

## SEMESTER I

CODE	COURSE TITLE
18LTUC101	Poetry

Category	CIA	ESE	L	T	P	Credit
Core	25	75	70	5	-	04

### Preamble

To develop an aesthetic sense to appreciate poetic expressions, to fascinate the learners to develop in the poetic realm and to create a flair for composing poems

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1.	gain an insight into the works of the poets of different ages	K1
CO2.	understand the poetic sensibility of the various literary periods	K2
CO3.	appreciate the nuances of poetic language and poetic devices	K2 & K3
CO4.	develop the set of reading and interpretative skills for better appreciation of poetry	K3
CO5.	ameliorate creative, imaginative and stylistic expression	K3

### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	S	S	M
CO2.	M	M	S	M	S
CO3.	S	S	M	S	M
CO4.	S	M	M	S	M
CO5.	S	S	M	S	S

S- Strong; M-Medium

## Syllabus

<b>UNIT I</b>	(15 hrs.)
John Donne: Go and Catch a Falling Star John Milton: On his Blindness Rabindranath Tagore: Clouds and Waves Edgar Allen Poe: A Dream within a Dream <i>Self-Study: William Shakespeare: Sigh No More Ladies</i> <i>Applied Dynamics: Attempt Writing a Poem (Short Poem of 10 Lines)</i>	
<b>UNIT II</b>	(15 hrs.)
Lord Tennyson : Break. Break, Break. P. B. Shelley : Ozymandias Sarojini Naidu : Alabaster Langston Hughes: Life is fine <i>Self-Study: Wordsworth: Daffodils</i> <i>Applied Dynamics: Vocabulary and Word Choice</i> <i>Comment on the main idea, mood and atmosphere through focus on Word Choice of the writers</i>	
<b>UNIT III</b>	(15 hrs.)
John Keats : Ode on a Grecian Urn Samuel T. : Coleridge: Kubla Khan Kamal Das : Summer in Calcutta Maya Angelou : Still I Rise <i>Self-Study: Thomas Gray : Elegy written in the Country Churchyard</i> <i>Applied Dynamics: Compare and Contrast themes and artistic elements</i>	
<b>UNIT IV</b>	(15 hrs.)
Robert Browning : Incident of the French Camp. Matthew Arnold : Dover Beach Toru Dutt : The Broken Bell Anna Akhmatova : I Taught myself to Live Simply <i>Self-Study: John Drink Water : Vagabond</i> <i>Applied Dynamics: Attempt writing a Long Poem (20 Lines)</i>	
<b>UNIT V</b>	(15 hrs.)
Gerald Manly Hopkins : Pied Beauty W. B. Yeats : Sailing to Byzantium A.K. Ramanujan : A River <i>Self-Study: Wilfred Owen : Strange Meeting</i> <i>Applied Dynamics: Try writing poem with alliteration, simile, metaphor, onomatopoeia &amp; palindrome</i>	

**TOTAL:**

**75 Hrs.**

### Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year and Edition
1.	-	Poetry Down the Ages	Orient Longman Private Limited, Kolkata	2004
2.	Bateson, F. W.	English Poetry and the English Language	Clarendon Press, Oxford	1973
3.	-	Whispering Ruds.: An Anthology of English Poetry	Oxford UP, London	1999

### Pedagogy

- Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

<b>CODE</b>	<b>COURSE TITLE</b>
18LTUC102	Grammar and Usage

<b>Category</b>	<b>CIA</b>	<b>ESE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
Core	25	75	70	5		04

### Preamble

To introduce the students to the basic mechanism with which the language functions and the power of impeccable delivery by strengthening the grammatical knowledge base

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	provide ample guidance and practice in sentence building and correct usage	K1
CO2	to use the language as well as giving detailed information about the language	K2
CO3	strengthen the knowledge of grammar and master 'accuracy' in discourse	K2 & K3
CO4	enhance linguistic competencies	K3
CO5	sharpen written and oral communicative skills in English	K4

### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	S	M	M
CO2.	M	S	M	S	M
CO3.	S	M	S	M	S
CO4.	M	S	M	S	M
CO5.	S	M	S	M	S

S- Strong; M-Medium

## Syllabus

- UNIT I** (15 hrs.)  
The Sentence - The Parts of Speech  
Determiners, Prefix, Suffix, Double Negatives, Question Tag  
*Self-Study : Subject and Predicate, Pronoun and Case.*  
*Applied Dynamics: Make a list of words under each part of speech*
- UNIT II** (15 hrs.)  
Kinds of Nouns  
Number  
Adjectives  
Articles  
Pronouns  
*Self-Study : Possessive forms, Demonstratives.*  
*Applied Dynamics: Write 10 sentences of your own and identify the parts of speech*
- UNIT III** (15 hrs.)  
Verbs  
Tenses & Mood  
Concord  
Non-finite verbs  
Auxiliaries  
Modal Auxiliaries  
*Self-Study : Transitive verbs with two objects.*  
*Regular & Irregular Verbs.*  
*Applied Dynamics: Write 10 examples for each sentence pattern.*
- UNIT IV** (15 hrs.)  
Adverbs  
Prepositions  
Conjunctions  
Interjections  
Phrases and Idioms  
*Self-Study : Sentence Connectors, Cohesion, Adverbials*  
*Applied Dynamics: Attempt writing sentences with multiple Clauses*

