



# **SOURASHTRA COLLEGE, MADURAI – 625004**

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## **M.A. ENGLISH – SYLLABUS**

**(Under CBCS based on OBE)**

**(For the students admitted from the academic year 2025-2026 onwards)**

**247**

### **ABOUT THE DEPARTMENT**

The Department begins along with the inception of the college as the study of English is mandatory and very important. B.A. English course was started in 1972 to cater the demands of the students. The Department reached a milestone in 1982 with the commencement of Post-graduate course. M. Phil. English was started in 2004 for the benefit of research aspirants. The Research Department of English is recognised as one of the Research centres of Madurai Kamaraj University leading to Ph.D Degree in English from the academic year 2021–2022. The Research Centre has six research supervisors and has produced 19 scholars. More than 15 scholars are pursuing their research in the Department.

The Department is home to more than 3000 students. The alumni of the department are well placed in various private and public sectors. The department maintains a library that has more than 3500 books for the benefit of the students and scholars of English.

The English Language Lab is equipped with Globarena Software (a Language Learning Software) to provide practice to students in an interactive way to develop the language skills – Listening, Speaking, Reading and Writing. The Department of English conducts Value added courses and Certificate courses.

The Department arranges Guest Lectures in Odd and Even semesters. The Seminars, Conferences, and Workshops focus on emerging trends and themes at various levels. Parnassus, an inter-collegiate annual literary and cultural fiesta is organized in a grand manner to help students shed their inhibitions and gain confidence.

### **VISION**

To train the students analyze all forms of literary expressions, enhance their communication skills

To serve the students society affordable quality higher education to all this juncture.

### **MISSION**

To pursue research and career in English studies and related fields. To provide gender friendly academic qualities that ensures knowledge-acquisitions through student, scholar, professor's synergy resulting in character development and career oriented.



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248

### **GRADUATE ATTRIBUTES**

#### **The Graduate Attributes:**

1. **(KB) A knowledge base:** Demonstrated competence in university level mathematics, natural sciences, English fundamentals, and specialized English knowledge appropriate to the program.
2. **(PA) Problem analysis:** An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex English problems in order to reach substantiated conclusions
3. **(Inv.) Investigation:** An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.
4. **(Des.) Design:** An ability to design solutions for complex, open-ended English problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.
5. **(Tools) Use of English tools:** An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern English tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.
6. **(Team) Individual and teamwork:** An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.
7. **(Comm.) Communication skills:** An ability to communicate complex English concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.
8. **(Prof.) Professionalism:** An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.
9. **(Impacts) Impact of literature on society and the environment:** An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that English has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.
10. **(Ethics) Ethics and equity:** An ability to apply professional ethics, accountability, and equity.
11. **(Econ.) Economics and project management:** An ability to appropriately incorporate economics and business practices including project, risk, and change management into the practice of English and to understand their limitations.
12. **(LL) Life-long learning:** An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge



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249

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**The M.A. English Graduates of the Sourashtra College will:**

<b>PEO 1</b>	acquire general knowledge of a range of historical fields that comprise an English Department, and a range of theories, methods, research protocols, and scholarly practices that are necessary for strong research, teaching, and service in our discipline.
<b>PEO 2</b>	learn a number of strategies for analysing individual examples of literature and film, and for thinking synthetically about works that share a formal, generic, topical, or historical impulse.
<b>PEO 3</b>	become capable of interpreting and exploring relationships from the points of view of different people.
<b>PEO 4</b>	gain perceptive insights into the socio-political dynamics, the structuring points of view, the dominant ideology, hegemony, the prevailing common sense and communal underpinnings that mediate the writing, production, reception and survival of a work.
<b>PEO 5</b>	learn literary terms and the various streams in literary criticism, to make them aware of the inter-disciplinary nature of contemporary criticism and to develop in students, skills for literary criticism.

### **POSTGRADUATE (PG) PROGRAMME OUTCOMES (POs)**

<b>PO 1</b>	<b>Critical Thinking:</b> Intellectual exploration of knowledge towards actions in clear and rational manner by understanding the logical connections between ideas and decisions.
<b>PO 2</b>	<b>Problem Solving:</b> Understanding the task/ problem followed by planning and narrow execution strategy that effectively provides the solution.
<b>PO 3</b>	<b>Effective Communication:</b> Knowledge dissemination by oral and verbal mechanisms to the various components of our society.
<b>PO 4</b>	<b>Societal/ Citizenship/ Ethical Credibility:</b> Realization of various value systems/ moral dimensions and demonstrate the empathetic social concern as well as equity in all the decisions, executions and actions.
<b>PO 5</b>	<b>Environmental Concern and Sustainable Growth:</b> Understanding the emerging environmental challenges and provide the possible contribution in sustainable development that integrates environment, economy and employment
<b>PO 6</b>	<b>Skill Development and Employable Abilities:</b> Adequate training in relevant skill sector and creating employable abilities among the post graduates



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250

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

On completion of **M.A. ENGLISH Programme**, the students are expected/will be able to

<b>PSO 1</b>	approach a wide range of literary texts in English and recognize the ethical implications of reading literary texts
<b>PSO 2</b>	inculcate a literary, aesthetic and critical awareness of diverse cultures and literary creations and thus to arrive at a broader vision of the world
<b>PSO 3</b>	interpret literary texts within and beyond the theoretical frame work offered by various literary– critical theories
<b>PSO 4</b>	articulate form and structure, narrative techniques, devices and style in their assignments, translation works , and independent projects
<b>PSO 5</b>	acquaint the evolution of ever changing language in spite of human interventions. interact, promote and enhance digital literary skills
<b>PSO 6</b>	objectively assess relative merits, values and ways of life and traversal themes relating to gender, environment, equality and human rights, demonstrate, develop and determine the effective communication principles using technical writing

### **DISTRIBUTION OF CREDITS (PG PROGRAMME)**

SEMESTER	COURSES	NO. OF COURSES	HOURS	CREDITS	TOTAL CREDITS
I-IV	CORE	12	5-7	4-7	57
I-IV	ELECTIVE	6	4-6	3	18
II-III	NME	1	3-5	2	4
III	INTERNSHIP	1	–	2	2
IV	PROJECT (Elective)	1	5	7	7
IV	SEC	2	4	2	2
IV	Extension Activity	1	–	1	1
<b>TOTAL</b>					<b>91</b>

\* Additional credit will be given to any Online Course taken in SWAYAM Portal



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251

### M.A. ENGLISH – I YEAR COURSE STRUCTURE – I SEMESTER

S. No.	Course Code	Course Title	Hrs./ Week	Exam (Hrs.)	CA	SE	Total	Credits
1.	25PEHC11	<b>Core – 1:</b> English Poetry	6	3	25	75	100	6
2.	25PEHC12	<b>Core – 2:</b> English Drama	6	3	25	75	100	6
3.	25PEHC13	<b>Core – 3:</b> English Fiction	6	3	25	75	100	5
4.	25PEHE11	<b>Elective – 1:</b> Indian Writing in English	6	3	25	75	100	3
	25PEHE12	Literature and Psychology						
5.	25PEHE13	<b>Elective – 2:</b> Theatre Art	6	3	25	75	100	3
	25PEHE14	Practical English Grammar						
		<b>TOTAL</b>	<b>30</b>				<b>500</b>	<b>23</b>

