

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS), KUMBAKONAM

PG AND RESEARCH DEPARTMENT OF ENGLISH

M.A. English Syllabus under CBCS

(Applicable to the candidates admitted from the academic year 2018-2019 onwards)

Sem ester	Course	Course Title	Ins. Hrs / Week	Credit	Exam Hrs	Marks		Total	
						Int	Ext.		
I	P18ELC101	Language and Linguistics	6	4	3	25	75	100	
	P18ELC102	Modern Literature–I (1400–1660)	6	4	3	25	75	100	
	P18ELC103	Modern Literature–II (1660–1798)	6	4	3	25	75	100	
	P18ELC104	Indian Writing in English	6	4	3	25	75	100	
	P18EL1EC1	Grammar, Rhetoric and Writing	6	4	3	25	75	100	
		Total	30	20				500	
II	P18ELC205	Modern Literature–III (1798–1832)	6	5	3	25	75	100	
	P18ELC206	Modern Literature–IV (1832–1945)	6	5	3	25	75	100	
	P18ELC207	Shakespeare	6	5	3	25	75	100	
	P18ELC208	Literary Criticism	6	5	3	25	75	100	
	P18EL2EC2	Green Studies	6	4	3	25	75	100	
		NCGPA(INT)	Internship programme	-	2				
			Total	30	26				500
III	P18ELC309	Theory of Comparative Literature and Classics in Translation	6	4	3	25	75	100	
	P18ELC310	Literary Theory	6	5	3	25	75	100	
	P18ELC311	Research Methodology	6	5	3	25	75	100	
	P18EL3EC3	Ethics	6	3	3	25	75	100	
			Total	24	17				400
IV	P18ELC312	New Literatures in English	6	5	3	25	75	100	
	P18ELC413	Translation: Theory and Practice	6	5	3	25	75	100	
	P18ELC414	Single-Author Study– T.S.Eliot	6	4	3	25	75	100	
	P18EL4EC4	English Literature for UGC Examinations	6	4	3	25	75	100	
		P18PWEL415	Viva voce 20 marks Dissertation 80 marks (2Reviews 20+20=40 marks, Report Valuation-40marks)	6	4	--	--	--	100
		Total	30	22	--	--	--	500	
		Grand Total	114	85				1900	

Core Papers	-	14
Elective Papers	-	5
Project	-	1
Internship		1
Total Marks	-	1900

Core Course – I

Language and Linguistics

Objectives:

- To provide students an insight into the nature of language
- To enable students to learn the acceptable system of sound and pronunciation

Unit-I: Language History and the Process of Language Change

- The Origins of Language
- Development of Gesture, Sign, Words, Sounds, Speech and Writing
- Core Features of Human Language, Animals and Human Language

Unit-II: Nature of Language

- Pure Vowels, Diphthongs and Consonants
- Language Varieties: Dialects, Idiolect, Pidgin and Creole
- Language and Gender, Language and Disadvantage

Unit-III: Linguistic Form

- Morphology, Grammar, Syntax
- Saussurean Dichotomies: Synchronic and Diachronic Linguistics
- Semantics, Pragmatics

Unit-IV: Branches of Linguistics

- Structural Linguistics, Sociolinguistics, Psycholinguistics, Neurolinguistics, Applied Linguistics

Unit-V: Applied Linguistics

- Stylistics and Discourse Analysis: Relationship between Language and Literature, Style and Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse
- Language Disorders: The Brain and Language Organisation, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes
- Lexicography: Monolingual Dictionary, Interlingual Dictionary, Structure and Equivalences, Problems of Intertranslatability, General and Special Purpose Dictionaries

Books for Reference:

- Aitchison, J. *Linguistics: An Introduction*. London: Hodder & Stoughton, 1995.
- Atkinson, M., Kilby, D. & Rocca, I. *Foundations of General Linguistics*. London: George Allen & Unwin, 1982.
- Radford, A. et al. *Linguistics: An Introduction*. UK: Cambridge University Press, 1999.
- Wardhaugh, R. *An Introduction to Sociolinguistics*. Massachusetts: Blackwell, 1986.
- Yule, G. *The Study of Language*. 4th edn. Cambridge: CUP, 2014.

