptual back					ences / Cor	nputing	g sci	ences /		
		ulture / Management studies	<u> </u>									
PO 11		d critically the prescribed tex										
PO 12	4	nk critically on various issues	s and s	ubjec	et m	natters and rela	ate the sam	e with	real	life		
	situations.											
PO 13	l .	ailed knowledge in one or m	ore dis	cipli	nes	and the ability	y to integra	ate knov	wlec	lge across		
	disciplinary bour											
PO 14	ļ	ability to extract and convey					variety of	formats	S			
PO 15	Development of a spirit of critical and scholarly enquiry for the subject.											

COs	COURSE OUTCOME
CO 1	To teach Drama and Theatre Skills.
CO 2	To enable students remember various theatres, characters, background and style, age and its reflection.
CO 3	To develop students, demonstration skills, verbal and non-verbal communication skills, social skills.
CO 4	To participate in pair and group dramatizations on a variety of themes.
CO 5	To formulate, express and defend individual ideas and opinions when working on dramatic atmosphere.
Pre-requisites	Basic Knowledge on Drama.

## 1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Synthesizing

### CO / PO / KL Mapping

(3/2/1 indicates the strength of correlation, 3-strong, 2-medium, 1-weak)

COs	KLs	POs	KLs
		PO 1	2
CO 1	2	PO 2	1
		PO 3	2
		PO 4	3
CO 2	3	PO 5	3
		PO 6	3
		PO 7	4
CO 3	3	PO 8	4
		PO 9	4
		PO 10	5
CO 4	4	PO 11	4
		PO 12	5
		PO 13	6
CO 5	5	PO 14	6
		PO 15	5

### CO / PO Mapping

COs		Programme Outcome (POs)													
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	3	2	3	2	2	2	1	1	1	1	1	1	1	1	1
CO2	2	1	2	3	3	3	2	2	2	1	2	1	1	1	1
CO3	2	1	2	3	3	3	2	2	2	1	2	1	1	1	1
CO4	1	1	1	2	2	2	1	3	3	2	3	2	1	1	2
CO5	1	1	1	1	1	1	2	2	2	3	2	3	2	2	3

Course Assessment Methods
Direct
1. Continuous Assessment Test I, II & Model
2. Assignment
3. End Semester Examinations
Indirect
1. Course End Delivery

ontent of the	Syllabus									
	UNIT I	Periods	15							
IIia I	Christopher Marlowe-Dr.Faustus. SELF STUDY:	Soliloquy, Mono	logue,							
Unit - I	Exposition, Plot, Central Conflict, Climax, Denouement. Practical Wor	k : Group discuss	ion on the							
	contribution of drama to the total effect									
	UNIT II	Periods	15							
Unit - II	Ben Jonson- Volpone or The Fox. SELF STUDY: Unity of Action, Place and Time. Practical									
Omt - m	Work: Choose long speeches from a literary piece of your choice and recite.									
	UNIT III	Periods	15							
Unit - III	Richard Brinsley Sheridan - The Rivals. SELF STUDY: Villains, Heroes and Heroines;									
Omt - m	Characters: Personality, Relationship, Motivation, Conflict- Internal and External. Practical Work:									
	Enact a scene from any play.									
	UNIT IV	Periods	15							
	Henrik Ibsen- A Dolls House. SELF STUDY: Introduction to English Drama from Restoration									
Unit - IV	to the 19th century Transition from plot based drama to ideology/theme based drama- Drama as a vehicle o									
	ideology/propaganda-Quintessence of Ibsenism G.B.Shaw Difference between closet reading of plays and									
	practical theatre- First wave of Feminism.									
	UNIT V	Periods	15							
Unit - V	G.B.Shaw - Pygmalion. SELF-STUDY: Samuel Beckett -	Waiting for Godo	t. Theme-							
OIIIt - V	Universal, Social, Historical. Practical Work: Debate on comedy of Hum	Universal, Social, Historical. Practical Work: Debate on comedy of Humour and Comedy of Manners.								
	Total Periods		75							

