



MANONMANIAM SUNDARANAR UNIVERISTY,  
TIRUNELVELI-12

## SYLLABUS

### UG - COURSES – AFFILIATED COLLEGES

Course Structure for BA English  
(Choice Based Credit System)

(with effect from the academic year 2021-2022 onwards )



Semester-V				
Part	Subject Status	Subject Title	Subject Code	Credit
III	Core - 13	GENRE STUDIES	CMEN51	4
III	Core - 14	SHAKESPEARE	CMEN52	4
III	Core – 15	RESEARCH METHODOLOGY	CMEN53	4
III	Core – 16 (SBE)	TRANSLATION THEORY AND PRACTICE	CMEN54	4
III	Core – 17 (Optional)	ENVIRONMENT AND LITERATURE/ MARGINAL LITERATURE	CEEN51/ CEEN52/	4
III	Core – 18	INDIAN LITERATURE IN TRANSLATION	CEEN53	4
IV	Skill Based Subject (Common)	PERSONALITY DEVELOPMENT/EFFECTIVE COMMUNICATION	CCSB51/ CCSB52	2



**Total Marks: 100 Internal Exam: 25 marks + External Exam: 75 marks**

**A. Scheme for internal Assessment:**

Maximum marks for written test: **20 marks**

**3 internal tests**, each of **1 hour** duration shall be conducted every semester.

To the average of the **best two** written examinations must be added the marks scored in. The **assignment** for 5 marks.

The break up for internal assessment shall be:

Written test- 20 marks; Assignment -5 marks Total - 25 marks

**B. Scheme of External Examination**

**3 hrs.** examination at the end of the semester

A – Part : 1 mark question two - from each unit

B – Part : 5 marks question one - from each unit

C – Part : 8 marks question one - from each unit

➤ **Conversion of Marks into Grade Points and Letter Grades**

S.No	Marks	Letter Grade	Grade point (GP)	Performance
1	90-100	O	10	Outstanding
2	80-89	A+	9	Excellent
3	70-79	A	8	Very Good
4	60-69	B+	7	Good
5	50-59	B	6	Above Average
6	40-49	C	5	Pass
7	0-39	RA	-	Reappear
8	0	AA	-	Absent

➤ **Cumulative Grade Point Average (CGPA)**

$$CGPA = \frac{\Sigma (GP \times C)}{\Sigma C}$$

- **GP** = Grade point, **C** = Credit
- CGPA is calculated only for Part-III courses
- CGPA for a semester is awarded on cumulative basis

➤ **Classification**

- First Class with Distinction : CGPA  $\geq 7.5^*$
- First Class : CGPA  $\geq 6.0$
- Second Class : CGPA  $\geq 5.0$  and  $< 6.0$
- Third Class : CGPA  $< 5.0$



## **GENRE STUDIES**

### **Objectives:**

- To introduce students to various genres of literature.
- To help students to understand the features and characteristics of different genres.
- To sensitize students on the socio linguistic codes and conventions of different genres.
- To orient students about the patterns of narration.
- To provide insights about generic variations.

### **Unit I: Figures of Speech**

Alliteration, Anaphora, Antithesis, Assonance, Conceit, Hyperbole, Irony, Metonymy, Metaphor, Onomatopoeia, Paradox, Personification, Pun, Simile, Synecdoche.

### **Unit II: Schools and Movements**

Age of Johnson, Augustan Age, Cavalier Poets, Classicism, Early Tudor, Elizabethan Age, The Enlightenment, Graveyard School, Metaphysical Poetry, Neoclassicism, Pre-Raphaelites, Restoration, Romanticism, University Wits, Imagism.

### **Unit III: Themes and Characters**

Alienation, Antagonist, Byronic Hero, Epiphany, Hamartia, Allegory, Allusion, Ambiguity, Blank Verse, Free Verse, Catastrophe, Catharsis, Confessional Poetry, Cyberpunk, Denouement.

