

DEPARTMENT OF ENGLISH
COLLEGE OF ARTS
SRI VENKATESWARA UNIVERSITY
TIRUPATI



RESTRUCTURED CURRICULUM FOR
M.A ENGLISH (REGULAR) PROGRAMME
TO BE IMPLEMENTED WITH EFFECT FROM THE ACADEMIC
YEAR 2021-2022

SYLLABUS

Choice Based Credit System (CBCS)

(With effect from the batch admitted in the academic year 2021-22)

Mission & Vision

The M.A English programme offered by the Department of English, Sri Venkateswara University, is a state of the art programme both in its content and delivery. Equipped with six decades long legacy, the syllabus reflects both the hoary past and the dynamic changes that the contemporary students need in a globalized world.

Apart from a firm emphasis on British literature, the syllabus encompasses an equal quantum of Indian, American, Post Colonial and other non-white World Literatures.

The curriculum is continuously broadened to make the learners conscious of the present needs. Papers on Human Values and Professional Ethics, Women's Writings, Green Literary Studies and Subaltern Studies are aimed at sensitizing the students on literary creativity value systems, ethics, gender awareness and a respect for the hitherto marginalized sections.

The multiple papers on English Language and Linguistics endow the students with a scientific knowledge of the English language and its multiple avatars in the contemporary world. Besides, a series of papers on Soft Skills, Communication Skills, etiquette etc equip the students with the necessary employability skills which are much needed in the current job market.

Translation Studies, Comparative Literature and a deep study of Classics both within India and the world, broaden the students' literary horizons.

The syllabus is periodically updated at regular intervals, to retain its dynamism in catering to the students' success in competitive examination like UGC NET, JRF & SLET exams, to name a few. The infrastructure which includes books, e-journals and AV aids additionally enhances the quality of knowledge inputs which are delivered to the students.

To meet these ends, the department emphasizes on multiple areas of study, with a well structured curricular design, relevant to the needs of the students of the Rayalaseema Region. The syllabus is both local and global too, since many of the texts and courses meet global standards. The dynamic team of Professors equipped with National and International exposure, spares no efforts in both delivering the subject knowledge and honing the students' skills to succeed in a challenging and competitive world.

CHOICE BASED CREDIT SYSTEM (CBCS):

The Choice Based Credit System (CBCS) provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses.

Students of this course would be able to:

1. Play a major role in education, research and the public services;
2. Understand and appreciate English Literature & Language
3. Have an understanding and grasp of a broad based academic environment
4. Be able to adapt and respond positively and flexibly to the changing circumstances;
5. Develop the professional skills and personal attributes to deal with complex issues, both systematically and creatively;
6. Have the capacity for individual work and teamwork;
7. Be lifelong learners equipped with intellectual, academic and practical skills.

Programme Specific Objectives:

1. To train the students in English Language, Linguistics, Literature, Communication and Soft Skills
2. To make the students market ready for employment/further research
3. To equip them with life skills, values, ethics and rhetoric, to transform them into more human beings as Literary studies are an important facet of Humanities studies in general
4. To make them appreciate literary works not only in English, but also globally produced literatures.

Programme Outcomes:

1. Imparts knowledge on English language studies, its history, and variety in a global context
2. Familiarizes students with multiple accents: British, American, Indian, African etc.
3. Instructs a scientific study of language through a study of Linguistics
4. Furthers students in an advanced level of Literary Studies, Comparative Studies and Translation Studies
5. Understand various genres, English and modes of linguistic and literary study.
6. Develop critical thinking with the aid of Classical and Contemporary Critical theories.
7. Makes the students on par with the best universities globally/nationally with highly relevant and frequently updated generic electives.
8. Creates an ambience where students can relate life with literature
9. Provides the necessary environment for the students to hone their literary, creative, critical, translation and research abilities
10. Students gain substantial domain knowledge so as to facilitate their success in a highly competitive environment like UGC NET, SLET, Group Services and the like.
11. Makes students employable in contemporary domains like content writing, BPO, advertising, news and mass media agencies.
12. Converts students into language trainers and personality developers which are much needed in multinational setups, software sectors and other industries in a sprawling global economy

Programme Specific Outcomes:

1. The students acquire knowledge in English Language, Linguistics, Literature, Communication and Soft Skills
2. The students are honed for employment/further research
3. They are equipped with life skills, values, ethics and rhetoric.
4. Human values are taught through literature
5. The Students are able to appreciate literary works not only in English, but also globally produced literatures.

SRI VENKATESWARA UNIVERSITY: TIRUPATI

**SVU COLLEGE OF ARTS
DEPARTMENT OF ENGLISH**

(Revised Scheme of Instruction and Examination, Syllabus etc., under CBCS
Regulations – 2016 is Amended as per NEP-2020)

(With effect from the batch admitted in the academic year 2021-22)

M.A. ENGLISH

SEMESTER – I

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	ENG 101	Poetry-I (From Chaucer to Browning)	6	4	Core-Theory	20	80	100
2	ENG 102	Drama (From Marlowe to Beckett)	6	4		20	80	100
3	ENG 103	Fiction-I (From Fielding to Dickens)	6	4		20	80	100
4	ENG 104	Prose- (From Bacon to Woolf)	6	4		20	80	100
5	ENG 105A	English Language and Linguistics	6	4	*CF	20	80	100
	ENG 105B	Rhetoric, Discourse and Writing	6	4		20	80	100
	ENG 105C	Classical Criticism	6	4		20	80	100
6	ENG 106A	American Literature	6	4	*EF	20	80	100
	ENG 106B	Technical Communication	6	4		20	80	100
Total			36	24		120	480	600
7	ENG 107	Human Values and Professional Ethics	0	0	Audit Course	100	--	--

- All core papers are Mandatory
- *Compulsory foundation – Choose any one
- *Elective Foundation - Choose any one Paper
- Audit course – 100 Marks (Internal) – Zero Credit under self study
- ** Interested student may register for MOOCS with the approval of DDC

SEMESTER – II

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	ENG 201	Poetry- (Classical and Twentieth Century)	6	4	Core-Theory	20	80	100
2	ENG 202	Shakespearean Studies	6	4		20	80	100
3	ENG 203	Fiction II (Twentieth Century)	6	4		20	80	100
4	ENG 204	Literary Masterpieces	6	4		20	80	100
5	ENG 205A	English Language Teaching	6	4	*CF	20	80	100
	ENG 205B	New Literatures in English (excluding Indian Literature in English)	6	4		20	80	100
	ENG 205C	Black Literatures	6	4		20	80	100
6	ENG 206A	Post Colonial Studies	6	4	*EF	20	80	100
	ENG 206B	Landmarks in World Drama (Excluding Britain)	6	4		20	80	100
Total			36	24		120	480	600
7	ENG 207	Human Values and Professional Ethics	0	0	Audit Course	100	--	--

- All core papers are Mandatory
- *Compulsory foundation – Choose any one
- *Elective Foundation - Choose any one Paper
- Audit course – 100 Marks (Internal) – Zero Credit under self study
- ** Interested student may register for MOOCS with the approval of DDC

SEMESTER – III

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	ENG 301	Indian Writings in English -I	6	4	Core-Theory	20	80	100
2	ENG 302	Literary Criticism	6	4		20	80	100
3	ENG 303A	World Classics in English Translation	6	4	Generic Elective	20	80	100
	ENG 303B	Short Story						
	ENG 303C	Women's Writings	6	4		20	80	100
	ENG 303D	Comparative Literature						
4	ENG 304	Communication, Soft Skills & Etiquette	6	4	Skill Oriented	20	80	100
5	ENG 305A	Communicative English	6	4	Open Elective	20	80	100
	ENG 305B	English for Media						
Total			36	24		120	480	600

- All core papers are Mandatory
- Generic Elective – Student has to choose any Two Paper
- Skill oriented Course is mandatory
- Open Elective are for the students of other Departments, Minimum one paper should be opted, extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study
- ** Interested student may register for MOOCS with the approval of DDC

SEMESTER – IV

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	ENG 401	Indian Writing in English -II	6	4	Core-Theory	20	80	100
2	ENG 402	Literary Criticism and Theory	6	4		20	80	100
3	ENG 403A	Green Cultural Studies	6	4	Generic Elective	20	80	100
	ENG 403B	Award Winning Works and Writers				20	80	100
	ENG 403C	Subaltern Studies	6	4				
	ENG 403D	Cultural Studies	6	4				
4	ENG 404	India & Literary Creativity	6	4	*MDC	20	80	100
5	ENG 405A	Soft Skills	6	4	Open Elective	20	80	100
	ENG 405B	Indian Literature in English Translation						
Total			36	24		120	480	600

- All core papers are Mandatory
- Generic Elective – Student has to choose any Two Paper
- Multidisciplinary Course/ Project work is Mandatory
- Open Elective are for the students of other Departments, Minimum one paper should be opted, extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study
- ** Interested student may register for MOOCS with the approval of DDC

Core-2:102	DRAMA (From Marlowe to Beckett)	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

1. To introduce the evolution English drama like mystery plays, moralities etc.,
2. To introduce the Elizabethan theatre and beyond.
3. To acquire knowledge on the historical, political, religious, social conditions of the times
4. To make the students study the texts of great play wrights across ages, in order to understand the artistic and literary values

BACKGROUND: Mystery, Miracle plays, Moralities, Interludes, Tragedy, Comedy, Restoration Comedy, Comedy of Manners, Play of Ideas, Absurd Drama, Poetic Drama.

