



**SCHOOL OF ARTS AND SCIENCE**

**MASTER OF ARTS**

**IN  
ENGLISH**

**ACADEMIC REGULATIONS 2023**

**(R-2023)**

**CURRICULUM & SYLLABUS**

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M. A. Sekhaty

SCHOOL OF ARTS AND SCIENCE  
VISION AND MISSION

**VISION**

To be globally recognized for excellence in quality education, innovation and research for the transformation of lives to serve the society.

**MISSION**

**Quality Education** : To provide comprehensive academic system that amalgamates the cutting edge technologies with best practices.

**Research and Innovation** : To foster value-based research and innovation in collaboration with industries and institutions globally for creating intellectuals with new avenues.

**Employability and Entrepreneurship** : To inculcate the employability and entrepreneurial skills through value and skill based training.

**Ethical Values** : To instil deep sense of human values by blending societal righteousness with academic professionalism for the growth of society.

DEPARTMENT OF ENGLISH  
VISION AND MISSION

**VISION**

To envision a comprehensive and holistic advancement of the learners, who are socially responsible, creatively exponential, and scholastically vivacious, fortified with life skills, employability skills for their nourishment.

**MISSION**

- To empower learners' knowledge of literary genres and analytical application of subject knowledge to life
- To familiarize learners with the theories of literature, and help them acquire English Language and Literature
- To provide systematic knowledge in literary movements and equip the students' employability, research and social skills
- To develop empathy and deeper understanding of humanitarian concern for ethical living.



M.A. ENGLISH  
PROGRAMME OUTCOMES (POs)

<p><b>PO 1</b></p>	<p><b>Multicultural Competence</b> Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.</p>
<p><b>PO 2</b></p>	<p><b>Critical Thinking</b> Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories.</p>
<p><b>PO 3</b></p>	<p><b>Moral and Ethical awareness/reasoning</b> Ability to embrace moral/ethical values in conducting one’s life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one’s work, avoid unethical behavior.</p>
<p><b>PO 4</b></p>	<p><b>Lifelong Learning</b> Ability to acquire knowledge and skills, including learning how to learn, “that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades.</p>
<p><b>PO 5</b></p>	<p><b>Research-related skills</b> A sense of inquiry and capability for asking relevant/appropriate questions, problem solving, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data.</p>

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PROGRAMME SPECIFIC OUTCOMES (PSOs)

<b>PSO 1</b>	Discern appropriate strategies of textual interpretation and to know the causes and effects of social, political, and cultural ideologies through literature.
<b>PSO 2</b>	Acquire a sense of social commitment like the environment, gender, discourse and the literature of the marginalized.
<b>PSO 3</b>	Demonstrate acumen and interest in self-directed learning and lifelong learning.

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Mapping of PSOs with POs

	PO 1	PO 2	PO 3	PO 4	PO 5
PSO 1	3	3	3	3	3
PSO 2	3	3	3	3	3
PSO 3	3	3	3	3	3

CORRELATION RUBRICS:

High	Moderate	Low
3	2	1

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**SCHOOL OF ARTS AND SCIENCE  
DEPARTMENT OF ENGLISH  
M.A ENGLISH – CURRICULUM**

**STRUCTURE FOR POSTGRADUATE PROGRAMME**

Sl. No.	Course Category	Breakdown of Credits
1	Discipline Specific Core Courses (DSC)	56
2	Discipline Specific Elective Courses (DSE)	16
3	Skill Enhancement Courses (SEC)	08
4	Internship	4
5	Project	06
	<b>Total</b>	<b>90</b>

**SCHEME OF CREDIT DISTRIBUTION – SUMMARY**

Sl.No.	Course Category	Credits per Semester				Total Credits
		I	II	III	IV	
1	Discipline Specific Core Courses (DSC)	16	16	16	8	56
2	Discipline Specific Elective Courses (DSE)	4	4	4	4	16
3	Skill Enhancement Courses (SEC)	2	2	2	2	08
4	Internship	-	-	4	-	4
5	Project	-	-	-	6	06
	<b>Total</b>	<b>22</b>	<b>22</b>	<b>26</b>	<b>20</b>	<b>90</b>

**\*\* Courses are not included for CGPA calculation.**

**CURRICULUM FOR POSTGRADUATE PROGRAMME**

Semester - I										
Sl. No.	Course Code	Course Title	Category	Period			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
<b>Theory</b>										
1	A23PENT101	British Literature - I (The Chaucerian Age to The Restoration Age)	DSC	4	0	0	4	25	75	100
2	A23PENT102	Commonwealth Literature	DSC	4	0	0	4	25	75	100
3	A23PENT103	Indian Writing in English	DSC	4	0	0	4	25	75	100
4	A23PENT104	Literary Criticism and Theories (Classical to Victorian Age)	DSC	4	0	0	4	25	75	100
5	A23PENE10X	DSE - I	DSE	4	0	0	4	25	75	100
<b>Skill Enhancement Course</b>										
6	A23PENS101	Film Studies	SEC	2	0	0	2	100	0	100
<b>TOTAL</b>				<b>22</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>225</b>	<b>375</b>	<b>600</b>

Semester - II										
Sl. No.	Course Code	Course Title	Category	Period			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
<b>Theory</b>										
1	A23PENT205	British Literature – II (The Romantic Age to The Twentieth Century)	DSC	4	0	0	4	25	75	100
2	A23PENT206	American Literature	DSC	4	0	0	4	25	75	100
3	A23PENT207	Modern Literary Criticism and Theory	DSC	4	0	0	4	25	75	100
4	A23PENT208	Subaltern Studies	DSC	4	0	0	4	25	75	100
5	A23PENE20X	DSE - II	DSE	4	0	0	4	25	75	100
<b>Skill Enhancement Course</b>										
6	A23PENSA02	English Language Teaching	SEC	2	0	0	2	100	0	100
<b>TOTAL</b>				<b>22</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>225</b>	<b>375</b>	<b>600</b>

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Semester - III										
Sl. No.	Course Code	Course Title	Category	Period			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
<b>Theory</b>										
1	A23PENT309	Introduction to Cultural Studies	DSC	4	0	0	4	25	75	100
2	A23PENT310	Black Literature	DSC	4	0	0	4	25	75	100
3	A23PENT311	Green Literature	DSC	4	0	0	4	25	75	100
4	A23PENT312	Shakespearean Studies	DSC	4	0	0	4	25	75	100
5	A23PENE30X	DSE - III	DSE	4	0	0	4	25	75	100
<b>Internship</b>										
7	A23PENN301	Internship	DSC	4	0	0	4	25	75	100
<b>Skill Enhancement Course</b>										
8	A23PENSA03	Research Methodology for English	SEC	2	0	0	2	100	0	100
<b>TOTAL</b>				<b>26</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>250</b>	<b>450</b>	<b>700</b>

Semester - IV										
Sl. No.	Course Code	Course Title	Category	Period			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
<b>Theory</b>										
1	A23PENT413	Contemporary Literature	DSC	4	0	0	4	25	75	100
3	A23PENT414	Gender Studies	DSC	4	0	0	4	25	75	100
4	A23PENE40X	DSE - IV	DSE	4	0	0	4	25	75	100
<b>Project</b>										
7	A23PENP401	Research Project	DSC	0	0	10	6	40	60	100
<b>Skill Enhancement Course</b>										
8	A23PENSA04	UGC – NET/ SET - Training	SEC	2	0	0	2	100	0	100
<b>TOTAL</b>				<b>14</b>	<b>0</b>	<b>10</b>	<b>20</b>	<b>215</b>	<b>285</b>	<b>500</b>

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M. A. Zahedi



**POSTGRADUATE PROGRAMME**  
**Discipline Specific Elective Courses**

Semester	Course Code	Course Name	L/T	Category	Credit
I	A23PENE101	World Literature in English Translation	T	DSE	<b>4</b>
II	A23PENE202	Tamil Literature in English Translation	T	DSE	<b>4</b>
III	A23PENE303	Disability Studies	T	DSE	4
IV	A23PENE404	War Literature	T	DSE	4