Core Course – II
Modern Literature - I (1400 - 1660)

Objectives:

To expose students to the evolution of English poetry in the Age of Chaucer
To introduce students to the characteristics of metaphysical poetry
To make students learn the origin of English essays
To help students understand the features of tragedy, romantic tragedy, revenge play and comedy of humours of Shakespeare's predecessors

Unit – I (Poetry)

Geoffrey Chaucer : “A Scholar from Oxford” from *The Prologue to the Canterbury Tales*
Edmund Spenser : “Epithalamion”

Unit – II (Poetry)

John Donne : “The Flea”
Andrew Marvell : “To His Coy Mistress”
George Herbert : “The Pulley”
Henry Vaughan : “The Retreat”

Unit – III (Prose)

Francis Bacon : “Of Truth,” “Of Great Place,” “Of Parents & Children”
The Bible : Chapters 5 to 7 from the Gospel of Matthew

Unit – IV (Drama)

Christopher Marlowe : *The Jew of Malta*
John Webster : *The White Devil*

Unit – V (Drama)

Thomas Kyd : *The Spanish Tragedy*
Ben Jonson : *Every Man in His Humour*

Books for Reference:

Bacon, Francis, and F G. Selby. *Bacon's Essays, Ed. with Introductions and Notes*. London: Macmillan, 1927.
Barton, Anne. *Ben Jonson, Dramatist*. Cambridge: Cambridge UP, 1984.
Bennett, Joan. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell*. Cambridge England: UP, 1964.
Daiches, David. *A Critical History of English Literature*. London: Secker & Warburg, 1960.
Donne, John, and Frank Kermode. *The Poems of John Donne*. New York: Heritage Press, 1970.
Levin, Harry. *Christopher Marlowe: The Overreacher*. London: Faber, 1961.
Minnis, A J. *The Cambridge Introduction to Chaucer*. N.p., 2014.
O'Neill, Judith. *Critics on Marlowe*. Coral Gables: U of Miami P, 1970.
Reeves, James. *A Short History of English Poetry, 1340-1940*. New York: Dutton, 1962.

Core Course – III
Modern Literature - II (1660 - 1798)

Objectives:

- To expose students to the changing trends in English poetry from Milton to Pre-Romantics
- To make students understand the prose allegory of the Restoration period and varied prose works of the Age of Pope
- To make students know the characteristics of anti-sentimental comedy and Restoration comedy
- To introduce students to the emergence of the English novel during the Age of Transition

Unit – I (Poetry)

John Milton : *Paradise Lost* Book II

Unit – II (Poetry)

John Dryden : MacFlecknoe
Alexander Pope : The Rape of the Locke Cantos I & II
William Blake : The Echoing Green

Unit – III (Prose)

Addison and Steele : From *The Spectator*
"Of the Club" (Steele)
"Sir Roger at Church"(Addison)
Jonathan Swift : *Battle of the Books*

Unit – IV (Drama)

Richard Brinsley Sheridan : *The School for Scandal*
William Congreve : *The Way of the World*

Unit – V (Fiction)

Daniel Defoe : *Robinson Crusoe*
Oliver Goldsmith : *The Vicar of Wakefield*

Books for Reference:

- Danielson, Dennis R. *The Cambridge Companion to Milton*. Cambridge: Cambridge UP, 1989.
- Ford, Boris. *The New Pelican Guide to English Literature: - - a Guide for Readers. - 1984. - 544 S.* Harmondsworth: Penguin Books, 1983.
- Humphreys, A R. *The Augustan World: Society, Thought, and Letters in Eighteenth-Century England*. New York: Harper & Row, 1963.
- Morwood, James, and David Crane. *Sheridan Studies*. Cambridge: Cambridge UP, 1995.
- Walker, Hugh. *English Satire and Satirists*. New York: Octagon Books, 1965.
- Wiley, Basil. *The Seventeenth Century Background: Studies in the Thought of the Age in Relation to Poetry and Religion*. Garden City: Doubleday, 1953.

Core Course – IV
Indian Writing in English

Objectives:

- To enable students to appreciate the changing trends in Indians writing in English from pre to post-Independence era
- To make students aware of Indian sensibility in the representative works

Unit – I (Poetry)

- Sri Aurobindo : “Human Portions of Divinity” From *Savitri* Book 7, Canto 5, pp.526-27
- Kamala Das : “A Hot Noon in Malabar”
- Nissim Ezekiel : “The Professor”
- A.K. Ramanujan : “Obituary”
- Keki.N. Daruwalla : “The Epileptic”
- R. Parthasarathy : “River, Once”

Unit – II (Prose)

- Jawaharlal Nehru : “Through the Ages” (Chapter V of the *Discovery of India*)
- Dr.S. Radhakrishnan : “The World Community”

Unit – III (Drama)

- Girish Karnad : *The Fire and the Rain*
- Mahesh Dattani : *Tara*

Unit – IV (Short Stories)

- Rabindranath Tagore : Shubha
- Anita Desai : The Devoted Son
- Mahaswata Devi : Breast - Giver

Unit – V (Fiction)

