### BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI – 620 024
### M.A. English Syllabus under CBCS
(Applicable to the candidates admitted from the academic year 2016-2017 onwards)

updated on 21-12-2017

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Course Title</th>
<th>Ins. Hrs / Week</th>
<th>Credit</th>
<th>Exam Hrs</th>
<th>Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Core Course – I (CC)</td>
<td>Language and Linguistics</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Core Course – II (CC)</td>
<td>Modern Literature – I (1400 – 1660)</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Core Course – III (CC)</td>
<td>Modern Literature – II (1660 – 1798)</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Core Course – IV (CC)</td>
<td>Indian Writing in English</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Elective Course – I (EC)</td>
<td>Grammar, Rhetoric and Writing</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
<td><strong>20</strong></td>
<td></td>
<td></td>
<td><strong>500</strong></td>
</tr>
<tr>
<td>II</td>
<td>Core Course – V (CC)</td>
<td>Modern Literature – III (1798 – 1832)</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Core Course – VI (CC)</td>
<td>Modern Literature – IV (1832 – 1945)</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Core Course – VII (CC)</td>
<td>Shakespeare</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Core Course – VIII (CC)</td>
<td>Literary Criticism</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Elective Course – II (EC)</td>
<td>Communicative Studies and Mass Media</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
<td><strong>24</strong></td>
<td></td>
<td></td>
<td><strong>500</strong></td>
</tr>
<tr>
<td>III</td>
<td>Core Course – IX (CC)</td>
<td>American Literature</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Core Course – X (CC)</td>
<td>Theory of Comparative Literature and Classics in Translation</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Core Course – XI (CC)</td>
<td>Literary Theory</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Core Course – XII (CC)</td>
<td>Research Methodology</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Elective Course – III (EC)</td>
<td>Asian Literature in English</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
<td><strong>24</strong></td>
<td></td>
<td></td>
<td><strong>500</strong></td>
</tr>
<tr>
<td>IV</td>
<td>Core Course – XIII (CC)</td>
<td>New Literatures in English</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Core Course – XIV (CC)</td>
<td>Translation: Theory and Practice</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Elective Course IV</td>
<td>Single-Author Study – Rabindranath Tagore</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Elective Course V</td>
<td>* English Literature for UGC Examinations</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Project Work</td>
<td>Viva voce 20 marks</td>
<td>6</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dissertation 80 marks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
<td><strong>22</strong></td>
<td></td>
<td></td>
<td><strong>500</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>120</strong></td>
<td><strong>90</strong></td>
<td></td>
<td></td>
<td><strong>2000</strong></td>
</tr>
</tbody>
</table>

* Separate Question Paper Pattern for English Literature for UGC Examinations - Refer in syllabus
Core Papers - 14
Elective Papers - 5
Project - 1

Note:

1. Theory:  
   Internal - 25 marks  
   External - 75 marks

2. Project:  
   100 marks  
   a) Dissertation : 80 marks  
   b) Viva voce : 20 marks

3. Separate passing minimum is prescribed for Internal and External

   a) The passing minimum for CIA shall be 40% of 25 marks (i.e. 10 marks)  
   b) The passing minimum for University Examinations shall be 40% of 75 marks (i.e. 30 marks)  
   c) The passing minimum is 50 % in the aggregate
Core Course – I
Language and Linguistics

Objectives:

To provide learners an insight into the nature of language
To familiarise learners with the discourse of linguistics and to expose them to theoretical and practical manifestations of linguistics
To enable learners to understand the nexus between literature and society

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:

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

Objectives:
To introduce learners to the evolution of English poetry – Chaucer’s period
To expose learners to the salient features of metaphysical poetry
To introduce learners to the origin of English essays
To make learners 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 Death,” “Of Adversity”
The Bible : Chapters 5 to 7 from the Gospel according to
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.
Bennett, Joan. Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell. Cambridge
Core Course – III
Modern Literature - II (1660 - 1798)

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

Unit – I (Poetry)
John Milton : *Paradise Lost* Book I

Unit – II (Poetry)
John Dryden : “Mac Flecknoe”
Alexander Pope : “The Rape of the Lock”
Robert Burns : “The Cotter’s Saturday Night”
William Blake : “The Poison Tree”

Unit – III (Prose)
John Bunyan : *The Pilgrims Progress*
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:
Core Course – IV
Indian Writing in English

Objectives:

To enable learners to appreciate the changing trends, from Romantic to realistic, in Indian literature in English from pre to post-Independence era
To make learners aware of Indian sensibility in the representative works

Unit – I (Poetry)
Toru Dutt : “Our Casuarina Tree”
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 (Fiction)
Mulk Raj Anand : Two Leaves and a Bud
Raja Rao : The Cat and Shakespeare: A Tale of India