**UNIT V****(15 hrs.)**

Simple/Compound/Complex Sentences

Clauses

Voice

Transformation of Sentences

*Self-Study:* Appositive Construction, Preposition*Applied Dynamics:* Attempt transformation of sentences: Active – Passive, Reported Speech,  
Simple - Compound – Complex**TOTAL:****75 Hrs.****Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year and Edition
1.	David Green	Contemporary English Grammar: Structure and Composition	Macmillan, New Delhi	2004
2.	David Crystal	Introduction to Linguistic	Penguin Pub, London	1982
3.	Krishnaswamy N	A Book of Grammar Usage and Composition	Macmillan India Ltd.	1975

**Pedagogy**

- Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

<b>CODE</b>	<b>COURSE TITLE</b>
18LTUA101	Social History of England

<b>Category</b>	<b>CIA</b>	<b>ESE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
Core	25	75	86	4		05

### Preamble

To develop applied skills of relating the social context to literary products and to divulge a wide array of diversified information on societal setup of England.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1.</b>	recollect the history, politics and reforms of England.	<b>K1</b>
<b>CO2.</b>	apprehend to the changing times, way of life and culture of England that influenced English Literature through the ages.	<b>K2</b>
<b>CO3.</b>	compare and contrast various literary movements.	<b>K2 &amp; K3</b>
<b>CO4.</b>	gain knowledge on evolvement of English writers influenced by social and literary contexts	<b>K2</b>
<b>CO5.</b>	sharpen the skill to relate and reinterpret things that happened at one point of time in the light of today's scenario	<b>K4</b>

### Mapping with Programme Outcomes

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1.</b>	S	S	M	M	S
<b>CO2.</b>	S	M	M	S	S
<b>CO3.</b>	M	S	S	M	M
<b>CO4.</b>	S	M	M	M	S
<b>CO5.</b>	M	S	S	M	S

S- Strong; M-Medium

## Syllabus

<b>UNIT I</b>	<b>(18 hrs.)</b>
The Renaissance	
The Reformation	
<i>SELF-STUDY: Feudalism</i>	
<i>APPLIED DYNAMICS: Make a comparison-Sangam Literature</i>	
<b>UNIT II</b>	<b>(18 hrs.)</b>
Puritanism	
Social Life in Restoration England	
<i>SELF-STUDY: Religious Movements</i>	
<i>APPLIED DYNAMICS: Religious movements of the West Vs Bhakthi Movements of the East</i>	
<b>UNIT III</b>	<b>(18 hrs.)</b>
Age of Queen Anne	
The Agrarian Revolution	
<i>SELF-STUDY: Educational Reforms in the 18<sup>th</sup> Century</i>	
<i>APPLIED DYNAMICS: Educational Commissions in India</i>	
<b>UNIT IV</b>	<b>(18 hrs.)</b>
The Industrial Revolution	
Effects of French Revolution on English Society	
<i>SELF-STUDY: Humanitarian Movement</i>	
<i>APPLIED DYNAMICS: Struggle for Independence in India</i>	
<i>The First War of Indian Independence (Sepoy Mutiny 1857)</i>	
<b>UNIT V</b>	<b>(18 hrs.)</b>
The Reform Bills	
The World Wars and Social Security	
<i>SELF-STUDY: Colonial Expansion</i>	
<i>APPLIED DYNAMICS: Impact of Colonialism in Post-Independent India</i>	
<b>TOTAL:</b>	<b>90 Hrs.</b>



### Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year and Edition
1.	Dr. Thailambal	Social History of England	ENNES Publication, Udumalpet	2000
2.	Trevelyn G.M.	English Social History	Orient Longman	1942
3.	Xavier A.G	Introduction to the Social History of England	S.Viswanathan Printers & Publishers, Chennai	2009

### Pedagogy

- Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

## SEMESTER II

CODE	COURSE TITLE
18LTUC203	Prose

Category	CIA	ESE	L	T	P	Credit
Core	25	75	70	5		04

### Preamble

To understand the language application with the presentation of thought and knowledge and to comprehend and analyse literary texts

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	remember ages, authors and the concepts involved	K1
CO2	advance the knowledge of the finest Prose writings in English Literature in style and content, and develop logical thinking and language skills	K2 & K3
CO3	identify the specificities of various modes of prose writing and to equip them to write prose in as many different modes as possible	K2
CO4	develop logical thinking and language skills	K3
CO5	enhance the mental ability to think and relate the textual manner of prose writing	K4

### Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	S	M	S
CO2.	M	S	M	S	M
CO3.	S	M	M	S	S
CO4.	M	S	S	M	M
CO5.	S	M	M	S	S

S- Strong; M-Medium

## Syllabus

### UNIT I

(15 hrs.)