### II – SEMESTER

S. No.	Course Code	Course Title	Hrs./ Week	Exam (Hrs.)	CA	SE	Total	Credits
1.	25PEHC21	<b>Core – 4:</b> American Literature	5	3	25	75	100	5
2.	25PEHC22	<b>Core – 5:</b> Shakespeare Studies	5	3	25	75	100	5
3.	25PEHC23	<b>Core – 6:</b> Post-colonial Theory and Literature	5	3	25	75	100	4
4.	25PEHE21	<b>Elective – 3:</b> Approaches to English Language Teaching	5	3	25	75	100	3
	25PEHE22	Indian Diasporic fiction						
5.	25PEHE23	<b>Elective – 4:</b> A Glimpse of Nobel Laureates	5	3	25	75	100	3
	25PEHE24	Women's Writing						
6.	25PEHS21	<b>SEC – 1:</b> Employability Skills	5	3	25	75	100	2
		<b>TOTAL</b>	<b>30</b>				<b>600</b>	<b>22</b>

\*All students will do internship after II Semester. The evaluation will be done in the beginning of III Semester and marks will be included in the III Semester mark sheet.

Passed in the BoS Meeting held on 27/02/2025

Signature of the Chairman



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252

### **COURSE STRUCTURE – I SEMESTER**

S. No.	Course Code	Course Title	Hrs./ Week	Exam (Hrs.)	CA	SE	Total	Credits
1.	25PEHC11	<b>Core – 1:</b> English Poetry	6	3	25	75	100	6
2.	25PEHC12	<b>Core – 2:</b> English Drama	6	3	25	75	100	6
3.	25PEHC13	<b>Core – 3:</b> English Fiction	6	3	25	75	100	5
4.	25PEHE11	<b>Elective – 1:</b> Indian Writing in English	6	3	25	75	100	3
	25PEHE12	Literature and Psychology						
5.	25PEHE13	<b>Elective – 2:</b> Theatre Art	6	3	25	75	100	3
	25PEHE14	Practical English Grammar						
		<b>TOTAL</b>	<b>30</b>				<b>500</b>	<b>23</b>

**CA** – Class Assessment (Internal)

**SE** – Summative Examination

**SBS** – Skill Based Subject

**NME** – Non –Major Elective

**T** – Theory

**P** – Practical



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253

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHC11	ENGLISH POETRY	CORE – 1	6	–	6

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		Entrepreneurship			
	National	✓	Local		Regional	✓	Global		✓
Curriculum Enrichment	Professional Ethics		Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values

### COURSE DESCRIPTION:

This course provides an in-depth exploration of English poetry from 17th century. It examines the development of key poetic forms such as the sonnet, ballad, lyric, satire, and epic, while offering insights into the historical progression of English literature.

### COURSE OBJECTIVES:

This course introduces students to English poetry from Medieval England, explores the evolution of poetic forms, provides an understanding of the history of English literature, highlights the distinct stages of the language, and fosters critical approaches to various literary forms.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	gain ideas about the old English writing style	Upto K5
CO 2	know about various forms of poetry during different centuries	Upto K5
CO 3	evaluate various poets as representatives of their periods	Upto K5
CO 4	trace the evolution of various literary movements	Upto K5
CO 5	justify British Poetry as an aesthetic record of the societies concerned	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY  
K4–ANALYSE, K5–EVALUATE





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254

### **ENGLISH POETRY**

#### **UNIT – I: MIDDLE ENGLISH POETRY**

Geoffrey Chaucer : The General Prologue: Pardoner,  
The Nun,  
Doctor,  
Friar

#### **UNIT – II: ELIZABETHAN POETRY**

Edmund Spenser : Epithalamion  
John Donne : Valediction: Forbidding Mourning  
The Canonization

#### **UNIT – III: SEVENTEENTH CENTURY POETRY**

John Milton : Paradise Lost – Book IX  
Andrew Marvell : To His Coy Mistress

#### **UNIT – IV: EIGHTEENTH CENTURY POETRY**

John Dryden : Absalom and Achitophel – Lines 150 – 476  
Thomas Gray : Elegy Written in a Country Churchyard  
The Bard  
Ode on the Death of a Favourite Cat Drowned in a Tub of Goldfishes  
Robert Burns : Holy Willie's Prayer  
Auld Lang Syne

#### **UNIT – V: MODERN POETRY**

Rupert Brooke : The Soldier  
Wilfred Owen : Anthem for Doomed Youth  
W. H. Auden : In Memory of W. B. Yeats  
Musee des Beaux Arts  
Dylan Thomas : Do Not Go Gentle into That Good Night  
Poem in October  
Philip Larkin : The Whitsun Weddings  
Ted Hughes : Hawk Roosting  
Life After Death  
Seamus Heaney : Digging  
Carol Ann Duffy : Standing Female Nude  
Eavan Boland : The Achilles Woman





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255

### TEXT BOOK:

*The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18<sup>th</sup> century.* OUP, London 1973.

### REFERENCE BOOKS:

1. T.S. Eliot, 1932, *The Metaphysical Poets* from Selected Essay; Faber and Faber limited, London
2. H.S. Bennett, 1970, *Chaucer and the Fifteenth Century*, Clarendon Press, London.
3. *Malcolm Bradbury and David Palmer*, ed., 1970 *Metaphysical Poetry*, Stratford – upon – Avon Studies Vol. II, Edward Arnold, London.
4. William R. Keats, ed., 1971, *Seventeenth Century English Poetry: Modern Essays in Criticism*, Oxford University Press, London.
5. A.G. George, 1971, *Studies in Poetry*, Heinemann Education Books Ltd., London.
6. David Daiches, 1981, *A Critical History of English Literature* Vols. I & II., Secker & Warburg, London.
7. Thomas N. Corns, ed., 1993, *The Cambridge Companion to English Poetry: Donne to Marvell*, Cambridge University Press, Cambridge.

### DIGITAL TOOLS:

<http://www.english.org.uk/chaucer.htm>

<https://www.britannica.com/topic/The-Canonization>

[https://www.worldhistory.org/Elizabethan\\_Theatre/](https://www.worldhistory.org/Elizabethan_Theatre/)<https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton>

<https://www.britannica.com/topic/Absalom-and-Achitophel>

[https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\\_poetry\\_inEnglish.htm](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_inEnglish.htm)

### Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application    2. Intermediate Development    1. Introductory Level



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256

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHC12	ENGLISH DRAMA	CORE – 2	6	–	6

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability			Skill Oriented		✓	Entrepreneurship			
	National	✓	Local		Regional		Global			✓
Curriculum Enrichment	Professional Ethics		Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

### COURSE DESCRIPTION:

This course examines the evolution of British drama across different stages, from the Elizabethan age to the 20th century, with a focus on its development within the context of theatre.