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Department	ENGLISH			Programme: <b>M. A.</b>							
Semester	FIRST			Course Category Code: <b>DSC</b>		End Semester Exam Type: <b>TE</b>					
Course Code	A23PENT101			Periods / Week			Credit	Maximum Marks			
Course Name	BRITISH LITERATURE - I (From the Chaucerian Age to the Restoration Age)			L	T	P	C	CAM	ESE	TM	
				4	0	0	4	25	75	100	
Prerequisite	Basic knowledge of British Literature, History of English Literature, Social History of England										
Course Objectives	To introduce the social history of the Chaucerian age to the Restoration age										
	To read diverse literary text of the Renaissance and Restoration age										
	To enable the students to understand and appreciate iconic writings of eminent writers										
	To make the students to distinguish literary works with age										
	To understand the development of science and its impact in age										
Course Outcomes	<b>On completion of the course, the students will be able to</b>								BT Mapping (Highest Level)		
	CO1	comprehend and discuss social history from the Chaucerian age to the Restoration age								K4	
	CO2	analyze and interpret diverse literary text of the Renaissance and Restoration age								K4	
	CO3	understand and appreciate famous writings of eminent writers								K4	
	CO4	analyze and distinguish literary works with age								K4	
	CO5	critically understand the development of science and its impact in age								K4	
<b>UNIT-I</b>	<b>PROSE</b>						<b>Periods: 12</b>				
1.	Francis Bacon – <i>Of Friendship, Of Beauty</i>									CO1	
2.	Joseph Addison – <i>Pleasures of Imagination</i>										
<b>UNIT-II</b>	<b>POETRY</b>						<b>Periods: 12</b>				
1.	John Milton – <i>Paradise Lost (Book IX)</i>									CO2	
2.	Edmund Spenser – <i>Epithalamion</i>										
<b>UNIT-III</b>	<b>POETRY</b>						<b>Periods: 12</b>				
1.	Geoffrey Chaucer – <i>From Troilus and Criseyde</i>									CO3	
2.	John Donne – <i>The Bait</i>										
3.	Ben Johnson – <i>An Elegy</i>										
4.	George Herbert – <i>The Collar</i>										
5.	Andrew Marvel – <i>To His Coy Mistress</i>										
6.	Alexander Pope – <i>On a Certain Lady at the Court</i>										
<b>UNIT-IV</b>	<b>DRAMA</b>						<b>Periods: 12</b>				
1.	Christopher Marlowe – <i>Edward II</i>									CO4	
2.	William Shakespeare – <i>Othello</i>										
<b>UNIT-V</b>	<b>DRAMA</b>						<b>Periods: 12</b>				
1.	William Congreve – <i>The Way of the World</i>									CO5	
<b>Lecture Periods: 60</b>		<b>Tutorial Periods: -</b>			<b>Practical Periods: -</b>			<b>Total Periods: 60</b>			
<b>Text Books</b>											
1. Congreve, William, <i>The Way of The World</i> , Peacock Publication, 2022.											
2. Shakespeare, William, <i>Othello</i> , Arden Shakespeare Publication, 2013.											

3. Marlowe, Christopher, *Edward II*, Oxford University Press, 2005.

**Reference Books**

1. Ronald Carter, John McRae, *The Routledge History of Literature in English: Britain and Ireland*, Routledge Publisher, 2021.
2. John Carter, John McRae, *The Routledge History of Literature in English*, Taylor & Francis Publication, 3<sup>rd</sup> Edition, 2016.
3. Sanders, Andrew. *Short Oxford History of English Literature*. Oxford Publication. 2005.
4. Milton, John, *Paradise Lost*, Fingerprint! Publishing, 2015.
5. Bacon, Francis, *The Essays Bacon, Francis and Pitcher, John and Pitcher, John*, Penguin Classics, 1985.

**Web References**

1. <https://poemanalysis.com/alexander-pope/on-a-certain-lady-at-court/>
2. <https://philosophy.lander.edu/intro/articles/addisonart-a.pdf>
3. <https://www.poetryfoundation.org/poems/45191/epithalamion-56d22497d00d4>
4. <https://www.poetryfoundation.org/poems/44360/the-collar>
5. <https://www.sparknotes.com/shakespeare/othello/section3/>

**COs/POs/PSOs Mapping**

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
1	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3

**Correlation Level:**

High	Moderate	Low
3	2	1

**Evaluation Method**

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	15			5	5	75	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

Department	ENGLISH	Programme: <b>M. A.</b>						
Semester	FIRST	Course Category Code: <b>DSC</b>	End Semester Exam Type: <b>TE</b>					
Course Code	A23PENT102	Periods / Week			Credit	Maximum Marks		
Course Name	COMMONWEALTH LITERATURE	L	T	P	C	CAM	ESE	TM
		4	0	0	4	25	75	100
Prerequisite	Knowledge gained from Colonial Writing, World Literature, African & Australian Literature							
Course Objectives	To Introduce Commonwealth literature							
	To read a variety of Commonwealth literary texts critically							
	To enable the students to understand Postcolonial literature and Commonwealth literature							
	To make the students to know the themes and motifs of Commonwealth literature							
	To understand the salient features of Commonwealth countries' literature							
Course Outcomes	<b>On completion of the course, the students will be able to</b>							BT Mapping (Highest Level)
	CO1	comprehend and discuss Commonwealth literature						K3
	CO2	analyze and interpret Commonwealth literary texts critically						K3
	CO3	recognize Postcolonial and Commonwealth literature						K3
	CO4	analyze and understand the themes and motifs of Commonwealth literature						K3
	CO5	understand the salient features of Commonwealth countries' literature						K3
<b>UNIT-I</b>	<b>POETRY</b>				<b>Periods: 12</b>			
1.	Kath Walker – <i>No more Boomerang</i>							CO1
2.	Margaret Atwood – <i>The Animals in that country</i>							
3.	James K. Baxter – <i>New Zealand</i>							
4.	Kazi Nazrul Islam – <i>Alone</i>							
5.	Derek Walcott – <i>A City's Death by Fire</i>							
6.	Faiz Ahmed Faiz – <i>Tonight</i>							
7.	Mark Mcwatt – <i>Invitation to Tender</i>							
<b>UNIT-II</b>	<b>PROSE &amp; SHORT STORIES</b>				<b>Periods: 12</b>			
1.	Henry Lawson – <i>The Drover's Wife</i>							CO2
2.	Stephen Leacock – <i>Merry Christmas</i>							
3.	Frank Sargeson – <i>Conversation with My Uncle</i>							
<b>UNIT-III</b>	<b>DRAMA</b>				<b>Periods: 12</b>			
1.	Jane Harrison – <i>Stolen</i>							CO3
<b>UNIT-IV</b>	<b>NOVEL</b>				<b>Periods: 12</b>			
1.	Salman Rushdie – <i>Midnight's Children</i>							CO4
<b>UNIT-V</b>	<b>CRITICISM</b>				<b>Periods: 12</b>			
1.	Helen Tiffin – Commonwealth Literature and Comparative Methodology							CO5
2.	Denis Fonge Tembong – The Ambiguous Status of Commonwealth Literature: A Critical Consideration							
<b>Lecture Periods: 60</b>		<b>Tutorial Periods: -</b>			<b>Practical Periods: -</b>		<b>Total Periods: 60</b>	
<b>Text Books</b>								
1. Harrison, Jane, <i>Stolen</i> , Klett (Ernst) Verlag, Stuttgart Publisher, 2005.								
2. Rushdie, Salman, <i>Midnight's Children</i> , RHUK Publisher, 2013.								
3. Maity, Joydev, <i>Commonwealth Literature: A Comprehensive and Critical Perspective : A detailed analysis of the works of over 50 authors from Caribbean, Africa, Canada, India, and Australia</i> , Notion Press, 2020.								

**Reference Books**

1. Lawson, Henry, *The Drover's Wives: 101 re-telling of a classic short story*, Lightning Publication, 2019.
2. Dhawan, R.K, *Contemporary Commonwealth Literature*, Prestige Books Publication, 2006.
3. Naikar, Basavaraj, *Commonwealth Literature: A Kaleidoscopic Vision*, Atlantic Publishers, 2019.
4. Damrosch, David. *World Literature in Theory*. Wiley Blackwell Publication. 2014.
5. Castle.Gregory.*The Literary Theory Handbook*. Wiley Blackwell Publication. 2013.