Unit – V (Fiction)
Kamala Markandaya : Nectar in a Sieve
Anita Desai : Cry, the Peacock
Shashi Deshpande : That Long Silence
Books for Reference:

Elective Course – I
Grammar, Rhetoric and Writing

Objectives:
To enable learners to understand the basics of grammar
To provide learners with the basics of rhetoric
To help learners write effective paragraphs and essays
To expose learners to various forms of discourse

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

Unit – II

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:
Core Course – V

Modern Literature - III (1798 – 1832)

Objectives:
To familiarize learners with the characteristics of Romantic poetry
To acquaint learners with the unique qualities of the essays of Lamb and Hazlitt
To make learners aware of the characteristics of Scott’s and Jane Austen’s novels

Unit – I (Poetry)
William Wordsworth : “Lines Composed a Few Miles above Tintern Abbey”
S.T. Coleridge : “Kubla Khan”
Walter Scott : “The Lady of the Lake”

Unit – II (Poetry)
John Keats : “Ode on a Grecian Urn”
P. B. Shelley : “The Cloud”
Lord Byron : “Youth and Age”

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:
Core Course – VI

Modern Literature – IV (1832 - 1945)

Objectives:
To enable learners to understand the spirit of Victorian England and its influence on poetry
To help learners appreciate the revolution brought about through Aesthetic Movement and anti-Victorian Movement in poetry, drama and novel during the Age of Hardy
To expose learners to various aspects of the works of T.S. Eliot

Unit – I (Poetry)
Matthew Arnold : “The Scholar Gypsy”
Robert Browning : “Fra Lippo Lippi”
Alfred Tennyson : “Tithonus”

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)
T. S. Eliot : Murder in the Cathedral
G. B. Shaw : The Apple Cart
Harold Pinter : The Birthday Party

Unit – V (Fiction)
Charles Dickens : Great Expectations
Thomas Hardy : Far from the Madding Crowd
D.H. Lawrence : The Rainbow
Books for Reference:


Core Course –VII
Shakespeare

Objectives:
To expose learners to the development of linguistic, social, psychological and existential skills through a few representative plays of Shakespeare
To make learners understand the characterization, dramatic and poetic techniques of Shakespeare

Unit – I
Macbeth

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:
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 learners develop literary sensibility and critical thinking
To make learners understand a wide range of literary texts, literary history and literary criticism
To introduce learners to a variety of critical approaches to perceive the paradigm shift through the critical texts from Plato to T.S. Eliot

Unit I
Plato: The Ion (679-681)
The Republic (681-685)
Aristotle: On Poetics (686-696)
Horace: The Art of Poetry (696-700)
Longinus: On the Sublime (706-708)
(Extracts from The English Critical Tradition Vol.2 by S. Ramaswami and V. S. Sethuraman)

Unit II
Philip Sidney: Apology for Poetry

Unit III
John Dryden: An Essay on Dramatic Poesie
Dr. Johnson: Preface to Shakespeare

Unit IV
William Wordsworth: Preface to the Lyrical Ballads
S. T. Coleridge: Biographia Literaria Chapter XIV

Unit V
Matthew Arnold: The Study of Poetry
T. S. Eliot: Tradition and the Individual Talent

Books for Reference:
Elective Course – II
Communication Studies and Mass Media

Objectives:
To introduce learners to different types of communication
To expose learners to the functions of mass media and mass culture and popular culture
To make learners understand various aspects of mass media

Unit – I
Definition of Communication – Verbal and Non-verbal Communication – Elements of Communication – Models of Communication – Barriers to Communication – 7 Cs of Communication

Unit – II
Differentiation between ‘language’ (generic) and ‘a language’ (individual) – Purposes of Language – Persuading, Questioning, Directing, Providing Aesthetic Pleasure, Informing – Context of Communication – Intrapersonal, Interpersonal, Small group, Organization, Academic, Public, Intercultural

Unit – III

Unit – IV

Unit – V

Books for Reference:
Core Course – IX  
American Literature

Objectives:
To introduce learners to significant aspects in various genres of American literature  
To help learners get acquainted with the richness of American literature through representative  
works of poets, essayists, playwrights and novelists

Unit – I (Poetry)
  Edgar Allan Poe : “The Raven”  
  Walt Whitman : “When Lilacs Last in the Dooryard Bloom’d”  
  Emily Dickinson : “Because I Could Not Stop for Death”  
  Robert Frost : “Birches”

Unit – II (Poetry)
  Hart Crane : “Poem: To Brooklyn Bridge”  
  e. e. cummings : “The Grasshopper”  
  Wallace Stevens : “The Emperor of Ice-Cream”  
  William Carlos Williams : “Yachts”  
  Sylvia Plath : “Daddy”

