

B.A. III [B.A. in English]
Programme Specific Outcomes (PSOs)

The learners will be able to:

- Comprehend and analyse how English literature has evolved through centuries establishing a perception of its literary history in chronological order
- Develop an appreciation for the western classical literature.
- Generate awareness towards the problems of interpreting Indian Culture via the English Language and acquaintance with the work of significant Indian writers of Poetry, Prose, Fiction and Drama
- Develop an acquaintance with the works, themes, styles and sensibilities of the writers from Europe, North and South America, Canada, and Africa
- Recognise the evolution of certain thematic trends reflected in the narrative and linguistic experimentation of the writers of 'New Literatures'
- Appraise the emergence of female narratives in art and literature
- Understand distinctive features of novels, shorter fiction and essays and relate the texts and contexts to real life
- Get a holistic idea of the distinctive features of Indian fiction Writing in English
- Develop a comprehensive knowledge of the British and Indian fiction through the works of different representative writers of different ages and do a comparative study into classics as well as Popular fiction in contemporary India
- Trace the development of Indian writing in English and understand various characteristics of Indian literature in English
- Examine and present a review or critical appraisal of adaptations of textual narratives into film so that they may choose an alternative career in dramatics, film -making, review and writing.
- Assist the student in the development of core skills in other media like TV, Radio and Internet.

Programme/Class: DEGREE	Year: THIRD	Semester: FIFTH
Subject: ENGLISH		
Course Code: - A040501T/ LN331	Course Title: Classical Literature & History of English Literature	
<p>Course Outcomes:</p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • Develop an understanding of the historical background of Greek and Roman literature and history • Recognise the great works of unparalleled classical writers like Plato, Homer and Sophocles • Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation • Trace the origin and development of English drama through Miracle and Morality plays and the plays of University Wits • Develop an acquaintance with major religious, political and social movements from 15th to 20th century and their influence on English literature • Comprehend the basic difference and special characteristics of the major literary tendencies of various ages and develop familiarity with major literary works by British writers in the field of Poetry, Drama and Fiction • Understand the characteristics of Elizabethan and Metaphysical poetry and special features of Neo-classical age and its literature • Identify the reasons of the emergence of prose and novels and the decline of drama in England in the 18th century • Comprehend the role of French Revolution in the evolution of romanticism in English literature • Interpret the characteristics of Victorian age and the growth of literature in the age • Appreciate the special characteristics of the poetry of Pre-Raphaelites and Naughty-Nineties • Comprehend the trends in the poetry, drama and fiction of 20th century English literature 		
Credits: 05		Paper: Core Compulsory
Max. Marks: 25+75		Min. Pass Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0 .		
Unit	Topic	No. of Lectures
I	Historical Background <ul style="list-style-type: none"> • The Epic 	9

	<ul style="list-style-type: none"> • Birth of Tragedy • Comedy and Tragedy in Classical Drama • The Athenian City State • Literary Cultures in Augustan Rome 	
II	Prose Plato- <i>The Republic</i> (Book VII)	9
III	Poetry Homer- <i>The Iliad</i> (Book I)	9
IV	Drama Sophocles- <i>Oedipus Rex</i>	9
V	English Literature from Chaucer to Renaissance <i>The age of Chaucer, The Dark Ages, Renaissance and Reformation; Miracle and Morality Play; University Wits; Elizabethan Poetry; Metaphysical Poetry</i>	9
VI	Seventeenth Century & Eighteenth Century <i>Neo-Classicism, Growth of the Novel; Precursors of Romanticism; French Revolution; Growth of Romantic Literature (Prose, Poetry, Drama and Novel)</i>	10
VII	The Romantic Age & Nineteenth Century <i>Growth of Victorian Literature (Prose, Poetry, Drama and Novel); Pre-Raphaelite Poetry; Naughty Nineties</i>	10
VIII	The Twentieth Century <i>Georgian Poetry, Imagism and Symbolism; Twentieth Century Novel- Psychological Novel, Stream of Consciousness Novel; Twentieth Century Drama; Drama of Ideas; Epic Theatre; Feminism.</i>	10