**Web References**

1. [https://www.academia.edu/1041122/Introduction\\_to\\_Frank\\_Sargesons\\_Stories](https://www.academia.edu/1041122/Introduction_to_Frank_Sargesons_Stories)
2. <https://www.poetryfoundation.org/poems/92732/new-zealand-58c03423619f5>
3. <https://worldlitolonline.net/the-plight-of-stolen-generation-in-jane-harrisons-stolen.pdf>
4. <https://www.sparknotes.com/lit/midnightschildren/summary/>
5. <http://jcla.in/wp-content/uploads/2020/10/DENIS-FONGE-TEMBONG-2014.pdf>

**COs/POs/PSOs Mapping**

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
1	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3

**Correlation Level:**

High	Moderate	Low
3	2	1

**Evaluation Method**

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	15			5	5	75	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

Academic Curriculum and Syllabi R-2023

Department	ENGLISH		Programme: <b>M. A.</b>						
Semester	FIRST		Course Category Code: <b>DSC</b>			End Semester Exam Type: <b>TE</b>			
Course Code	A23PENT103		Periods / Week			Credit	Maximum Marks		
Course Name	INDIAN WRITING IN ENGLISH		L	T	P	C	CAM	ESE	TM
			4	0	0	4	25	75	100
Prerequisite	Gained knowledge from Indian Literature, Indian Writing in English, Post-Colonial Writings								
Course Objectives	To Introduce Pre-Independence writing and post-Independence writing in English								
	To read a variety of Indian literary texts written in English								
	To enable the students to understand colonial impact in Indian writing								
	To make the students to know the themes and motifs of Indian writing in English								
	To understand the salient features of contemporary literary texts of Indian								
Course Outcomes	<b>On completion of the course, the students will be able to</b>							BT Mapping (Highest Level)	
	<b>CO1</b>	comprehend and discuss Pre-Independence writing and post-Independence writing						<b>K4</b>	
	<b>CO2</b>	analyze and interpret variety of Indian literary texts written in English						<b>K4</b>	
	<b>CO3</b>	understand colonial impact in Indian writing in English						<b>K4</b>	
	<b>CO4</b>	analyze and understand the themes and motifs of Indian writing in English						<b>K4</b>	
	<b>CO5</b>	critically understand the salient features of contemporary literary text						<b>K4</b>	
UNIT-I	PROSE					Periods: 12			
	1. R.K. Narayan – <i>Toasted English</i> 2. Sri Aurobindo – <i>The Life Divine (Reality Omnipresent)</i> 3. A.K. Ramanujan – <i>Is there an Indian way of Thinking?</i>							<b>CO1</b>	
UNIT-II	POETRY					Periods: 12			
	1. Kasiprasad Ghose – <i>To a Dead Crow</i> 2. Romesh Chander Dutt – <i>Forest Life</i> 3. A. K. Ramanujam – <i>Elements of Composition</i> 4. Arun Kolatkar – <i>A Low Temple, Station Dog</i> 5. Dom Moraes – <i>The Garden</i> 6. Shiv K Kumar – <i>Indian Women</i>							<b>CO2</b>	
UNIT-III	DRAMA					Periods: 12			
	1. Mahesh Dattani – <i>Dance Like a Man</i>							<b>CO3</b>	
UNIT-IV	FICTION					Periods: 12			
	1. Mulk Raj Anand – <i>Coolie</i> 2. Aravind Adiga – <i>The White Tiger</i>							<b>CO4</b>	
UNIT-V	SHORT STORY					Periods: 12			
	1. Jhumpa Lahiri – <i>This Blessed House</i> 2. R.K Narayan – <i>A Horse and Two Goats</i> 3. Saadat Hasan Manto – <i>The Dog of Titwal</i>							<b>CO5</b>	
Lecture Periods: 60		Tutorial Periods: -			Practical Periods: -		Total Periods: 60		
<b>Text Books</b>									
1. Dattani, Mahesh, <i>Dance Like a Man : A Stage play in two</i> , Penguin India Publication, 2006.									
2. Mulk Raj Anand, <i>Coolie</i> , Penguin Publisher, 1993.									
3. Adiga, Aravind, <i>The White Tiger</i> , Harper Collins Publisher, 2008.									
4. Saadat Hasan Manto, <i>Selected Stories</i> , Penguin Publisher, 2007.									

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M. A. Zehatya

## Academic Curriculum and Syllabi R-2023

5. K. Makeswari. Indian Writing in English. Mahaveer Publication. 2023.

### Reference Books

1. Naik, M K, *Aspects of Indian Writing in English*, Laxmi Publication, 2015.
2. Winternitz. M, *A History of Indian Literature*, University of Calcutta, Vol 2, 1927.
3. Naik. M.K, *A History of Indian English Literature*, Sahitya Akademi, 2009.

### Web References

1. <https://medium.com/@FictionPulp/dance-like-a-man-mahesh-dattani->
2. <https://brucepoems.blogspot.com/2019/06/to-dead-crow-kasiprasad-ghose.html>
3. <https://www.trueblueguide.com/2020/09/toasted-english-rk-narayan-essay-theme.html>
4. <https://allpoetry.com/A-Low-Temple>
5. <https://www.encyclopedia.com/education/news-wires-white-papers-and-books/dog-tithwal>

### COs/POs/PSOs Mapping

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
1	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3

### Correlation Level:

High	Moderate	Low
3	2	1

### Evaluation Method

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	15			5	5	75	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

5/4

M. A. Zehatya

Department	ENGLISH	Programme: <b>M. A.</b>						
Semester	FIRST	Course Category Code: <b>DSC</b>	End Semester Exam Type: <b>TE</b>					
Course Code	A23PENT104	Periods / Week			Credit	Maximum Marks		
Course Name	LITERARY CRITICISM AND THEORIES	L	T	P	C	CAM	ESE	TM
		4	0	0	4	25	75	100
Prerequisite	<b>Literary Theory, Criticism</b>							
Course Objectives	To introduce the development of literary theories and criticism							
	To read a diversity of literary texts from classical to Victorian age							
	To enable the students to understand and appreciate famous literary critics and their critical vision							
	To make the students understand the importance of theories and criticism							
	To recognize literary texts and their important aspects through criticism and theories							
Course Outcomes	<b>On completion of the course, the students will be able to</b>							BT Mapping (Highest Level)
	CO1	comprehend and discuss the development of literary theories and criticism						K4
	CO2	analyze and interpret literary texts from classical to Victorian age						K4
	CO3	understand and appreciate famous literary critics and their critical vision						K4
	CO4	analyze and understand the importance of theories and criticism						K4
	CO5	critically recognize literary texts and their important aspects through criticism and theories						K4
UNIT-I	CLASSICAL/NEOCLASSICAL THEORIES				Periods: 12			
1. Aristotle – <i>Poetics</i>								CO1
2. Plato – <i>Imitation and Art</i>								
3. Samuel Johnson – <i>Preface to Shakespeare</i>								
UNIT-II	ELIZABETHAN AND RESTORATION CRITICISM				Periods: 12			
1. John Dryden – <i>An Essay on Dramatic Poesy</i>								CO2
2. Sir Philip Sidney – <i>The Defense of Poesy</i>								
UNIT-III	ROMANTIC THEORIES				Periods: 12			
1. Samuel Taylor Coleridge – <i>Biographia Literaria</i> (Chapter IV and VIII)								CO3
2. John Keats – <i>Theory on Negative Capability</i>								
3. William Wordsworth – <i>Lyrical Ballads</i>								
UNIT-IV	VICTORIAN CRITICISM				Periods: 12			
1. Matthew Arnold – <i>The Function of Criticism in the Present Time</i>								CO4
2. Walter Pater – <i>Art for Art's Sake</i>								
UNIT-V	INDIAN AESTHETICS				Periods: 12			
1. S. N. Dasgupta – “The Theory of Rasa”								CO5
2. Neeraja A. Gupta – <i>Dhvani Theory: An Introduction</i>								
Lecture Periods: 60		Tutorial Periods: 0		Practical Periods: -		Total Periods: 60		
Text Books								
1. Aristotle, <i>Poetics</i> , V&S Publishers, 2022.								
2. Dr. Samuel Johnson, Dr. Raghukul Tilak, <i>Preface to Shakespeare: A Critical Study</i> , Surjeet Pub, 2018.								
3. Samuel Taylor Coleridge, <i>Biographia Literaria - (Text, summary and notes)</i> , Laxmi Narain Agarwal Publication, 2020.								
4. Dasgupta, S.N, <i>Hindu Mysticism</i> , Fingerprint Publishing, 2023.								