### **Unit IV: Poetry and Drama**

Heroic Couplet, Meter, Ballad, Burlesque, Chronicle Play, Closet Drama, Comedy, Detective Story, Domestic Tragedy, Dramatic Monologue, Elegy, Epic, Mock Epic, Mock Heroic, Epistle, Lyric, Masque, Melodrama, Farce, Foot, Problem Play, Satire, Soliloquy, Sonnet, Stanza, Tragedy, Tragicomedy, Haiku, Heroic Drama, Idyll, Interlude.

### **Unit V: Prose, Short story and Novel**

Essay, Biography, Autobiography, Bildungsroman, Gothic Novel, Epistolary Novel, Campus Novel, Graphic Novel, The Grotesque, Historical Novel, Memoir, Picaresque Novel, Point of View, Science Fiction, Sentimental Novel, Short Story.

### **Prescribed Texts:**

1. Chris Baldrick. *The Concise Oxford Dictionary of Literary Terms*. 2nd Ed, Oxford University Press, 2004.
2. Edward G. Quinn. *A Dictionary of Literary and Thematic Terms*. Checkmark Books, 2000.
3. Ian Buchanan. *A Dictionary of Critical Theory*. First Edition, OUP Oxford, 2010.
4. John A. Cuddon and Claire E. Preston. *The Penguin Dictionary of Literary Terms and Literary Theory*. 4th Ed, Penguin Books, 1999.
5. M.H. Abrams and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Eleventh Edition, Cengage Learning, 2015.



# SHAKESPEARE

## Objectives:

- To study Shakespeare based on a reading of the representative plays and selected sonnets.
- To study the principal plays of Shakespeare in the light of the dramatic and literary background of his time.
- To develop critical skills to approach Shakespeare on page and stage
- To make judgments about the meaning of the plays based on the contemporary scenario.
- To recognize and deploy different critical methodologies and understand the range of Shakespeare studies.

## Unit I: General Shakespeare and Popular Shakespearean Critics

Importance of Opening Scenes, Supernatural Elements and Fools and Clowns.

**A.C. Bradley** : “The Substance of Shakespearean Tragedy” from Shakespearean Tragedy

**Tiffany Stern** : “The Theatre of Shakespeare’s London”

## Unit II: Sonnets

Sonnets : 18, 65, 116 & 121

## Unit III: Comedy or Dark Comedy

A Midsummer Night’s Dream

Much Ado About Nothing

## Unit IV: Tragedy

King Lear

## Unit V: Historical

Antony and Cleopatra

## Prescribed Texts:

1. A.C.Bradley. “The Substance of Shakespearean Tragedy”.Shakespearean Tragedy. London: Penguin, 1991.
2. Tiffany Stern. “The Theatre of Shakespeare’s London.”The New Cambridge Companion to Shakespeare. Ed. Margreta de Grazia. Cambridge: Cambridge UP, 2010.
3. William Shakespeare. A Midsummer Night’s Dream. Fingerprint Publishing, 2019.
4. William Shakespeare. Much Ado About Nothing. New York: Penguin Books, 2017.
5. William Shakespeare. King Lear. London: Bloomsbury Publishing, 2018.
6. William Shakespeare. Antony and Cleopatra. London: Bloomsbury Publishing, 2018.



## RESEARCH METHODOLOGY

### Objectives:

- To prepare students to undertake research.
- To introduce the basic concepts of research.
- To train the students on the procedures and techniques.

### Unit I:

Why Document Sources  
Plagiarism and Academic Dishonesty  
Think: Evaluating your sources

### Unit II:

Select: Gathering Information about your sources  
Organize: Creating your Documentation

### Unit III:

The Mechanics of Scholarly Prose

### Unit IV:

Works Cited

### Unit V:

In-Text Citations (Pg: 116)

### Prescribed Text:

1. MLA Eighth Edition. The Modern Language Association of America. New York. 2016.

## TRANSLATION THEORY AND PRACTICE

### Objectives:

- To comprehend any Source language text and acquire the necessary skills to translate it into the Target language using adequate procedures and techniques.
- To become a skilled translator.