Text Books	
1	Marlowe, Christopher. Doctor Faustus. New York: Signet Classics, 2001.
2	Jonson,Ben. Volpone, the Fox: Oxford Publication P.Ltd. 2003.
3	Sheriden. The Rivals: Cambridge Publication P.Ltd. 2005 .
References	
1	Axton & Williams. eds. English Drama :Forms& Development, Cambridge UP, 1977.
E-References	
1	https://en.wikipedia.org/wiki/Dramatic_structure 2 https:/
2	www.gradesaver.com/she-stoops-to-conquer/study-guide/summary
3	/www.cliffsnotes.com/literature/d/doctor-faustus/play-summary 3
	www.buzzle.com/articles/elements-of-drama.html





MEN EMPOWERME		Elayampalayam, 11	uchengo	uc-o	37 203.						
Programme	B.A	B.A Programme Code UEN Regulations									
Department	English Semester										
			Period	ls	Credit	Maxim	um Mar	ks			
Course Code		Course Name	per We	ek							
			LT	P	С	CA	ESE	E Total			
21U2ENA02	LITERARY	FORMS AND TERMS	4 0	0	4	25	75	100			
COURSE	To develop the knowledge skill to differentiate various genres.										
OBJECTIVES POs	PROGRAMME OUTCOME										
PO 1	To enhance the a	bility to think and write criti	ically and	clear	ily.						
PO 2	To recognise the scope of English literature and language in terms of career opportunities, communication,										
	media and soft skills.										
PO 3	To inspire an aesthetic appreciation for English literature and language.										
PO 4	To cultivate intellectual curiosity, creativity and the desire for lifelong learning.										
PO 5	To inculcate effe	ctive use of English in creat	ive expres	ssion	and day-to-da	y life.					
PO 6		ly engaged in initial learning	-					ew knowledge,			
		d applying new ideas in ord	er to acqu	ire ei	mployability/	self-emplo	yment.				
PO 7		r learning programmes.									
PO 8	•	and socially responsible cit									
PO 9	_	technical, analytical and cre									
PO 10	To be imparted with a broad conceptual background in the Biological sciences / Computing sciences /										
	Languages and culture / Management studies / Physical sciences.										
PO 11	•	d critically the prescribed tex									
PO 12	,	ak critically on various issue	s and subj	ect n	natters and rel	ate the sam	e with r	eal life			
	situations.										
PO 13	Demonstrate detailed knowledge in one or more disciplines and the ability to integrate knowledge across										
	disciplinary bour										
PO 14		ability to extract and convey				variety of	formats	•			
PO 15	Development of a spirit of critical and scholarly enquiry for the subject.										

COs	COURSE OUTCOME
CO 1	To develop the knowledge skill to differentiate various genres.
CO 2	To develop the interpretative skill through appreciation of the essential features of various genres.
CO 3	To remember and recollect structures and patterns of different forms of literature.
CO 4	To understand the form and structure of literary genre and acquire the application skill for analysis.
CO 5	To develop the aesthetic skill to appreciate alliteration, rhyme scheme and Onomatopoeia.
Pre-requisites	Basic Knowledge on Literary Terms and Forms.

## 1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Synthesizing

## CO / PO / KL Mapping

(3/2/1 indicates the strength of correlation, 3-strong, 2-medium, 1-weak)

(3/2/1 indicates the strength of contention, 3 strong, 2 incutain, 1 weak)							
COs	KLs	POs	KLs				
		PO 1	1				
CO 1	1	PO 2	2				
		PO 3	3				
		PO 4	4				
CO 2	3	PO 5	3				
		PO 6	4				
		PO 7	4				
CO 3	4	PO 8	4				
		PO 9	4				
		PO 10	5				
CO 4	5	PO 11	4				
		PO 12	5				
		PO 13	6				
CO 5	6	PO 14	6				
		PO 15	6				