UNIT – I:	Marlowe	:	Dr. Faustus*
UNIT – II:	William Congreve	:	The Way of the World
UNIT – III:	Bernard Shaw	:	Pygmalion
UNIT – IV:	T.S. Eliot	:	Murder in the Cathedral*
UNIT – V:	Samuel Becket	:	Waiting for Godot

**Detailed Study*

OUTCOMES: Students will be able to gain

1. Understanding about different forms of drama like tragedy, comedy etc
2. Knowledge about the conditions of the age and the reflection of it in the literary works
3. Thorough understanding about the theatrical conditions and limitations
4. Perceive the nuances of performance
5. Recognize the transformation of human experiences into dramatic experiences.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs				02	01	05	04	03				

Core-3:103	FICTION I (From Fielding to Dickens)	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

1. To introduce the literary form of the novel and understand its rise.
2. To introduce different kinds of novel and the novel like Picaresque Novel, Victorian Novel etc
3. To acquaint the students with major novelists of early English Literature through their representative works.
4. To develop in the students the ability to evaluate the novels in the perspective of their age
5. To make the students understand the narrative techniques of the works

BACKGROUND : Aspects of the Novel, Rise of the Novel, Picaresque Novel, Women's Fiction, Victorian Fiction

- UNIT- I: HENRY FIELDING** : Joseph Andrews
UNIT- II: JANE AUSTEN : Pride and Prejudice
UNIT- III: CHARLOTTE BRONTE : Jane Eyre
UNIT IV: GEORGE ELIOT : Mill On the Floss
UNIT-V: CHARLES DICKENS : David Copperfield

OUTCOMES: Students will understand

1. The aspects of the novel and also the rise of novel
2. Different kinds of novel
3. Aesthetic and literary merits of the novel
4. The conditions of the age and the influence
5. The different techniques of the novel

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs				05	02			04	03	01		

Core-4:104	PROSE (From Bacon to Woolf)	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: The aim of this course is to make students understand

1. The rise and growth of English essay, and understand the factors responsible for its growth.
2. The characteristics of aphoristic essay and the main contributors of this genre
3. The salient features of social essay
4. The characteristics of travelogues
5. The origin and development of personal essay

BACKGROUND: Essay, Aphoristic Essay, Satire in Essay, Romantic Prose,

UNIT –I: *FRANCIS BACON : Essays: Of Studies, Of Truth, Of Youth and Age

UNIT –II: JOSEPH ADDISON : Selected Essays (From Coverley Papers) The Coverley Household, Sir Roger at Church, Hunting Scene with Sir Roger, His Account of his Disappointment in Love, Visit to Westminster Abbey. (MacMillan ed. K Deighton)

UNIT-III: * CHARLES LAMB : Dream Children, A Dissertation upon a Roast Pig, Old China, Chimney Sweepers

UNIT IV: THOMAS CARLYLE : Hero as Poet

UNIT V : VIRGINIA WOOLF : A Room of One's Own.

**Detailed Study*

OUTCOMES: After the completion of the course the students are able to

1. Understand the genre of essay
2. Differentiate the different forms of the essay
3. Imbibe the deeper human values implied in the essay.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs				04	01			02		03		05

ENGLISH LANGUAGE & LINGUISTICS			
105 A	Compulsory Foundation	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: The aim of this course is to understand

1. The nature of human language, theories related to the origin and characteristics of language
2. The way English developed as one of the languages of Indo-European family of languages and influence of foreign elements on the English language along with theories like Grimm's Law, Verner's Law
3. The morphology and the different ways of word formation and semantics in the English language
4. Identify the vowel and consonant sounds and speech patterns in English
5. Understand the syntax of the English Grammar

UNIT – I: (A) English Language : Historical Periods – Old – Middle – Modern - Standard English

(B) Foreign Influences : Latin- Greek- French- Scandinavian

(C) World Englishness : American-Indian

UNIT – II: (A) Speech : Organs of Speech, English Sounds, Word Accent, Stress and Intonation

(B) Sound Changes : Grimm's Law- Verner's Law- The Great Vowel Shift

UNIT - III: Linguistics : (a) The Study of Language- What is Language Characteristics - Why study language? - Differences between Human and Animal Communication

UNIT – IV: The Basic Sentence Structure (b) Introduction to Linguistics- Definition-As a Science

(c) Scope: Descriptive, Comparative, Historical Levels of Linguistic Analysis

(d) Branches of Linguistics- Psycholinguistics, Sociolinguistics, Anthropological Linguistics, Computational Linguistics, Literary Stylistics.

UNIT – V: (B) Phonology Phoneme - Allophone- Morpheme -Allomorph Word Formation - Semantics Features of Language - Theories - Language Universals Morphology – Morpheme – Affixes Morph - Allomorph (Simple, Compound and Complex Words)

REFERENCE BOOKS:

1. SETHI,J. AND P.V. DHAMIJA. A Course in Phonetics and Spoken English (Phi)
2. JONES, DANIEL. English Pronouncing Dictionary. 17th Edition. Ed. Peter
3. GREENBAUM, SIDNEY; QUIRK, RANDOLPH (1990). A Student's Grammar of The English Language. Addison Wesley Publishing Company. Pp.496. ISBN 0-582-05971-2.

4. Pushpinder Syal and Jindal: Introduction to Linguistics, PHI, EEE David Crystal: Linguistics
5. Ralph Fasold and Jeff Connor Linton: An Introduction to Language and Linguistics. (CUP)

Outcomes:

After the completion of the course the students are able to

1. Understand the nature of human language with its theories and characteristics
2. Trace the growth of English as an international language with different influences and theories of the language
3. Know the structure of English word and ways of English word formation and changes in the meanings of the words
4. Learn the English sound system and intonation patterns
5. Start practice of English sentences with proper grammatical and phonetic structures

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	02	04	01						05			03

RHETORIC, DISCOURSE AND WRITING			
105 B	Elective Foundation	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

- To provide learners with the basics of rhetoric
- To expose learners to various forms of discourse and its analysis
- To help learners write effective paragraphs and essays
- To enable learners to hone their grammatical and stylistic skills

UNIT– I

Definition of Rhetoric– Aristotle -Three Elements of Rhetoric: Presentative, Representative and Elaborative – Rhetorical Situation: Grammar, Logic, Aesthetics and Ethics – 5 Cannons of Rhetoric: Inventive, Arrangement, Style, Memory and Delivery–Art of Discourse

UNIT– II

Four Kinds of Discourse: Exposition, Argumentation, Description, Narration

UNIT– III

Topic Sentence, Paragraph Unity: Coherence and Flow, Methods of Developing Paragraphs, Discourse Markers

UNIT– IV

Structure of an Essay: Beginning, Middle and Closing, Tight and Loose Organization-Pitfalls to be avoided.