### Unit I:

- 1.1. Defining Translation
- 1.2. Art or Science or Craft?
- 1.3. The Nature of Translation
- 1.4. Fields of Translation



- 1.4.1. Literary Translation
- 1.4.2. Scripture Translation
- 1.4.3. Scientific and Technical Translation
- 1.4.4. Interpretation
  - 1.4.4.1. Alternative Interpretation
  - 1.4.4.2. Consecutive Interpretation
  - 1.4.4.3. Simultaneous Interpretation
  - 1.4.4.4. Liaison Interpreting
- 1.5. Translating for the Media
  - 1.5.1. Subtitling
  - 1.5.2. Dubbing
- 1.6. Machine Translation

**Unit II:**

- 1.7. Problems, Principles, Methods and Procedures of Translation
  - 1.7.1. Problems of Translation
    - 1.7.1.1. Lexis
    - 1.7.1.2. Syntax
  - 1.7.2. The Role of the Translator
  - 1.7.3. Principles of Translator
    - 1.7.3.1. Principle of Fidelity
    - 1.7.3.2. Principle of Intelligibility
    - 1.7.3.3. Principle of Communication Load
    - 1.7.3.4. Principle of Contextual Consistency
- 1.9. Grammatical Classes and Universal Semantic Categories
  - 1.9.1. Lexical Ambiguity due to Semantic Categories
  - 1.9.2. Words with Complex Structures
- 1.10. Transformational Generative Grammar and Translation
  - 1.10.1. Syntactic Ambiguity
  - 1.10.2. Paraphrase
  - 1.10.3. The Same Grammatical Conversation having Different Meanings.

**Unit III:**

- 1.11. Referential Meaning
  - 1.11.1. Syntactic Marking of the Referential Meaning
  - 1.11.2. Marking of Meaning by Semotaxis
  - 1.11.3. Techniques of Semantic Analysis
    - 1.11.3.1. Chain Analysis
    - 1.11.3.2. Hierarchical Analysis
    - 1.11.3.3. Componential Analysis
- 1.12. Connotative Meaning
- 1.13. Transfer



- 1.13.1. Idioms
- 1.13.2. Figurative Expressions
- 1.13.3. Generic and Specific Meanings
- 1.13.4. Use of classifiers
- 1.13.5. Active and Passive constructions
- 1.13.6. Ellipsis
- 1.13.7. Tenses
- 1.13.8. Inclusive vs. Exclusive First Person Plural
- 1.13.9. Honorifics
- 1.14. Restructuring

**Unit IV:**

- 2.0. Approaches, Methods and Techniques
  - 2.1. Determiners
    - 2.1.1. Articles
    - 2.1.2. Demonstrative Adjectives and Demonstrative Pronouns
    - 2.1.3. Possessive Adjectives and Possessive Pronouns
    - 2.1.4. Interrogative Adjectives and Interrogative Pronouns
    - 2.1.5. Reflexive Pronouns
    - 2.1.6. Indefinite Pronouns
      - 2.1.6.1. Some
      - 2.1.6.2. Any
      - 2.1.6.3. No
      - 2.1.6.4. None
      - 2.1.6.5. All
      - 2.1.6.6. Every
      - 2.1.6.7. Each
      - 2.1.6.8. Both, Either and Neither
  - 2.2. Morphological Categories
    - 2.2.1. Number
    - 2.2.2. Gender
    - 2.2.3. Person

**Unit V:**

- 2.2.4. Tense and Aspect
- 2.2.5. Mood
- 2.2.6. Voice
  - 2.2.6.1. Nominative with Infinitive
  - 2.2.6.2. Accusative with Passive Infinitive
- 2.3. Translating Inchoative Verbs
- 2.4. Translating Modals
  - 2.4.1. Shall