Francis Bacon : Of Studies  
Of Friendship

Richard Steele : Of Ghosts and Apparitions

*SELF-STUDY: Joseph Addison : Character of Will Wimble*

*APPLIED DYNAMICS: Sketch the character of a known person in lucid prose style.*

### UNIT II

(15 hrs.)

William Hazlitt : Beau Tibbs

Charles Lamb : Dream Children: A Reverie

*SELF-STUDY: Aldous Huxley : The Double Crisis*

*APPLIED DYNAMICS: Attempt an essay on Demonetisation*

### UNIT III

15 hrs.)

Rudyard Kipling : Values of Life

G.B.Shaw : Spoken English and Broken English

*SELF-STUDY: Stephen Leacock – My Financial Career*

*APPLIED DYNAMICS: Attempt writing a Prose Piece with Satire and Humour*

### UNIT IV

(15 hrs.)

G. K. Chesterton : On Running after One's Hat

John Ruskin : Sesame and Lillies

*SELF-STUDY: J. C. Hill – Good Manners*

*APPLIED DYNAMICS: Attempt a stylistic study of two writers prescribed.*

### UNIT V

(15 hrs.)

A. G. Gardiner : On Saying 'Please'

J. C. Squire : The Art of Writing

*SELF-STUDY: Sir Earnest Simon – The Aims of Education for Citizenship*

*APPLIED DYNAMICS: Attempt writing a prose piece on a topic of your choice.*

**TOTAL:**

**75 Hrs.**

**Reference Books**

<b>Sl.No.</b>	<b>Author Name</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year and Edition</b>
1.	Nayor, M. G	A Galaxy of English Essayist: From Bacon to Beerbohm	Laxmi Publications	2002
2.	Cairncross. A.G(Ed.)	Eight Essayists	Macmillan Publications	-
3.	-	The Etymology of Prose	Retrieved 2016-02-24	-

**Pedagogy**

- Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

CODE	COURSE TITLE
18LTUC204	Drama

Category	CIA	ESE	L	T	P	Credit
Core	25	75	70	5		04

### Preamble

To improve their communication skills in English, through Role Play, Script Writing and improvisation, and to teach Drama and Theatre Skills

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	remember various theatres, characters, background and style, age and its reflection.	K1
CO2	develop demonstration skills, verbal & non-verbal communication skills and social skills.	K2
CO3	participate in pair and group dramatizations on a variety of topics.	K2 & K3
CO4	formulate, express and defend individual ideas and opinions when working on dramatic atmosphere.	K3
CO5	unveil the avatars of histrionic skills	K4

### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	M	S	M
CO2.	S	M	S	M	S
CO3.	M	S	M	M	S
CO4.	S	M	S	S	M
CO5.	M	S	M	M	S

S- Strong; M-Medium

## Syllabus

<b>UNIT I</b>	(15 hrs.)
Introduction to Drama Grish Karnad : Nagamandala Structure of drama Characters Plot Theme <i>SELF – STUDY: Soliloquy, Monologue</i> <i>APPLIED DYNAMICS: Enact a scene from Shakespeare’s As You Like It</i>	
<b>UNIT II</b>	(15 hrs.)
Christopher Marlowe - Dr. Faustus  <i>SELF –STUDY: Unity of Action, Place and Time.</i> <i>APPLIED DYNAMICS: Choose long speeches from a literary piece of your choice and recite</i>	
<b>UNIT III</b>	(15 hrs.)
Bernard Shaw - Pygmalion <i>SELF – STUDY: Villains, Heroes, and Heroines.</i> <i>APPLIED DYNAMICS: Attempt and Interpretation of Kandayaan</i>	
<b>UNIT IV</b>	(15 hrs.)
Sheridan : The School for the Scandal <i>SELF – STUDY: Climax</i> <i>APPLIED DYNAMICS: Exploit any modern social issues for writing a drama</i>	
<b>UNIT V</b>	(15 hrs.)
J. M. Synge: Riders to the Sea  <i>SELF-STUDY: Dramatic reading, role play, oratory, voice modulation – practice</i> <i>APPLIED DYNAMICS: Critical Analysis of any Tamil work</i>	
<b>TOTAL:</b>	<b>75 Hrs.</b>
<b>s</b>	