UNIT– V

Phrases – Clauses – Kinds of Sentences – Patterns of Sentences – Transformation of Sentences – Vocabulary – Punctuation

SUGGESTED READING:

1. Jaydeep and Anindhya. *A Handbook of Rhetoric and Prosody*. Orient Longman Aristotle: *Art of Rhetoric*. Penguin Day, Henry Noble. *The Art of Discourse*.
2. James Paul Gee & Michael Handford: *The Routledge Book of Discourse Analysis*.
3. Boulton, Marjorie. *The Anatomy of Prose*. London: Routledge & Paul, 1954.
4. Miriam, Joseph, and Marguerite McGlinn. *The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric: Understanding the Nature and Function of Language*. N.p. 2002.
5. Weston, Anthony. *A Rule book for Arguments*. Indianapolis: Hackett Pub, 2009.
6. Yáñezouza, Nuria. *Grammar, Rhetoric and Usage in English: Preposition Placement, 1500-1900*. Cambridge: Cambridge UP, 2015

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01	05	02		03					04		03

CLASSICAL CRITICISM			
105 C	Compulsory Foundation	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

To enlighten the students with the literary values of classical criticism

To make the students understand the value of tradition and literary antiquity.

To give a foundation in classical critical studies of India and the West.

To impart a comparative perspective and a deep understanding of foundational texts in critical theory.

UNIT I: Ananda Vardhana : Structure of Poetic Meaning: The First Flash (From *Dhvanyaloka*)

UNIT II: Abinavagupta : “On Santa Rasa and Aesthetic Equipose”

UNIT III: Plato : : Republic, Chapter xxxv “How Representation in Art is Related to Truth”

UNIT IV: Horace : Ars Poetica

UNIT V: Longinus : On the Subline

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01		02	03		04	05					03

AMERICAN LITERATURE			
106 A	Compulsory Foundation	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

1. To provide an idea of English literature in America
2. To familiarize the important literary concepts that are prevalent in American literature
3. To refer the concepts like Puritanism, transcendentalism, symbolism, impressionism etc
4. To introduce the major writers of American literature through the study of their works
5. To develop understanding of the history and cultural conditions of America through literature

BACKGROUND : Puritanism, Transcendentalism, Symbolism, and Impressionism

UNIT-I: *RALPH WALDO EMERSON : The American Scholar,

UNIT-II: (A) *WALT WHITMAN : Out of the Cradle Endlessly Rocking, Lilacs
Last in the Dooryard Bloom'd

(B) EMILY DICKINSON : 76, 214, 712 (From Selected Poems of Emily
Dickinson)

(C)*ROBERT FROST : After Apple Picking, Stopping by Woods,
Road Not Taken

UNIT-III: NATHANIEL HAWTHORN : The Scarlet Letter

UNIT-IV: O'NEILL : The Hairy Ape

UNIT- V: TENNESSEE WILLIAMS : A Street Car Named Desire

* Detailed Study

OUTCOMES: *After the completion of the course the students are able to*

1. *Learn about the evolution of American Literature*
2. *Understand its relevance and importance*
3. *Appreciate its different genres*
4. *Perceive its value in the contemporary world*

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	02			02		01			02	03		

TECHNICAL COMMUNICATION			
106 B	Elective Foundation	5L:1T:0P	Credits:4

OBJECTIVES:

To equip the students with the skills of technical communication

To make the students employable in the current job market

To convert the learner into a prospective trainer.

To impart the necessary skills needed for growth in the educational and industrial sectors too.

UNIT I: (1) Basic of Technical Communication

INTRODUCTION: The Process of Communication Language as a Tool of Communication, Levels of Communication, Communication Net Works, The Importance of Technical Communication

UNIT II: (2) Technology in Communication,
Impact of Technology
Software for creating messages
Software for Writing Documents
Translating Documents

UNIT III Effective Presentation Strategies
Introduction
Defining Purpose
Analyzing Audience & Locale
Organizing contents
Preparing Outlines
Visual Aids
Kinesics
Proxemics
Para linguistics
Chromenics

UNIT IV : Letters, Memos, E mails

UNIT V : Reports, Instructions manuals and Technical Descriptions

Outcomes:

After the course, the student will be able to train others in technical communication

Students gain proficiency in language skills for employability.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01								02	03	05	04

HUMAN VALUES AND PROFESSIONAL ETHICS			
107	Audit course	5L:1T:0P	Credits:4
Internal Marks: 100		End Semester Examination Marks:00	

OBJECTIVES: The aim of the course is to understand

1. The importance of human values and professional ethics in the contemporary materialistic world
2. The values embedded in Bhagvad Gita and the other classics
3. The importance of simple living in the modern world as suggested by Jainism of Mahaveera
4. Buddha's suggestions of living through the Four Noble truths and the Eight Fold Path
5. The nature of punishments for committing various crimes as mentioned in Manu Smriti

UNIT-I Definition and Nature of Ethics- Its relation to Religion, Politics, Business, Legal, Medical and Environment. Need and Importance of Professional Ethics - Goals – Ethical Values in various Professions.

UNIT-II Nature of Values- Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts- right, ought, duty, obligation, justice, responsibility and freedom, Good behavior and respect for elders.

UNIT-III Ahimsa (Non-Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non possession) and Aparigraha (Non-stealing), urusharthas (Cardinal virtues)-Dharma (Righteousness), Artha (Wealth), Kama (Fulfillment Bodily Desires), Moksha (Liberation).

UNIT-IV Bhagavad Gita- (a) Niskama karma. (b) Buddhism- The Four Noble Truths - Arya astanga marga, (c) Jainism- mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

UNIT-V Crime and Theories of punishment- (a) Reformative, Retributive and Deterrent. (b) Views on man and Yajnavalkya.

Suggested Reading:

1. John S Mackenjie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
3. "Management Ethics - integrity at work" by Joseph A. Patrick and John F. Quinn, Response Books:New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manu Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil(ed.) G.C.Haughton.
10. Susruta Samhita: Tr.Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77 only.
11. Caraka Samhita: Tr. Dr.Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkambha Sanskrit Series office, Varanasi I, II, III Vol I PP 183-191.
12. Ethics, Theory and Contemporary Issues, Barbara Mackinnon, Wadsworth/Thomson Learning, 2001.
13. Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.
14. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad, Cosmo Publications.
15. Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education & Telugu Academy Hyderabad
16. I.C Sharma Ethical Philosophy of India. Nagin & Co,Julundhar.

OUTCOMES: After the completion of the course the students are able to

1. Realize the necessity of practicing Human values and Ethics in all walks of life including the profession they opt for
2. Understand Bhagvad Gita as a guide for modern lifestyle
3. Understand thought of Jainism and their necessity in contemporary living

4. Understand the principles of Buddhism for a better living
5. Understand the punishments given in Manu Smuriti for a comparison with modern punishments

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		04	01			03		05				02

SEMESTER – II

POETRY – II (Classical & 20th Century)			
1:201	Core	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

To make the students understand contemporary poetry
To equip students with knowledge of rhyme, meter and poetry Scanning / appreciation

BACKGROUND: Modernism, Imagery, Symbolism, Movement poets, War Poetry

- UNIT I:** KALIDASA : Kumara Sambavam
- UNIT II:** *W.B. YEATS : Byzantium, A Prayer for My Daughter, The Second Coming
- UNIT III:** *T.S. ELIOT : The Waste Land
- UNIT IV:** (A) G.M. HOPKINS : Windhover, Thou Art Indeed Just My Lord
(B) DYLAN THOMAS : Do Not go Gentle into the Good Night.
Fern Hill
- UNIT V** (A)TED HUGHES : Thought Fox, Pike
(c) SUJATHA BHATT : Search for my Tongue, A Different History,
The Stare

OUTCOMES:

Sensitizes the students on the classical and contemporary poetic ethos
Raises student awareness on movements like Modernism, War Poetry, Women's poetry, Symbolism etc,

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs					02	03	05	01		01		

SHAKESPEAREAN STUDIES			
Core-2:202		5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

1. Students will be able to understand the Shakespearean Age.
2. Grasp the tragic, comic and historical worlds of Shakespeare.
3. Knowledge of Shakespeare in film representations
4. Gain knowledge of Shakespearean criticism
5. Develop a comprehensive understanding of Shakespeare and his timelessness.

UNIT 1. BACKGROUND : Age of Shakespeare, Play Houses, Actors, Quartos, Folios, Shakespeare in Films.

UNIT 2. Macbeth* :

UNIT 3. Twelfth Night :

UNIT 4. Henry IV part I :

UNIT 5. Criticism on Shakespeare : (a) Elizabeth Drama: "Shakespeare and the Poetry of the Life Spirit"- Aurobindo (from FUTURE POETRY)
(b) "Macbeth and the Metaphysic of Evil" Wilson Knight

OUTCOMES: Students will be able to gain

1. An inside view of the Shakespearean World.
2. Understand the large canvas of his creativity
3. Remain updated on the various film versions of Shakespeare
4. Trace the genealogy of Shakespearean Criticism in India and the world
5. Appreciate the relevance of Shakespeare in the contemporary world.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs					02	03	05	01		01		

6.