- MulkRajAnand : *Two Leaves and a Bud*
- ShashiDeshpande : *That LongSilence*

Books for Reference:

- King, Bruce. *Modern Indian Poetry in English*. Delhi: Oxford UP, 1987.
- King, Bruce. *Three Indian Poets: Nissim Ezekiel, A. K. Ramanujan, Dom Moraes*. Madras: Oxford UP, 1991.
- McLeod, A L, and R K. Narayan. *R.K. Narayan: Critical Perspectives*. New Delhi: Sterling Publishers Private Ltd, 1994.
- Mehrotra, Arvind K., ed. *An Illustrated History of Indian Literature in English*. New Delhi: Permanent Black, 2003.
- Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. New Delhi: Oxford UP, 2000.
- Mukherjee, Meenakshi. *The Twice Born Fiction; Themes and Techniques of the Indian Novel in English*. New Delhi: Heinemann Educational Books, 1971.
- Naik, M K. *Aspects of Indian Writing in English: Essays in Honour of Professor K. R. Srinivasa Iyengar*. Delhi: Macmillan, 1979.
- Srinivasa, Iyengar K. R. *Indian Writing in English*. London: Asia Pub. House, 1962.
- Tharu, Susie J, and K. Lalita. *Women Writing in India: 600 B.C. to the Present*. New York: Feminist P at the City U of New York, 1991.

Elective Course – I
Grammar, Rhetoric and Writing

Objectives:

- To enable students to understand the basics of English grammar
- To make students learn the basic elements of rhetoric
- To help students write paragraphs and essays effectively in English
- To expose students improve to extend the communication strategies in English

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

Structure of an Essay: Beginning, Middle and Closing, Tight and Loose Organization

Unit – V

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

Books for Reference:

- Boulton, Marjorie. *The Anatomy of Prose*. London: Routledge & Paul, 1954.
- Miriam, Joseph, and Marguerite McGlenn. *The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric: Understanding the Nature and Function of Language*. N.p., 2002.
- Weston, Anthony. *A Rulebook for Arguments*. Indianapolis: Hackett Pub, 2009.
- Yáñez-Bouza, Nuria. *Grammar, Rhetoric and Usage in English: Preposition Placement, 1500-1900*. Cambridge: Cambridge UP, 2015.

Core Course – V

Modern Literature - III (1798 – 1832)

Objectives:

- To familiarize students with the salient features of Romantic poetry
- To make the students aware of the uniqueness of the essayists Lamb and Hazlitt
- To make students appreciate the characteristics of the novels of Scott and Jane Austen

Unit – I (Poetry)

- William Wordsworth : Ode to the Intimations of Immortality
- S.T. Coleridge : Rime of the Ancient Mariner
- Walter Scott : Lochinvar

Unit – II (Poetry)

- John Keats : Ode to a Nightingale
- P. B. Shelley : The Cloud
- Lord Byron : Youth and Age (Not Coleridge's poem)

Unit – III (Prose)

- Charles Lamb : A Dissertation upon a Roast Pig
- William Hazlitt : On Reading Old Books

Unit – IV (Drama)

- P. B. Shelley : *Prometheus Unbound*

Unit –V (Fiction)

- Jane Austen : *Emma*
- Walter Scott : *Ivanhoe*

Books for Reference:

- Abrams, M H. *English Romantic Poets. Modern Essays in Criticism*. London: Oxford UP, 1967.
- Bowra, C M. *The Romantic Imagination*. Cambridge: Harvard UP, 1949.
- Butler, Marilyn. *Romantics, Rebels, and Reactionaries: English Literature and Its Background, 1760-1830*. New York: Oxford UP, 1982.
- Kettle, Arnold. *An Introduction to the English Novel: Vol. II*. London etc.: Hutchinson's U Library, 1953.
- King-Hele, Desmond. *Shelley: His Thought and Work*. Teaneck N.J.: Fairleigh Dickinson UP, 1971.
- Kirkham, Margaret. *Jane Austen, Feminism and Fiction*. London: Athlone Press, 1997.
- Lamb, Charles, and Ernest D. North. *The Wit and Wisdom of Charles Lamb*. Folcroft: Folcroft Library Editions, 1974.
- Prickett, Stephen. *Coleridge and Wordsworth: The Poetry of Growth*. Cambridge: Cambridge UP, 1970.
- Reeves, James. *A Short History of English Poetry, 1340-1940*. New York: Dutton, 1962.
- Wasserman, Earl R, and John Keats. *The Finer Tone: Keats' Major Poems*. Baltimore: John Hopkins Press, 1953.
- Wright, Andrew. *Jane Austen's Novels: A Study in Structure*. New York: Oxford UP, 1953.