**Reference Books**

1. Dr. S Sen, Dr. G S Mansukhani, Mathew Arnold, *Essays in Criticism*, Unique Publishers, 2021.
2. Sir Philip Sidney, Aditya Nandwani, *An Apology for Poetry*, Anmol Publisher, 2009.
3. Neerja A. Gupta, *A Student's Handbook of Indian Aesthetics*, Cambridge Scholars Publishing, 2017.

**Web References**

1. <https://www.litcharts.com/lit/poetics/chapter-1-introduction>
2. <https://sites.udel.edu/britlitwiki/the-defense-of-poesy-by-sir-philip-sidney/>
3. <https://www.bl.uk/works/lyrical-ballads>
4. [https://www.newworldencyclopedia.org/entry/Art\\_for\\_art%27s\\_sake](https://www.newworldencyclopedia.org/entry/Art_for_art%27s_sake)
5. <https://easylitt.blogspot.com/2019/05/dhvani-theory-anandvardhan.html>

**COs/POs/PSOs Mapping**

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
1	2	3	2	3	3	3	3	3
2	3	3	3	2	3	3	2	3
3	3	3	3	3	3	3	3	2
4	3	3	3	2	3	3	2	3
5	3	2	3	3	3	3	3	3

**Correlation Level:**

High	Moderate	Low
3	2	1

**Evaluation Method**

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	15			5	5	75	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

Department	ENGLISH	Programme: <b>M. A.</b>						
Semester	FIRST	Course Category Code: <b>DSE</b>	End Semester Exam Type: <b>TE</b>					
Course Code	A23PENE101	Periods / Week			Credit	Maximum Marks		
Course Name	WORLD LITERATURE IN ENGLISH TRANSLATION	L	T	P	C	CAM	ESE	TM
		4	0	0	4	25	75	100
Prerequisite	Basic knowledge of British Literature, Commonwealth Literature, Greek writing, Myth Lit							
Course Objectives	To Introduce World literature in English translation							
	To read a diversity of World literary texts in English translation							
	To enable the students to understand and appreciate World literary texts							
	To make the students to distinguish the themes of World literature							
	To understand the importance and impact of World literature in modern era							
Course Outcomes	<b>On completion of the course, the students will be able to</b>							BT Mapping (Highest Level)
	CO1	comprehend and discuss World literature in English translation						K4
	CO2	analyze and interpret multiplicity of World literary texts in English translation						K4
	CO3	understand and appreciate World literary texts						K4
	CO4	analyze and distinguish the themes of World literary texts in English translation						K4
	CO5	critically understand the importance and impact of World literature in modern era						K4
UNIT-I	POETRY				Periods: 12			
	1. Homer – <i>Odyssey</i> (Book – 9) 2. Alexander Pushkin – <i>Echo</i> 3. Yoshioka Minoru – <i>A Pastoral Song</i> 4. Abu al-Alaa al-Maarri – <i>Two epigrams about death and belief</i> 5. Kalidasa – <i>Look To This Day</i> 6. Kabir – <i>Dohas (Couplets) I</i>							CO1
UNIT-II	PROSE				Periods: 12			
	1. Franz Kafka – <i>Metamorphosis</i> 2. Anton Chekhov – <i>Kashtanka</i> 3. Perumal Murugan – <i>The Water Play</i>							CO2
UNIT-III	DRAMA				Periods: 12			
	1. Sophocles - <i>Oedipus the King</i>							CO3
UNIT-IV	FICTION				Periods: 12			
	1. Paulo Coelho – <i>The Alchemist</i>							CO4
UNIT-V	SHORT STORY				Periods: 12			
	1. R. K. Narayanan – <i>The Ramayana</i>							CO5
Lecture Periods: 60		Tutorial Periods: -		Practical Periods: -		Total Periods: 60		
Text Books								
1. Sophocles, Bernard Knox, Robert Fagles, <i>The Three Theban Plays: Antigone, Oedipus the King, Oedipus at Colonus</i> , Penguin Classics, 1984.								
2. Coelho, Paulo, <i>The Alchemist</i> , Later Printing, 2005.								
3. Narayan, R.K, <i>The Ramayana: A Shortened Modern Prose Version of The Indian Epic</i> , Penguin Classics, 2006.								
Reference Books								




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1. Nilufer E. Bharucha, *World Literature: Contemporary Postcolonial and Post-Imperial Literature*, Prestige Books, 2007.
2. Prem Shankar Pandey, *World Literature In Your Fist - An Assortment of English Literature*, Rigi Publication, 2019.
3. Krishna. Sharma, *World literature: A Non-British Approach*, Usha Publication, 2022.
4. Franz Kafka, David Wylie, *Metamorphosis*, Fingerprint Publisher, 2014.
5. Chekhov, Anton, *Kashanka: From Fifty-Two Stories*, A Vintage Kindle Edition, 2020.

### Web References

1. [https://allpoetry.com/Dohas-\(Couplets\)-I-\(with-translation\)](https://allpoetry.com/Dohas-(Couplets)-I-(with-translation))
2. [http://dt.pepperdine.edu/courses/greatbooks\\_v/gbv-15/66697602-The-Ramayana-R-K-Narayan.pdf](http://dt.pepperdine.edu/courses/greatbooks_v/gbv-15/66697602-The-Ramayana-R-K-Narayan.pdf)
3. <https://books-library.net/files/books-library.online-12230111b9c3.pdf>
4. [http://dt.pepperdine.edu/courses/greatbooks\\_v/gbv-15/66697602-The-Ramayana-R-K-Narayan.pdf](http://dt.pepperdine.edu/courses/greatbooks_v/gbv-15/66697602-The-Ramayana-R-K-Narayan.pdf)
5. <https://www.sparknotes.com/lit/the-alchemist/summary/>

### COs/POs/PSOs Mapping

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
1	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3

### Correlation Level

High	Moderate	Low
3	2	1

### Evaluation Method

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	15			5	5	75	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

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Department	ENGLISH	Programme: <b>M. A.</b>						
Semester	FIRST	Course Category Code: <b>SEC</b>	End Semester Exam Type: -					
Course Code	A23PENS101	Periods / Week			Credit	Maximum Marks		
Course Name	FILM STUDIES	L	T	P	C	CAM	ESE	TM
		2	0	0	2	100	0	100
Prerequisite	Movies and Movie review							
Course Objectives	To introduce the students to the world of mass media and different fields of journalism.							
	To develop an understanding about film.							
	To help students develop life skills which enable them to analyze various forms of modern communication.							
	To develop a critical understanding of the role of media in society.							
	To write review of any movies							
Course Outcomes	<b>On completion of the course, the students will be able to</b>							BT Mapping (Highest Level)
	CO1	expected to make an informed study of a film						K3
	CO2	allocate it within the larger history of cinema in its specific context.						K3
	CO3	expects the student to be able to see a film as an aesthetic and cultural construct						K3
	CO4	identify and describe key film movements and histories, and to define certain central concepts in film studies.						K3
	CO5	write critical review by understanding the hidden meaning, truthfully						K3
UNIT-I	Introduction to Mass Communication				Periods: 06			
	What is communication – definitions – elements and process of communication – types – mass communication – types of mass media : print, radio, film, TV, internet – a comparison of the scope and limitations of print and broadcast media, online media and their potential.							CO1
UNIT-II	Script Writing				Periods: 06			
	Writing for radio – Radio formats – internet radio – script – radio talk – interview – characteristics of the television medium – writing for television – camera movements – shot composition – visual language – soap opera – reality shows – game shows – shooting script.							CO2
UNIT-III	Film Theory and Themes				Periods: 06			
	Colonial Period – Post-Colonial Period – Russian Formalism – War – Psychological – Marxism – Queer and LGBT Theory – Psychoanalytical – Revenge Motif – Historical Motif – Auteur – Feminism Theory							CO3
UNIT-IV	Film Genres				Periods: 06			
	Primary film genres: Action – Adventure – Comedy – Drama – Fantasy – Horror – Musicals – Mystery – Romance – Science fiction – Sports – Thriller – Western – Animation							CO4
UNIT-V	MOVIE REVIEW				Periods: 06			
	1. God Father (1972) 2. Pariyerum Perumal (2018) 3. 12 Years of Slaves (2013) 4. Super Deluxe (2019)							CO5
Lecture Periods: 30		Tutorial Periods: 0		Practical Periods: -		Total Periods: 30		
Text Books								
1. James Monaco : How to read Cinema (NY:OUP, 1981)								
2. Philip Rosen(ed.) :Narrative, Apparatus, Ideology: a Film Theory Reader(Columbia Uy Press, 1986)								