**Reference Books**

Sl.No.	Author Name	Title of the Book	Publisher	Year and Edition
1.	Axton & Williams Eds.,	English Drama : Forms & Development	Cambridge UP	1977
2.	Cleanth Brooks & Robert B.Heilman	Understanding Drama	Rhinehart & Winston	1945
3.	-	Elements of Literature Second Course HOH	Rhinehart &Winston	1993

**Pedagogy**

- Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

<b>CODE</b>	<b>COURSE TITLE</b>
18LTUA202	Literary Forms

<b>Category</b>	<b>CIA</b>	<b>ESE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
Core	25	75	86	4	-	05

### Preamble

To develop the knowledge skill to differentiate various genres and to develop the interpretative skill through appreciation of the essential features of various genres

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	remember and recollect structures and patterns of different forms of literature	K1
CO2	understand the form and structure of literary genre and acquire the application skill for analysis	K2
CO3	develop the aesthetic skill to appreciate alliteration, rhyme scheme and Onomatopoeia	K2
CO4	analyse and interpret various literary forms in different perspective	K2 & K3
CO5	disclose the stylistic and artistic resources and technicalities involved in literary pieces	K4

### Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	S	M	M
CO2.	M	S	M	M	S
CO3.	S	M	S	M	S
CO4.	M	S	M	S	M
CO5.	S	M	S	M	S

S- Strong; M-Medium



## Syllabus

- UNIT I** (18 hrs.)  
Poetry – Forms of Poetry  
Poetical Types – Lyric, Ode, Sonnet, Elegy, Idyll, Epic, Ballad, Satire.  
*SELF-STUDY: Stanza Forms- Heroic Couplet, Terza Rima, Chaucerian Stanza Rime Royal, Octavia Rima, Spensarian Stanza.*  
*APPLIED DYNAMICS: Try writing a 'Haiku'*
- UNIT II** (18 hrs.)  
Drama – The Dramatic Art  
Dramatic Types – Tragedy and Comedy, Tragi-comedy, Farce and Melo Drama, Masque, One Act Play, Dramatic Monologue.  
*SELF-STUDY: Dramatic Devices – Dramatic Irony, Soliloquy and Aside, Expectation and Surprise, Stage Directions.*  
*APPLIED DYNAMICS: Write a one-act play on any modern issue and enact it.*
- UNIT III** (18 hrs.)  
The Essay  
*SELF-STUDY: Structure of Descriptive Writing*  
*APPLIED DYNAMICS: Describe a person/place/incident with sense of humour/pathos/irony*
- UNIT IV** (18 hrs.)  
The Novel  
The Short Story  
*SELF-STUDY: Science Fiction*  
*APPLIED DYNAMICS: Go forward in a Time Machine to 2080 and narrate an interesting person/ place/incident*
- UNIT V** (18 hrs.)  
Biography and Autobiography  
*SELF-STUDY: Diaries & Memoirs*  
*APPLIED DYNAMICS: Compare and Contrast R.Muthukumar's Periyar and Mahatma Gandhi's My Experiments with Truth*

**TOTAL:**

**90 Hrs.**

### Reference Books

Sl.No.	Author Name	Title of the Book	Publisher	Year and Edition
1.	Pravan Bhatia	An Introduction to the Study of English Literature	UBSD	2000
2.	Hudson	An Introduction to the study of English Literature	Kalyani Publishers	1979
3.	Rees R.J.	An Introduction for Foreign Reader	Macmillan	1982
4.	Prasad B.	A Background to the Study of English Literature	Macmillan	2004

### Pedagogy

- Lecture, PPT, Quiz, Assignment, Group Discussion, Seminar

<b>CODE</b>	<b>COURSE TITLE</b>
18VEDU2GS	Value Education- Indian Cultural Studies

<b>Category</b>	<b>CIA</b>	<b>ESE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
VE	-	100	20	10	P	02

### **Project**

Textless Course involving Talkshows / Debates / Chat sessions / Group Discussions with

Course – End Project for external evaluation.-30 pages

A list of varied issues is given below to guide the students towards project writing.

1. Back to Nature – Nature how integral part of life each God has one particular tree. Worship of Nature, Rivers, Trees, Gods under the trees.
2. Organic Farming - Life Cycle.
3. Water Resource Management (Kudimaramathu) by the farmers.
4. Jallikattu - honoring the animals and glorifying the animals which are part of agriculture.
5. II Quit India Movement - Pepsi, Coca cola, Cream Soda, Fanta, Limca, Sprite, Thums up, KFC, Wallmart, food items.
6. BT Seeds Vs Nature seeds – manure (fertilizers) (Genetically modified) organic manure, animals. Mechanized farming Vs Organic animal assisting farming.
7. Health → Family Doctor System Vs Corporate – specialty hospital  
Holistic Vs Fragmented Health checkup.  
Health Check up
8. Language Policy → importance to L1.
9. Family System – Joint Family Vs Nuclear family.