### COURSE OBJECTIVES:

This course aims to provide an understanding of the socio-cultural contexts reflected in representative texts from the Elizabethan age to the 20th century. It focuses on evaluating different forms of drama within their historical backgrounds and explores the dramatic techniques employed by the pioneers of English drama.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	appraise various aspects of drama and theatre	Upto K5
CO 2	identify drama and performance as a cultural process and an artistic discourse	Upto K5
CO 3	evaluate plot structure, characterization and dialogue	Upto K5
CO 4	interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	Upto K5
CO 5	examine the sequential course dealing with Modern and Postmodern British Drama	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY,  
K4–ANALYSE, K5–EVALUATE



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257

### ENGLISH DRAMA

#### UNIT – I: BEGINNINGS OF DRAMA

**Miracle and Morality Plays** – An Anonymous English author : Everyman

**The Senecan and Revenge Tragedy** – Thomas Kyd : The Spanish Tragedy

#### UNIT – II: ELIZABETHAN THEATRE

Theatres, Theatre groups, Audience, Actors and Conventions, Tragedy and Comedy

Christopher Marlowe : The Jew of Malta

Ben Jonson : Volpone

#### UNIT – III: JACOBEAN DRAMA

John Webster : The White Devil

#### UNIT – IV:

**Restoration** – William Congreve : The Way of the World

**Irish Dramatic Movement** – J.M Synge : The Playboy of the Western World

#### UNIT – V:

**Epic Theatre** – Bertolt Brecht : Mother Courage and her Children

**Comedy of Menace** – Harold Pinter : Birthday Party

**Post-Modern Drama** – Samuel Beckett : Waiting for Godot

#### TEXT BOOKS:

1. Bradbrook, M.C., 1955, *The Growth and Structure and Elizabethan Comedy*, London.
2. Tillyard E.M.W., 1958, *The Nature of Comedy & Shakespeare*, London.

#### REFERENCE BOOKS:

1. Una Ellis-Fermor, 1965, *The Jacobean Drama: An Interpretation*, Methuen & Co., London.
2. Allardyce Nicoll, 1973, *British Drama*, Harrap, London.
3. Bradbrook, M.C., 1979, *Themes and Conventions of Elizabethan Tragedy*, Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi.
4. Michael Hathaway, 1982, *Elizabethan Popular Theatre: Plays in Performance*, Routledge, London.
5. Kinney, Arthur.F., 2004, *A Companion to Renaissance Drama*, Oxford: Blackwell Publishing.

#### DIGITAL TOOLS:

- <http://www.questia.com> (online library for research)
- [http://www.clt.astate.edu/wmarey/asste%](http://www.clt.astate.edu/wmarey/asste%/)
- <https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/>
- <https://www.britannica.com/art/English-literature/The-Restoration>
- <https://www.britannica.com/art/epic-theatre>

#### Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application

2. Intermediate Development

1. Introductory Level



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258

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHC13	ENGLISH FICTION	CORE – 3	6	–	5

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability			Skill Oriented		✓	Entrepreneurship			
	National	✓	Local		Regional		Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

### COURSE DESCRIPTION:

This course explores the origin and development of the British novel up to the 20th century, offering insights into its evolution and significance. It also introduces students to various concepts and theories of the novel, providing a comprehensive understanding of this literary form. It analyses the social contexts reflected in the prescribed novels.

### COURSE OBJECTIVES:

The objective of this course is to provide an understanding of the development of the British novel, with a focus on key concepts and theories of the genre.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	get a wide knowledge about different types of novels	Upto K5
CO 2	understand different forms of novel with the learned notions	Upto K5
CO 3	evaluate social, domestic and gothic novels	Upto K5
CO 4	assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement	Upto K5
CO 5	infer themes relating to the turn of the century events through close reading of text	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY

K4–ANALYSE, K5–EVALUATE



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259

### **ENGLISH FICTION**

#### **UNIT– I:**

Introduction – Novel as a Form, Concepts and Theories about the Novel;

Poetics of the Novel – definition, types, narrative modes: omniscient narration. **Allegorical Novel and Satire**

John Bunyan : The Pilgrim's Progress

Jonathan Swift : Gulliver's Travels

#### **UNIT– II:**

##### **The New World Novel**

Daniel Defoe : Robinson Crusoe

##### **Picaresque Novel**

Laurence Stern : Tristram Shandy

#### **UNIT– III:**

##### **Middle Class Novel of Manners**

Jane Austen : Emma

#### **UNIT– IV:**

##### **Women's Issues**

Charlotte Bronte : Jane Eyre

#### **UNIT– V:**

##### **Liberal Humanism, Individual Environment and Class Issues**

D.H. Lawrence : The Rainbow

James Joyce : Portrait of the Artist as a Young Man

#### **TEXT BOOKS:**

1. Wayne C. Booth, 1961, *The Rhetoric of Fiction*, Chicago University Press, London.
2. F.R. Leavis, 1973, *The Great Tradition*, Chatto & Windus, London.

#### **REFERENCE BOOKS:**

1. Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
2. Frederick R Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18th Century*, The Camelot Press Ltd. Southampton.
3. Arnold Kettle, 1967, *An Introduction to English Novel Vol. II*, Universal Book Stall, New Delhi.
4. Raymond Williams, 1973, *The English Novel: From Dickens to Lawrence*, Chatto & Windus, London.
5. Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.



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260

### **DIGITAL TOOLS:**

- [http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)
- <http://en.wikipedia.org/wiki/novel>,
- <https://www.britannica.com/art/picaresque-novel>
- <https://www.britannica.com/art/novel-of-manners>
- <https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte>

### **Mapping of CO with PSO**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application    2. Intermediate Development    1. Introductory Level



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

261

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHE11	INDIAN WRITING IN ENGLISH	ELECTIVE – 1	6	–	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability			Skill Oriented		✓	Entrepreneurship			
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

### COURSE DESCRIPTION:

This course explores Indian literature written in English, focusing on key authors, themes, and historical contexts. It highlights the evolution of Indian English and its unique narrative styles, examining themes such as post colonialism, identity, gender, and nationalism.

### COURSE OBJECTIVES:

The course aims to help students understand the works of significant Indian writers, analyze key themes such as post colonialism and identity, and explore the impact of Indian English on literature.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	understand the themes of Indian Writing in English	Upto K5
CO 2	identify the major trends in Indian Writing in English	Upto K5
CO 3	examine the background and settings of the prescribed texts	Upto K5
CO 4	evaluate the cultural significance of Indian English Literature	Upto K5
CO 5	get an wide range of knowledge to diverse culture and literature will further enlighten them about socio-cultural scenario in the contemporary era.	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY  
K4–ANALYSE, K5–EVALUATE





# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

262

### INDIAN WRITING IN ENGLISH

#### UNIT– I: POETRY

Sri Aurobindo	: The Tiger and the Deer Rose of God
Toru Dutt	: The Lotus, The Casuarina Tree
Sarojini Naidu	: Palanquin Bearers Coromandel Fishers

#### UNIT– II: POETRY

Kamala Das	: Looking Glass An Introduction
R. Parthasarathy	: A River Once Under another Sky
Nissim Ezekiel	: Morning Prayer Enterprise

#### UNIT– III: PROSE

Sri Aurobindo	: The Essence of Poetry, Style and Substance (from 'The Future Poetry')
Dr. S. Radhakrishnan	: Emerging World Society
Dr. A. P. J. Abdul Kalam	: Orientation (Wings of Fire)

#### UNIT– IV: DRAMA

Girish Karnad	: Nagamandala
Asif Currimbhoy	: Inquilab

#### UNIT– V: FICTION

Anita Desai	: Where Shall we go this Summer?
Shashi Deshpande	: Roots and Shadows

#### TEXT BOOKS:

1. Ramamurti, K.S. (ed.). *Twenty five Indian Poets in English*. Macmillan. 1995.
2. Herbert H. Gowen, 1975, *A History of Indian Literature*, Seema Publications, Delhi.