Core Course – VI

Modern Literature – IV (1832 - 1945)

Objectives:

- To enable students to appreciate the spirit of Victorian Age
- To help students learn the revolutionary elements through Aesthetic Movement and anti-Victorian Movement in poetry, drama and novel during the Age of Hardy
- To introduce students the various poetic forms and devices

Unit – I (Poetry)

- Matthew Arnold : “The Scholar Gypsy”, “Dover Beach”
- Robert Browning : “A Grammarian’s Funeral”
- Alfred Tennyson : “Ulysses”

Unit – II (Poetry)

- W.B. Yeats : “The Second Coming”
- G.M. Hopkins : “The Pied Beauty”
- T. S. Eliot : Section V “What the Thunder Said?” from
The Wasteland
- W.H. Auden : “The Shield of Achilles”
- Wilfred Owen : “The Strange Meeting”

Unit – III (Prose)

- Thomas Carlyle : “Hero as a Man of Letters”
- John Ruskin : “Of Queens’ Gardens”
- E.M. Forster : “Notes on the English Character”

Unit – IV (Drama)

- G.B. Shaw : *The Apple Cart*
- Harold Pinter : *The Birthday Party*

Unit – V (Fiction)

- Thomas Hardy : *Far from the Madding Crowd*
- D.H. Lawrence : *The Rainbow*

Books for Reference:

- Batho, Edith C, Bonamy Dobrée, and Guy Chapman. *The Victorians and After, 1830-1914*. London: Cresset, 1962.
- Cecil, David. *Early Victorian Novelists: Essays in Revaluation*. London: Constable & Co., Ltd, 1934.
- Colin Clarke. ed. *D.H. Lawrence: The Rainbow and Women in Love*. London: Macmillan, 1979.
- Gassner, John. *An Anthology. Introduction to the Drama*. New York: Holt, Rinehart and Winston, 1963.
- Gransden, K W. *E.M. Forster*. New York: Grove Press, 1962.
- Leavis, F R, and Q D. Leavis. *Dickens, the Novelist*. New York: Pantheon Books, 1971.
- M. Esslin. *The Theater of the Absurd*. London: Eyer & Spottiswoode, 1964.
- Malins, Edward G. *A Preface to Yeats*. New York: Scribner, 1974.
- Martin, Jay, and T S. Eliot. *A Collection of Critical Essays on "The Waste Land."* Englewood Cliffs: Prentice-Hall, 1968.
- R. Corrigan. *Theatre in the Twentieth Century.*, New York: Grove Press, 1961.
- Smith, Stan. *The Cambridge Companion to W.H. Auden*. Cambridge: Cambridge UP, 2004.

Core Course –VII
Shakespeare

Objectives:

To expose students to the social and psychological aspects in some plays of Shakespeare

To make students understand the characterization, dramatic and poetic techniques of Shakespeare

Unit – I

Othello

Unit – II

As You Like It

Unit – III

Richard II

Unit – IV

The Tempest

Unit – V

Shakespearean Theatre and Audience

Shakespearean Fools and Clowns

Shakespearean Women

Supernatural Elements in Shakespearean plays

Shakespearean Soliloquies

Shakespeare as a Sonneteer and a Narrative Poet

Books for Reference:

Bowers, Fredson. *Elizabethan Revenge Tragedy: 1587-1642*. Gloucester: Peter Smith, 1959.

Bradley, A C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. London: Macmillan and Co, 1905.

Charlton, H B. *Shakespearean Comedy*. London: Methuen, 1938.

Ford, Boris. *The Age of Shakespeare*. Harmondsworth: Penguin Books, 1982.

Knight, G W. *The Imperial Theme: Further Interpretations of Shakespeare's Tragedies, Including the Roman Plays*. London: Methuen, 1951.

Core Course – VIII

Literary Criticism

Objectives:

To help students understand literary sensibility and critical thinking

To expose students a wide range of literary texts, literary history and literary criticism

To introduce students to a variety of critical approaches to perceive the paradigm shift through the critical texts from Plato to T.S. Eliot

Unit I

Plato	: <i>The Republic</i> (681-685)
Aristotle	: <i>On Poetics</i> (686-696)
Horace	: <i>The Art of Poetry</i> (696-700)
Longinus	: <i>On the Sublime</i> (706-708)

(Extracts from *The English Critical Tradition* Vol.2 by S. Ramaswami and V. S. Sethuraman)

Unit II

Philip Sidney	: <i>Apology for Poetry</i>
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Unit III

John Dryden	: <i>An Essay on Dramatic Poesie</i>
Dr. Johnson	: <i>Preface to Shakespeare</i>

Unit IV

William Wordsworth	: <i>Preface to the Lyrical Ballads</i>
S. T. Coleridge	: <i>Biographia Literaria</i> Chapter XIV

Unit V

Matthew Arnold	: <i>The Study of Poetry</i>
T. S. Eliot	: <i>Tradition and the Individual Talent</i>

Books for Reference:

David Daiches: *Critical Approaches to Literature*, 2nd ed., Hyderabad: Orient Longman, 2001.