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3. Ravi Vasudevan(ed.) : Making Meaning in Indian Cinema (Sage 2000)

4. Gopinathan.K (ed.) : Film and Philosophy (Calicut University, 2003)

### Reference Books

1. LalithaGopalan (ed.) : The Cinema of India (London: The Wallflower Press. 2009)

2. MeenaPillai (Ed.) : Women in Malayalam Cinema (Orient Black Swan, 2010)

### Web References

1. <https://www.premiumbeat.com/blog/guide-to-basic-film-genres/>

2. <https://www.filmsite.org/genres.html>

3. <https://www.nfi.edu/film-theory/#:~:text=Film%20theory%20is%20a%20way,presentations%2C%20such%20as%20television%20programs>

4. <https://www.masterclass.com/articles/film-theory-guide>

5. <https://boards.com/how-to-write-a-script>

### COs/POs/PSOs Mapping

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
1	3	2	3	3	3	2	2	3
2	2	2	3	2	3	2	3	3
3	3	2	3	2	3	2	3	3
4	3	3	2	3	3	3	2	2
5	3	3	3	3	2	2	3	3

### Correlation Level

High	Moderate	Low
3	2	1

### Evaluation Method

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	80	-	-	10	10	-	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

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M. A. Zehat

Department	ENGLISH		Programme: <b>M. A.</b>						
Semester	SECOND		Course Category Code: <b>DSC</b>			End Semester Exam Type: <b>TE</b>			
Course Code	A23PENT205		Periods / Week			Credit		Maximum Marks	
Course Name	<b>BRITISH LITERATURE II (ROMANTIC AGE TO TWENTIETH CENTURY)</b>		L	T	P	C	CAM	ESE	TM
			4	0	0	4	25	75	100
Prerequisite	Basic Knowledge of literary works from the Chaucer Age to the Restoration Age								
Course Objectives	To sensitize the learner and to make the learner feel the pulse of poetic expression.								
	To make the learner understand the social and political events through prose works.								
	To draw connections between theatrical practices and social contexts of both Modern and Post-Modern Periods.								
	To explore the struggle for identity in the turmoil of changing Social Structures.								
	To introduce the students to the broad spectrum of literary criticism.								
Course Outcomes	<b><i>On completion of the course, the students will be able to</i></b>								BT Mapping (Highest Level)
	CO1	Critically examine and appreciate poetry.							K1
	CO2	Understand the social and political events.							K2
	CO3	Interpret the dramatic and narrative techniques of the Modern and Post-Modern periods.							K3
	CO4	Respond to the literature on the context of social identity.							K4
	CO5	Comprehend the trend of 20 <sup>th</sup> Criticism							K5
UNIT-I	POETRY					Periods: 12			
	1. James Thomson	– The Seasons: Spring						CO1	
	2. Thomas Gray	– Ode on a distant prospect of Eton College.							
	3. Robert Browning	– Andrea del Sarto							
	4. Alfred Tennyson	– The Charge of the Light Brigade.							
	5. W. B Yeats	– The Second Coming							
UNIT-II	ESSAY					Periods: 12			
	1. Jonathan Swift	– A Modest Proposal						CO2	
	2. William Hazlitt	- On Religious Hypocrisy							
	3. Thomas Carlyle	- On Heroes, Hero-Worship, & the Heroic in History							
UNIT-III	DRAMA					Periods: 12			
	1. William Schwenck Gilbert	– Rosencrantz and Guildenstern A Tragic Episode						CO3	
	2. Tom Stoppard	- The Real Inspector Hound							
UNIT-IV	FICTION					Periods: 12			
	1. Anne Bronte	- The Tennant of Wildfell Hall						CO4	
	2. Aldous Huxley	– Brave New World							
UNIT-V	CRITICISM					Periods: 12			
	1. Matthew Arnold	- Culture and Anarchy (Chapter IV Hebraism & Hellenism)						CO5	
	2. D H Lawrence	- Why the Novel Matters.							
Lecture Periods: 60			Tutorial Periods: 0			Practical Periods: 0		Total Periods: 60	
<b>Text Books</b>									
1. Bronte, Anne. <i>The Tennant of Wildfell Hall</i> , Vintage Classics Reprint Edition, 2015.									

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2. Huxley, Aldous. *Brave New World*, Vintage Classics, 2004.
3. Stoppard, Tom. *The Real Inspector Hound*, Grove Press, 1998.
4. Schwenck Gilbert, William. *Rosencrantz and Guildenstern A Tragic Episode*, Kessinger Publishers
5. Swift, Jonathan. *A Modest Proposal*, Penguin Classics, 2015.

### Reference Books

1. Agarwal, Rajmohan. *Post Modern Literature Themes and Techniques*, Crescent Publishing Corporation, 2012.
2. Carlyle, Thomas. *On Heros Hero Worship*, Facsimile Publishers, 2016.
3. Daiches, David. *A Critical History of English Literature Volume I & II*, Supernova Publishers, 2019.
4. Hazlitt, William. *The Round Table: A Collection of Essays on Literature, Men and Manners*, HardPress Publishers, 2018.
5. Mchale, Brian. *Postmodernist Fiction*, Routledge 1987.

### Web References

1. <https://www.poetryfoundation.org/poems/52409/the-seasons-spring>
2. <https://www.poetryfoundation.org/poems/44301/ode-on-a-distant-prospect-of-eton-college>
3. <https://www.poetryfoundation.org/poems/43745/andrea-del-sarto>
4. <https://www.poetryfoundation.org/poems/43290/the-second-coming>
5. <https://www.poetryfoundation.org/poems/45319/the-charge-of-the-light-brigade>

### COs/POs/PSOs Mapping

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
1	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3

### Correlation Level

High	Moderate	Low
3	2	1

### Evaluation Method

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	10	5	5	5	5	75	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

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M. A. Zehat

Academic Curriculum and Syllabi R-2023

Department	<b>ENGLISH</b>	Programme: <b>M. A.</b>						
Semester	<b>SECOND</b>	Course Category Code: <b>DSC</b>			End Semester Exam Type: <b>TE</b>			
Course Code	<b>A23PENT206</b>	Periods / Week			Credit	Maximum Marks		
Course Name	<b>AMERICAN LITERATURE</b>	L	T	P	C	CAM	ESE	TM
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
Prerequisite	Basic idea about America and its geographical pattern in connection with literature .							
Course Objectives	To study American culture and life against the background of the American history.							<b>CO1</b>
	To Know about the ordinance of government and people through cultural anarchy.							<b>CO2</b>
	To know the aspects of American culture and civilization through their literature							<b>CO3</b>
	To enhance knowledge about the reflection of human mind when it's filled with desire.							<b>CO4</b>
	To know the different traditional practices of American through their literature.							<b>CO5</b>
Course Outcomes	<b><i>On completion of the course, the students will be able to</i></b>							BT Mapping (Highest Level)
	<b>CO1</b>	The Students will know about American culture and society						<b>K1</b>
	<b>CO2</b>	Understand the cultural differences between American states						<b>K2</b>
	<b>CO3</b>	Know about the social anarchy of American society						<b>K3</b>
	<b>CO4</b>	Critically evaluate the progress of American people and their ordinance.						<b>K4</b>
	<b>CO5</b>	Corresponds the satires of life and its enchantment in fulfilling the desire.						<b>K5</b>
<b>UNIT-I</b>	<b>POETRY</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>For You O' Democracy by Walt Whitman</li> <li>I felt funeral in my Brain by Emily Dickenson</li> <li>Epilogue by Robert Lowell</li> <li>Chicago by Carl Sandburg</li> <li>Desire by Alice Walker</li> <li>In Heaven by Stephen Crane</li> </ol>							<b>CO1</b>
<b>UNIT-II</b>	<b>SHORT STORY</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>The Gift of Magi by O. Henry</li> <li>Young Goodman Brown by Nathaniel Hawthorne</li> <li>The Purloined Letter by Edgar Allan Poe</li> </ol>							<b>CO2</b>
<b>UNIT-III</b>	<b>DRAMA</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>A Raisin in the Sun by Lorraine Hansberry</li> <li>Mourning Becomes Electra by Eugene O'Neil</li> </ol>							<b>CO3</b>
<b>UNIT-IV</b>	<b>FICTION</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>The Grapes of Wrath by John Steinbeck</li> <li>Beloved by Toni Morrison</li> </ol>							<b>CO4</b>
<b>UNIT-V</b>	<b>CRITICISM</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>A Room of one's Own by Virginia Woolf</li> <li>"Coda: The Shakespearean Differences" from Shakespeare the Invention of Human by Harold Bloom.</li> </ol>							<b>CO5</b>
<b>Lecture Periods: 60</b>		<b>Tutorial Periods: 0</b>		<b>Practical Periods: 0</b>		<b>Total Periods: 60</b>		
<b>Text Books</b>								

