



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	CCSB51	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 ≥ 6.0
- Second Class : CGPA ≥ 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 Baldick. 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
------------------	---------

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 Hidden 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)
Kumud Pawde	: 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
Avtar Paash	: 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	: Thanneer Thanneer
-------------------	---------------------

Unit V: Fiction

Kalki	: Ponnaiyan Selvan: 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.
 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 - PERSONALITY

Definition –Determinants –Personality Traits –Theories of Personality –Importance of Personality Development. SELF AWARENESS–Meaning –Benefits of Self –Awareness –Developing Self –Awareness. SWOT–Meaning –Importance–Application –Components. GOAL SETTING–Meaning–Importance –Effective goal setting –Principles of goal setting –Goal setting at the Right level.

UNIT :II- SELF MONITORING

Meaning –High self –monitor versus low self monitor –Advantages and Disadvantages self monitor–Self –monitoring and job performance. PERCEPTION–Definition–Factor influencing perception–Perception process –Errors in perception –Avoiding perceptual errors. ATTITUDE–Meaning–Formation of attitude –Types of attitude –Measurement of Attitudes –Barriers to attitude change –Methods to attitude change.

ASSERTIVENESS–Meaning –Assertiveness in Communication –Assertiveness Techniques –Benefits of being Assertive –Improving Assertiveness.

UNIT : III - TEAM BUILDING

Meaning –Types of teams –Importance of Team building–Creating Effective Team. LEADERSHIP–Definition –Leadership style–Theories of leadership –Qualities of an Effect leader. NEGOTIATION SKILLS–Meaning –Principles of Negotiation –Types of Negotiation –The Negotiation Process –Common mistakes in Negotiation



process. CONFLICT MANAGEMENT–Definition-Types of Conflict-Levels of Conflict –Conflict Resolution –Conflict management .

UNIT :IV - COMMUNICATION

Definition –Importance of communication –Process of communication - Communication Symbols –Communication network –Barriers in communication –Overcoming Communication Barriers. TRANSACTIONAL ANALYSIS–Meaning –EGO States –Types of Transactions –Johari Window-Life Positions. EMOTIONAL INTELLIGENCE-Meaning –Components of Emotional Intelligence-Significance of managing Emotional intelligence –How to develop Emotional Quotient. STRESS MANAGEMENT–Meaning –Sources of Stress –Symptoms of Stress –Consequences of Stress –Managing Stress.

UNIT :V - SOCIAL GRACES

Meaning–Social Grace at Work –Acquiring Social Graces. TABLE MANNERS–Meaning –Table Etiquettes in Multicultural Environment-Do's and Don'ts of Table Etiquettes. DRESS CODE–Meaning-Dress Code for selected Occasions –Dress Code for an Interview. GROUP DISCUSSION–Meaning –Personality traits required for Group Discussion-Process of Group Discussion-Group Discussion Topics. INTERVIEW–Definition-Types of skills –Employer Expectations –Planning for the Interview –Interview Questions-Critical Interview Questions.

REFERENCES:

1. Dr.S. Narayana Rajan, Dr. B. Rajasekaran, G. Venkadasalapathi, V. Vijuresh Nayaham and Herald M.Dhas, Personality Development, Publication Division, Manonmaniam Sundaranar University, Tirunelveli
2. Stephan P.Robbins, Organisational Behaviour, Tenth Edition, Prentice Hall of India Private Limited, New Delhi,2008.
3. Jit S. Chandan, Organisational Behaviour, Third Edition, Vikas Publishing House Private Limited, 2008.
4. Dr.K.K. Ramachandran and Dr.K.K. Karthick, From Campus to Corporate, Macmillan Publishers India Limited, New Delhi,2015.