Suggested Readings:

- Albert, E., “History of English Literature”, Oxford University Press, London, 2015.
- Homer: *The Iliad*, (Book I) tr. E.V. Rieu Harmondsworth: Penguin, 1985.
- Sophocles: *Oedipus, the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* Harmondsworth: Penguin, 1984.
- Gilbert Murray, *A History of Ancient Greek Literature*, Andesite Press, 2017.
- Plato, *The Republic*, Book X, tr. Desmond Lee London: Penguin, 2007.
- Gregory, J. (ed.) *The Blackwell Companion to Greek Tragedy*. Oxford, 2005.
- Cuddon, J.A., “*Dictionary of Literary Terms and Literary Theory*”, Penguin Books, London, 1999.
- Drabble, M., (ed.), “*The Oxford Companion to English Literature*”, Oxford University Press, Oxford, 1996.
- Prasad, B., “*A Background to the Study of English Literature*”, Trinity Press, New Delhi, 2014
- Harmon & Holman., (ed.), “*A Handbook to English Literature*”, Prentice Hall, New York, 1996.
- Wynne-Davies, M., “*The Bloomsbury Guide to English Literature*”, Prentice Hall, New

York, 1990.

- <https://www.youtube.com/embed/y1XAcDWrfWs>
- <https://www.youtube.com/embed/y4Cg3L4dN40>

This course can be opted as an elective by the students of following subjects: **Open to all**

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test.

The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites	To study this course, a student must have passed/opted English in B.A. II

Suggested equivalent online courses:

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Further Suggestions:

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Course Articulation Matrix (Mapping of COs with POs and PSOs)

	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3	3	3	3	2	3
CO 2	2	3	1	2	3	2	3	3	1	3
CO 3	1	2	1	2	3	3	3	2	2	3
CO 4	3	3	2	2	3	2	2	3	1	2
CO 5	2	3	2	3	3	3	3	2	3	2
CO 6	2	3	1	2	3	3	2	3	2	2
CO 7	3	2	3	2	3	3	2	2	2	3
CO 8	2	2	1	2	3	3	3	3	3	3

1-Low Correlation 2-Moderate Correlation 3-High Correlation

Programme/Class: DEGREE	Year: THIRD	Semester: FIFTH
Subject: ENGLISH		
Course Code: - A040502T/ LN332	Course Title: Fiction	
<p>Course Outcomes:</p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • Develop an understanding of the growth of novel form and its various types • Enhance their reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of English language • Get acquainted with different cultures, myths and social conservation through the reading of selected novels of Britain, America and India • Learn human values and behavioural pattern from the prescribed novels and develop an understanding of the human race • Exposed to the unflattering portrayal of the contemporary Indian society through popular works of Indian fiction writers in English 		
Credits: 05	Paper: Core Compulsory	
Max. Marks: 25+75	Min. Pass Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.		
Unit	Topic	No. of Lectures
I	Literary Terms: Plot, Characterization, Narrative Technique & Structure, Elements of novel,	9
II	Earlier Trends in fiction: Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel.	10
III	Trends in 20th & 21st Century Fiction: Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Mythological Fiction, Campus Fiction, Space Fiction, <i>Chic lit</i> , Junk Fiction	10
IV	British Fiction Charles Dickens- <i>A Tale of Two Cities</i> OR Thomas Hardy- <i>Far from the Madding Crowd</i>	9
V	British Fiction Jane Austen- <i>Pride and Prejudice</i> OR George Eliot- <i>Mill on the Floss</i>	9
VI	American Fiction Toni Morrison- <i>The Bluest Eye</i> OR	9