- 2.4.2. Will
- 2.4.3. Shall and Will Compared and Contrasted
- 2.4.4. Can
- 2.4.5. May
- 2.4.6. Can and May Compared and Contrasted
- 2.4.7. Must
- 2.4.8. Would
- 2.4.9. Should
- 2.4.10. Could
- 2.4.11. Might
- 2.4.12. Ought
- 2.4.13. Dare
- 2.4.14. Need
- 2.4.15. Used to

**Prescribed Texts:**

1. Nihamathullah A. Procedures of Translating. Tirunelveli: Shameem Publication, 2009.
2. Nihamathullah A. Techniques of Translation. Tirunelveli: Shameem Publication, 2009.

## **ENVIRONMENT AND LITERATURE**

**Objectives:**

- To introduce the nature and ecological aspects of literature and the critical practice of reading literature.
- To establish a firm foundation in environmental writing and eco-criticism, thus bridging gaps between creative and scientific writing, through essays, poems, fiction and non-fiction.
- To identify strategies used by poets, and fiction and nonfiction writers to address environmental questions through both the form and content of their works.

**Unit I: Essays on Environment**

- Rachel Louise Carson : And No Birds Sing  
Aldo Leopold : Land Ethics  
Henry David Thoreau : Pond

**Unit II: Introduction to Ecocriticism**

- Cheryll Glotfelty : Literary Study in an Age of Environmental Crisis





Peter Barry : “Ecocriticism” from Beginning Theory

### Unit III: Ecocritical Studies

NirmalSelvamony : tiNaipoetics  
Gretchen T. Legler : Ecofeminist Literary Criticism

### Unit IV: Poetry

D.H. Lawrence : Snake  
G.M.Hopkins : Spring  
F.G. Scott : The Unnamed Lake  
Douglas A. Stewart : The Silkworm  
W.W.E. Ross : The Snake Trying

### Unit V: Fiction

John Steinbeck : The Grapes of Wrath  
Charlotte McConaghy : Migrations

### Prescribed Texts:

1. Rachel LouiseCarson. Silent Spring. Crest Book.
2. Leopold, Aldo, Charles Walsh Schwartz, Barbara Kingsolver. A Sand County Almanac: And Sketches Here and There. New York: Oxford University Press, 2020.
3. Thoreau, Henry David. “Pond”, Walden. Boston: Ticknor and Fields, 1854.
4. Glotfelty, Cheryl and Harold Fromm (Ed.) The Eco-criticism Reader: Landmarks in Literary Ecology. London: University of Georgia Press
5. Barry, Peter. Beginning Theory: An Introduction to Literary and Critical Studies. 3rd revised edition, 2009 Manchester University Press, 2009.
6. Selvamony, Nirmal. “tiNai Poetics and Tamil Poetry”. Horizons, ed. Suresh Frederick, Thanjavur: Amithamani, 2011.
7. Warren, Karen J. Ed. Ecofeminism: Women, Culture, Nature. Bloomington: Indiana University Press, 1997.
8. <https://www.poetryfoundation.org/poems/148471/snake-5bec57d7bfa17>
9. <https://www.poetryfoundation.org/poems/51002/spring-56d22e75d65bd>
10. <https://allpoetry.com/The-Unnamed-Lake>
11. <https://allpoetry.com/poem/8530083-The-Silkworms-by-Douglas-Alexander-Stewart>
12. <http://www.english-for-students.com/the-snake-trying.html>
13. Steinbeck, John. The Grapes of Wrath. United States: The Viking Press, 1939.
14. Charlotte McConaghy. Migrations. Flatiron Books, 2021.



## MARGINAL LITERATURE

### Objectives:

- To introduce the literature that represent the marginalised.
- To enable the students understand and identify the factors responsible for the different types of marginalisation.
- To probe deep into the issues that bring in the paradigm shift.