#### REFERENCE BOOKS:

1. K.R. Srinivasa Iyengar. *History of Indian Writing in English*, Sterling Publishers, New Delhi. 1962.
2. AmitChandri. *The Picador Book of Modern Indian Literature*. Macmillan. London. 2001.
3. TabishKhair. *Babu Fictions: Alienation in Contemporary Indian English Novels.*, OUP. 2001.

#### DIGITAL TOOLS:

1. <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>
2. <https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/>

#### Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

263

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHE12	LITERATURE AND PSYCHOLOGY	ELECTIVE – 1	6	–	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability		✓		Skill Oriented		Entrepreneurship			
	National	✓	Local		Regional	✓	Global		✓	
Curriculum Enrichment	Professional Ethics		Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

### COURSE DESCRIPTION:

The course encourages critical thinking about characters, narratives, and themes in relation to identity, memory, motivation, mental illness, and the unconscious. Through reading, discussion, and written analysis, students will gain insight into both psychological concepts and literary interpretation, developing a richer understanding of how stories help us make sense of human experience.

### COURSE OBJECTIVES:

Students will analyze a range of literary works—from classic to contemporary—through various psychological lenses, including Freudian psychoanalysis, Jungian archetypes, behaviorism, trauma theory, and cognitive psychology.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	understand aspects of literature and psychology to students	Upto K5
CO 2	understand how the literary theories are intermingled with psychological perspectives	Upto K5
CO 3	learn and evaluate literature from a psychological perspective	Upto K5
CO 4	develop the ability to apply major psychological approaches	Upto K5
CO 5	know human behavior and emotion, and foster a greater appreciation for the complex relationship between storytelling and the psyche.	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY

K4–ANALYSE, K5–EVALUATE



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

264

### LITERATURE AND PSYCHOLOGY

#### UNIT – I:

Sigmund Freud : Creative Writing and Day Dreaming

#### UNIT – II:

C.G. Jung : Psychology and Literature

#### UNIT – III:

Jean Piaget : Theories of Child Development

#### UNIT – IV:

Karem Harney : Feminine Psychology (Chapter – V)

#### UNIT – V:

Patricia Waugh Pearson : Cognitive Literary Criticism

#### TEXT BOOKS:

1. Lodge, David, *After Bakhtin: Essays on Fiction and Criticism*, Routledge
2. Glicksberg Charles I , *Literature and Society*, Springer–Science Business Media, B.V., 1971

#### REFERENCE BOOKS:

1. Sabu Urvashi, *Women, Literature and Society*, Rawat Publications, 2020.
2. Royle Nicholas and Andrew Bennett, *Introduction to Literature, Criticism and Theory*, 3<sup>rd</sup> edition, Pearson Longman, 2004

#### DIGITAL TOOLS:

[file:///C:/Users/DELL/Downloads/Literary%20Theory%20and%20Criticism%20An%20Oxford%20Guide%20by%20Patricia%20Waugh%20\(z-lib.org\).pdf](file:///C:/Users/DELL/Downloads/Literary%20Theory%20and%20Criticism%20An%20Oxford%20Guide%20by%20Patricia%20Waugh%20(z-lib.org).pdf)  
[https://sde.uoc.ac.in/sites/default/files/sde\\_videos/SLM–Literary%20Criticism.pdf](https://sde.uoc.ac.in/sites/default/files/sde_videos/SLM–Literary%20Criticism.pdf)

#### Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application    2. Intermediate Development    1. Introductory Level



# **SOURASHTRA COLLEGE, MADURAI – 625004**

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## **M.A. ENGLISH – SYLLABUS**

**(Under CBCS based on OBE)**

**(For the students admitted from the academic year 2025-2026 onwards)**

265

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHE13	THEATRE ART	ELECTIVE – 2	6	–	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship			✓
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

### **COURSE DESCRIPTION:**

This course provides an in–depth exploration of theatre as an art form, principles, and practices. It examines the evolution of theatrical traditions, the role of performance in cultural and social contexts, and the technical aspects of staging, acting, and direction.

### **COURSE OBJECTIVES:**

This course aims to introduce students to the literary and artistic aspects of drama, the fundamentals of theatre as an art form, the concepts of directing and stage management, the societal role of theatre, and the key components of acting.

### **COURSE OUTCOMES (COs):**

**After the completion of the course, the students will be able to**

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	understand a broad range of theatrical disciplines and experiences	Upto K5
CO 2	identify the diversity of theatrical experiences and the role of theatre in society	Upto K5
CO 3	discover the relationships among the various facets of theatre	Upto K5
CO 4	estimate drama as a performing art and the aspects of stagecraft	Upto K5
CO 5	get an exposure to diverse components of acting and techniques	Upto K5

**K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY  
K4–ANALYSE, K5–EVALUATE**



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

266

### THEATRE ART

#### UNIT – I:

Drama as a performing art, Relation between drama and theatre, the role of theatre, the need for permanent theatres.

#### UNIT – II:

Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, designing for a particular theatre, The Eastern theatre – conventional and the non-conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.

#### UNIT – III:

Fundamentals of Play directing: Concept, technique, physical balance, demonstration, The director and the stage

#### UNIT – IV:

Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.

#### UNIT – V:

Reactions against the theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacles

#### TEXT BOOK:

Sangeetha K. and Selvalakshmi A. *An Introduction to Theatre Art*. New Century Book House (P) Ltd., 2015.

#### REFERENCE BOOKS:

1. Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press, 2008.
2. Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.

#### DIGITAL TOOLS:

[https://paradisevalley.libguides.com/the111/theatre\\_history\\_websites](https://paradisevalley.libguides.com/the111/theatre_history_websites)

<https://www.britannica.com/place/England/Performing-arts>

[https://www.worldhistory.org/Greek\\_Theatre/](https://www.worldhistory.org/Greek_Theatre/)

<http://scriptclickcreate.weebly.com/acting.html>

<https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

#### Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	3	2	3	2	3
CO2	1	3	2	3	2	3
CO3	1	3	2	3	2	3
CO4	1	3	2	3	2	3
CO5	1	3	2	3	2	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

267

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHE14	PRACTICAL ENGLISH GRAMMAR	ELECTIVE – 2	6	–	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented			Entrepreneurship			
	National	✓	Local		Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics		Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

### COURSE DESCRIPTION:

This course focuses on the foundational structures of English, including parts of speech, sentence structure, verb tenses, punctuation, and usage. It is designed to help students develop a solid understanding of English grammar through real-world application.