Enright, D J, and Chickera E. De. *English Critical Texts: 16th Century to 20th Century*. Delhi: Oxford UP, 1983.

Harry Blamires: *A History of Literary Criticism*, Delhi: Macmillan, 2001.

Humphrey House: *Aristotle's Poetics*, Ludhiana: Kalyani Publishers, 1970.

M.A.R. Habib: *A History of Literary Criticism: From Plato to the Present*, Oxford: Blackwell, 2005.

M.S. Nagarajan: *English Literary Criticism & Theory: An Introductory History*, Hyderabad: Orient Longman, 2006.

Patricia Waugh: *Literary Theory & Criticism: An Oxford Guide*, Delhi: OUP, 2006.

S, Ramaswami, and Sethuraman V. S. *The English Critical Tradition: An Anthology of English Literary Criticism*. Vol. 2 Macmillan India Limited, 2000.

Elective Course – II GREEN STUDIES

Objectives:

- To create awareness among the students through literature about environmental crisis.
- To develop care and concern for the global environment.
- To emphasize positive relationship of man with nature

Unit I: Ecocriticism Theory

- Cherryl Glotfelty : Literary Studies in an Age of Environmental Crisis
J. Scott Bryson : Introduction ‘ Maria Mies -Who made Nature Our Enemy?’

Unit II: Poetry

- Gieve Patel : On Killing a Tree
A.D. Hope : Moschus Mochiferous
W. S. Merwin : End of the Day
Margaret Atwood : Red Fox
D. H. Lawrence : Snake

Unit III: Prose

- Detailed** : Selections from Edward Abbey’s *Desert Solitaire* ‘The Serpents of Paradise And Water’
Non-Detailed: Aldo Leopold’s The Land Ethic Selections from *Sand County Almanac*

Unit IV: Fiction

- Amitav Ghosh : *The Hungry Tide*

Unit V: Drama

- Rabindranath Tagore : *Muktha Dhara*

Core Course – X

Theory of Comparative Literature and Classics in Translation

Objectives:

- To help students to learn the scope, methodology and application of the theories in comparative literature
- To introduce students to the thematology and genre studies
- To create awareness among the students to learn from classics in translation

Unit – I

Definition and Theory of Comparative Literature – Scope, Methodology, Application – National Literature – Comparative Literature – French and American School

Unit – II

Influence and Imitation – Epoch, Period, Generation – Thematology, Comparing Works on the Basis of Themes – Genres, Comparing Works on the Basis of Form

Unit – III

Literature and Society, Literature and Religion, Literature and Psychology – Comparative Literature in India

Unit – IV

G.U.Pope	: Three Chapters from the translation of <i>Tirukkural</i> : Compassion Veracity Hospitality
Aeschylus	: <i>Agamemnon</i>
Goethe	: <i>The Nearness of the Beloved</i>

Unit – V

Franz Kafka	: <i>Metamorphosis</i>
Leo Tolstoy	: “How much Land Does a Man Need?”
Omar Khayyam	: <i>The Rubaiyat</i> (1-10)

Books for Reference:

- Bhatnagar, M K. *Comparative English Literature*. New Delhi: Atlantic Publishers and Distributors, 1999.
- George, K M. *Comparative Indian Literature*. Trichur: Kerala Sahitya Akademi, 1984.
- Pawar S. *Comparative Literary Studies: An Introduction*. Duckworth N.p., 1973.
- Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Bloomington: Indiana UP, 1974.
- Wellek, René, and Austin Warren. *Theory of Literature*. New York: Harcourt, Brace, 1993.

Core Course – XI

Literary Theory

Objectives:

- To introduce learners to literary theory from the beginning of the twentieth century to the present day
- To help learners apply theory in the analysis of literary texts
- To enable learners to understand a wide range of theoretical perspectives to enhance their appreciation of literary texts

Unit- I

New Criticism, Semiotics, Formalism

Unit-II

Structuralism, Poststructuralism, Deconstruction

Unit-III

Modernism, Postmodernism, New Historicism and Cultural Materialism, Magical Realism

Unit-IV

Feminism, Queer Theory, Marxism, Post colonialism

Unit-V

Phenomenology, Hermeneutics, Reader-Response Criticism, Narratology, Discourse Analysis, Stylistics

Books for Reference:

- Abrams M.H, Harphman Geoffrey. *A Handbook of Literary Terms*. New Delhi: Cleanage, 2007.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2009.
- Culler, Jonathan. *Literary Theory*. New Delhi: Oxford UP, 2011.
- Said, Edward W. *Orientalism*. London: Vintage Books, 1979.
- Showalter, Elaine. *Towards a Feminist Poetics. Twentieth Century Literary Theory*. Ed. K.M. Newton. London: Macmillan, 1988.
- Habib, M.A.R, *A History of Literary Criticism: From Plato to the Present*, USA: Blackwell Publishing, 2005.