FICTION – II			
(20th Century)			
Core-3:203		5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

1. To introduce the concepts of modern novel like stream of consciousness, psychological novel, political novel etc
2. To introduce the concepts like theme, characters, plot and narration
3. To acquaint the students to the novels of some of the great English Novelists
4. To develop a deeper insight of the literary work and to learn human values

BACKGROUND: Stream of Consciousness, Victorian, Novel, Psychological Novel, Politics and Novel, Science Fiction

UNIT- I: THOMAS HARDY : Tess of the D'Urbervilles

UNIT- II: VIRGINIA WOOLF : Mrs. Dalloway

UNIT- III: D.H. LAWRENCE : Sons and Lovers

UNIT- IV: GRAHAM GREENE : The Heart of the Matter

UNIT-V: H.G. WELLS : The Time Machine

OUTCOMES: Students will know

1. The concepts of modern novel like stream of consciousness, psychological novel etc
2. The ability to evaluate the novel using appropriate theory and they will learn types of novel
3. The great works of major novelist of modern age
4. The ability to understand the technique of the Novel
5. Ability to understand themes with life situations

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs				05	02			04	03	01		

LITERARY MASTERPIECES			
Core-4:204		5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

- OBJECTIVES:**
- (1) To make the learner familiar with classics
 - (2) To increase their understanding of masterpieces
 - (3) To enhance learners' understanding of classics
 - (4) To make them understand the nuances of literary creativity

BACKGROUND: Epic Theatre, Women's Science Fiction, Mock Epic, Ballad, Romantic Poetry, Satire, Greek drama, Poetic Drama

- UNIT I** : Sophocles: *Oedipus Rex*
- UNIT II** : John Milton: *Samson Agonistes* *
- UNIT III** : Alexander Pope: *Rape of the Lock* *
- UNIT IV** : Swift's *Gulliver's Travels* (Chapters 1 &2)
- UNIT V** : Brecht: *Mother Courage and Her Children*

- OUTCOMES:**
- (1) Students develop an understanding of classics
 - (2) Students cultivate a taste for masterpieces across cultures
 - (3) Students have an enhanced understanding of classics
 - (4) Students understand the complexity and beauty of classical literary creativity.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		01	04			03	02		05			

ENGLISH LANGUAGE TEACHING			
Core-5:205A	Compulsory Foundation	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: This course is intended to

1. Outline the growth of English education and its establishment as a discipline in contemporary India with the challenges encountered in the teaching and learning of English.
2. Give different approaches, methods and techniques of teaching English as a second language
3. Familiarize the ways of teaching LSRW skills, grammar and other types of texts like prose, poetry
4. Examine the need and role of teaching materials, audio-visual aids in the teaching of English
5. Familiarize the different evaluation procedures in the assessment of English learning

UNIT-I: ELT in India: Place-Importance-Problems and Objectives In Teaching- ESP-ESL

UNIT-II: Language Teaching Approaches, Methods and Techniques:

Structural – Oral – Situational – Communicative – Grammar – Translation

Method – Direct – Audio – lingual – Bilingual - communicative - Total Physical Response - the Silent Way - suggest podia

UNIT-III: TEACHING SKILLS: LSRW-Grammar-Vocabulary- Prose- Poetry

UNIT-IV: TEACHING MATERIALS: Lesson Plan - Audio Visual Aids - Computers - Language Lab - Syllabus - Structural Approach – Communicative Approach

UNIT-V: EVALUATION: Language Tests – Types – Principles - Characteristics of Good Tests and Execution

TEXTS:

1. Penny UR. : A Course in Language Teaching
2. Keith Johnson : Language Teaching and Skill Learning
3. H.B. Allen (ed.) : Teaching English as a Second Language

SUGGESTED READING:

1. N.S. Prabhu : Language Pedagogy
2. M. Calce Murcia : Teaching English as a Second or Foreign Language L. Mointesh (eds.)
3. V.V. Yardi : Teaching English in India Today
4. V.K. Gokak : Teaching English in India.

OUTCOMES: After the completion of the course the students will able to

1. Understand the need, importance and challenges of teaching and learning English in Indian context.
2. Choose the right approaches, methods and techniques for the learning and teaching of English
3. Know the ways of imparting and learning language skills and ways of preparing lesson plans.
4. Understand the importance of language lab, teaching materials and audio-visual aids in the learning and teaching of English.
5. Know to test and testing components of language tests and examinations and evaluation procedures

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01					05	02				04	03

NEW LITERATURES IN ENGLISH (Excluding Indian English Literature)			
205B	Compulsory Foundation	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

To familiarize students with the New Literatures in English
 To make students aware of the relationship in New Literatures in English

- UNIT-I:** (A) *Derek Walcott : Far Cry from Africa, Ruins of a Great House
 (B) *E.J. Pratt : Brebeuf and his Brethren, The Dying Eagle
- UNIT-II:** Wole Soyinka : The Lion and the Jewel
- UNIT-III:** (A) Margaret Lawrence : The Stone Angel
 (B) Margaret Atwood : Surfacing
- UNIT-IV:** David Williamson : Traveling North
- UNIT V:** V.S. Naipaul : A House for Mr. Biswas

***Detailed Study**

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		01			03		02	05	04			

- ZUFILKAR GHOSE** : This Landscape, These People (Pakistani)
MERVIN MORRIS : Literary Evening in Jamaica (Caribbean)
- UNIT-II: DRAMA: RIGO** : The Ecstasy of Rita Joe (Canadian)
- UNIT-III: FICTION: ACHEBE** : Things Fall Apart (African)
- UNIT-IV: THEORY: AIME CESAIRE** : Discourse on Colonialism
- UNIT V: BILL ASHCROFT** : Introduction to *The Empire Writes Back*

SUGGESTED READING OF THE FOLLOWING:

1. MEENAKSHI MUKERJEE – “Nation, Novel and Language” (from Perishable Empire)
2. GAURI VISWANATHAN – “The Beginnings of English Literary Studies in India”
(From Masks of Conquest)
3. GAYATRI CHAKRABORTY SPIVAK - “Can The Subaltern Speak?”
4. FRANTZ FANON – “The Fact of Blackness” (from Black Skins, White Masks)

SOURCES OF SUGGESTED READING:

1. Post colonialism – Mac Leod
2. Key Concepts in Post Colonial Studies- Ashcroft Et Al
3. The Post Colonial Studies Reader - Ashcroft Et Al
4. Colonialism /Post colonialism. – Ania Loomba
5. Ashcroft – The Empire Writes Back

OUTCOMES:

To enable students to understand postcolonial literatures across nations and languages.

To make students perceive the larger meaning of post colonialism

To make the students familiar with critical concepts and background to post colonialism and English language across nations/cultures.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		01	04			02	03	05				

Landmarks in World Drama (Excluding Britain)			
206: B	Elective Foundation	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: To familiarize students with non British world theatre
To make students aware of the relationship between drama and life
To enable students' understanding of dramatic performance across nations

- UNIT – I** : Sudraka *Mricha Katika* (Indian Sanskrit)
UNIT – II : Eugene O' Neill *Mourning Becomes Electra* (American)
UNIT – III : Pirandello *Six Characters in Search of an Author* (Italian)
UNIT – IV : Ngugi Black *Hermit* (African)
UNIT – V : Adrienne Kennedy *Funny house of a Negro* (African American)

Outcomes: The learners will be able to understand the vaster gamut of world theatre
They will appreciate the diversity of theatrical performances.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01	04		03		02	05					

HUMAN VALUES AND PROFESSIONAL ETHICS			
207	Audit course	5L:1T:0P	Credits:4
Internal Marks: 100		End Semester Examination Marks:00	

OBJECTIVES: The aim of the course is to understand

The importance of human values and professional ethics in the contemporary materialistic world
The values embedded in our ancient thinkers and timeless classics
The importance of simple living and high thinking in the modern world
To imbibe contemporary values and ethics in business, medicine, environment, media and social life.
Enrichment of inner life in the contemporary world.

UNIT-I Value Education- Definition - relevance to present day - Concept of Human Values - self introspection – Self esteem. Family values-Components, structure and responsibilities of family- Neutralization of anger - Adjustability - Threats of family life - Status of women in family and society - Caring for needy and elderly - Time allotment for sharing ideas and concerns.