### COURSE OBJECTIVES:

The objective of the Practical English Grammar course is to equip students with a strong foundation in the essential rules and structures of English grammar. By the end of the course, students will be able to understand and apply key grammatical concepts such as parts of speech, verb tenses, sentence structure, subject-verb agreement, and proper punctuation.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	know the correct rules for sentences	Upto K5
CO 2	become familiar with the use of right words in the formation of sentences.	Upto K5
CO 3	understand better the preliminary function of verbs and the subsequent use of verb patterns.	Upto K5
CO 4	find out easily the errors in sentences	Upto K5
CO 5	avoid unnecessary and superfluous words in sentences with profound knowledge of grammar.	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY  
K4–ANALYSE, K5–EVALUATE



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

268

### PRACTICAL ENGLISH GRAMMAR

#### UNIT – I:

The Sentence – Subject and Predicate –Parts of Speech – Kinds of Nouns – Kinds of Adjectives– Adjectives used as Nouns

#### UNIT – II:

Adverbs and their uses in Sentences – Making Modals Auxiliaries and their uses in sentences Objects – Direct and Indirect Objects Complements – Subject and Object Complements

#### UNIT – III:

The Infinitive – Gerund and Participles and their uses in sentence making– Active Voice & Passive Voice –Agreement of the Verb with the Subject Verbs – Transitive and Intransitive verbs

#### UNIT – IV:

Tenses – Their kinds & uses Modal Auxiliaries & their uses Prepositions & their uses One – word Substitutes

#### UNIT – V:

Transformation of Sentences –Word formation –Synonyms & Antonyms– Idioms & Phrases –Correction of Sentences

#### TEXT BOOK:

1. Krishna Mohan & Meera Banerji – *Developing Communication Skills* Chennai: Trinity Press, 2017.
2. N. Krishnaswamy & Lalitha Krishnaswamy – *Mastering Communication Skills and Soft Skills*, New Delhi: Bloomsbury , 2015
3. A.E. Augustine & K.V. Joseph – *Trinity Grammar: A Handbook*, Chennai :Trinity Press, 2012.

#### REFERENCE BOOKS:

1. Murphy Raymond, *Essential English Grammar*, Cambridge University Press, 2024
2. Murphy Raymond, *Intermediate English Grammar*, Cambridge University Press, 1999
3. Hewings Martin, *Advanced English Grammar*, Cambridge University Press, 2018

#### DIGITAL TOOLS:

[https://englishfrench.academy/wp-content/uploads/2020/09/235\\_7-English-Grammar-in-Use.-Murphy-R.-2019-5th-394p-.pdf](https://englishfrench.academy/wp-content/uploads/2020/09/235_7-English-Grammar-in-Use.-Murphy-R.-2019-5th-394p-.pdf)

<https://bayanebartar.org/file-dl/library/IELTS3/Essential-English.pdf>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	3	2	3	3
CO2	1	2	3	2	3	3
CO3	1	2	3	2	3	3
CO4	1	2	3	2	3	3
CO5	1	2	3	2	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level





# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

269

### COURSE STRUCTURE – II SEMESTER

S. No.	Course Code	Course Title	Hrs./ Week	Exam (Hrs.)	CA	SE	Total	Credits
1.	25PEHC21	<b>Core – 4:</b> American Literature	5	3	25	75	100	5
2.	25PEHC22	<b>Core – 5:</b> Shakespeare Studies	5	3	25	75	100	5
3.	25PEHC23	<b>Core – 6:</b> Post-colonial Theory and Literature	5	3	25	75	100	4
4.	25PEHE21	<b>Elective – 3:</b> Approaches to English Language Teaching	5	3	25	75	100	3
	25PEHE22	Indian Diasporic fiction						
5.	25PEHE23	<b>Elective – 4:</b> A Glimpse of Nobel Laureates	5	3	25	75	100	3
	25PEHE24	Women's Writing						
6.	25PEHS21	<b>SEC – 1:</b> Employability Skills	5	3	25	75	100	2
		<b>TOTAL</b>	<b>30</b>				<b>600</b>	<b>22</b>

\*All students will do internship after II Semester. The evaluation will be done in the beginning of III Semester and marks will be included in the III Semester mark sheet.

**CA** – Class Assessment (Internal)

**SE** – Summative Examination

**SEC** – Skill Enhancement Course

**NME** – Non – Major Elective

**T** – Theory

**P** – Practical



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

270

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHC21	AMERICAN LITERATURE	CORE – 4	5	–	5

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented			Entrepreneurship			
	National		Local		Regional		Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

### COURSE DESCRIPTION:

This course delves into the evolution of American literature, exploring its connection to significant social and political events that shaped the nation's history. The course highlights the works of prominent American authors and examines their contributions to the literary canon while addressing themes such as individualism, democracy, race, and identity.

### COURSE OBJECTIVES:

It aims to explore the influence of social and political events on American literature, introduce key themes and concepts, and examine the literary movements and trends that have shaped its evolution.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	analyse the stylistic devices related to Expressionism, Impressionism and Surrealism employed in the prescribed literary texts	Upto K5
CO 2	explain the various speeches and concepts of living which changed American history	Upto K5
CO 3	evaluate the contribution of American Literature in the global context.	Upto K5
CO 4	describe the movements and trends that shaped American literature.	Upto K5
CO 5	identify the relation between aesthetics and racism in fiction.	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY  
K4–ANALYSE, K5–EVALUATE



# **SOURASHTRA COLLEGE, MADURAI – 625004**

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## **M.A. ENGLISH – SYLLABUS**

**(Under CBCS based on OBE)**

**(For the students admitted from the academic year 2025-2026 onwards)**

271

### **AMERICAN LITERATURE**

#### **UNIT– I: POETRY**

Walt Whitman	: Out of the Cradle Endlessly Rocking
Emily Dickinson	: The Last Night That She Lived The Soul Selects her own Society
Robert Frost	: After Apple Picking
E.E. Cummings	: Cambridge Ladies
Wallace Stevens	: Anecdote of the Jar
Denis Levertor	: Scenario Thinking of El Salvador
Robert Lowell	: Skunk Hour
Sylvia Plath	: Lady Lazarus
Anne Sexton	: Wanting to Die
Adrienne Rich	: Snapshots of a Daughter-in-law

#### **UNIT– II: PROSE**

Victor Hernandez Cruz	: Today is a Day of Great Joy
Amiri Baraka	: An Agony as Now
Gwendolyn Brooks	: Kitchenette Building
Joy Harijo	: Remember
Ralph Waldo Emerson	: The American Scholar
Amy Tan	: Mother Tongue
Henry David Thoreau	: Walden (Chapter “Pond”)

#### **UNIT– III: DRAMA**

Arthur Miller	: Death of a Salesman
Tennessee Williams	: A Streetcar Named Desire
Masha Norman	: Night Mother
Ntozake Shange	: For Coloured Girls

#### **UNIT– IV: FICTION/SHORT STORY**

Edgar Allan Poe	: The Cask of Amontillado
Herman Melville	: Bartle by the Scrivener
N. Scott Momaday	: The House Made of Dawn
Toni Morrison	: Beloved
Kate Chopkin	: The Awakening

#### **UNIT– V: AUTOBIOGRAPHY**

Excerpts from–Autobiography of Malcolm X  
Getting Home Alive by Aurora Levins Morales



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

272

### TEXT BOOKS:

1. Jefferey. R., *American Literature as World Literature*. United Kingdom: Bloomsbury Publishing, 2017.
2. Magee, B., *Wagner and Philosophy*. United Kingdom: Penguin Books Limited, 2001.