Core Course – XII
Research Methodology

Objectives:

To expose students to philosophy of research
To enable students to use different research sources and document them
To make students know the format of research and mechanics of writing

Unit I

Definition of Research – Types of Research – Literary and Scientific Research – Philosophy of Research, Preliminary Study, Choosing a Viable Topic, Primary and Secondary Sources

Unit II

The Modern Academic Library, Research Sources: Printed and Electronic Including Web Sources, Digital Library Sources, Identifying the Right Sources, Compiling Working Bibliography. Evaluating the Sources

Unit III

Taking Notes and Collecting Materials
Thesis Statement, Working Outline, Preparing Samples, Writing Drafts – Revising the Outline and Drafts
The Introduction and the Conclusion – the Main Chapters: Clarity, Unity, Coherence, Emphasis, Interest, Point of view

Unit IV

The Format of the Thesis, Preparing the Final Outline and Final Draft– Organizing Principles and Methods of Development, Plagiarism, Converting the Working Bibliography to List of Works-Cited, Abbreviations, Proof Reading

Unit V

Language and Style of Thesis Writing: General principles – Kinds and Suitability of Style, Style Sheet Conventions, Documentation: Parenthetical Documentation, Foot Notes, End Notes
The Mechanics of Writing: Spelling, Punctuation, Quotations, etc.

Books for Reference:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 8th Edition, 2009.
Moore, Robert H. *Effective Writing*. New York: Holt, Rinehart and Winston, 1965.

Elective Course – III

Ethics

Objectives:

To make the students aware of their responsibilities as human beings in order to protect environment and themselves.

To appreciate human values, and live based on that.

Unit – I & II

The Book of Job from '*The Bible*'

Unit – III

Marcus Aurelius : Meditations

Unit – IV

Chapter 6 : The Goodness of the Help to Domestic Life

Chapter 8 : The Possession of Love

Chapter 10 : The Utterance of Pleasant Words (From G.U.Pope's Translation of Thirukkural)

Chapter 11 : The Knowledge of Benefits Conferred: Gratitude

Chapter 14 : The Possession of Decorum

Unit – V

Swami Vivekananda : Our Women

**EXTRA CREDIT COURSE
INTERNSHIP**

SUBJECT CODE: INT Credit: 2 credits (Extra credits)

The curriculum includes the internship for students for 30 hours during the summer vacation after the second semester of all PG programs.

OBJECTIVES

The following are the intended objectives of internship training:

- To Enhance the employability skills of the students.
- To expose students to the industrial/Societal environment, which cannot be simulated in the classroom hence creating competent professionals for the industry and other organizations.
- To Provide possible opportunities to learn, understand, and sharpen the real-time technical/managerial skills required at the job.

Duration: 30 hours at the minimum

Period: During the summer vacation which could be completed within the third semester.

Assessment:

1. The assessment of the internship will be based on the feedback given by the internship provider and the report submitted by the student by the mentor.
2. After completion of the internship, the mentor has to make arrangements to get a proper training certificate from the industry/institution.
3. An abstract for details of the internship in the prescribed format has to be submitted by the departments to the COE on time.
4. Two credits are provided for the Internship as extra credits included under the Non-CGPA course for all PG programs.

LETTER FORMAT

**GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS), KUMBAKONAM
REQUEST LETTER FROM THE COLLEGE TO INTERNSHIP PROVIDER**

To

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Subject: REQUEST FOR INSTITUTIONAL/INDUSTRIAL TRAINING of M.A./M.Com/M.Sc Degree Programme,

Dear Sir/Madam,

You must be aware that our College has made internship mandatory for all M.A./M.Com/M.Sc students.

In view of the above, I request your good self to allow following students of our college for practical training in your esteemed organization. Kindly accord your permission and give at least 30 hours of training for the students to complete the internship.

S.NO	NAME OF THE STUDENT	REG.NO	DISCIPLINE

If vacancies exist, kindly plan for Campus/Off Campus Interviews for_____ batch passing out students in above branches.

A line of confirmation will be highly appreciated.