UNIT-II Medical ethics- Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

- UNIT-III** Business ethics- Ethical standards of business-Immoral and illegal practices and their solutions. Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics.
- UNIT-IV** Environmental ethics- Ethical theory, man and nature- Ecological crisis, Pest , Pollution and waste, Climate change, Energy and population, Justice and environmental health.
- UNIT-V** Social ethics- Organ trade, Human trafficking, Human rights violation and social disparities, Feminist ethics, Surrogacy/pregnancy. Ethics of media- Impact of Newspapers, Television, Movies and Internet.

BOOKS FOR STUDY:

1. John S Mackenjie: A manual of ethics.
2. “The Ethics of Management” by Larue Tone Hosmer, Richard D. Irwin Inc.
3. “Management Ethics - integrity at work’ by Joseph A. Petrick and John F. Quinn, Response Books:New Delhi.
4. “Ethics in Management” by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly : Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Haughton.
10. Susruta Samhita: Tr.Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77 only.
11. Caraka Samhita :Tr. Dr.Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkambha Sanskrit Series office, Varanasi I, II, III Vol I PP 183-191.
12. Ethics, Theory and Contemporary Issues., Barbara Mackinnon, Wadsworth/Thomson Learning,
13. Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.
14. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad, Cosmo Publications.
15. Text Book for Intermediate First Year Ethics and Human Values, Board of Intermediate Education-Telugu Akademi, Hyderabad.
16. I.C Sharma Ethical Philosophy of India. Nagin & co Julundha

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs					05	02	04	01			03	

SEMESTER-III

INDIAN WRITINGS IN ENGLISH -I			
Core-1:301		5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: The course is aimed to

1. Know the Indian English writings and movements associated with it in India
2. Know the poetic features of Indian English poetry
3. Know the dramatic styles of Indian English drama
4. Know the beginning of Indian English Novel and its growth
5. Know the merits of Indian English novelists and their writings and drawbacks if any

UNIT-I: BACKGROUND : English in India, Renaissance, Freedom Movement, Early Indian Romantics, Mysticism

UNIT-II: (A) SRI AUROBINDO : Savitri, Book I
(B)*TORU DUTT : Our Casuarina Tree, Sita

UNIT-III: *RABINDRANATH TAGORE: Muktha-Dhara

UNIT-IV: (A) RAJA RAO : Kanthapura
(B) MULK RAJ ANAND : The Untouchable

UNIT-V: (B) R.K.NARAYAN : The Guide

**Detailed Study*

OUTCOMES: After the completion of the course the students are able to

1. Understand the Indian English writings and movements associated with it in India
2. Understand the poetic features of Indian English poetry
3. Understand the dramatic styles of Indian English drama
4. Understand the beginning of Indian English Novel and its growth
5. Understand the merits of Indian English novelists and their writings and drawbacks if any

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01			04	02	03				05		

LITERARY CRITICISM			
Core-2:302		5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: To stimulate critical thinking in literature

To make students understand the differences between creativity and criticism in literature

BACKGROUND: Classical, Romantic, Neo-classical and Modernism

UNIT-I: ARISTOTLE : Poetics

- UNIT-II: *DR. JOHNSON** : A Preface to Shakespeare
- UNIT-III: (A) COLERIDGE** : Biographia Literaria, Chapter XIV
(B) MATTHEW ARNOLD : A Study of Poetry
- UNIT-IV: (A)*T.S. ELIOT** : Tradition and Individual Talent
(B)CLEANTH BROOKS : Irony as a Principle of Structure

Detailed Study

OUTCOMES: Imparts domain knowledge for the student in Literary Criticism

Equips the student with the evolution of English Literary Criticism from Aristotle to early twentieth century

Helps students map the genealogy of Western canonical critical texts

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs						01	03	02	05	04		

WORLD CLASSICS IN ENGLISH TRANSLATION			
303(A)	Generic Elective	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

1. To introduce the major literary works of world literature in English translation
2. To make the students understand the various cultures of the world
3. To develop a wider understanding of literature
4. To acquire deeper insight into literature
5. To appreciate the world literary traditions and to get an awareness of literary trends the world scenario

UNIT-I: BACKGROUND : Epic, Problem Play, Psychological Novel, Fable, Allegory

UNIT-II: HOMER : The Iliad, Canto 1

UNIT-III: DOSTEVESKY : Crime and Punishment

UNIT-IV: *IBSEN : A Doll's House

UNIT-V: FRANZ KAFKA : The Castle- *Detailed Study

OUTCOMES: Students will be able to get

1. Knowledge of diverse cultures and people
2. Rational thinking to identify and solve problems in literature
3. Capacity for reflection, planning in different situations
4. Understanding about moral principles

5. Students will learn the values in life.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01			02		03	03			03		

SHORT STORY			
303(B)	Generic Elective	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: The course intends to

1. Bring awareness on short story as a genre and its place in the world today
2. Bring awareness on the genesis of short story in the Eastern and the Western World
3. Bring awareness on the elements and types of short story
4. Familiarize the creativity of great short story writers of the world like Maupassant, Chakov, Poe, Marquez
5. Familiarize the different techniques and themes employed by the prescribed writers for the study and develop ability to interpret critically.

BACKGROUND: Tale-Fable-Story-Novelette-Types of Stories: Detective- Social Allegorical – Magic - Realism - aspects of the short story: story-plot- characters- narrative techniques-unities-Tone-setting-dialogue-telling and showing-structure-style

UNIT-I:	(A) EDGAR ALLAN POE	:	The Tell Tale Heart
	(B) O. HENRY	:	The Last Leaf
UNIT-II:	(A) ANTON CHEKOV	:	The Lady with the Pet Dog
	(B) GUY DE MAUPPASANT	:	Vendetta
UNIT-III:	(A) OSCAR WILDE	:	The Selfish Giant
	(B) SOMERSET MAUGHAM	:	The Ant and The Grasshopper
UNIT-IV:	(A) GABRIEL GARCIA MARQUEZ	:	Balthazar’s Marvelous Afternoon
	(B) KATHERINE MANSFIELD	:	The Doll’s House

UNIT-V: (A) **RABINDRANATH TAGORE** : The Cabuliwallah
 (B) **SRIPADA SUBRAHMANYA SASTRY** : Attar of Roses

SUGGESTED READING:

1. Aycock, Wendell m. Ed. *The Teller and the Tale: Aspects of the Short Story*. Lubbock: Texas Tech Press, 1982.
2. Barroll, J. Leeds, Austin M. Wright. *The Art of The Short Story: An Introductory Anthology*. Boston: Allyn and Bacon, 1969.
3. Bates, H. E. *The Modern Short Story: A Critical Survey*. London: Nelson and Sons, 1945.
4. Beachcroft, T. O. *The English Short Story I*. London: Longmans, Green, 1967.
5. Beachcroft, T. O. *The English Short Story II*. London: Longmans, Green, 1967.
6. Brooks, Peter. *Reading for the Plot: Design and Intention in Narrative*. Cambridge (Mass.); London: Harvard University Press, 1998.
7. Buford, bill ed. *More Dirt: The New American Fiction*. Cambridge: Granta Publications, 1986.

OUTCOME: On completion of the course the students are able to

1. Understand the significance of short story as genre of the contemporary world
2. Understand the genesis of short story and concepts like fable, folk tale, short story
3. Understand the elements of a short story like theme, setting, climax, technique and types of stories
4. Enjoy and appreciate the stories of great masters like Maupassant and their style of narration.
5. Learn to appreciate the works of great masters critically and may get motivated to attempt writing short stories.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	02				01		03	04	05			
WOMEN'S WRITINGS												
303(C)			Generic Elective				5L:1T:0P		Credits:4			
Internal Marks: 20						End Semester Examination Marks:80						

OBJECTIVES:

To familiarize students with Women's writings
 To create an awareness between gender and creativity

BACK GROUND: Liberal Feminism, Radical Feminism, Marxist And Socialist Feminism, Black Feminism, Eco-feminism, French Feminism

UNIT I: PROSE: (A) *ALICE WALKER : In Search of Our Mothers' Gardens,
 (B) HELEN CIXOUS : The Laugh of the Medusa

UNIT II: POETRY: *1. AKKA MAHADEVI : 1) Don't Despise Me.
 2) Brother, You've Come
 3) Not One, Not Two.
 4) Would a Circling Surface Vulture.