### REFERENCE BOOKS:

1. Marcus C. *Sphere History of Literature in the English Language*. Vol. 8. American Literature to 1900, United Kingdom: Sphere Books, 1973.
2. Boris F., *The New Pelican Guide to English Literature* – Vol.9. American Literature, United Kingdom: Sphere Books, 1987.

### DIGITAL TOOLS:

<https://www.thoughtco.com/american-literary-periods-741872>

<https://www.poetryfoundation.org/poets/walt-whitman>

<https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/>

<https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

273

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHC22	SHAKESPEARE STUDIES	CORE – 5	5	–	5

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability	✓	Skill Oriented		Entrepreneurship	
	National	Local	Regional	Global	✓	
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓
					Human Values	✓
					Other Values	

### COURSE DESCRIPTION:

This course offers an in-depth exploration of William Shakespeare's works, examining his plays and poetry within their historical, cultural, and literary contexts.

### COURSE OBJECTIVES:

The course explores Shakespeare's language, dramatic techniques, and enduring influence on literature and performance. By engaging with critical interpretations and contemporary adaptations, students will gain a comprehensive understanding of Shakespeare's relevance in both his time and today.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.	Upto K5
CO 2	analyze the context of Elizabethan England from the evolving contemporary perspective down the ages	Upto K5
CO 3	undertake textual analysis of Shakespeare's Plays and Sonnets	Upto K5
CO 4	appraise Shakespeare's contribution to English language and literature	Upto K5
CO 5	critically understand the appreciations by critics on Shakespeare	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY

K4–ANALYSE, K5–EVALUATE

Passed in the BoS Meeting held on 27/02/2025

Signature of the Chairman



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

274

### SHAKESPEARE STUDIES

#### UNIT– I:

Shakespeare Theatre; Theatre Conventions; Sources; problems of categorization; Trends in Shakespeare Studies up to the 19th century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.

#### UNIT– II:

**Sonnets** : 12, 65, 86, 130

**Comedies** : Much Ado About Nothing, The Winter's Tale

#### UNIT– III:

**Tragedy** : Othello

#### UNIT– IV:

**History Play** : Henry IV Part I

#### UNIT– V:

#### **Shakespeare Criticism:**

Modern Approaches : Mythical, Archetypal, Feminist, Post-colonial, New historicist

A.C. Bradley (extract): Shakespearean Tragedy (Chapter V & VI)

Granville Baker : From Preface to Shakespeare

Stephen Greenblatt : Invisible bullets: Renaissance Authority and its Subversion, Henry IV & Henry V

#### TEXT BOOKS:

1. Stephen Greenblatt, ed., *The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies)*, W. W. Norton & Co., London. 1997.
2. Knight. G. W., *The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies*, New York. 1957.

#### REFERENCE BOOKS:

1. Knight. G. W., *The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays*, Oxford. 1947.
2. John F. Andrews, ed., *William Shakespeare: His World, His Work, His Influence*, Charles Scribner's Sons. 1985.

#### DIGITAL TOOLS:

<http://www.shakespeare.bham.ac.uk/resources>

<https://www.folger.edu/shakespeares-theater>

<https://www.britannica.com/art/sonnet>

<https://www.historytoday.com/archive/british-english-monarchs/henry-iv>

#### Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

275

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHC23	POST-COLONIAL THEORY AND LITERATURE	CORE – 6	5	–	4

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship			
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values	

### COURSE DESCRIPTION:

This course explores the key concepts and frameworks of post-colonial theory and their application to literature from formerly colonized regions.

### COURSE OBJECTIVES:

The course aims to analyse works that address themes of power, identity, resistance, hybridity, and the impact of colonialism on culture and language.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	examine and understand current socio-political mood in 'third-world' countries through the study of their fiction and poetry	Upto K5
CO 2	know about the basic concepts and theories related to post-colonialism as expressed in different literary genres	Upto K5
CO 3	focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people	Upto K5
CO 4	trace the development of post-colonial literatures and theory	Upto K5
CO 5	understand the critical perspectives in Postcolonial literatures	Upto K5

K1-KNOWLEDGE (REMEMBERING), K2-UNDERSTANDING, K3-APPLY  
K4-ANALYSE, K5-EVALUATE





# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

276

### POST-COLONIAL THEORY AND LITERATURE

#### UNIT– I: POETRY

Leopold Senghor	: In Memoriam, Night of Sine, All Day Long
Grace Nichols	: In My Name, Praise Song for my Mother, Caribbean Women Prayer
James Reaney	: Maps
George Bowering	: Grand Father

#### UNIT– II: POETRY

Arun Kolatkar	: The Priest, A Low Temple
Yeshwant Rao	: An Old Woman, Scratch
A. K. Ramanujan	: Returning, On the Death of a Poem, No Fifth Man, Birthdays, Farewells
Kofi Awonoor	: Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War

#### UNIT– III: FICTION

Samuel Selvon	: The Lonely Londoners
Bapsi Sidhwa	: Ice Candy Man

#### UNIT– IV: FICTION

Salman Rushdie	: Midnight's Children
Thomas King	: The One about Coyote Going West

#### UNIT– V: FICTION

Joseph Conrad	: Heart of Darkness
E.M. Forster	: A Passage to India

#### TEXT BOOKS:

1. Laurie, W.F., *Macaulay's Minute of 1831/35*, Oxford: W.H. Company, 2008.
2. Ashcroft, ed., *The Post-Colonial Studies: Reader* London: Routledge Publisher, 2006

#### REFERENCE BOOKS:

1. Fanon, Frantz., *The Wretched of the Earth*. Portugal, UK: Grove Press, 1968.
2. Ashish Nandy ., *The Fear of Nationalism*, UK: Grove Press, 2022.

#### DIGITAL TOOLS:

<https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>  
<https://www.britannica.com/biography/Chinua-Achebe>  
<https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532>

#### Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

277

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHE21	APPROACHES TO ENGLISH LANGUAGE TEACHING	ELECTIVE – 3	5	–	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship			✓
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender		Environment and Sustainability	✓	Human Values	✓	Other Values	

### COURSE DESCRIPTION:

This course focuses on equipping students with the knowledge and skills necessary for effective English language teaching. It introduces foundational concepts and theories related to language learning and pedagogy while addressing common challenges and their consequences in the teaching process.