### CO / PO Mapping

COs	Programme Outcome (POs)														
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1
CO2	1	2	3	2	3	2	2	2	2	1	2	1	1	1	1
CO3	1	1	2	3	2	3	1	3	3	2	3	2	1	1	1
CO4	1	1	1	2	1	2	2	2	2	3	2	3	2	2	2
CO5	1	1	1	1	1	1	1	1	1	2	1	2	3	3	3

Course Assessment Methods			
Direct			
1. Continuous Assessment Test I, II & Model			
2. Assignment			
3. End Semester Examinations			
Indirect			
1. Course End Delivery			

	UNIT I	Periods	12						
	Poetry: Definition, Types- Subjective and Objective Poetry-the Lyric- the	Ode- the Sonnet	the Ballad-th						
Unit - I	Satire. Forms: The Heroic couplet, the Terza Rima, the Chaucerian stanza	of Rhyme Royal	, the Ottava						
	Rima, the Spenserian stanza. PRACTICAL WORK: Try writing a Haiku.								
	UNIT II	Periods	12						
	Poetry: The Elegy, the epic, Limerick, Haiku Stanza. Literary Terms-I: A	llegory, Allusion,	Alliteration,						
Unit - II	Blank Verse, Free Verse, Burlesque, Conceit, Diction, Epigram, Epithet, Euphemism, Imagery, Imitation,								
	Metaphor, Anecdote, Simile, Onomatopoeia, Sprung Rhythm, Kenning, Caesura. PRACTICAL WORK:								
	Write a one-act play on any modern issue and enact it.								
	UNIT III	Periods	12						
	Drama and its Types: Tragedy, Comedy, Tragi-Comedy, Farce, Melodrama, the Masque, the One Act Pla								
Unit - III	Interludes, Absurd Drama, Kitchen Sink Drama. Dramatic Devices: Dramatic Irony, Aside, Soliloquy,								
Omt - m	Expectation, Stage, Directions, Expressionism, Flat and Round Character, Catastrophe, Catharsis, Climax								
	Comic Relief, denouement, Four Humours. PRACTICAL WORK: Describe a								
	Place/Person/incident with the overtone of sense of humour.								
	UNIT IV	Periods	12						
	Prose Types: The Essay, Biography, Autobiography, Memoir. Literary Terms-II: Myth, Objective								
Unit - IV	Correlative, Parable, Parody, Pastoral, Pathetic Fallacy, Bathos, Personification, Plot, Poetic Justice,								
	Problem Plays. PRACTICAL WORK: Go forward in a Time Machine to 2080 and								
	describe an interesting place.								
Unit - V	UNIT V	Periods	12						
	Prose Types & Fiction: The Novel, the Short Story, Criticism, Style. Literary Terms-III: Pun, Rhetoric,								
	Sarcasm, Stream of Consciousness, Dramatic Monologue, Vignette, Tragic Flaw, Three Unities, Wit.								
	PRACTICAL WORK: Compare and Contrast Kalams The Wings of Fire and Mahatma Gandhi My								
	Experiments with Truth.								
	Total Periods		60						

Text Books	
1	Prasad, B., A Background to the study of English Literature for Indian Students. New Delhi: Macmillan,
	1999.
2	Abrams, M.H., A Glossary of Literary Terms. New Delhi: Cleanage, 2008.
3	Baldick, Chris. Oxford Book of Literary Terms. London: Oxford University Press, 2005.
References	
1	Childs, Peter, Roger Fowler. The Routledge Dictionary of Literary Terms. New York: Routledge, 2006.
2	Hudson, William Henry. An Introduction to the Study of Literature. Chennai: Atlantic, 2006.
3	Stephen Greenblatt et al. Norton Anthology Literary Forms and Terms. Vol. D. 9 th edn. Norton, 2012.
E-References	
1	https://en.wikipedia.org/wiki/Dramatic_structure
2	www.gradesaver.com/she-stoops-to-conquer/study-guide/summary
3	https://www.cliffsnotes.com/literature/d/doctor-faustus/play-summary 3
	www.buzzle.com/articles/elements-of-drama.html

Signature of BOS Chairman