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1. The Gift of Magi by O. Henry, Ingram Short Title Publisher, 2011.
2. Young Goodman Brown by Nathaniel Hawthorne, Wildside Press, 2005.
3. The Purloined Letter by Edgar Allan Poe, Creative Corporation, 1986.
4. A Raisin in the Sun by Lorraine Hansberry, Vintage Publisher, 1900.
5. Mourning Becomes Electra by Eugene O'Neil, Ababill Books, 2019.

### Reference Books

1. The Grapes of Wrath by John Steinbeck, Penguin Classics, 2006.
2. Beloved by Toni Morrison, Vintage Books, 1999.
3. A Room of one's Own by Virginia Woolf, Fingerprint Publishing, 2016.
4. Shakespeare the Invention of Human by Harold Bloom, Riverhead Books, 1998.

### Web References

1. <https://www.poetryfoundation.org/poems/51567/for-you-o-democracy>
2. <https://www.poetryfoundation.org/poems/45706/i-felt-a-funeral-in-my-brain-340>
3. <https://www.poetryfoundation.org/poems/47693/epilogue-56d22853c55c0>
4. <https://www.poetryfoundation.org/poetrymagazine/poems/12840/chicago>
5. <https://www.poemhunter.com/poem/desire-175/>
6. <https://www.poetryfoundation.org/poems/44048/in-heaven>

### COs/POs/PSOs Mapping

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
1	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3

### Correlation Level

High	Moderate	Low
3	2	1

### Evaluation Method

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	10	5	5	5	5	75	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

Department	ENGLISH		Programme: <b>M. A.</b>							
Semester	SECOND		Course Category Code: <b>DSC</b>			End Semester Exam Type: <b>TE</b>				
Course Code	A23PENT207		Periods / Week			Credit	Maximum Marks			
Course Name	MODERN LITERARY CRITICISM		L	T	P	C	CAM	ESE	TM	
			4	0	0	4	25	75	100	
Prerequisite	Criticism and Theory									
Course Objectives	To acquaint students with some of the fundamental questions in literature.									
	To introduce students to some of the basic concepts in literary theory									
	To study in detail some seminal theories in literary criticism.									
	To expose students to some representative works of descriptive criticism in English.									
	To develop in students a critical outlook in literature.									
Course Outcomes	<b>On completion of the course, the students will be able to</b>							BT Mapping (Highest Level)		
	CO1	Define various literary theories of the 20 <sup>th</sup> Century							K4	
	CO2	Classify various literary schools of criticism							K4	
	CO3	Apply the literary theory to literary texts							K4	
	CO4	Illustrate the significance of various literary theories							K4	
	CO5	Develop critical ability among students							K4	
UNIT-I	RUSSIAN FORMALISM					Periods: 12				
	1. <b>Roman Jakobson</b> – Functions of Language									
	2. <b>Vladimir prop</b> – Historical Roots of the Wonder Tale									
	CO1									
UNIT-II	STRUCTURALISM					Periods: 12				
	1. <b>Ferdinand De Saussure</b> – Course in General Linguistics									
	2. <b>Roland Barthes</b> – Death of an author									
	CO2									
UNIT-III	DECONSTRUCTION					Periods: 12				
	1. <b>Paul de man</b> – Criticism and Crisis									
	2. <b>Jacques Derrida's</b> – Structure Sign & Play in the Discourse of the Human Sciences									
	CO3									
UNIT-IV	CULTURAL STUDIES					Periods: 12				
	1. <b>J Hillis Miller's</b> – The Critic as Host									
	2. <b>Raymond Williams</b> – Culture and Society									
	CO4									
UNIT-V	NEW HISTORICISM AND CULTURAL MATERIALISM					Periods: 12				
	1. <b>Stephen Green Blatt</b> – The power of Forms in the English Renaissance (1982)									
	2. <b>Michel Foucault</b> – Discipline and Punish									
	CO5									
Lecture Periods: 60			Tutorial Periods: 0			Practical Periods:		Total Periods: 60		
<b>Text Books</b>										
1. JAKOBSON, R., "Linguistics and Poetics", in T. Sebeok, ed., Style in Language, Cambridge, MA: M.I.T. Press, 1960, pp. 350-377.										
2. Theory and History of Folklore, Martin Y. Ariandha, Richard P Martin, University of Minnesota Press, Volume 5, 1984.										
3. Course in General Linguistics, Saussure, Ed. Harris Roy, Gerald Duckworth & Co Ltd, 2013.										
4. The Death of an Author, Barthes Roland, Taylor and Francis Group, 2018.										
5. Criticism, Crisis, and Contemporary Narrative, Ed. Crossworth Paul, Routledge Publishers, 2014.										
<b>Reference Books</b>										
1. An Analysis of Structure, sign and play, Derrida Jacques, Macat Library, 2018.										
2. Critical Inquiry, The University of Chicago Press, Vol. 3, No. 3 (Spring, 1977), pp. 439-447.										




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3. Culture and Society, Willaim Raymond, Vintage Classics, 2017.
4. The power of Forms in the English Renaissance, Green Stephen, Pilgrim Publisher, 1982.
5. Discipline and Punish, Focualt Michelle, Trans.Sheridian Alan, Vintage Books, 1995.

Web References

- <https://www.scribd.com/doc/248164211/Criticism-and-Crisis-Paul-de-Man>  
<https://www.jstor.org/stable/1342933>  
<https://www.caluniv.ac.in/academic/English/Study/Raymond.pdf>  
<http://architecturalnetworks.research.mcgill.ca/assets/disciplineandpunish-min.pdf>  
<https://www.oxfordhomeschooling.co.uk/blog/the-death-of-the-author>

COs/POs/PSOs Mapping

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
1	2	3	2	3	3	2	3	3
2	3	3	3	2	3	2	2	3
3	3	3	3	3	3	2	3	2
4	3	3	3	2	3	2	2	3
5	3	2	3	3	3	2	3	3

Correlation Level

High	Moderate	Low
3	2	1

Evaluation Method

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	10	5	5	5	5	75	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