### COURSE OBJECTIVES:

The course emphasizes the development of teaching skills and evaluates the role of modern methods, including ICT (Information and Communication Technology), in enhancing the effectiveness of language teaching and learning.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	outline the brief history of language teaching methods.	Upto K5
CO 2	explain the difference between the terms, methods, approaches and techniques used in teaching.	Upto K5
CO 3	identify the methods and approaches of English Language Teaching.	Upto K5
CO 4	analyze the steps of teaching prose, poetry, grammar, non– detailed text etc and develop it.	Upto K5
CO 5	assess the contribution of modern teaching methods (ICT) towards effective language teaching/learning process	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY

K4–ANALYSE, K5–EVALUATE



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

278

### APPROACHES TO ENGLISH LANGUAGE TEACHING

#### UNIT– I: A BRIEF HISTORY OF LANGUAGE TEACHING

The Grammar Translation method– The Direct method– The Audio lingual method, Language teaching innovations in the Nineteenth Century

#### UNIT– II: NATURE OF APPROACHES AND METHODS IN LANGUAGE TEACHING

Definition of Approach and method– Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: Oral approach and situational language teaching– The Silent Way–Community Language Learning. Suggestopedia. Competency based Language Teaching

#### UNIT– III: CURRENT COMMUNICATIVE APPROACHES

The Natural Approach –Cooperative language learning– Content base instruction– Task–based language teaching

#### UNIT– IV: TEACHING ASPECTS

Teaching Aspects: Teaching Prose –Teaching Poetry – Teaching Grammar– Teaching of Non-Detailed Text

#### UNIT– V: USE OF MEDIA IN ELT

The integration of elements in multi– media language learning systems BBC English by Radio and Television – an outline history using BBC English by Radio and Television in the classroom

#### TEXT BOOKS:

1. Richards, Jack C., and Theodore S. Rodgers *Approaches and Methods in Language Teaching*, Cambridge: Cambridge University Press, 2015.
2. *The Use of Media in ELT*. The British Council Produced in England by the British Council Printing and Publishing Department. London, 1979.

#### REFERENCE BOOKS:

1. Dr. Shaikh Mowla. *Methods of Teaching English*, New Delhi: K.K. Publications, 2014.
2. H. G. Widdowson. *Aspects of Language Teaching*, Oxford: Oxford. University press, 2011.

#### DIGITAL TOOLS:

<https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>

<https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>

<https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>

#### Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2
CO2	2	2	2	2	2	2
CO3	2	2	2	2	2	2
CO4	2	2	2	2	2	2
CO5	2	2	2	2	2	2

3. Advanced Application 2. Intermediate Development 1. Introductory Level



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

279

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHE22	INDIAN DIASPORIC FICTION	ELECTIVE – 3	5	–	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		Entrepreneurship			
	National	✓	Local		Regional	✓	Global		✓
Curriculum Enrichment	Professional Ethics		Gender	✓	Environment and Sustainability	✓	Human Values	✓	Other Values

### COURSE DESCRIPTION:

This course examines how diasporic narratives engage with questions of home and exile, tradition and modernity, memory and nostalgia, and the challenges of navigating multiple cultural worlds.

### COURSE OBJECTIVES:

The course encourages students to engage with literature as both an artistic and a cultural document, fostering deeper understanding of the complexities of diasporic life and the evolving definitions of identity and belonging in a globalized world.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	understand Diasporic Literature	Upto K5
CO 2	understand the meaning of Diaspora, its theory and literature	Upto K5
CO 3	develop a common knowledge of contact of Diasporic Indian Writing in English	Upto K5
CO 4	analyze major themes such as migration, identity, cultural hybridity, and displacement as portrayed in diasporic narratives.	Upto K5
CO 5	develop the ability to interpret the historical, social, and political contexts that shape these works	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY  
K4–ANALYSE, K5–EVALUATE



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

280

### INDIAN DIASPORIC FICTION

#### UNIT – I:

Theory & Literature Diaspora: Its theory & Literature Contexts of Diasporic Indian Writing in English Susan Koshy: Introduction The Making of a Diaspora OUP J.C. Sharma : Indian Diaspora – Indian Diaspora Creative Books.

#### UNIT – II:

V.S.Naipaul : A Bend in the River

Sashi Taroore : Riot

#### UNIT – III:

Kamala Markandaya : The Nowhere Man

Bharati Mukherjee : Wife, Jasmine

#### UNIT – IV:

Chitra Banerjee : Imperial Palace

Anita Nair : Mistress

#### UNIT – V:

Amitav Ghosh : The Glass Palace

Salman Rushdie : Shame

Rohinton Mistry : Such a Long Journey

#### TEXT BOOKS:

1. Eagleton Terry, *Literary Theory An Introduction*, Blackwell Publishers, 2003
2. Eagleton Terry, *Marxism and Literary Criticism*, Blackwell Publishers, 2002
3. Mukherjee, Bharati. *Jasmine*. Grove Press, 1989.
4. Divakaruni, Chitra Banerjee. *Arranged Marriage*. Anchor Books, 1995.

#### REFERENCE BOOKS:

1. *Women of South Asian Descent Collective, editors. Our Feet Walk the Sky: Women of the South Asian Diaspora*. Aunt Lute Books, 1993.
2. Banerjee, Neelanjana, Summi Kaipa, and Pireeni Sundaralingam, editors. *Indivisible: An Anthology of Contemporary South Asian American Poetry*. University of Arkansas Press, 2010.

#### DIGITAL TOOLS:

<https://www.litcharts.com/lit/a-bend-in-the-river/summary>

<https://literaryreview.co.uk/enjoyable-trip-through-a-turbulent-century>

#### Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

281

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHE23	A GLIMPSE OF NOBEL LAUREATES	ELECTIVE – 4	5	–	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability		Skill Oriented		✓	Entrepreneurship		
	National	✓	Local	✓	Regional	✓	Global	✓
Curriculum Enrichment	Professional Ethics	✓	Gender	✓	Environment and Sustainability	✓	Human Values	✓
							Other Values	

### COURSE DESCRIPTION:

This course aims to introduce students to the works of Nobel Laureates across various literary genres, offering an in-depth exploration of their significant contributions to literature and society.

### COURSE OBJECTIVES:

The course fosters an appreciation for their influence on global culture and their role in addressing social, political, and philosophical issues.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	Upto K5
CO 2	interpret the works of various Nobel Laureates	Upto K5
CO 3	analyse the different themes with regard to social, political and cultural aspects.	Upto K5
CO 4	evaluate critically and aesthetically the prescribed texts.	Upto K5
CO 5	perceive the influence of Nobel Laureates in Literature	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY

K4–ANALYSE, K5–EVALUATE



# **SOURASHTRA COLLEGE, MADURAI – 625004**

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## **M.A. ENGLISH – SYLLABUS**

**(Under CBCS based on OBE)**

**(For the students admitted from the academic year 2025-2026 onwards)**

282

### **A GLIMPSE OF NOBEL LAUREATES**

#### **UNIT – I: POETRY**

##### **DETAILED (MCQ and Paragraph Questions only)**

Pablo Neruda : If You Forget  
A Song of Despair  
Ode to the Onion  
Your Laughter

##### **NON-DETAILED (Essay Questions only)**

Octavio Paz : As One Listens to the Rain  
The Street  
Rudyard Kipling : The Power of the Dog  
Seamus Heaney : Oracle

#### **UNIT – II: PROSE**

##### **DETAILED (MCQ and Paragraph Questions only)**

Nadine Gordimer : Loot  
Thomas Mann : Disorder and Early Sorrow  
He Comes Round the Corner

##### **NON – DETAILED (Essay Questions only)**

J.M. Coetzee : Disgrace (Chapter 1–3)  
Toni Morrison : Sula (The Prologue 1919)

#### **UNIT – III: DRAMA**

##### **DETAILED (MCQ and Paragraph Questions only)**

Harold Pinter : The Caretaker

##### **NON – DETAILED (Essay Questions only)**

George Bernard Shaw : Man and Superman

#### **UNIT – IV: SHORT STORY**

Alice Munro : The Turkey Season  
Differently  
Runaway  
The Bear Came Over the Mountain  
Boys and Girls

#### **UNIT – V: NOVEL**

John Steinbeck : The Pearl  
Gabriel Garcia Marquez : One Hundred Years of Solitude





# **SOURASHTRA COLLEGE, MADURAI – 625004**

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## **M.A. ENGLISH – SYLLABUS**

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

283

### **TEXT BOOK:**

*Nine Nobel Laureates in English Literature*. Omega Publications, 2012.