	Harper Lee- <i>To Kill a Mocking Bird</i>	
VII	American Fiction Ernest Hemingway- <i>The Old Man and the Sea</i> OR John Steinbeck- <i>The Grapes of Wrath</i>	9
VIII	Indian Popular Fiction 1. Arvind Adiga- <i>The White Tiger</i> 2. Sanjay Chitranshi- <i>Dalit, Dynasty and She</i> OR Sudha Murthy- <i>Dollar Bahu</i>	10

Suggested Readings:

- Forster, E.M., “Aspects of the Novel”, Penguin, London, 2005.
- Toliver & Calderwood, “Perspectives on Fiction”, Oxford University Press, New York, 1970.
- Wynne-Davies, M., “The Bloomsbury Guide to English Literature”, Prentice Hall, New York, 1990.
- https://www.youtube.com/embed/O7DeTnf0_yM
- <https://www.youtube.com/embed/4IjTINyHK8>
- <https://www.youtube.com/embed/a4JH8ssrAFY>
- <https://www.youtube.com/embed/HJJXOS3gJ8>
- https://www.youtube.com/embed/6q9_EbDrUgQ
- https://www.youtube.com/embed/2yN_X-zkC-E
- Bloom, H., “Toni Morrison’s The Bluest Eye”, Chelsea House, 1999.
- Heavilin, Barbara A., “The Critical Response to John Steinbeck's The Grapes of Wrath”, Greenwood Press, 2000.

This course can be opted as an elective by the students of following subjects:

Open to all

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	To study this course, a student must have passed/opted English in B.A. II

Suggested equivalent online courses:

- https://onlinecourses.nptel.ac.in/noc21_hs28/preview

Further Suggestions:


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Course Articulation Matrix (Mapping of COs with POs and PSOs)

	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3	3	3	3	2	3
CO 2	2	3	1	2	3	2	3	3	1	3
CO 3	1	2	1	2	3	3	3	2	2	3
CO 4	3	3	2	2	3	2	2	3	1	2
CO 5	2	3	2	3	3	3	3	2	3	2
CO 6	2	3	1	2	3	3	2	3	2	2
CO 7	3	2	3	2	3	3	2	2	2	3
CO 8	2	2	1	2	3	3	3	3	3	3

1-Low Correlation 2-Moderate Correlation 3-High Correlation

**B.A. (Hons.) English
III Year/ IV Sem.
Major III (Theory)**

Program: B.A. (Hons.)		Year: III		Semester: V	
Course code: / A040503T/LN333		Course Title: Literary Criticism			
L	T	P	Credits		
5	0	0	5		
Major (✓)	Minor ()	Vocational ()	Co-curricular ()		
Pre-requisite (If any)	BA English Diploma				
Course Outcomes: (COs)	After the successful course completion, learners will develop the following attributes:				
CO1	The course intends to provide a critical understanding of the developments in literary criticism from the beginning to the end of the 19th century. It also provides a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism.				
CO2	The objective of the unit would be to introduce students to Greek literary criticism. A study of older critical traditions will be useful for students in their engagement with aesthetic concepts and tools by locating them within the philosophical ethos from which they emerged.				
CO3	The purpose of this course is to examine the various approaches to literary criticism across time and cultures. The course also looks closely at the development of some of the most significant literary criticism.				
CO4	The purpose of this unit is to examine the ideas of natural poetry, heightened emotions that evoke to proceed from the presentation of everyday life, in ordinary language, and the central concept of poetic philosophy and criticism marking a significant shift in the landscape of English Romantic poetry.				
CO5	The purpose of this unit is to examine key ideas and texts and analyze the intellectual shifts in the reading of the arts and other manifestations of human intellect, language, and literature through the theories of Literary criticism in the Victorian period.				
CO6	The purpose of this unit is to examine Literary circumstances that shape the processes of literary production, Literary trends, cultural movements, significant figures, and events of the period from the twentieth century to the present.				
CO7	The ancient Sanskrit Acharyas understood poetry as a verbal complex, profoundly emotive and they explained poetry based on Rasa Theory. The basic aim of this unit is to familiarize the student with the Rasa theory. It will also try to elucidate certain important terms used in the essay and contextualize the essay to Indian aesthetics.				