With warm regards,
Yours sincerely,
Head of the Department.

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS), KUMBAKONAM
REQUEST LETTER FROM THE COLLEGE TO INTERNSHIP PROVIDER

To

.....

Subject: REQUEST FOR INSTITUTIONAL/INDUSTRIAL TRAINING of M.A./M.Com/M.Sc Degree Programme,
 Dear Sir/Madam,

Our Students have undergone internship training in your esteemed Organization in the previous years. I acknowledge the help and the support extended to our students during training in previous years.

In view of the above, I request your good self to allow our following students for practical training in your esteemed organization. Kindly accord your permission and give at least 30 hours of training for the students to complete internship.

S.NO	NAME OF THE STUDENT	REG.NO	DISCIPLINE

If vacancies exist, kindly do plan for Campus/Off Campus Interview for _____ batch passing out students in above branches.

A line of confirmation will be highly appreciated.

With warm regards,
 Yours sincerely,
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Head of the Department.

FORM - 1

INTERNSHIP DETAILS (THIS WILL BE PREPARED IN CONSULTATION WITH FACULTY MENTOR AND TO BE MAINTAINED BY tHe department)

Student

Name: _____ Reg.No. _____ Class _____

Campus Address: _____

Phone: _____ Email: _____

Internship Provider

Name: _____

Title: _____

Company/Organization: _____

Internship Company Adress _____

Phone: _____ Email: _____

Faculty Mentor

Name: _____ Phone: _____

Designation: _____ Department: _____

Academic Credit Information

Internship Title: _____

Date of Initiation: _____ Date of Completion: _____

Total Hours: _____

FORM - 2

STUDENT'S DAYWISE LOG ENTRY

Name and Reg.No. of the Student: Name and address of the Internship

Provider:

Period of Internship: From:		To:		
Date	Hours	Details of work done	Signature of the Student	Signature of the Supervisor

Signature of the Mentor:

Signature of the Internship Provider:

FORM -3
SUPERVISOR EVALUATION OF CANDIDATE

Student Name: _____ Date: _____

Work Supervisor: _____ Title: _____

Company/Organization: _____

Internship Address: _____

Dates of Internship: From _____ To _____

Please evaluate your candidate by indicating the frequency with which you observed the following behaviors:

Parameters	Needs improvement	Satisfactory	Good	Excellent
Interest in work				
Punctuality				
Reliability				
Responsibility				
Communication				
Team work				
Overall performance				

Additional comments, if any:

Signature of Internship Provider

FORM - 4

STUDENT FEEDBACK OF INTERNSHIP (TO BE FILLED BY STUDENTS AFTER INTERNSHIP COMPLETION)

Student Name: _____ Class: _____

Internship Provider: _____

Address: _____

Title of Internship : _____

Supervisor Email: _____

Faculty Mentor: _____

Indicate the degree to which you agree or disagree with the following statements.

This experience has	Strongly Agree	Agree	Disagree
Given me the opportunity to explore a career field			
Allowed me to apply classroom theory to Practice			
Expanded my knowledge			

Helped me develop my written and oral communication skills			
Given me a chance to improve my interpersonal skills			
Provided me with contacts which may lead to future employment			
Helped me clarify my career goals			

Considering your overall experience, how would you rate this internship?
(Tick one).(Satisfactory/ Good/ Excellent)

Signature of the Student

FORM – 5
EVALUATION SHEET (FOR MENTOR)

S.NO	NAME OF THE STUDENT	REG.NO	NO. OF ACTUAL INTERNSHIP HOURS	GRADE*

* Evaluation based on report submitted by the student and evaluation by the Internship provider. (Excellent/ Very good/ Good)

Signature of the Head of the Department

Signature of the Mentor

Core Course – XIII
New Literatures in English

Objectives:

- To make learners familiarize with writers of new literatures
- To enable students to analyse the contributions of literature from different traditions
- To help students recognize the diversity in literature

Unit – I (Poetry)

David Diop	:Africa
Wole Soyinka	: Telephone Conversation
Judith Wright	: Fire at Murdering Hut
A.D. Hope	:Australia

Unit – II (Poetry)

Archibald Lampman	: A January Morning
F.R. Scott	: The Canadian Authors Meet
Margaret Atwood	: Journey to the Interior
Leonard Cohen	: If It Were Spring

Unit – III (Prose)

Stuart Hall	: Cultural Identity and Diaspora
Chinua Achebe	: Marriage is a Private Affair

Unit – IV (Drama)

Wole Soyinka	: <i>The Swamp Dwellers</i>
Tomson Highway	: <i>Dry Lips Oughta Move toKapusksing</i>

Unit – V (Fiction)