### **DIGITAL TOOLS:**

- [https://en.wikipedia.org/wiki/List\\_of\\_Nobel\\_laureates\\_in\\_Literature](https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature)
- <https://www.britannica.com/biography/Pablo-Neruda>
- <https://www.britannica.com/topic/Nobel-Prize>
- <https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/>
- <https://www.britannica.com/biography/Alice-Munro>

### **Mapping of CO with PSO**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application    2. Intermediate Development    1. Introductory Level



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

284

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
24PEHE24	WOMEN'S WRITING	ELECTIVE – 4	5	–	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability	✓	Skill Oriented		✓	Entrepreneurship		
	National	✓	Local		Regional	✓	Global	✓
Curriculum Enrichment	Professional Ethics		Gender	✓	Environment and Sustainability	✓	Human Values	✓
							Other Values	

### COURSE DESCRIPTION:

This course covers a broad spectrum of texts including poetry, fiction, essays, and memoirs, highlighting diverse voices from around the world.

### COURSE OBJECTIVES:

To make the students analyze the ways in which women's literature reflects and shapes cultural attitudes toward femininity, race, class, sexuality, and intersectionality.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	understand the literary creations produced by women writers	Upto K5
CO 2	acquaint themselves with the emerging trend of feminine writings.	Upto K5
CO 3	understand and evaluate the literary outputs of women writers in the current literary scenario.	Upto K5
CO 4	understand critical reflection on both the aesthetics and politics of women's writing, offering insight into the evolving role of women in literature and society.	Upto K5
CO 5	develop well-supported interpretations and arguments through discussion, written analysis, and research projects.	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY  
K4–ANALYSE, K5–EVALUATE



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## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

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285

### WOMEN'S WRITING

#### UNIT – I: POETRY

Supata Bhattacharya	: Draupadi
Adrienne Rich	: Aunt Jennifer's Tigers
Gladys Cardiff	: Combing
Julie Alvarez	: Women's Work

#### UNIT – II: PROSE

Simone De Beauvoir	: Introduction to the second sex
Mahadevi Verma	: The Art of Living

#### UNIT – III: SHORT STORY

Willa Cather	: A Wagner Matinee
Vaidehi	: An Afternoon with Shakuntala
Kate Chopin	: The story of an Hour

#### UNIT – IV: FICTION

Dorris Lessing	: The Golden Notebook
Anne Frank	: Diary of a young girl

#### UNIT – V: DRAMA

Euripeder	: Medea
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#### TEXT BOOK:

S. Annaporani & V. Bharathi Harishankar (Eds.) *Shifting Perceptions – An Anthology of Women's Writing*, Mainspring Publishers, 2016

#### REFERENCE BOOKS:

1. *Study Guide to The Second Sex* by Simone de Beauvoir, Intelligent Education, Dexterity Publishers, 2010
2. *Study Guide to The Golden Notebook* by Dorris Lessing, Dexterity Publishers, 2020

#### DIGITAL TOOLS:

<https://www.sparknotes.com/philosophy/secondsex/>

<https://timesofindia.indiatimes.com/life-style/books/features/remembering-anne-frank-books-to-read-if-you-loved-anne-franks-diary/photostory/>

#### Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application    2. Intermediate Development    1. Introductory Level



# SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## M.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

286

COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25PEHS21	EMPLOYABILITY SKILLS	SEC – 1	5	–	2

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship			✓
	National	✓	Local	✓	Regional	✓	Global			✓
Curriculum Enrichment	Professional Ethics	✓	Gender		Environment and Sustainability		Human Values	✓	Other Values	

### COURSE DESCRIPTION:

This course aims to provide awareness on Soft skills and its importance.

### COURSE OBJECTIVES:

This course helps the students to understand and realize the value of team building, importance of communication, work place ethics, responsibilities, goal setting and core value of soft skills.

### COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	get to know their personal strengths and weakness	Upto K5
CO 2	understand factors that contribute to confidence and self-esteem	Upto K5
CO 3	gain knowledge on the skill of communicating effectively with employers, supervisors and co-workers	Upto K5
CO 4	understand team work approach to completing tasks	Upto K5
CO 5	become aware on the strategies for handling stress and work pressure.	Upto K5

K1–KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLY  
K4–ANALYSE, K5–EVALUATE



# **SOURASHTRA COLLEGE, MADURAI – 625004**

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

## **M.A. ENGLISH – SYLLABUS**

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025-2026 onwards)

287

### **EMPLOYABILITY SKILLS**

#### **UNIT – I:**

Importance of Communication skills, Components of Communication, Formal and Informal Communication, Verbal and Nonverbal Communication, LSRW Skills

#### **UNIT – II:**

Greetings and Self Introduction, Asking and Responding to Questions, Sharing Information with others, Social Etiquette

#### **UNIT – III:**

Goal Setting, Job Search, Applying for Jobs, Resume Writing, Interview Skills, Telephone Skills, Stages and types of Interviews, Mock Interview, Group Discussion

#### **UNIT – IV:**

Self-Management, Stress Management, Time Management, Emotional Intelligence

#### **UNIT – V:**

Work place Communication, Team Management, Leadership Skills, Problem Solving Skills, Decision Making, Negotiations

#### **TEXT BOOKS:**

1. Dr. M. Sen Gupta, *Skills for Employability: A Handbook*.
2. Brent C. Oberg. *Interpersonal Communication*.
3. John Seely, *The Oxford Guide to Writing and Speaking*.

#### **REFERENCE BOOKS:**

1. *Soft Skills & Employability Skills* by Sabina Pillai & Agna Fernandez. Cambridge University Press.
2. Asha Kaul. *Effective Business Communication*.
3. S.K. Mandel. *Effective Communication and Public Speaking*.

#### **DIGITAL TOOL:**

<https://leverageedu.com/blog/behavioural-skills/>

#### **Mapping of CO with PSO**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2
CO2	2	2	2	2	2	2
CO3	2	2	2	2	2	2
CO4	2	2	2	2	2	2
CO5	2	2	2	2	2	2

3. Advanced Application    2. Intermediate Development    1. Introductory Level