### Unit I: Theory

National Research Council	: Theories of Discrimination
TerryGoldie	: The Representation of the Indigene

### Unit II: Racial Discrimination

Suzan-Lori Parks	: Venus
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### Unit III: Cultural Discrimination

Chinua Achebe	: Arrow of God
Ta-Nehisi Coates	: Between the World and Me

### Unit IV: Social Discrimination

Alice Walker	:The Color Purple
Azeem Ibrahim	: The Rohingyas: Inside Myanmar's Hidde Genocide

### Unit V: Diaspora

Uma Parameswaran	: Mangoes on the Maple Tree
Zadie Smith	: White Teeth

### Prescribed Texts:

1. National Research Council. "Theories of Discrimination," Measuring Racial Discrimination. Washington, DC: The National Academies Press, 2004.
2. Goldie, Terry. "The Representation of the Indigene", Engaging with Literature of Commitment. Volume 2, New York: Rodopi, 2012.
3. Parks, Suzan-Lori. Venus. New York: Theatre Communications Group, 2015.
4. Achebe, Chinua. Arrow of God. New York: Anchor Books, 1969.
5. Ta-Nehisi Coates. Between the World and Me. One World. 2015.
6. Walker, Alice. The Color Purple. New York: Penguin Books, 2019.
7. Azeem Ibrahim. The Rohingyas: Inside Myanmar's Hidden Genocide. Speaking Tiger Publishing Private Limited, 2017.
8. Parameswaran, Uma. Mangoes on the Maple Tree. New York: iUniverse, 2006.
9. Zadie Smith. White Teeth. Penguin UK, 2001.



## INDIAN LITERATURE IN TRANSLATION

### Objectives:

- To impart the uniqueness and supremacy of landscape in Indian Literature.
- To afford a comprehensive outline of different literatures in India.
- To present multilingual translated works of Indian Literature.
- To depict Indian convention through the innovative voices of various vernaculars.
- To create an awareness of ethnic distinctions in translated works.

### Unit I: Prose

Murkoth Kumaran	:The Great Search (The Biography of Sree Narayana Guru)
KumudPawde	: The Story of My “Sanskrit” (Autobiography)
Suresh Joshi	: On Interpretation (ChintamayiManasa)
Sisir Kumar Das	: The Mad Lover

### Unit II: Poetry

S. Joseph	: My Sister’s Bible
N.Pichamurti	: National Bird
Lankesh	: Mother
AvtarPaash	: Lines to our own Insecurity

### Unit III: Short Story

Ashok Mitran	: Still Bleeding from the Wound
V.M. Bashir	: Fool’s Paradise
Satyajit Ray	: The Indigo Terror

### Unit IV: Drama

Komal Swaminathan	: ThanneerThanneer
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### Unit V: Fiction

Kalki	: PonninyinSelvan: New Floods – Volume I
U.R. Ananthamurthy	: Bharathipura

### Prescribed Texts:

1. Murkoth Kumaran, “The Great Search.”The Biography of Sree Narayana Guru. 1st Ed. SNDS Trust, 1998.
2. <https://www.arvindguptatoys.com/arvindgupta/well-english.pdf>
3. Suresh Joshi.On Interpretation, ChintamayiManasa, Joshi, Suresh, Suresh Joshinu. Sahitya Vishwa: Criticism, Vol 1 & 2, Gujarat SahityaAcademi,



- Gandhinagar, 2005.
4. <http://egyankosh.ac.in/bitstream/123456789/54064/1/B-1U-2.pdf>
  5. <https://www.poetryinternational.org/pi/poem/17776/auto/0/0/S-Joseph/My-Sisters-Bible/en/tile>
  6. <http://cuckooscall.blogspot.com/2006/07/national-bird.html>
  7. <http://komalesha.blogspot.com/2014/09/mother-english-translation-of-avva-by-p.html>
  8. <https://parchanve.wordpress.com/category/authors/paash/>
  9. Ashok Mitran. Still Bleeding from the Wound. India Penguin, 2016.
  10. V.M. Bashir. Fool's Paradise. ViddikaludeSwargam, 1948.
  11. [https://www.parabaas.com/translation/database/translations/stories/satyajit\\_indigo.html](https://www.parabaas.com/translation/database/translations/stories/satyajit_indigo.html).
  12. Ananthamurthy U R. Bharathipura. New Delhi: Oxford University Press, 2012.
  13. Kalki. New Floods: Ponniyin Selvan. Zero Degree Publishing, 2019.