CO8	Indian philosophy abounds in theories that throw light on the nature of poetry. Several Indian critics have referred to Vakrokti with different approaches. The primary objective of this unit is to enable the students to comprehend the key notion of Vakrokti as conceptualized by Kuntaka. The unit also tries to explain the basic tenets of the theory of Vakrokti.	
Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures- 90		
Unit	Topics	No. of Lectures Total =
I	Unit 1-Introduction Dramatic and Literary Theory, Roman- Greek Literary Theory and Criticism, Classical and Neo-Classical Theory of Literature, English Romantic Movement and Literary Essays.	11
II	Greek Literary Theory Aristotle: <i>The Poetics</i> Longinus: <i>On the Sublime</i>	11
III	Elizabethan Theory Sir Philip Sidney: <i>An Apology for Poetry</i>	11
IV	Romanticism William Wordsworth: <i>Preface to the Lyrical Ballads</i>	11
V	Victorian Theory Matthew Arnold: "The Study of Poetry"	12
VI	Modern Literary Theory T. S. Eliot: "Tradition and the Individual Talent"	11
VII	Indian Aesthetics/Literary Theories S. N. Dasgupta – "The Theory of Rasa"	11
VIII	Indian Aesthetics/Literary Theories S. K. De – "Kuntaka's Theory of Poetry: Vakrokti"	11
Suggested Readings:		
1.	Abrams, M. H. A Glossary of Literary Terms. Singapore: Harcourt Asia Pvt. Ltd., 2000.	
2.	Blamires, Harry. A History of Literary Criticism. Delhi: Macmillan, 2001.	
3.	Daiches, David. Critical Approaches to Literature, 2nd ed. Hyderabad: Orient Longman, 2001.	
4.	Ford, Boris (ed). The Pelican Guide to English Literature, Vols. 4 & 5. London: Pelican, 1980.	
5.	Arnold, Matthew. Essays in Criticism. New York: MacMillan and company, 1865.	
6.	Habib, M. A. R. A History of Literary Criticism and Theory: From Plato to the Present. Oxford: Blackwell, 2005.	
7.	House, Humphrey. Aristotle's Poetics. Ludhiana: Kalyani Publishers, 1970.	
8.	Lucas, F. L. Tragedy in Relation to Aristotle's Poetics. New Delhi: Allied	

	Publishers, 1970.									
9.	Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History. Hyderabad: Orient Longman, 2006.									
10.	Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History. Hyderabad: Orient Longman, 2006.									
11.	Wellek, Rene. A History of Modern Criticism: 1750-1950, Vols. I-IV. London: Jonathan Cape, 1958.									
12.	. K.C.Pandey- Comparative Aesthetics (2vols)									
13.	Masson and Patwardhan, Bhandarkart Oriental -Shantarasa and Abhinavagupta's Philosophy of Aesthetics									
14.	G.K. Bhatt- Rasa Theory									
This course can be opted as an elective by the students.										
Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on allotted Assignments and Class Tests. The marks shall be as follows:										
Assessment and Presentation of Assignment									(04 marks)	
Class Test-I (Objective Questions)									(04 marks)	
Class Test-II (Descriptive Questions)									(04 marks)	
Class Test-III (Objective Questions)									(04 marks)	
Class Test-IV (Descriptive Questions)									(04 marks)	
Overall performance throughout the Semester (includes Attendance, Behaviour, Discipline, Participation in Different Activities)									(05 marks)	
Suggested equivalent online courses: Swayam Coursera www.ignou.com										
Course Articulation Matrix: (Mapping of COs with POs and PSOs)										
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	3	3	2	3
CO2	2	3	1	2	3	2	3	3	1	3
CO3	1	2	1	2	3	3	3	2	2	3
CO4	3	3	2	2	3	2	2	3	1	2
CO5	2	3	2	3	3	3	3	2	3	2
CO6	2	3	1	2	3	3	2	3	2	2
CO7	3	2	3	2	3	3	2	2	2	3
CO8	2	2	1	2	3	3	3	3	3	3