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Department	ENGLISH	Programme: <b>M. A.</b>						
Semester	SECOND	Course Category Code: <b>DSC</b>			End Semester Exam Type: <b>TE</b>			
Course Code	A23PENT208	Periods / Week			Credit	Maximum Marks		
Course Name	SUBALTERN STUDIES	L	T	P	C	CAM	ESE	TM
		4	0	0	4	25	75	100
Prerequisite	Dalit Literature							
<b>Course Objectives</b>	To understand Dalit /Subaltern movements in India							
	To explore Subaltern voice through literary texts							
	To identify Subaltern issues and solutions							
	To compare Subaltern problems with world literary texts							
	To understand Subaltern's complications in India							
<b>Course Outcomes</b>	<b>On completion of the course, the students will be able to</b>							BT Mapping (Highest Level)
	<b>CO1</b>	understand Dalit/Subaltern movements in India						<b>K3</b>
	<b>CO2</b>	comprehend voice of voiceless people						<b>K3</b>
	<b>CO3</b>	identity issues and solutions of Subaltern						<b>K4</b>
	<b>CO4</b>	understand Subaltern's complication in India						<b>K3</b>
	<b>CO5</b>	compare Subaltern text with world literature						<b>K4</b>
<b>UNIT-I</b>	<b>UNIT I POEM</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>1. Arjun Dangle – <i>Revolution</i></li> <li>2. Indran – <i>City of Burning storms</i></li> <li>3. Mervyn Morris – <i>Judas</i></li> <li>4. Langston Hughes-<i>The Negro Speaks of Rivers</i></li> <li>5. Yala Korwin – <i>The little boy with his hands up</i></li> <li>6. Syed Annamudin – <i>Don't call me Indo- Anglian</i></li> </ol>							<b>CO1</b>
<b>UNIT-II</b>	<b>PROSE</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>1. Homi K Bhaba – <i>The location of Culture</i></li> <li>2. Isabel Wilkenson – <i>Dehumanization and Stigma</i></li> </ol>							<b>CO2</b>
<b>UNIT-III</b>	<b>DRAMA</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>1. Amiri Barka – <i>Dutchman &amp; the Slave</i></li> <li>2. Dolores Prida – <i>Beautiful Senorita</i></li> </ol>							<b>CO3</b>
<b>UNIT-IV</b>	<b>NOVEL</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>1. Y B Satyanaryanan – <i>My Father Baliah</i></li> <li>2. Benyamin – <i>Jasmine Days</i></li> </ol>							<b>CO4</b>
<b>UNIT-V</b>	<b>CRITICISM</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>1. Gyan Prakash – <i>Subaltern Studies as a Post-Colonial Criticism</i></li> <li>2. Eleno Zelliott – <i>The Folklore of the Pride: Three Components of Contemporary of Dalit Belief</i></li> <li>3. Raj Kumar – <i>Caste, Culture and Politics: Towards a Definition of a Dalit Autobiography</i></li> </ol>							<b>CO5</b>
<b>Lecture Periods: 60</b>		<b>Tutorial Periods: 0</b>		<b>Practical Periods: -</b>		<b>Total Periods: 60</b>		
<b>Text Books</b>								
<ol style="list-style-type: none"> <li>1. Satyanaryanan Y B. <i>My father Baliah</i>. Harper Collins Publishers, 2011.</li> <li>2. Benyamin. <i>Jasmine Days</i>. Translated by Shahnaz Habab, Juggernaut Publishers, 2018.</li> <li>3. Barka, Amiri. <i>Dutchman &amp; the Slave</i>. Harper Perenial Publishers, 1971.</li> </ol>								
<b>Reference Books</b>								
<ol style="list-style-type: none"> <li>1. Kumar, Raj. <i>Dalit Literature and Criticism</i>. Orient Black Swan Publication. 2019</li> </ol>								

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2. Nagaraj.D.R. *The Flaming Feet and Other Essays: The Dalit Movement In India*. Orient Blackswan.2012.
3. Aston.N.M. *Dalit Literature and Africa-American Literature*. Prestige Publication.2003.

### Web References

1. <https://shodhgangotri.inflibnet.ac.in/jspui/bitstream/123456789/1197/2/02%20introduction.pdf>
2. <https://www.routledge.com/Dalit-Feminist-Theory-A-Reader/Arya-Rathore/p/book/9780367278250>
3. <https://www.theguardian.com/film/2009/mar/11/the-killing-fields-reel-history#:~:text=The%20Killing%20Fields%20follows%20the,where%20homes%20used%20to%20be>

### COs/POs/PSOs Mapping

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
1	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3

### Correlation Level

High	Moderate	Low
3	2	1

### Evaluation Method

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	10		5	5	5	75	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

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Department	ENGLISH	Programme: <b>M. A.</b>						
Semester	SECOND	Course Category Code: <b>DSE</b>			End Semester Exam Type: <b>TE</b>			
Course Code	A23PENE202D	Periods / Week			Credit	Maximum Marks		
Course Name	TAMIL LITERATURE IN ENGLISH TRANSLATION	L	T	P	C	CAM	ESE	TM
		4	0	0	4	25	75	100
Prerequisite	<b>News Paper and Magazine reading</b>							
<b>Course Objectives</b>	To provide students with an understanding of the cultural, historical, and societal contexts and how these contexts influence themes, motifs, and narratives.							
	To foster interdisciplinary connections by examining the intersections between Tamil literature and other disciplines such as history, religion, and politics.							
	To Introduce students to various genres and forms within Tamil literature, including poetry, prose, drama, and explore how these genres evolved over time.							
	To develop students' ability to critically analyze and interpret translated Tamil texts in English, including their themes, symbolism, language, and style.							
	To encourage students to engage in comparative analysis by exploring similarities, differences, and cross-cultural influences							
<b>Course Outcomes</b>	<b>On completion of the course, the students will be able to</b>						BT Mapping (Highest Level)	
	<b>CO1</b>	enhance critical thinking skills by analyzing and evaluating translated Tamil texts from various perspectives, including literary, cultural, and historical.						<b>K3</b>
	<b>CO2</b>	explore creative expression and adaptation by reimagining and reinterpreting Tamil literary works in different artistic mediums.						<b>K3</b>
	<b>CO3</b>	develop advanced literary analysis skills by exploring themes, motifs, narrative techniques, and stylistic elements in translated Tamil literary texts.						<b>K4</b>
	<b>CO4</b>	students will develop cultural sensitivity and awareness by exploring diverse voices, perspectives, and experiences represented in Tamil literature.						<b>K3</b>
	<b>CO5</b>	comprehend research skills by exploring secondary sources, critical essays, and scholarly interpretations of Tamil literature in English translation.						<b>K4</b>
<b>UNIT-I</b>	<b>ANCIENT POETRY</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>Sithalai Chathanar – <i>The Antelopes (Akananuru 134)</i> (Translated by M.L. Thangappa)</li> <li>Kapilar – <i>He will give himself (Purananuru – 108)</i> (Translated by M.L. Thangappa)</li> <li>Avvaiyar – <i>Used and Unused (Purananuru – 95)</i> (Translated by M.L. Thangappa)</li> <li>Ceraman Kanikkal Irumporai – <i>A King's Last Words (Purananuru 74)</i> (Translation by A.K.Ramanujan)</li> <li>Thiruvalluvar – <i>Thirukkural</i> (Translated by G.U.Pope)</li> </ol>							<b>CO1</b>
<b>UNIT-II</b>	<b>MODERN POETRY</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>Abdul Rahman – <i>Hunger</i></li> <li>Subramania Bharati – <i>Light and Darkness</i> (Prema Nandakumar)</li> <li>Bharathidhasan – <i>The Song of the Common man</i> (Translated by N. Shankaran)</li> <li>Vairamuthu - <i>Epitaph On A Bird</i></li> <li>Kasi Ananthan - <i>Motherland</i></li> </ol>							<b>CO2</b>
<b>UNIT-III</b>	<b>PROSE</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>Prof. T. P. Meenakshisundaran – <i>A History of Tamil Literature (Chap: Cankam Poetry)</i></li> <li>V. R. Ramachandra Dikshitar – <i>Studies in Tamil Literature and History (Chap: Ethics of Warfare)</i></li> <li>S. Ramakrishnan – <i>Katha Vilasam</i> (Chapter: Ambai - Grasp of Letters)</li> </ol>							<b>CO3</b>
<b>UNIT-IV</b>	<b>NOVEL</b>				<b>Periods: 12</b>			
	<ol style="list-style-type: none"> <li>Sundara Ramasamy – <i>Oru Puliamaraththin Kathai</i> (Translation - <i>Tamarind History</i> – Blake Wentworth)</li> <li>Perumal Murugan – <i>Fire Bird</i> (Translated by Janani Kannan)</li> </ol>							<b>CO4</b>
<b>UNIT-V</b>	<b>SHORT STORIES</b>				<b>Periods: 12</b>			




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1. Jayakanthan – <i>Agni Pravesam</i> (Translated by Thiyagarajan V & Gokhila S)	<b>CO5</b>
2. Sujatha – <i>City</i> (Translated by – Vasantha Surya, Edited by Dilip Kumar)	
3. Ashoka Mithran – <i>The Rat</i>	

<b>Lecture Periods: 60</b>	<b>Tutorial Periods: 0</b>	<b>Practical Periods: -</b>	<b>Total Periods: 60</b>
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**Text Books**

1. Ramaswamy, Sundara. *Tamirand History*. Translated by Blake Wentworth, Penguin Publishers, 2009.
2. Murugan, Perumal. *Fire Bird*. Translated by Janaki Kannan, Penguin Hamish Hamilton Publishers, 2023.
3. Sujatha. *Reliving Sujatha: His Best Stories in English*. Vista Publishing Pvt. Ltd, 2017.