(From *Women Writing in India* ed. Susi Tharu and Lalitha, OUP. VOL.1)

UNIT III: FEMALE SLAVE NARRATIVE : Incidents in the Life of a Slave Girl- Linda Brent

UNIT IV: DRAMA: (A) MANJULA PADMANABHAN'S : Lights' Out-
* Detailed Study

UNIT V: (Short Story) AMBAI'S : Squirrel

SUGGESTED READINGS:

ROSEMARIE TONG : Feminist Thought: A More Comprehensive Introduction 3rded.
 MARYWOLLSTONE
 CRAFT : A Vindication of the Rights of Women. Chaps. 4,5,7,8,12.
 SIMONE DE
 BEAUVOIR : The Second Sex
 JOHN STUART MILL : The Subjection of Women.
 BETTY FRIEDAN : The Feminine Mystique. Carol. R. MXC. Cann & Suung
 Kyuung. (EDS.)
 FEMINIST THEORY : Local and Global Perspectives. Routledge, 2002.
 MARY ELLMAN : Thinking about Women. New York: Harcourt Brace, 1963.

OUT COMES: Enables students to understand women's creativity across cultures, nations and genres

Ushers gender sensitization through literary studies

Perceives creativity as a tool of empowerment and unity amongst women.

Understand gendered spaces in creativity and the genealogy of women's writings like Indian, African American, French etc.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01			02		03	03			03		

COMPARATIVE LITERATURE			
3:303(D)	Generic elective	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: This course aims to

1. Present the knowledge of world literary and cultural traditions in the global context.
2. Familiarize the prescribed literary texts in comparison.
3. Compare the texts taking into account the cultural, traditional and historical aspects.

4. Discuss the role of the prescribed texts within the literary movements of the world.
5. Develop to look at the literacy texts from the international perspective.

UNIT-I: THEORETICAL BACKGROUND:

RENE WELLEK AND AUSTEN WARREN – General, National and Comparative Literature (from Theory of Literature)

BASSNET - Comparative Literature

UNIT-II: KALIDASA’S Sakuntala & SHAKESPEARE’S The Tempest

UNIT-III: ALBERTCAMUS’S The Outsider & BUCHIBAABU’S Chivarakumigiledi

UNIT-IV: SAMUELBECKET’S Waiting For Godot & BADAL SARCAR’S Evam Indrajit

UNIT-V: HEMINGWAY’S The Old Man and The Sea & KESAVAREDDY He Conquered the Jungle

OUTCOMES: After the completion of the course the students are able to

1. Understand national and world literatures and the need of comparative studies in the global world.
2. Understand the ways of comparative analysis
3. Know the critical ways of looking at the prescribed texts in a comparative perspective
4. Understand the growth of literary genres in consonance with cultural, historical development of the societies of the world
5. Gain ability to analyze and interpret literary texts using primary and secondary sources.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		04			05				02		01	03

COMMUNICATION, SOFT SKILLS, & ETIQUETTE			
304	Skill oriented Course	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

Prerequisite or Knowledge requirement for the Course

: Student should have basic Knowledge on soft skills.

OBJECTIVES:

1. To promote soft skills among the students so as to develop attributes that could enhance individuals' interactions, earning power and job performance,
2. To inculcate potential skills in the students to communicate effectively, take initiative, solve problems, and demonstrate a positive work ethics so as to demonstrate good impression and positive impact.
3. To face the interviews with confidence, to secure a productive job and to sustain it with confidence and enhanced productivity.

COURSE LEARNING OUTCOMES (CLOs):

After completion of this course successfully, the students will be able to

CLO-1: Understanding soft skills, types of soft skills and intrapersonal skills

CLO-2: Exhibiting different types of people skills

CLO-3: Demonstrating oral communication skills through effective presentations

CLO-4: Exhibiting various modes of written communication

CLO-5: Developing employability skills

UNIT – 1: TYPES OF SOFT SKILLS & INTRAPERSONAL SKILLS:

Definition of soft skills – Types of Soft skills: Intra & Interpersonal Skills – Intrapersonal Skills: Self-Confidence, Self-awareness, Adaptability & Flexibility, Attitude, Assertiveness, SWOC, Resilience

UNIT- II: INTERPERSONAL SOFT SKILLS:

Active Listening Skills - Goal setting – Negotiation & Persuasion skills - Time Management – Stress Management - Problem Solving and Decision-making Skills - Leadership Skills – Conflict Resolution

UNIT – III: ORAL COMMUNICATION SKILLS:

Presentation skills – JAM - Role Plays, Debate, Extempore, Public Speaking skills - GD Participation/facing techniques - Ability for planning, organizing, and coordinating GD

UNIT – IV: WRITTEN COMMUNICATION SKILLS:

Sentence Patterns - Paragraph Writing – Email Writing - Essay Writing - Report Writing – Memos - Situation Reaction Test

UNIT- V: EMPLOYABILITY SKILLS:

Non-verbal communication - E-mail etiquette- Telephone etiquette - Dining etiquette– Grooming – Resume writing - Interview Skills – HR Questions

REFERENCES:

1. Meenakshi Raman and Sangeeta Sharma (2015), *Technical Communication: Principles and Practice, 3rd Edition*, New Delhi: Oxford University Press.
2. Ashraf Rizvi, M. (2017), *Effective Technical Communication, 2nd Edition*, New Delhi: Tata McGraw Hill.
3. Hewing, Martin (1999), *Advanced English Grammar: A Self-study Reference and practice Book for South Asian Students*, Reprint 2003, New Delhi: Cambridge University Press.
4. Minippally, Methukutty. M. (2001), *Business Communication Strategies*, 11th Reprint, New Delhi: Tata McGraw – Hill.
5. Sasi Kumar. V and P.V. Dharmija (1993), *Spoken English: A Self-Learning Guide Conversation Practice*, 34th reprint, New Delhi: Tata McGraw – Hill.
6. John, Seely (1988), *The Oxford Guide to Writing and Speaking*, Delhi: Oxford University Press.
7. Peter, Francis (2012), *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.
8. Print Singh, Prakash and Raman, Meenakshi (2006), *Business Communication*, New Delhi: Oxford University Press.
9. British Council online resources.
10. [Wren & Martin](#) (2019), *High School English Grammar & Composition Regular Edition*, New Delhi, S. Chand & Company Pvt. Ltd

COMMUNICATIVE ENGLISH			
305(A)	OPEN ELECTIVE	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: The course intends to bring

1. Awareness on recognizing the power of communication in day to day life
2. Awareness on communication process, types and barriers of communication
3. Awareness on the art of listening and speaking skills with knowledge of English sounds and intonation patterns
4. Awareness on the ways of Reading and Writing skills with practical exposure
5. Awareness on the syntax of the English language

UNIT-I: COMMUNICATION : Nature-Definition-Process -Types-Barriers

UNIT-II: ORAL COMMUNICATION : Body Language-Group Discussions-Interviewing-Debates- Presentations

UNIT-III: LANGUAGE SKILLS : Listening, Speaking, Reading and Writing

UNIT-IV:

(A) **WRITING FOR PRINT MEDIA** : Functions of the Press- Reporting- Newspaper Writing- Editing- Interviewing

(B) **WRITING FOR ELECTRONIC MEDIA** : TV & Radio-Types of Radio and TV Programs – Impact of Radio and TV- Film and Internet- Effects of Cinema on Society- Advertisements-Advertising Concepts- Types- Formats - Structure – Design of an Advertisement

UNIT-V : BPO ENGLISH : Types of BPO Businesses- English Usage- Commonly Confused Words- Errors in using The Parts of Speech- Errors in Using Punctuation- Redundancies- Style

OUTCOMES: On completion of the course the students are able to

1. Understand the significance and importance of Communication in English in the present day world
2. Understand communication process, the different types and barriers of communication
3. Gain practical knowledge in acquiring listening and speaking skills with the help of group discussions, speeches etc.,
4. Gain efficiency in the use of written English alongside spoken English
5. Gain knowledge of the English Language grammatical and sound system and know about BPO

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		04			05				02		01	03

ENGLISH FOR MEDIA			
305 (B)	Generic Elective	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: The Course aims to

1. Enable the students to write for the media
2. Enable the students to in writing for media
3. Give the students of an idea of language necessary for the media
4. Enable the students in oral skills necessary for intentions
5. Understand the function use of the English language

UNIT I: INTRODUCTION:

- A) Introduction to Journalism
- B) Types of Reporting
- C) News Writing and Editing

UNIT II: WRITING FOR THE MEDIA:

- A) Basic Principles of Writing: Writer, Purpose, Audience, Tone, Context, Reporting and Editing
- B) Feature Writing for Print and Electronic Media

UNIT III: ELECTRONIC MEDIA:

- A) News Writing for Electronic Media-TV and Radio
- B) Interview and Group Discussion Techniques
- C) Feature Writing

UNIT IV: INTERVIEWING:

- A) Techniques, Types and Formats
- B) Pre- Interview Home work
- C) Framing Questions

UNIT V: ADVERTISING:

- A) Types; B) Ethics; C) Language

REFERENCE BOOKS

1. Buruah, U.L. This is All India Radio (Publications division, Govt. of India) Padmanabha Rao, R.A, Radio, 2001
2. Parthasarathy, Rangaswami. Basic journalism (Macmillan)
3. Vakil. Introduction to Mass Communications
4. Narasimha Reddy C.V. Ed. Writing for Media (Dr BR Ambedkar AP Open University, Hyderabad)

OUTCOMES: After the completion of the course in students are able to

1. Know the forms of communication in media
2. Learn the writing skills necessary for the media
3. Understand the use of language in different situations in writing for the media
4. Learn the oral skills necessary for media like interview skills
5. Practice the use of the English language and know the ethics involved in adventuring

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		04			05				02		01	03

SEMESTER – IV

INDIAN WRITING IN ENGLISH - II			
Core-I:401		5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: The course is aimed to

1. Know the Indian English writings and movements associated with it in India
2. Know the poetic features of Indian English poetry
3. Know the dramatic styles of Indian English drama
4. Know the beginning of Indian English Novel and its growth
5. Know the merits of Indian English novelists and their writings and drawbacks if any

UNIT-I: BACKGROUND : Feminism, Symbolism, Realism, Magic Realism

UNIT-II: *NISSIM EZEKIEL: From Ten Twentieth Century Poets, OUP

UNIT-III: (A)*KAMALA DAS : From Ten Twentieth Century Poets, OUP

(B) A.K. RAMANUJAN : From Ten Twentieth Century Poets, OUP

UNIT-IV: SALMAN RUSHDIE : Midnight's Children

UNIT-V: GIRISH KARNAD : Hayavadana

*Detailed Study

OUTCOMES: After the completion of the course the students are able to

1. Understand the Indian English writings and movements associated with it in India
2. Understand the poetic features of Indian English poetry
3. Understand the dramatic styles of Indian English drama
4. Understand the making of Indian English Novel and its growth
5. Understand the merits of Indian English novelists

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01			04	02	03				05		

LITERARY CRITICISM AND THEORY II			
Core-2:402		5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: To impart critical analysis in literature

To make students aware of the need for critical sensitivity

UNIT-I: THEORETICAL BACKGROUND: Sanskrit Criticism Psycho analytical Criticism- Archetypal Criticism Deconstruction - Feminism-Structuralism- Post modernism- Post Colonialism

UNIT-II: (A) *EDMUND WILSON (Marxist Criticism): Marxism and Literature
(B) LIONEL TRILLING (Psychoanalytical Criticism): Freud and Literature

UNIT-III: NORTHROP FRYE (Archetypal Criticism): The Archetypes of Literature

UNIT-IV: (A) EDWARD SAID (Postcolonial Theory): Orientalism (Introduction)
(B) JACQUES DERRIDA (Postmodernism/Deconstruction Theory) Structure Sign and Play in the Discourse of Human Sciences

UNIT-V: (A)*ELAINE SHOWALTER (Feminist Theory): Towards a Feminist Poetics
(B) BHARATA MUNI (Sanskrit Criticism): On Natya and Rasa (Translated by G.K. Bhatt)

*Detailed study

OUTCOMES:

To make students learn the vast domain of contemporary critical schools

To make students aware of the Indian schools of criticism, especially the Sanskrit criticism

To empower students with the ability to apply critical theories to literary texts.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	02			02		01			02	03		

GREEN CULTURAL STUDIES			
3a:403(A)	Generic Elective	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

1. To make the learners comprehend the fusion of literary and ecological studies.
2. To sensitise the learners on ecological issues.
3. To familiarize them with the Indian and western ecological thought.

4. To make students think beyond western romanticism.
5. To broaden their understanding of literature and culture.

BACKGROUND: Green Studies, Eco Feminism, Eco Materialism, Ecosophy, Environmental Crisis, Literary Ecology, Postcolonial Ecology.

UNIT I: (a) GLOTFELTY: Literary Studies in an Age of Environmental Crisis*
(b) RABINDRANATH TAGORE: *Religion of the Forest* *

UNIT II: (a) BHOO MI SUKTA: Atharva Veda 12.1
(b) WORDSWORTH: Prelude: Book I

UNIT III: (a) HENRY DAVID THOREAU: *Walden*

UNIT IV: AMITAV GHOSH: *The Great Derangement*

UNIT V: KESAVA REDDY: *Moogavani Pillanagrovi*: Ballad of Ontillu

OUTCOMES:

1. Learners become aware of Indian and western attitudes to green cultural studies.
2. Critically analyze western tools.
3. Understand the antiquity of Indian thought and its sanctity.
4. Appreciate Indian and western literary creativity on Nature.
5. Understand the aftermaths and trauma of ecological devastation, and its literary representations.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	02			02		01			02	03		

AWARD WINNING WORKS AND WRITERS			
3b:403(B)	Generic Elective	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

To introduce the students to the stalwarts of English Literature;
To inculcate in the students, a taste of literary classics,
To make students appreciate the eternal values of great literature.

BACKGROUND: Nobel Prize, Pulitzer Prize, Booker Prize, Sahitya Akademi Prize, Existential fiction, American Drama, Post Colonial writings of India.

UNIT I: The Nobel Prize for Literature - Albert Camus: *PLAGUE* (1957) (Fiction)

UNIT II: Rabindranath Tagore: *Gitanjali* (1930) (Poetry)*

UNIT III: The Pulitzer Prize Arthur Miller *Death of a Salesman* (1949) (Drama)

UNIT IV: Booker Prize Aravind Adiga *White Tiger* (2008) (Fiction)

UNIT V: SāhityaAkademi Awards

UNIT IV: ShashiTharoor *An Era of Darkness* (2019) (Prose)

OUTCOMES:

The Student appreciates award winning literary works/writers
The student is aware of the various literary awards
The student appreciates the greatness of literary creativity across cultures

The students develop artistic models of great literary creativity
 The students appreciate the diversity and unity among great literary creations across nations and times.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	02			02		01			02	03		

SUBALTERN STUDIES			
3c:403(C)	Generic Elective-4(a)	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: The aim of this course is to understand

1. The concepts like dalitism, feminism, marginalisation, and Subalterneity
2. The poetic representations of pains and pleasures of subaltern with the help of prescribed texts
3. The status of subaltern women and their convictions through the texts prescribed
4. The first hand information of the subaltern in the form of autobiographical narration

UNIT – I: BACKGROUND: Dalitism, Feminism, Marginalism, Minority Literature

UNIT – II: POETRY: Detailed study

(A) ENDLURI SUDHAKAR (T.R. SHANTA GOKHALE): Neelika

(B) L. S. ROKADE (T.R. SHANTA GOKHALE): To Be or Not To Be Born

(From Arjun Dangle’s Poisoned Bread, from The Oxford Anthology of Tamil Dalit Writing)

UNIT – III: FICTION- MAHASWETHADEVI: 1. Rudali, 2. Dropdi

UNIT – IV: AUTOBIOGRAPHY- VASANTH MOON: Growing Up Untouchable in India

UNIT – V: DRAMA-K. ENOCH: Munivahanudu

PRIMARY & SECONDARY SOURCES

ELEANOR ZELLIOT: From Untouchable to Dalit (MANOHAR, NEW DELHI, 1998)

GAIL OMVEDT: Dalits and the Democratize Revolution, (Sage Publications, New Delhi, 1994)

ARJUN DANGLE ed: Poisoned Bread (Orient Longman, Bombay, 1992)

RAJ KUMAR: Dalit Personal Narratives (Orient Black Swan, New Delhi, 2010)

RAVI KUMAR &

R. AZHAGARASAN ED: The Oxford India Anthology of Tamil Dalit Writing. (Oxford University Press, New Delhi, 2012)

Gail Omvedt - Dalits and the Democratic Revolution

Raj Kumar – Dalit Personal Narratives (Reading Caste, Nation and Identity)