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

**III Year
Major Core (Theory)**


Programme: B.A. (Hons.)		Year: III		Semester: V	
Course code: A040504T/LN334		Course Title: Disability Studies			
L		T		P	
5		0		0	
Credits		5			
Major (✓)		Minor ()		Vocational ()	
Pre-requisite (If any)		None			
Course Outcomes: (COs)		After the successful course completion, learners will develop following attributes:			
CO1		To familiarise students with the core concepts and themes in the field of Disability Studies with reference to socio-cultural construct.			
CO2		To examine and critique 'ableism' and 'disablism' as ideological concepts which shape social institutions, professions, government policies and other narratives.			
CO3		To become aware of disability organizations in the civil society and grassroots.			
CO4		To imply the understanding of feminism in real-life experiences.			
CO5		To understand disability studies scholarship by incorporating social, cultural, historical, legal, and political perspectives, including the connections between disability and other identities.			
CO6		To explore disability studies approach to media allows us to think critically about not only the stakes of representation, but also the ways that cinema draws out the contours of the viewing subject, incites complex processes of identification and disidentification, and frames the body as a site of contact and signification.			
CO7		To analyze union of critical race and disability studies, as an intersectional approach designed to analyzing the interaction between ableism, sexism, and racism			
CO8		To discover practical aspects of theoretical approached to Disability studies.			
Max. Marks: 25+75		Min. Passing Marks: 10+25			
Total No. of Lectures- 90					
Unit	Topics				No. of Lectures Total =
I	Definition and Modes of Disability: Definition-An Evolving Phenomenon, History of Disability with special reference to India, Medical Model of Disability, Social Model of Disability				12
II	Key Concepts: Ableism, Disablism, Disability, Activism, Dependency,				12

	Interdependency, Ostracization, Eugenics, Disability Pride.	
III	Social Role Valorisation: Definition, Devaluation, Role Perception, Stigmatization	11
IV	Gender Studies and Disability (with reference to Rosemarie Garland Thomson): Definition, Issues, Concerns and Approaches	11
V	Language and Rhetorical Application: Chapter 5 from Enforcing Normalcy by Lennard J Davis Robert McRuer “Crip Theory”	11
VI	Literature, Films and Disability: Helen Keller: <i>The Story of My Life</i> Films: <i>Sparsh</i> and <i>Taare Zameen Par</i> Alejandro Morales <i>The Rag Doll Plagues</i>	11
VII	Race, Gender and Disability: Toni Morrison’s <i>Sula</i> (1973) Rabindranath Tagore “Subha”	11
VII	Case Study	11
Suggested Readings:		
1.	Mirzoeff, N. (2006). Blindness and Art. In L. J. Davis (Ed.), <i>The disability studies reader</i> (2nd ed., pp. 379-390). New York: Routledge.	
2.	Screen the film: Klein, B. S. (Director). (2006). <i>Shameless: The ART of Disability</i> : National Film Board of Canada. Time TBD.	
3.	Joan, & Susman. (1994). Disability, stigma and deviance. <i>Social Science & Medicine</i> , 38(1), 15-22.	
4.	Wendell, S. (1996). <i>The Rejected Body: Feminist Philosophical Reflections on Disability</i> . New York: Routledge.	
5.	Nussbaum, M. C. (2004). <i>Hiding from humanity: disgust, shame, and the law</i> . Princeton: Princeton University Press.	
This course can be opted as an elective by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on allotted Assignment and Class Tests. The marks shall be as follows:		
	Class Test-I (Objective Questions)	(04 marks)
	Class Test-II (Descriptive Questions)	(04 marks)
	Class Test-III (Objective Questions)	(04 marks)
	Class Test-IV (Descriptive Questions)	(04 marks)
	Overall performance throughout the Semester (includes Attendance, Behaviour, Discipline, Participation in Different Activities)	(05 marks)
Suggested equivalent online courses: Swayam Coursera www.ignou.com		
Course Articulation Matrix: (Mapping of COs with POs and PSOs)		