Adele Wiseman	: <i>Crackpot</i>
Margaret Laurence	: <i>Stone Angel</i>

Books for Reference:

- Oyekan Owomoyela. *A History of Twentieth-Century African Literatures*. University of Nebraska Press, 1993.
- Irele, Abiola. F. *The African Imagination: Literature in Africa and the Black Diaspora*. Oxford University Press, 2001.
- David I. Ker. *The African Novel and the Modernist Tradition*. Peter Lang Publishing, 1998.
- Parekh, Pushpa Naidu and Siga Fatima Jagne. *Postcolonial African Writers: A Bio-Bibliographical Critical Sourcebook*. Greenwood Press, 1998.
- Andrew Taylor. *Reading Australian Poetry*. Queensland: U of Queensland P 1987.
- Malcolm Ross. "Introduction". *Poets of the Confederation*. Toronto: McLelland and Stewart, 1960.
- John W. Garvin, ed. "Archibald Lampman". *Canadian Poets and Poetry*. Toronto, Ontario: McClelland, Goodchild & Stewart. 1916.
- Gary Geddes, ed. *Fifteen Canadian Poets*. Toronto: Oxford University Press, 2001.
- Birney, Earle, ed. *Twentieth-Century Canadian Poetry: An Anthology*. Toronto: Ryerson Press, 1953.
- Angela, McRobbie. *Stuart Hall, Cultural Studies and the Rise of Black and Asian British Art*. 2016.
- Panofsky, Ruth. *The Force of Vocation: The Literary Career of Adele Wiseman*. University of Manitoba Press. 2006.

Core Course – XIV
Translation: Theory and Practice

Objectives:

- To familiarize learners with the history and theories of translation
- To introduce learners to the techniques involved in translation of literary and non-literary texts
- To enhance the employability of the learners as translators

Unit – I

A Brief History of Translation and Translation Theory, Aspects of Translation Theory

Unit – II

Types of Translation Procedure, Communicative and Semantic Translation

Unit – III

Translation Procedures, Translation Process and Synonymy, Translation and the Meta Lingual Function of Translation

Unit – IV

Linguistics and Translation, Theories of Translation, Equivalence in Translation, Problems in Translation – Untranslatability

Unit – V

Translation Practice in Tamil and English – Proverbs and Prose Passages

Books for Reference:

- Bassnett, Susan. *Translation Studies*. London: Methuen, 2002.
- Malmkjær, Kirsten, and Kevin Windle. *The Oxford Handbook of Translation Studies*. Oxford: Oxford UP, 2011.
- Munday, Jeremy. *Translation: An Advanced Resource Book*. Taylor & Francis, 2004.
- Newmark, Peter. *Approaches to Translation*. Oxford: Pergamon Press, 1981.
- Venuti, Lawrence. *The Translation Studies Reader*. New York: Routledge, 2004.

Elective Course – IV
Single-Author Study – T.S.ELIOT

Objectives:

To initiate learners into the study of Tagore's works and his narrative techniques

To expose learners to the aspects of Indian civilization and culture with reference to Tagore

Unit – I :Hollow Men, Love Song of J. Alfred Prufrock

Unit – II :The Wasteland I & II

Unit – III : The Wasteland III,IV &V

Unit – IV: Metaphysical Poets

Unit – V : Cocktail Party

Elective Course – V
English Literature for UGC Examinations

Objectives:

To help learners have a wide range of knowledge in literature – poetry, prose, drama, short story and novel

To help learners prepare for UGC Eligibility tests for JRF and Assistant Professorship

Unit – I

Chaucer to Shakespeare

Jacobean to Restoration

Unit – II

Romantic Period

Victorian Period

Unit – III

Modern Period

Contemporary Period

Unit – IV

American Literature

New Literatures in English (Indian, Canadian, African, Australian)

English Language Teaching

Translation Studies

Unit – V

Classicism to New Criticism

Contemporary Theory

Books for Reference:

D, Benet E., and Samuel Rufus. *NET. SET..GO... English*. N.p., 2014.

Masih, K. Ivan. et.al. *An Objective Approach to English Literature: For NET, JRF, SLET and Pre-Ph.D. Registration Test*. New Delhi: Atlantic Publishers, 2007.

CORE COURSE – XVPROJECT / DISSERTATION WITH VIVA VOCE

Objectives: To promote original thinking, insemination of knowledge, modulation and innovation of thought, as an exercise, in order to transport the young minds to the expanding horizon of their chosen area of knowledge and transform them into knowledge generators.

Project / Dissertation 80 Marks

2 Reviews 20+20 = 40marks
Report Valuation 40Marks

Viva voce 20 Marks