Ravikumar & R.Azhagarasan – The Oxford India Anthology of Tamil Dalit Writing

Prof: K. Enoch: Principles of Modern Literary Criticism

OUTCOMES: With the completion of the course the students are able to

1. Know the concepts of dalitism, feminism, marginalism and Subaltern aspects with relevant theories
2. Appreciate and understand the struggles and sorrows of subalterns
3. Recognize the pitiable docketing marginalized status of women
4. Identity the struggles of subalterns in the society along with personal observation
5. Know the pains of subalterns through the first hand narration

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01					04	02	03	05			

CULTURAL STUDIES	
3d:403(D)	Generic Elective-4(a)
Internal Marks: 20	End Semester Examination Marks:80

OBJECTIVES:

1. Students gain knowledge in contemporary concepts of Cultural Studies
2. To enable students to receive advanced knowledge of the concepts
3. To enhance students critical thinking ability
4. To broaden the students' understanding & appreciation of culture

BACKGROUND:

- Cultural Studies
- Post colonialism
- Postmodernism
- Indian Cultural Theory
- Marxist Literary criticism

UNIT – I: ANAND K COOMARSWAMY: The Aims of Indian Art

UNIT – II: STUART HALL : Cultural Studies & its Theoretical Legacy

UNIT – III: RAYMOND WILLIAMS : Advertising: The Magic System

UNIT – IV: FRANTZ FANON : On National Culture

UNIT – V: MARARAND PARANJAPE : Postmodernism and India: Some Preliminary Anima Diversions

OUTCOMES:

1. The student gains both the basic and advanced knowledge in the domain
2. The student understands Cultural criticism across age & cultures
3. Students are made familiar with Cultural Theory & theorists
4. The learners enhance a critical knowledge of literary and non-literary texts
5. A critique of pure theory emerges on completion of the course

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01		02	04		03						05

INDIA AND LITERARY CREATIVITY			
4:404	Multi Disciplinary Course	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

PREREQUISITE OR KNOWLEDGE REQUIREMENT FOR THE COURSE: Student should have taste for appreciating literature, creativity and the arts.

OBJECTIVES OF THE COURSE: (CO's)

1. To promote a taste for literary creativity in Indian Languages
2. To inculcate a love for literary etudes
3. To gain a comparative knowledge of Indian Literatures
4. Knowledge of Data base and online resources for reading and research.

COURSE LEARNING OUT COMES (CLO's)

After completion of the course the students will be able to

CLO-1: Understand the antiquity of India literary creativity

CLO-2: Perceive literary creativity across various Indian language

CLO-3: Develop the concept of unity amidst the plethora of Indian creative literatures

CLO-4: Familiarize and use with deftness, online resources and database to further their knowledge/research skills

UNIT I: SANSKRIT - Kalidasa's Meghadootam (Poetry)

UNIT II: TELUGU - Gurajada Appa Rao's *Kanya Sulkam* transl. in English by Velcheru Narayana Rao *Girls for Sale* Penguin India 2011. (Drama)

UNIT III: HINDI - KABEER DAS (Poetry)

1. Introduction of Kabeer Das

• Following 5 DOHE (Couplets) of Kabeer Das:

• *Poti padhi padhi jag mua*

• *Guru govind dou*

• *Mati kahe kumhar se*

• *Dukh me sumiran sab kare*

• *Sayee itana dijiye*

URDU - MIRZA GHALIB

1. Introduction of Mirza Ghalib

• The following Ghazal of Mirza Ghalib: *Koi Ummid bar nahin ati*

• *Koi Surat Nazar nahin ati*

UNIT IV: ENGLISH - RABINDRANATH TAGORE'S Sacrifice (Drama)

UNIT V: DIGITAL LIBRARY AND E-RESOURCES

Introduction to Digital Libraries – Concepts

Evolution of Digital Libraries - National Digital Library of India World Digital Libraries

E- Resources for Languages – E Books, E-Journals, E-Databases, E-Theses

RECOMMENDED BOOKS

UNIT I: SANSKRIT: Suggested Translations: (Any One would suffice)

(1) Meghadootam Translated by Chandra Rajan, Sahitya Akademy

(2) Translation by John Holcombe: <http://www.textetc.com/exhibits/et-kalidasa-1.html>

BACKGROUND: Introduction and importance of Kalidasa in Sanskrit Literature Date of Kalidasa – works of Kalidasa - style and eminence of Kalidasa Text:

REFERENCE BOOKS:

1. A short History of Sanskrit Literature. Pages.63 to 85, Hans Raj Aggarwal, Munshi Ram ManoharLal, Oriental Publishers and Booksellers, Post Box No1165, New Delhi – 6

UNIT II: TELUGU: Gurajada Appa Rao's *Kanya Sulkam* transl. in English by Velcheru Narayana Rao *Girls for Sale* Penguin India 2011.

UNIT III: HINDI and URDU

REFERENCE BOOKS / LINKS:

1. Hindi: <http://www.scribd.com>

2. Urdu: "The Famous Ghalib by Ralph Russell Roli Books Pvt. Ltd. M-75, GK II Market, New Delhi

UNIT IV: ENGLISH: RABINDRANATH Sacrifice (Text)

UNIT V: DIGITAL LIBRARY and E RESOURCES:

RECOMMENDED BOOKS

1. Michael, Lesk. Understanding Digital libraries. Elsevier, 2005.
2. Jeevan, V.K.J. E-Resources and Digital Services: ESS ESS Publications, 2011
3. Gobinda, G. Chowdhury and Sudatta Chowdhury. Introduction to Digital Libraries. Facet Publishing, 2003.

REFERENCE BOOKS / LINKS:

1. Hindi: <http://www.scribd.com>
2. Urdu: “The Famous Ghalib by Ralph Russell Roli Books Pvt. Ltd. M-75, GK II Market, New Delhi

ESSAY QUESTIONS

1. Define Digital Library. Discuss in detail the evolution of digital libraries
2. What do you mean by E-Resources? State the different types of e-resources available in languages.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01	02		03	04	05						

SOFT SKILLS			
5a:405(A)	Open Elective-5	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES: The course aims to

1. Introduce the significance of soft skills in modern job market
2. Enhance the soft skills of the students with practice
3. Develop skills like team work, time management, adoptability.
4. Develop interpersonal communication of the students
5. Develop essential written and spoken skills introducing the English syntax and phonetics

UNIT-1: Introduction- Teamwork skills – Emotional Intelligence skills

UNIT-II: Assertive Skills – Adaptability Skills – Problem Solving Skills

UNIT-III: Communication Skills – Introduction – Listening Skills – Oral Communication

UNIT-IV: Functional Grammar and Vocabulary

UNIT-V: Group Discussion – Interview Skills

OUTCOMES: On Completion of the course the students are able to

1. Understand the importance and relevance of soft skills in modern life
2. Improve their soft skills due to the practice sessions
3. Master the skills like time management, adaptability, leadership, team work.
4. Apprehend the ways of acquiring interpersonal skills
5. Master the LSRW skills due to the practice sessions

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		05					04	02			01	03

INDIAN LITERATURE IN ENGLISH TRANSLATION			
5:405(B)	Open Elective-5	5L:1T:0P	Credits:4
Internal Marks: 20		End Semester Examination Marks:80	

OBJECTIVES:

1. To introduce the major literary work of Indian literature in English translation
2. To promote the texts of our Indian authors and thereby preserving Indian culture & heritage
3. To introduce the relative literary concepts and theory to achieve the invocative use of language
4. To instill values for morally responsible living in democratic society
5. To enhance language competence

BACKGROUND:

UNIT-I: *SRI SRI: To Poesy, Rhapsody, The March of History, (Translated BY SRI SRI) Forward March.

UNIT-II: TILAK: Ambrosia Dripped, Modernism & (Tr. By S.S. PRABHAKAR) Poesy, Song Immortal

UNIT-III: GURAJADA APPA RAO: Kanyasulkam

UNIT-IV: *VIJAY TENDULKAR: Silence! The Court is in Session

UNIT-V: U.R. ANANTA MURTHY: Samskara

***Detailed study**

OUTCOMES:

1. Students become familiar with the literary works of our country
2. Acquire knowledge about our country's great writers and their ideals
3. Will get knowledge about the theory and concepts thereby achieve literary competence
4. Will learn about the morals and responsibilities
5. Learn to acquire patriotism after knowing about the great literary works of our writers

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01						02	03	04	05		