Unit – III (Prose)
  Ralph Waldo Emerson : “Self-reliance”  
  Henry David Thoreau : “Where I Lived and What I Lived for?”  
  John F. Kennedy : “Inaugural Address” (Presidential  
  Inauguration of John. F. Kennedy on January 20, 1961 at  
  Washington, D.C)

Unit – IV (Drama)
  Eugene O’Neill : Emperor Jones  
  Arthur Miller : All My Sons

Unit – V (Fiction)
  Mark Twain : Huckleberry Finn  
  Ernest Hemingway : For Whom the Bell Tolls

Books for Reference:
Matthiessen, F O. American Renaissance: Art and Expression in the Age of Emerson and Whitman.  
N.p., 1941.  
McMichael, George L, and Frederick C. Crews. Concise Anthology of American Literature. New York:  
Core Course – X

Theory of Comparative Literature and Classics in Translation

Objectives:
To expose learners to the scope, methodology and application of the theories in comparative literature
To help learners understand the thematology and genre studies
To make learners know a few representative 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 *Tirukkural*:
“Compassion”
“Veracity”
“Hospitality”

Aesychylus : *Agamemnon*

Goethe : *The Nearness of the Beloved*

Unit – V
Franz Kafka : “Metamorphosis”
Leo Tolstoy : “How much Land Does a Man Require?”
Omar Khayyam : *The Rubaiyat*

Books for Reference:

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, Neo – Feminism, Queer Theory, Ecocriticism, Marxism, Neo – Marxism, Colonialism, Postcolonialism

Unit-V
Intertextuality, Phenomenology, Hermeneutics, Reader-Response Criticism, Narratology, Discourse Analysis, Stylistics

Books for Reference:

Core Course – XII

Research Methodology

Objectives:
To expose learners to philosophy of research
To enable learners to use different research sources and document them
To make learners 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:
Elective Course – III
Asian Literature in English

Objectives:
To familiarize learners with Asian writers in English
To make learners aware of various Asian cultures through representative texts of Asian Literature in English

Unit – I (Poetry)
Bei Dao (Chinese) : “Moon Festival”
Balkrishna Sama (Nepali) : “The Song”
Faiz Ahmed Faiz (Pakistani) : “When Autumn Came”

Unit – II (Prose)
Lafcadio Hearn (Japanese) : “Mosquitoes”
J. Vijayatunga (Sri Lankan) : “Village Goes Town”

Unit – III (Drama)
Frank Chin (Chinese) : The Year of Dragon
Zeami Motokiyo (Japanese) : Hogoromo [The Feather Mantle]

Unit – IV (Short Story)
Sunethra Rajakarunanayake (Sri Lankan) : “SMS”
Lu Hsun (Chinese) : “A Little Incident”
Zawgyi (Myanmar) : “His Spouse”

Unit – V (Fiction)
Kamila Shamsie (Pakistani) : Kartography
Kyung-sook Shin (Korean) : Please Look After Mom

Books for Reference:
Core Course – XIII
New Literatures in English

Objectives:
To make learners familiarize with writers of new literatures
To enable learners to appreciate various cultures

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 : The Swamp Dwellers
Tomson Highway : Dry Lips Oughta Move to Kapuskasing

Unit – V (Fiction)
Adele Wiseman : Crackpot
Margaret Laurence : Stone Angel

Books for Reference:
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:
Elective Course – IV
Single-Author Study – Rabindranath Tagore

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 (Poetry)
_Gitanjali_– Verses II, VIII, IX, XIX, XXXI, XXXV, XXXVI, XLI, XLV, L, LI, LXII, LXXVI, LXXXVI, XC

Unit – II (Prose)
From _The Religion of Man_
“Man’s Universe” (Chapter – I)
“The Creative Spirit” (Chapter – II)

Unit – III (Drama)
_Sacrifice_
_The King and the Queen_

Unit – IV (Short Stories)
“Kabuliwala”
“Subha”
“My Lord, The Baby”

Unit – V (Fiction)
_Gora_

Books for Reference:
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:**


There are 75 multiple choice questions. Attempt all the 75 questions (75 x 1 = 75 marks)

Each multiple choice question has 4 alternative responses marked (a), (b), (c), or (d). Tick the right responses against each item.

1. Queen Isabella is a character in _____________
   a. Richard II    b. Richard III    c. Edward II    d. none of these

2. One of the following poems is not written by A.K. Ramanujan
   a. ”The Snakes”  b. ”The Striders”  c. ”Breaded Fish”  d. ”Philosophy”

3. Which metrical foot is the opposite of an iamb?
   a. dactyl    b. trochee    c. anapaest    d. spondee

4. The poem “To Brooklyn Bridge” opens with the image of ________ flying above the girders of the bridge
   a. an eagle    b. a sparrow    c. a seagull    d. a dove

5. Who says that Shakespeare was not of an age but for all time?
   a. Dr. Johnson    b. Dryden    c. Ben Jonson    d. T.S. Eliot

75.