**Reference Books**

1. Kumar, Dilip. *A Place to Live*. Translated by Vasantha Surya, Penguin India Publishers, 2004.
2. Meenakshisundara. *A history of Tamil Literature*. Annamalai University Press, 1965.
3. Venkatachalapathy A R. *Love Stands Alone* Translated by M L Thangappa, Penguin Publishers, 2013.

**Web References**

- 1 <https://archive.org/details/dli.jZY9lup2kZl6TuXGIZQdjZU6jZty>
- 2 [https://archive.org/details/translationstudi0000bass\\_q2v2](https://archive.org/details/translationstudi0000bass_q2v2)
- 3 <https://archive.org/details/ATextbookOfTranslationByPeterNewmark>

**COs/POs/PSOs Mapping**

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
1	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3

**Correlation Level**

High	Moderate	Low
3	2	1

**Evaluation Method**

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	10		5	5	5	75	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

Department	ENGLISH	Programme: <b>M. A.</b>						
Semester	SECOND	Course Category Code: <b>SEC</b>			End Semester Exam Type:			
Course Code	A23PENSA02	Periods / Week			Credit	Maximum Marks		
Course Name	ENGLISH LANGUAGE TEACHING	L	T	P	C	CAM	ESE	TM
		2	0	0	2	100	0	100
Prerequisite	<b>Basic Language and Teaching Methodology</b>							
<b>Course Objectives</b>	To introduce the learners to various theories of second language acquisition and language							
	To gain knowledge about the history of ELT in India							
	To understand the acquainted to teaching – learning language skills							
	To understand the language testing and evaluation.							
	To understand the importance of ICT tools in teaching and learning language.							
<b>Course Outcomes</b>	<b>On completion of the course, the students will be able to</b>							BT Mapping (Highest Level)
	<b>CO1</b>	become familiar with ELT theories on second language acquisition						<b>K3</b>
	<b>CO2</b>	understand the factors governing language acquisition						<b>K3</b>
	<b>CO3</b>	acquire knowledge about the history of ELT in India						<b>K4</b>
	<b>CO4</b>	become acquainted to teaching – learning language skills						<b>K3</b>
	<b>CO5</b>	be able to analyse the issues in language testing and evaluation and use of ICT tools.						<b>K4</b>
<b>UNIT-I</b>	<b>SECOND LANGUAGE ACQUISITION AND LANGUAGE TEACHING</b>				<b>Periods: 06</b>			
	<ol style="list-style-type: none"> <li>1. Background to second language acquisition and language teaching</li> <li>2. The goals of language teaching</li> <li>3. Second language learning and language teaching styles</li> <li>4. Learning Theories and approaches and techniques</li> </ol>							<b>CO1</b>
<b>UNIT-II</b>	<b>METHODS AND PROCEDURES IN ELT</b>				<b>Periods: 06</b>			
	<ol style="list-style-type: none"> <li>1. Cognitive, Behaviourist, Humanistic, Interactional theories</li> <li>2. Blended learning</li> <li>3. Teaching LSRW and their sub skills</li> <li>4. Tasks for Language Learning</li> <li>5. Technology and Language Learning: CALL, TELL, MALL</li> </ol>							<b>CO2</b>
<b>UNIT-III</b>	<b>MATERIALS AND RESOURCES FOR LANGUAGE TEACHING</b>				<b>Periods: 06</b>			
	<ol style="list-style-type: none"> <li>1. Teaching-learning materials–Their need and significance</li> <li>2. Evaluating and Adapting Instructional Materials</li> <li>3. Basics of Assessment</li> </ol>							<b>CO3</b>
<b>UNIT-IV</b>	<b>PRINCIPLES OF TESTING AND EVALUATION</b>				<b>Periods: 06</b>			
	<ol style="list-style-type: none"> <li>1. Introduction to Testing</li> <li>2. Features of Language Testing</li> <li>3. Test Types and Objectives</li> <li>4. Test Design, Item Construction and Item Analysis</li> </ol>							<b>CO4</b>
<b>UNIT-V</b>	<b>ICT TOOLS FOR ENGLISH LANGUAGE TEACHING</b>				<b>Periods: 06</b>			

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1. E- Creation Tools	<b>CO5</b>
2. Mobile apps and games to teach and learn ELT	
3. LSRW Tools	

<b>Lecture Periods: 30</b>	<b>Tutorial Periods: 0</b>	<b>Practical Periods: -</b>	<b>Total Periods: 30</b>
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**Text Books**

1. Richards, J & Rodgers S Approaches and Methods in Language Teaching
2. Ellis, R. (1997). Second Language Acquisition. Oxford: Oxford University Press
3. Brown, H. D. Principles of Language Learning and Teaching
4. Kumaravadivelu, B. Understanding Language Teaching: From Method to Post Method.
5. Nunan, David. Practical English Language Teaching, McGraw Hill, 2003.

**Reference Books**

- Ellis, R. (1985). Understanding Second Language Acquisition. Oxford: Oxford University Press.
1. Kumaravadivelu, Beyond Methods
  2. Harmer, J. (2001). The Practice of English Language Teaching. 3rd ed. London: Longman
  3. Rivers, W. M. (1981). Teaching Foreign-Language Skills. University of Chicago Press.
  4. MacKay, R. and Mountford, A. (1978). English for Specific Purposes: A Case Study Approach.
  5. Longman.

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1. <https://egyankosh.ac.in/handle/123456789/75477>
2. <https://egyankosh.ac.in/handle/123456789/75473>
3. [https://prinzessinnadia.wordpress.com/2013/02/01/ict-in-english-language-teaching-and-learning/#:~:text=Some%20ICT%20tools%20which%20can,conferencing%3B%206\)%20Video%20Conferencing.](https://prinzessinnadia.wordpress.com/2013/02/01/ict-in-english-language-teaching-and-learning/#:~:text=Some%20ICT%20tools%20which%20can,conferencing%3B%206)%20Video%20Conferencing.)
4. [https://testbook-com.cdn.ampproject.org/v/s/testbook.com/question-answer/key-principle-of-language-teaching-is--635353267af3fc99962264cf/amp?amp\\_gsa=1&amp\\_js\\_v=a9&usqp=mq331AQIUAKwASCAAgM%3D#amp\\_tf=From%20%251%24s&aoh=17083679023542&referrer=https%3A%2F%2Fwww.google.com&ampshare=https%3A%2F%2Ftestbook.com%2Fquestion-answer%2Fkey-principle-of-language-teaching-is--635353267af3fc99962264cf](https://testbook-com.cdn.ampproject.org/v/s/testbook.com/question-answer/key-principle-of-language-teaching-is--635353267af3fc99962264cf/amp?amp_gsa=1&amp_js_v=a9&usqp=mq331AQIUAKwASCAAgM%3D#amp_tf=From%20%251%24s&aoh=17083679023542&referrer=https%3A%2F%2Fwww.google.com&ampshare=https%3A%2F%2Ftestbook.com%2Fquestion-answer%2Fkey-principle-of-language-teaching-is--635353267af3fc99962264cf)
5. <https://www.languagetesting.com/language-testing-and-assessment#:~:text=Language%20testing%20is%20used%20for,skills%20needed%20for%20a%20job.>

**COs/POs/PSOs Mapping**

COs	Program Outcomes (POs)					Program Specific Outcomes (PSOs)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3
<b>1</b>	3	3	3	3	3	3	3	3
<b>2</b>	3	3	3	3	3	3	3	3
<b>3</b>	3	3	3	3	3	3	3	3
<b>4</b>	3	3	3	3	3	3	3	3
<b>5</b>	3	3	3	3	3	3	3	3

**Correlation Level**

High	Moderate	Low
3	2	1

**Evaluation Method**

Assessment	Continuous Assessment Marks (CAM)					End Semester Examination (ESE) Marks	Total Marks
	CAT 1	CAT 2	Model Exam	Assignment*	Attendance		
Marks	80			10	10	0	100

\* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

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