## **PERSONALITY DEVELOPMENT**

### **UNIT I: INTRODUCTION**

Concept of personality - Dimensions of personality – Significance & Stages of personality development - Elements of Success

### **UNIT II POSITIVE ATTITUDE & SELF-MOTIVATION**

Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages – Negative attitude- Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitude. Concept of motivation - Significance – Internal and external motives - Importance of self-motivation-Factors leading to de-motivation

### **UNIT III SELF DEVELOPMENT SKILLS**

Emotional Adjustment - Self-Awareness – Self-esteem - Self-Confidence - Stress Coping Ability – Time Management

### **UNIT IV SOCIAL SKILLS DEVELOPMENT**

Assertiveness - Interpersonal Relationship – Problem Solving - Decision Making - Conflict Resolution

### **UNIT V SERVICE ORIENTATION & EMPLOYABILITY QUOTIENT**

Social Concern - Value System and Culture; Resume building- Developing Group Discussion Skills – Facing the Mock Interview Sessions

### **Text Books:**



1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Bhatia, R. C. (2010). Personality Development, Ane Books Pvt. Ltd., Chennai.
3. Aurther, J. (2006). Personality Development. Lotus Press, New Delhi.

**Reference Books:**

1. Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi.Tata McGraw-Hill 1988.
2. Stephen P. Robbins and Timothy A. Judge (2014), Organizational Behavior 16th Edition: Prentice Hall.
3. Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003
4. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
5. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House.2005.
6. Seven Habits Of Highly Effective People – Stephen Covey
7. You Can Win – Shiv Khera

## **EFFECTIVE COMMUNICATION**

**Objectives:**

- To impart effective communication skills to enrich students’ personality development and self confidence
- To enhance the students’ employability skills
- The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students

**Teaching Methodology:**

Lectures, Practical classes, Video, Public speaking, Group Discussion and Case Studies

**Unit – I Introduction**

Introduction to Communication, Flow of Communication, Elements of Communication and their characteristics - Models of Communication - Barriers to Communication, How to overcome barriers of communication.

**Unit – II Understanding Human Communication**

Types of Communication transactions, Culture and communication- Signs, symbols and codes in communication, Tools of communication (Oral, written, one way, two way, verbal and nonverbal, vertical and horizontal and lateral) Business communication-Body language.



### **Unit – III Effective Communication**

Concept, nature and relevance to communication process: - Empathy - Persuasion - Perception - Listening - Learning and Audio-Visual Aids- concept and classification

### **Unit – IV Language and Communication**

Listening skills– Etiquette (Personal, social, telephone, email and global), Types of Listening, Barriers to Effective Listening & Traits of a Good Listener, Language for Communication: Language and Communication; General Principles of Writing; Improving Writing Skills, Essentials of good style, Expressions and words to be avoided

### **Unit – V Employment Communication**

Soft Skills: Empathy - Intrapersonal skills - Interpersonal skills - Problem solving – Reflective thinking - Critical thinking - Negotiation skills, Employment Communication – Resume:Contents of Good Resume; Job Interview- Job Interview Techniques- Manners and etiquettes to be maintained during an interview; and Presentation skills.

#### **References:**

- SOFT SKILLS, 2015, Career Development Centre, Green Pearl Publications.
- Barker, L. (1990). “Communication”, New Jersey: Prentice Hall, Inc; 171.
- Devito, J. (1998) Human Communication. New York: Harper & Row.
- Patri and Patri (2002); Essentials of Communication. Greenspan Publications