	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3	3	3	3	2	3
CO 2	2	3	1	2	3	2	3	3	1	3
CO 3	1	2	1	2	3	3	3	2	2	3
CO 4	3	3	2	2	3	2	2	3	1	2
CO 5	2	3	2	3	3	3	3	2	3	2
CO 6	2	3	1	2	3	3	2	3	2	2
CO 7	3	2	3	2	3	3	2	2	2	3
CO 8	2	2	1	2	3	3	3	3	3	3

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

B.A. (Hons.) English
III Year/ V Sem.
Major
Term Paper (Research Project)

Program: B.A. (Hons.)		Year: III		Sem			
Course code: / A010506T/ LN335		Course Title: Project					
L		T		P		Credits	
2		1		0		3	
Major (✓)		Minor ()		Vocational ()		Co-curricular ()	
Pre-requisite (If any)		BA English Diploma					
Course Outcomes: (COs)		After the successful course completion, learners will develop the following attributes: 1- Engage in critical thinking within a structured framework. 2. Acquire the skills of academic writing which would equip the students to tackle with ease the term papers and dissertations during their academic career. 3. Develop a thorough understanding of the ethics of conducting academic research. 4-Maintain the etiquette of academic writing by providing proper citations and refraining from unethical academic practices like plagiarism.					
Max. Marks: 25+75			Min. Passing Marks: 10+25				
Total No. of Lectures- 45							
Unit	Topics						No. of Lectures Total =45
I	(MLA Handbook 9th Ed. is Compulsory for the mechanics of writing and other details for Documentation) Three of each paper offered by the student and one of his/her choice under the supervision of the teacher responsible for teaching that particular paper. Each term paper should be in approx. 5000-7000 words. Topics for the term paper will be decided by the Department of Languages (Board of Studies), Integral University, Lucknow.						15X3=45
Suggested Readings:							
1.	Abrams, M. H. A Glossary of Literary Terms. Singapore: Harcourt Asia Pvt. Ltd., 2000.						
2.	Blamires, Harry. A History of Literary Criticism. Delhi: Macmillan, 2001.						
3.	Daiches, David. Critical Approaches to Literature, 2nd ed. Hyderabad: Orient Longman, 2001.						
4.	Ford, Boris (ed). The Pelican Guide to English Literature, Vols. 4 & 5. London: Pelican, 1980.						
5.	Arnold, Matthew. Essays in Criticism. New York: MacMillan and company, 1865.						
6.	Habib, M. A. R. A History of Literary Criticism and Theory: From Plato to the Present. Oxford: Blackwell, 2005.						
7.	House, Humphrey. Aristotle's Poetics. Ludhiana: Kalyani Publishers, 1970.						

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9.	Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History. Hyderabad: Orient Longman, 2006.
10.	Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History. Hyderabad: Orient Longman, 2006.
11.	Wellek, Rene. A History of Modern Criticism: 1750-1950, Vols. I-IV. London: Jonathan Cape, 1958.
12.	. K.C.Pandey- Comparative Aesthetics (2vols)
13.	Masson and Patwardhan, Bhandarkart Oriental -Shantarasa and Abhinavagupta's Philosophy of Aesthetics
14.	G.K. Bhatt- Rasa Theory

Suggested equivalent online courses:

- Swayam
- Coursera

www.ignou.com

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PS O5
CO1	3	3	2	3	3	3	3	3	2	3
CO2	2	3	1	2	3	2	3	3	1	3
CO3	1	2	1	2	3	3	3	2	2	3
CO4	3	3	2	2	3	2	2	3	1	2
CO5	2	3	2	3	3	3	3	2	3	2
CO6	2	3	1	2	3	3	2	3	2	2
CO7	3	2	3	2	3	3	2	2	2	3
CO8	2	2	1	2	3	3	3	3	3	3

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation
