

# BACHELOR OF ARTS ENGLISH LANGUAGE AND LITERATURE

## Programme SYLLABUS



SREENARAYANAGURU  
OPEN UNIVERSITY

**SREENARAYANAGURU OPEN UNIVERSITY**

(The State University for Education, Training and Research in Blended Format, Kerala)

# **SREENARAYANAGURU**

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# O P E N U N I V E R S I T Y

**B.A. ENGLISH LANGUAGE AND LITERATURE**

**PROGRAMME SYLLABUS**

**(Semester I, II, III, IV, V and VI)**

**Version 1.0**

**2022 Admission Onwards**

**CBCS-UG Regulations 2021**

**June 2021**

**SREENARAYANAGURU OPEN UNIVERSITY**  
**Programme Structure Template**  
**Bachelor of Arts (B.A.) in English Language and Literature**

Sem	Discipline Core Course (6 Credits each)	Discipline Specific Elective (6 Credits each)	Ancillary Course (6 Credits each)	Language Core (6 Credits each)	MIL (6 Credits each)	Generic Elective (2 Credits each)	Ability Enhancement Compulsory Course (4 Credits each)	Skill Enhancement Course (2 Credits each)	Skill Enhancement Compulsory Course (2 Credits)	Dissert ation/ Project (6 Credits)	Total Credit s per Semester
I	DC-1		AN-A1	ENG-1 (LC)			AC -1				22
II	DC-2		AN-B1		MIL-1		AC -2				22
III	DC-3		AN-A2	ENG-2 (LC)				SE-1	SC		22
IV	DC-4	DE-1	AN-B2		MIL-2						24
V	DC-5	DE-2 DE-3				GE-1		SE-2			22
VI	DC-6					GE -2				DP	
	DC-7										
Total	42 Cr	18 Cr	24 Cr	12 Cr	12 Cr	4 Cr	8 Cr	4 Cr	2 Cr	6 Cr	132 cr

DC	: Discipline Core Course	SE	: Skill Enhancement Courses (Core)
DE	: Discipline Specific Elective Course	AC-1	: Environmental Studies
AN-A	: Ancillary Course	AC-2	: Communication course (English or MIL)
AN-B	: Ancillary Course	SC	: Humanism and Logic
GE-1	: Generic Electives from ENG and MIL	MIL	: Modern Indian Languages
GE-2	: Generic Electives from Other Disciplines	DP	: Dissertation / Project
ENG	: English Language Core		

## Semester-wise Programme Details

First Semester			
Sl No	Type of the course	Course Code	Course Name
1	Discipline Core	B21EG01DC	Introduction to Literature
2	Ancillary Course	B21HS01AN	History of Britain I
3	Language Core	B21EG01LC	Reading and Writing English
4	Ability Enhancement Compulsory Course	B21ES01AC	Environmental Studies

Second Semester			
Sl No	Type of the course	Course Code	Course Name
1	Discipline Core	B21EG02DC	Introduction to Literary Genres I: Poetry and Drama
2	Ancillary Course	B21JL01AN	Introduction to Mass Communication
3	Modern Indian Language (learners can choose any one. The same course should be chosen for MIL II)	B21AR01LC	Functional Arabic
		B21HD01LC	हिंदी गद्य साहित्य और संरचना Hindi Gadya Sahitya Aur Samrachana
		B21ML01LC	മലയാളസാഹിത്യം : കവിത -കഥ - ഉപന്യാസം - നോവൽ Malayalasaahithyam: Kavita-Kadha- Upanyasam-Novel
		B21SN01LC	गद्यं नाटकं च Gadyam Natakam Cha
4	Ability Enhancement Compulsory Course (learners can	B21AR01AC	Communication in Arabic
		B21EG01AC	English for Communication

	choose any one)	B21HD01AC	रोज़मर्रा हिंदी Rozmara Hindi
		B21ML01AC	പ്രായോഗികമലയാളം Prayogikamalayalam
		B21SN01AC	व्यावहारिकसंस्कृतम् Vyavaharikasamskrutham

Third Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	B21EG03DC	Introduction to Literary Genres II: Prose and Fiction
2	Ancillary Course	B21HS02AN	History of Britain II
3	Language Core	B21EG02LC	Literature and the Contemporary World
4	Skill Enhancement Course	B21EG01SE	English for Business and Professional Communication
5	Skill Enhancement Compulsory Course	B21HL01SC	Humanism and Logic

Fourth Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	B21EG04DC	Indian Writing in English
2	Discipline Specific Elective Courses  (learners can choose any one)	B21EG01DE	Regional Literatures in Translation
		B21EG02DE	European Fiction
3	Ancillary Course	B21JL02AN	News Reporting and Editing
4	Modern Indian Languages (MIL II)	B21AR02LC	Literature in Arabic
		B21HD02LC	हिंदी पद्य साहित्य और अनुवाद Hindi Padya Sahitya Aur Anuvad
		B21ML02LC	മലയാള സാഹിത്യമാതൃകകൾ : ആത്മകഥ, ജീവചരിത്രം, യാത്രാവിവരണം, അനുഭവ സാഹിത്യം  Malayala Sahithyamathrukakal: Aathmakadha, Jeevacharitram, Yathravivaranam, Anubhavasahithyam
		B21SN02LC	महाकाव्यं गद्यकाव्यं च Mahakavyam Gadyakavyam Cha

Fifth Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	B21EG05DC	English Language and Linguistics
2	Discipline Specific Elective Courses (DE) (Learner can choose any two)	B21EG03DE	Women's Writing
		B21EG04DE	American Literature
		B21EG05DE	Literature and the Environment
		B21EG06DE	World Literatures
3	Generic Electives - I (Learners can choose any one. General Electives from Core Discipline cannot be chosen)	B21AR01GE	Modern Standard Arabic
		B21HD01GE	व्यावहारिक हिंदी Vyavaharik Hindi
		B21ML01GE	ആധുനികമലയാള സാഹിത്യചരിത്രം Aadhunikamalayala Sahithyacharithram
		B21SN01GE	संस्कृतसोपानम् Samskruthasopanam
4	Skill Enhancement Course	B21EG02SE	English for Proficiency in Competitive Examinations



Sixth Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	B21EG06DC	Principles of Literary Criticism
2	Discipline Core	B21EG07DC	Postcolonial Literatures
3	Generic Elective II  (Learners can choose any one)	B21BB01GE	Entrepreneurship and Startups
		B21CA01GE	Computer Systems and Internet Technologies
		B21CM01GE	Banking
		B21EC01GE	Economics for Everyday Life
		B21HS01GE	Modernisation of Kerala
		B21PH01GE	Introduction to the Philosophy of Sreenarayanaguru
		B21SO01GE	Introduction to Sociology
4	Dissertation/ Project	B21EG01DP	Dissertation/Project

### Evaluation:

The evaluation of the programme will be based on two modes:

1. Continuous Internal Evaluation (CIE).
2. End Semester Examination (ESE).
3. The CIE and ESE will be in the ratio 30:70.

# Semester I

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **DISCIPLINE CORE**

#### **B21EG01DC**

### **INTRODUCTION TO LITERATURE**

**CREDITS: 6**

#### **Course Objectives**

1. To introduce the learner to the world of literature.
2. To take them through the evolutionary stages in the formation of the discipline of literature
3. To acquaint the learner with different periods and their salient features in the history of literature

#### **Course Outcomes**

Upon completing the course, learners will,

1. have an understanding of the interface between literature and life.
2. have an idea about literature as a textual device representing life.
3. have knowledge of the evolutionary phases in the formation of the discipline of literature.
4. be familiar with representative texts of different ages of literature.

#### **COURSE DETAILS**

##### **BLOCK 1: Introduction to Literature**

UNIT 1	What is Literature?
UNIT 2	Literature and Society
UNIT 3	Mario Klarer: "What is Literature? What is a Text?"

##### **BLOCK 2: Major Periods of Literature – I**

UNIT 1	Old English and Middle English Periods
UNIT 2	Renaissance
UNIT 3	Neo-Classical Age

**BLOCK 3: Major Periods of Literature – II**

UNIT 1	Romantic Age
UNIT 2	Victorian Period
UNIT 3	Modern Period
UNIT 4	Postmodern Period

**BLOCK 4: Representative Texts – I**

UNIT 1	Geoffrey Chaucer: General Prologue, <i>Canterbury Tales</i> - Introduction, Lines 1-31. (Neville Coghill)
UNIT 2	Edmund Spenser: “Epithalamion”
UNIT 3	William Shakespeare: “To be or Not to be.” <i>Hamlet</i> , Act III, Scene I (Soliloquy)

**BLOCK 5: Representative Texts – II**

UNIT 1	Joseph Addison: “Sir Roger at the Assizes”
UNIT 2	Mary Shelley: <i>Frankenstein</i>
UNIT 3	Matthew Arnold: “Dover Beach”

**BLOCK 6: Representative Texts – III**

UNIT 1	Bernard Shaw: <i>Arms and the Man</i>
UNIT 2	W. B. Yeats: “Easter 1916”
UNIT 3	George Orwell “A Hanging”

**References**

- Childs, Peter and Roger Fowler. *The Routledge Dictionary of Literary Terms*. Routledge, 2006.
- Klarer, Mario. *An Introduction to Literary Studies*. Routledge, 2004.
- Nayar, Pramod. K. *A Short History of English Literature*. Amity University Press, 2018.
- Noys, Benjamin. *Introducing Theory: A Practical Guide*. Continuum, 2007.

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**B.A. ENGLISH LANGUAGE AND LITERATURE**

**LANGUAGE CORE COURSE**

**B21EG01LC**

**READING AND WRITING ENGLISH**

**CREDITS: 6**

**Course Objectives**

1. Introduction to fundamental concepts and principles of communication, enabling learners to identify and appreciate the skills and techniques involved.
2. Reinforcement of critical thinking through various technicalities of reading.
3. Familiarisation with the nuances of language in literature.
4. Recognition and understanding of the grammatical structures of language to communicate effectively and learning to self-edit documents.
5. Development of the skill to use appropriate and contextual vocabulary and use of the skill to integrate the resources effectively.
6. Cultivation of the skills to merge thoughts into verbal expressions, utilising the techniques involved in writing academic documents to achieve specific purposes.

**Course Outcomes**

Upon completing the course, learners will,

1. have knowledge of various communication contexts that will enable the use of context-specific appropriate language.
2. be equipped with the skills to appreciate and evaluate a text, gaining the acquired skills in comprehending, even complex passages.
3. will have the competency to handle language in various literary and life contexts.
4. display acquired knowledge in structuring grammatical sentences while writing and speaking.
5. be able to process information from various sources and present it in a coherent manner.
6. understand the relevance of writing academic documents and display proficiency in using language in different styles and formats.

## **COURSE DETAILS**

### **BLOCK 1: Glimpses of Communication**

UNIT 1	Introduction to Communication
UNIT 2	Different Forms and Techniques of Communication
UNIT 3	Barriers and Guidelines for Effective Communication

### **BLOCK 2: Reading- The Effective Skill**

UNIT 1	Introduction to Reading
UNIT 2	Types of Reading - Methods and Techniques involved in Reading
UNIT 3	Reading Comprehension
UNIT 4	Analysing Literature Essay - “The Dream and the Message” (Chapter 1 of <i>Ignited Minds</i> ) - A. P. J. Abdul Kalam Short Story - “The Open Window” - H.H. Munro Poetry – “The Blessed Damsel”- Dante Gabriel Rossetti

### **BLOCK 3: Language Development**

UNIT 1	Parts of Speech
UNIT 2	Sentences
UNIT 3	Concord
UNIT 4	Tenses

### **BLOCK 4: Basics of Writing in Communication**

UNIT 1	Fundamental Approach to Writing
UNIT 2	Process Involved in Answering Questions
UNIT 3	Use Vocabulary to Express Thoughts

### **BLOCK 5: Summary, Essays, and Reports**

UNIT 1	Summary Vs Precis
UNIT 2	Writing Abstract
UNIT 3	Essays
UNIT 4	Reports
UNIT 5	Editing and Proofreading

### **BLOCK 6: Practice, Practice, Practice**

UNIT 1	Reading Comprehension Passages
UNIT 2	Grammar and Vocabulary
UNIT 3	Precis
UNIT 4	Essay Writing
UNIT 5	Report Writing

## **References**

Denison, Michaela and George. *English Language & Communication Skills*. SLWS, 2020.

Hegarty, Carol. *English in Context Class Set*. Saddleback, 2000.

Nida, Eugene A. *Words and Thoughts*. Sage, 1974.

Side, R. and G. Wellman. *Grammar and Vocabulary*. Logman, 1999.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **Ancillary Course**

### **B21HS01AN**

### **HISTORY OF BRITAIN I**

**CREDITS: 6**

#### **Course Objectives:**

This course provides an awareness of England from the early 43 CE of the Roman Conquest of England to the Restoration period. The course also provides an understanding of the socio-cultural transformation of England through education.

#### **Course Outcomes:**

The focus of this course is on the history of Britain from the earliest phase up to the modern period. This will enable the learners to understand the historical context of the English literature of the period. Learners also get an idea of how the history of England and English literature are intertwined.

#### **Course Details:**

##### **BLOCK 1: Early History**

Unit 1	British Isles
Unit 2	Roman Conquest- Romano British Culture- various cults-advent of Christianity
Unit 3	Anglo - Saxons- kingdoms formed- society, culture- paucity of sources
Unit 4	Norman Conquest- Government, Oath of Salisbury, Domesday Book

##### **BLOCK 2: Feudalism and the Rise of Urban Centres**

Unit 1	Manorial System
Unit 2	Political Developments
Unit 3	Crusades - Hundred Years War
Unit 4	Decline of Feudalism - the emergence of trade, urban centres, black death

##### **BLOCK 3: Intellectual Developments in Medieval Britain**

Unit 1	Role of Universities - secularism
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Unit 2	Anti-clerical Movement - John Wycliffe - variety of reactions
Unit 3	Middle English Language and Literature - John Gower, William Langland, Chaucer
Unit 4	Secular prose

#### **BLOCK 4: Transition to the Modern Era**

Unit 1	Tudor Monarchy
Unit 2	Growth of the New Middle Classes
Unit 3	Elizabethan Era

#### **BLOCK 5: Renaissance in Literature and Development in Science**

Unit 1	Reformation
Unit 2	Humanism
Unit 3	University Wits-Marlowe, Ben Jonson, John Lyly, William Shakespeare, Spenser, Walter Raleigh
Unit 4	Development in Science

#### **BLOCK 6: England under Stuarts**

Unit 1	Rule of Charles I, religious controversies - civil war
Unit 2	Oliver Cromwell
Unit 3	Puritanism - literature - Edward Taylor, John Dryden, John Milton - Metaphysical poets
Unit 4	Theatre, Satire, Political pamphleteering

#### **References**

- A.L. Rowse, *The Elizabethan Renaissance: The Life of the Society*, Ivan. R. Dee Publisher, 2000.
- E.H. Carter, Mears, et al., *A History of Britain*, Stacey International, 2012.
- Emilie Amt, (Ed.), *Medieval England, 1000-1500: A Reader*, the University of Toronto Press, 2000.
- Eric Brown, *English History, A Concise Overview of the History of England from Start to End*, Guy Saloniki, 2019.
- George Macaulay Trevelyan, *Illustrated English Social History*, Pelican, 1964.
- Kenneth O Morgan (Ed), *The Oxford History of Britain*, OUP Oxford, 2010.
- R.E. Pritchard, *Shakespeare's England: Life in Elizabethan and Jacobean Times*, The History Press Limited, 2003.

Richard Bailey, *Images of English: A Cultural History of the Language*, Cambridge University Press, 2009.

Robert Bucholz and Newton Key, *Early Modern England, 1485-1714*, Wiley- Blackwell, 2003.

Simon Jenkins, *A Short History of England*, Profile Books, 2018.

Winston Churchill, *A History of English-Speaking Peoples*, Bloomsbury Academic, 2015.

**SREENARAYANAGURU OPEN UNIVERSITY**  
**B.A. ENGLISH LANGUAGE AND LITERATURE**  
**ABILITY ENHANCEMENT COMPULSORY COURSE**  
**B21ES01AC**  
**ENVIRONMENTAL STUDIES**  
**CREDITS: 4**

**Course Objectives**

1. To understand the basic concepts of the environment and its linkages
2. To learn about ecosystems, the importance of biodiversity, renewable energy, and sustainable development
3. To study the various environmental degradation problems and environmental management
4. To understand the various social issues related to the environment

**Course Outcomes**

At the end of the course, the learner will be able to:

1. articulate the basic concepts of Environmental Studies and can apply the knowledge practically.
2. describe the various natural resources and enumerate the conservation strategies.
3. articulate the importance of ecosystems, biodiversity, and the need for environmental restoration.
4. explain different kinds of ecosystems.
5. explain the concept and types of biodiversity and conservation strategies.
6. describe methods for the protection and health of the environment, the well-being of people, and economic development.

**COURSE DETAILS**

**BLOCK I: ENVIRONMENT AND NATURAL RESOURCES**

*(Prerequisite: An awareness of their environment, the components of the environment, and the services provided by the environment to our lives.) An idea about natural and energy resources and a basic idea on renewable and non-renewable aspects of these resources)*

UNIT 1: Definition, scope, and multidisciplinary nature of environmental studies, Basic concepts of the environmental segments -lithosphere, hydrosphere, biosphere, and atmosphere and layers of atmosphere, Concepts of climate and weather.

UNIT 2: Definition and classification of renewable and non-renewable resources with examples, Concept and major types of natural resources.

UNIT 3: Forest resources: overview of types and classification of forest in India; threats to forest ecosystem- over-exploitation, timber extraction, deforestation, mining in forest areas, dams and their effects on forest ecosystems; resettlement of people (definition and basic concepts only); Conservation strategies – concept and definition of reforestation, afforestation, social forestry, and agroforestry.

UNIT 4: Water resources: Global distribution of water; water resource types – surface water (pond, lake, river, estuary), ground water; basic concept of water availability and uses, freshwater shortages, threats to water sources: overexploitation of surface and groundwater, water pollution, water logging, floods, drought (definition and basic concepts); conservation and management of water resources – treatment and reuse of wastewater, concepts of sanitary disposal of solid waste, rainwater harvesting and groundwater recharging, watershed management, Coastal Regulation Zone – CRZ (definition and basic concept).

UNIT 5: Land and Mineral Resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification, Minerals - Use and exploitation, environmental effects of extracting mineral resources.

UNIT 6: Energy resources: types and classification, energy use pattern in India, growing energy needs, energy scarcity, fossil fuels and their environmental impact; Clean energy sources –bioenergy/biofuels, solar, wind, tidal, geothermal energy, nuclear energy (concepts and definition only), Future fuels: Hydrogen.

## **BLOCK II: ECOSYSTEMS, BIODIVERSITY AND CONSERVATION**

*(Prerequisite: Awareness regarding ecosystem and the components of ecosystem, an understanding of the importance of life)*

UNIT 1: Concept, Structure and function of an ecosystem

Producers, consumers and decomposers; concept and definition of food chains, food webs, and ecological pyramids.

UNIT 2: Basic awareness on various ecosystems – forest, desert, grassland, wetland, aquatic ecosystems .

UNIT 3: Definition and levels of Biodiversity - genetic, species and ecosystem, Value of biodiversity - consumptive use, productive use, social, ethical, and aesthetic and option values diversity.

UNIT 4: Brief note on India as a mega-diversity nation; hot-spots of biodiversity.

UNIT 5: Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife

conflicts. Concept and definition of Rare, Threatened, Vulnerable, Endangered, Extinct and Endemic species, Examples of IUCN threatened species of plants and animals, Red Data Book.

UNIT 6: Biodiversity conservation at global, national and local levels. Convergence and divergence in species; In-situ and Ex-situ conservation of biodiversity.

### **BLOCK III: SOCIAL ISSUES AND SUSTAINABLE DEVELOPMENT**

*(Prerequisite: A basic understanding on the health effects of poor environmental quality and the problems of population growth)*

UNIT 1: Environment and human health: Environmental quality, human exposure and health impact; types of environmental diseases – occupational diseases/health hazards - asbestosis, silicosis, asthma, fluorosis and allergies (concept and definition only).

UNIT 2: Epidemiological issues in health –vector borne diseases, water borne diseases, water related diseases, airborne diseases.

UNIT 3: Need for public awareness on aspects related to the environment - History of environmental movements in India - Chipko movement, Narmada Bachao Andolan.

UNIT 4: Current environment conservation activities - Swachh Bharat Abhiyan, Haritha Keralam Mission, Role of eco-club, nature club.

UNIT 5: Population growth, population explosion and associated issues.

UNIT 6: Sustainable development: definition and concept; overview and listing of 17 sustainable development goals (SDGs)

### **BLOCK IV: ENVIRONMENTAL ETHICS AND CONTEMPORARY ENVIRONMENTAL ISSUES**

*(Prerequisite: Awareness on the current environmental issues)*

UNIT 1: Concept of Environmental ethics: definition of anthropocentrism, biocentrism, ecocentrism, ecofeminism, environmental equity and justice, food security and social security.

UNIT 2: Overview of solid waste segregation and management, zero waste concept, Basic awareness on plastics and microplastics in environment.

UNIT 3: Concept of global warming and climate change – major drivers of climate change (greenhouse gases and aerosols), Green House Effect, major impacts of climate change on agriculture, forest, water resources, Management options to tackle climate change, Overview of acid rain, ozone layer depletion.

UNIT 4: Concept and definition of carbon sequestration, carbon footprint, carbon credit, carbon Trading, Environmental Politics, Environmental Economics, Green Economy, Circular Economy, Environmental Impact Assessment.

UNIT 5: A brief overview of prominent natural disasters in India earthquakes, landslides, floods, cyclones.

UNIT 6: List of important Acts and Rules for the conservation of environment - Wildlife Protection Act (1972), Water (Prevention and Control of Pollution) Act (1981), Air (Prevention and Control of Pollution) (1974), Environment Protection Act (1986).

## References

- Agarwal, K.C. 2001. *Environmental Biology*, Nidi Publ. Ltd. Bikaner.
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Prashant K. Srivastava, Sudhir Kumar Singh, U. C. Mohanty, Tad Murty, 2020. *Techniques for Disaster Risk Management and Mitigation*. Wiley. P 352. ISBN: 978-1- 119-35919-7.

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# Semester II



# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **DISCIPLINE CORE**

#### **B21EG02DC**

### **INTRODUCTION TO LITERARY GENRES I: POETRY AND DRAMA**

#### **CREDITS: 6**

#### **Course Objectives**

1. Identify different forms of poetry and drama.
2. To be aware of the different aspects of poetry as a literary genre.
3. To analyse and appreciate drama.
4. To enhance the level of literary and aesthetic experience of the learners and to help them respond critically and creatively.

#### **Course Outcome**

At the end of the course learners will be able to,

1. Understand and appreciate poetry and drama as literary art forms.
2. Appreciate the diverse poetic devices and strategies employed by poets.
3. Read a poem critically and analyse and appreciate its contents.
4. Identify the different forms and types of poetry.
5. Read and analyse poetry and drama critically using different critical tools.
6. Understand the verbal and visual language of drama.
7. Critically comment on and engage creatively in producing/performing drama

#### **COURSE DETAILS**

##### **BLOCK 1: BRITISH POETRY I**

UNIT 1 Understanding Poetry: How to Read a Poem?

UNIT 2 Types of Poetry, Poetic Diction, Devices and Metre

UNIT 3 William Shakespeare “Sonnet 116”

UNIT 4 John Donne “A Valediction Forbidding Mourning

UNIT 5 P.B. Shelley “Ode to the West Wind”

## **BLOCK 2: BRITISH POETRY II**

UNIT 1	Robert Browning	“My Last Duchess”
UNIT 2	T.S. Eliot	“Journey of the Magi”
UNIT 3	W.B. Yeats	“A Prayer for My Daughter”
UNIT 4	Ted Hughes	“Thought Fox”

## **BLOCK 3: REPRESENTATIVE POETRY FROM DIFFERENT COUNTRIES**

UNIT 1	Robert Frost	“Mending Wall”
UNIT 2	Wole Soyinka	“Telephone Conversation”
UNIT 3	Kamala Das	“My Grandmother’s House”
UNIT 4	Pablo Neruda	“Tonight I can Write the Saddest Lines”

## **BLOCK 4: READING DRAMA**

UNIT 1	Major Dramatic Genres
UNIT 2	Types of Comedy
UNIT 3	Types of Tragedy
UNIT 4	Dramatic Devices

## **BLOCK 5: SHAKESPEAREAN DRAMA**

UNIT 1	William Shakespeare: Life and Works
UNIT 2	<i>Julius Caesar</i> William Shakespeare
UNIT 3	<i>Julius Caesar</i> Themes and Characterisation
UNIT 4	<i>Julius Caesar</i> Structure and Style

## **BLOCK 6: MODERN DRAMA**

UNIT 1	Introduction to Modern Drama
UNIT 2	<i>A Doll’s House</i> Henrik Ibsen

UNIT 3 *A Doll's House* Themes and Characterisation

UNIT 4 *A Doll's House* Structure and Style

## References

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **ANCILLARY COURSE**

#### **B21JL01AN**

### **INTRODUCTION TO MASS COMMUNICATION**

**CREDITS:6**

#### **Course Objectives**

1. To help learners become proficient in oral and written communication skills
2. To make them aware of the aspects of communication and mass media
3. To expose them to the world of media professionals
4. To introduce the learners to the necessary skills for creating public media messages

#### **Course Outcomes**

At the end of the course learners will be able to,

1. develop a basic understanding about the elements of Communication.
2. acquaint themselves with the important theories and concepts of Communication.
3. inculcate thorough understanding about the various themes of Communication.
4. understand the functions and dysfunctions of Mass Media.
5. acquire knowledge about the dynamics of Mass Communication and Mass Media in relation to technology, culture and in mediation by tracing its evolution.

### **COURSE DETAILS**

#### **BLOCK 1: UNDERSTANDING COMMUNICATION**

UNIT 1	Communication: Concepts, Definitions and Functions
UNIT 2	Elements of Communication: SMCR, Feedback, Noise
UNIT 3	Types of Communication (Interpersonal, Intrapersonal, Group and Mass Communication)
UNIT 4	Verbal and Non-verbal Communication, Barriers To Communication
UNIT 5	Models of Communication – Aristotle (Rhetoric), Harold Lasswell, David Berlo, Shannon and Weaver

## **BLOCK 2: Mass Communication**

UNIT 1	Definitions and Characteristic features of Mass Communication
UNIT 2	Functions and Dysfunctions of Mass Media
UNIT 3	Types of Media – Print, Radio, TV, Film, Internet enabled media
UNIT 4	Advertising, PR, Folk media, Communication For development and social change (Introductory aspects)
UNIT 5	Role and Functions of Mass Media in society

## **BLOCK 3: Themes of Mass Communication**

UNIT 1	The role of language in communication
UNIT 2	Media audience, Public, Public opinion and Public sphere
UNIT 3	Mass Communication and Culture (Introductory aspects)
UNIT 4	The role of media in democracy
UNIT 5	Mass Communication in a networked society

## **BLOCK 4: Theories of Communication**

UNIT 1	Theories of Media Effects – Narcosis, Catharsis, Reinforcement, Magic Bullet Theory, Two Step/Multi-Step
UNIT 2	Psychological Theories – Individual Differences Theory, Selective Exposure, Selective Perception
UNIT 3	Sociological Theories – Cultivation, Agenda Setting
UNIT 4	Normative Theories of Press

## **BLOCK 5: Media Technology**

UNIT 1	Evolution of Printing
UNIT 2	Evolution of Radio Broadcasting
UNIT 3	Evolution of Telecasting
UNIT 4	Evolution of digital media
UNIT 5	Impact of technology on media and mediation, Media Convergence

## **BLOCK 6 : Communication Studies**

UNIT 1	Intercultural communication
UNIT 2	Development and Social Change Communication
UNIT 3	Persuasion and Propaganda
UNIT 4	Media and Globalisation
UNIT 5	Media and the future of mediation

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- Rayudu C S, *Communication*, Himalaya Publishing House, Mumbai Denis McQuail and
- Sven Windahl: *Communication Models*
- Vivian J (2011) *The Media of Mass Communication*, Prentice Hall Everett
- Rogers and Arvind Singhal , *India's Communication Revolution* David
- Crystal (1997), *English as a Global Language*, Cambridge
- Uma Joshi : *Textbook of Mass Communication and Media*, Anmol Publications, New
- Delhi

**SREENARAYANAGURU OPEN UNIVERSITY**  
**MODERN INDIAN LANGUAGE (Malayalam)**  
**B21ML01LC**

മലയാളസാഹിത്യം : കവിത - കഥ - ഉപന്യാസം - നോവൽ  
(Malayalasaahithyam: Kavita- Kadha- Upanyasam-Novel)  
**CREDITS: 6**

**Objectives**

1. കവിത, കഥ, ഉപന്യാസം, നോവൽ എന്നീ സാഹിത്യ രൂപങ്ങളെ പരിചയപ്പെടുക
2. പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുക
3. ആധുനിക കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള സാഹിത്യത്തെ പരിചയപ്പെടുക
4. സാഹിത്യ രൂപം എന്ന നിലയിൽ കഥ, കവിത, ഉപന്യാസം, നോവൽ എന്നിവയുടെ ചരിത്രത്തെ വിമർശനാത്മകമായി സമീപിക്കുക

**Course Outcomes**

1. നവോത്ഥാനകാല കാമികളുടെ കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള കഥകളുടെ ചരിത്രത്തെ പരിചയപ്പെടുന്നു
2. പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുന്നു
3. ഉപന്യാസ സാഹിത്യത്തിന്റെ വൈവിധ്യം തിരിച്ചറിയുകയും പ്രതിപാദനരീതി പരിചയിക്കുകയും ചെയ്യുന്നു
4. മലയാള നോവലിന്റെ ചരിത്രവും പരിണാമവും മനസ്സിലാക്കുന്നു

**COURSE DETAILS**

**ബ്ലോക്ക് 1 : കവിത**

ആധുനികതയുടെ കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള മലയാള കവിതാസാഹിത്യത്തെ പരിചയപ്പെടുക. മലയാളകവിതയുടെ പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുകൂലമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുക.

### വിശദപഠനം

1. വിഷ്ണുക്കുണി- വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ
2. എനിക്കു മരണമില്ല- വയലാർ രാമവർമ്മ
3. അമ്പലമണി- സുഗതകുമാരി
4. നാടെവിടെ മക്കളേ - അയ്യപ്പപ്പണിക്കർ
5. ആൾമറ - റഫീക്ക് അഹമ്മദ്
6. ഇൻസ്റ്റലേഷൻ - വീരാൻകുട്ടി

### ബ്ലോക്ക് 2 : കഥകൾ

നവോത്ഥാനകാല കാഥികരുടെ കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള കഥകളുമായുള്ള പരിചയം നേടുക, പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുകൂലമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുക. കഥകൾ എല്ലാം വിശദപഠനത്തിനായി നിർദ്ദേശിക്കപ്പെട്ടവയാണ്.

### വിശദപഠനം

1. ജന്മദിനം - വൈക്കം മുഹമ്മദ് ബഷീർ
2. വെള്ളപ്പൊക്കത്തിൽ - തകഴി ശിവശങ്കരപ്പിള്ള
3. കോലാട് - മാധവിക്കുട്ടി
4. പാപത്തറ - സാറാ ജോസഫ്
5. ദൽഹി 1981 - എം. മുകുന്ദൻ
6. റെയിൽപ്പാളത്തിലിരുന്ന് ഒരു കുടുംബം ധ്യാനിക്കുന്നു - യു. കെ. കുമാരൻ

### ബ്ലോക്ക് 3 : ഉപന്യാസം



ഉപന്യാസ സാഹിത്യത്തിന്റെ വൈവിധ്യം തിരിച്ചറിയുകയും പ്രതിപാദനരീതി പരിചയിക്കുകയും ചെയ്യുക.ആശയാവതരണം ഗ്രഹിക്കുക.

### വിശദപഠനം

1. സത്യവും സൗന്ദര്യം - കുട്ടികൃഷ്ണമാരാർ (സാഹിത്യവിദ്യ)
2. കാളിദാസനും കാലത്തിന്റെ ദാസൻ - ജോസഫ് മുണ്ടശ്ശേരി
3. ആദർശമാനവികതയുടെ സംഗീതം - കെ. പി. അപ്പൻ (ചരിത്രത്തെ അഗാധമാക്കിയ ഗുരു)
4. സാമന്തസാഹിത്യം - വി. സി. ശ്രീജൻ

### ബ്ലോക്ക് 4 : നോവൽ

#### വിശദപഠനം

1. എ മൈനസ് ബി- കോവിലൻ
2. കൊച്ചരേത്തി- നാരായൻ

#### റഫറൻസ്

1. ഡോ. എം. ലീലാവതി, മലയാളകവിതാസാഹിത്യചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
2. എം. അച്യുതൻ, ചെറുകഥ ഇന്നലെ ഇന്ന്, ഡി സി.ബുക്സ്, കോട്ടയം
3. സുകുമാർ അഴീക്കോട്, മലയാള സാഹിത്യ വിമർശനം, ഡി സി.ബുക്സ്, കോട്ടയം
4. കെ. എം. തരകൻ, മലയാള നോവൽ സാഹിത്യം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
5. ഡോ.എം.ലീലാവതി, വർണ്ണരാജി, എൻ.ബി.എസ്. കോട്ടയം
6. ഡോ.കെ.എം. ജോർജ്ജ്, ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ, ഡി സി ബുക്സ്, കോട്ടയം
7. കെ.പി. അപ്പൻ, മാറുന്ന മലയാള നോവൽ, ഡി സി.ബുക്സ്, കോട്ടയം
8. ഡോ. ഷാജി ജേക്കബ്, ആധുനികാനന്തര മലയാള നോവൽ, വിപണി, കല, പ്രത്യയ ശാസ്ത്രം, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം
9. ഡോ.എം.എം.ബഷീർ, മലയാളചെറുകഥാസാഹിത്യചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
10. ഡോ.പി.കെ.രാജശേഖരൻ, അന്ധനായ ദൈവം, ഡി സി.ബുക്സ്, കോട്ടയം
11. പത്മനാഭൻ രാമചന്ദ്രൻ നായർ എഡി., മലയാള സാഹിത്യനിരൂപണം,

ഡിസി.ബുക്സ്, കോട്ടയം.

12. വി. രാജകൃഷ്ണൻ, ചെറുകുടിയുടെ ഹരനസ്സ്, ഡി സി ബുക്സ്, കോട്ടയം

13. പി. കെ. രാജശേഖരൻ, കഥാന്തരങ്ങൾ, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്

14. എം. എൻ. വിജയൻ, കവിതയും മനശാസ്ത്രവും, ഡി. സി. ബുക്സ്, കോട്ടയം

# SREENARAYANAGURU OPEN UNIVERSITY

## MODERN INDIAN LANGUAGE (Sanskrit)

B21SN01LC

गद्य नाटकं च

(Gadyam Natakam Cha)

CREDITS: 6

### लक्ष्यम् ( Course Objectives)

संस्कृतमण्डले गद्यकाव्यानां सामान्यपरिचयः ।

### उद्देश्यानि ( Course Outcomes)

- पञ्चतन्त्राध्ययनेन पशुपक्षिकथापरिचयः, मूल्यबोधनञ्च ।
- नाट्यशास्त्रस्य नाट्यप्रयोगस्य च सामान्यपरिचयः ।
- नाटकादिदशरूपकाणां सामान्यज्ञानम् ।
- प्राचीनसंस्कृतकथासमग्रज्ञानम् ।
- भासकवेः नाट्यप्रयोगपरिज्ञानम् ।

### Course Details

प्रथमखण्डः - कथासाहित्यमधिकृत्य सामान्यज्ञानम्।

1. 1. कथासाहित्यम् ।
1. 2. पञ्चतन्त्रकथाः ।
- 1.3. चन्द्रभूषतिकथा।

द्वितीयखण्डः - अपरीक्षितकारकाद् उद्धृताः कथाः।

- 2.1. मूर्खब्राह्मणकथा।
2. 2. भारुण्डपक्षिकथा ।
2. 3. मत्स्यमण्डूककथा ।

तृतीयखण्डः - नाटकसाहित्याविर्भावः, विकासः, सांकेतिकपदानि, रूपकविभागाः इत्येतेषां सामान्यावगमनम्।

3. 1. रूपकविभागाः ।
3. 2. नाटकसाहित्यं विकासश्च।
3. 3. भासनाटकचक्रम्।
3. 4. नाटकान्तं कवित्वम्।

चतुर्थखण्डः - भासस्य मध्यमव्यायोगस्य सविशेषाध्ययनम् ।

4. 1. व्यायोगस्य सविशेषता।
4. 2. घटोत्कचप्रवेशः।
4. 3. मध्यमस्य रंगप्रवेशः ।
4. 4. भीम - हिटिम्बीसमागमः।

**आधारग्रन्थाः (References)**

1. पञ्चतन्त्रम् – विष्णुशर्मा।
2. मध्यमव्यायोगः – भासः।

**सहायकग्रन्थाः (Suggested Readings)**

1. A Short History of Sanskrit literature - T.K Ramacandra Iyer, R.S Vadyar & Sons, Kalpathy
2. Pancatantra of Vishusarma, Chowkhambha Sanskrit series, Varanasi.
3. Sanskrit Drama- A.B. Keith
4. A History of Sanskrit Literature-A.A. Macdonel, Motilal banarsidas, Delhi
5. Indian Kavya Literature, Vol II, Motilal Banarsidas, Delhi.
6. Madhyamavyayoga of Bhasa with English translation -T.K Ramacandra Iyer, Vadyar & Sons Kalpthy.

**अन्तर्जालसहायकसामग्र्यः**

1. भासनाटकरङ्गावतरणम्- यूट्यूब

**SREENARAYANAGURU OPEN UNIVERSITY**  
**B.A. ENGLISH LANGUAGE AND LITERATURE**  
**MODERN INDIAN LANGUAGE (Arabic)**  
**B21AR01LC**  
**FUNCTIONAL ARABIC**  
**CREDITS:6**

**Course Objectives**

1. The student can communicate in Arabic in various situations
2. The student can express thoughts in oral and written form through simple sentences in Arabic.
3. The student can read and understand literary texts in Arabic
4. The student can analyze the literary texts in the light of theories of Arabic Grammar
5. The student can assimilate humanistic and moral values in his life

**Course Outcome**

At the end of the course students will be able to,

1. Communicate in Arabic in various situations
2. Express thoughts in oral and written form through simple sentences in Arabic.
3. Read and understand literary texts in Arabic
4. Analyze the literary texts in the light of theories of Arabic Grammar
5. Assimilate humanistic and moral values in his life

**COURSE DETAILS**

**BLOCK 1: رمضان مبارك**

UNIT 1	رمضان مبارك
UNIT 2	هل قضيت إجازة سعيدة
UNIT 3	قضاء وقت الفراغ
UNIT 4	مسابقة في المعلومات

**BLOCK 2: ما رأيك في الواجب المنزلي؟**

UNIT 1	ما رأيك في الواجب المنزلي؟
UNIT 2	الحفل التمثيلي
UNIT 3	جولة في المملكة العربية السعودية

### BLOCK 3: سعاد توفر

UNIT 1	سعاد توفر
UNIT 2	اليوم الرياضي
UNIT 3	هل تفكر في مستقبلك؟
UNIT 4	رحلة إلى المنطقة الشرقية

### BLOCK 4: ما رأيك في مصروف الجيب؟

UNIT 1	ما رأيك في مصروف الجيب؟
UNIT 2	اسأل وابحث
UNIT 3	الكلمات المتقاطعة

### BLOCK 5: القاهرة من فوق البرج

UNIT 1	القاهرة من فوق البرج
UNIT 2	ما رأيك في الزي المدرسي
UNIT 3	وداعاً أيتها المدرسة

### BLOCK 6: Tutorial

Practice sheets based on Blocks 1-5

\* All contents in the blocks are taken from the Book 'Al Arabiyya Li N-naashieen', Book of Students, Part 3, Published by Education Ministry, Kingdom of Saudi Arabia.

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## **SREENARAYANAGURU OPEN UNIVERSITY**

### **MODERN INDIAN LANGUAGE (Hindi)**

**B21HD01LC**

**हिंदी गद्य साहित्य और संरचना**

**(Hindi Gadya Sahitya Aur Samrachana)**

**Credits: 6**

#### **पाठ्यक्रम उद्देश्य (Course Objectives ):**

छात्रों को हिन्दी साहित्य के विभिन्न गद्य रूपों से परिचित कराना, गद्य और निबंध लेखन के विभिन्न रूपों के बारे में छात्रों को परिचय देना। छात्रों को महत्वपूर्ण विचारों और मूल्यों की पहचान देना, और ऐसी रचनाओं के विश्लेषण, व्याख्या और वर्णन करने में सक्षम बनाना।

#### **पाठ्यक्रम परिणाम ( Course Outcomes )**

**Co-1:** हिन्दी कथा साहित्य की विशेषताओं का गहन ज्ञान प्राप्त करना और इसकी पारदर्शी चित्र प्राप्त करने में सक्षम होना। हिन्दी कथा साहित्य की उत्पत्ति और विकास और इसके विभिन्न रूपों से परिचय पाना।

**Co -2:** प्रतिनिधि लेखकों की मुख्य रचनाओं का परिचय करना, एवं उनके शिल्प को समझना, प्रमुख कहानियों का विश्लेषण करना और प्रमुख लेखकों के योगदान का मूल्यांकन करना।

**Co -3:** छात्रों को उचित शब्दावली के प्रयोग में सक्षम बनाना, बेहतर अभ्यास विकसित करना, हिन्दी भाषा में बेहतर संचार और लेखन कौशल विकसित करना।

**Co -4:** छात्रों को कथा लेखन के बारे में समझाना और रचनात्मक कौशल विकसित करने में सक्षम बनाना।

**Co -5:** गद्य के विभिन्न तत्वों का विश्लेषण करें और छात्रों को महत्वपूर्ण सोच और रचनात्मक कौशल से समृद्ध करें।

**Co-6:** नाटकों के आस्वादन और उसकी आलोचना करने की क्षमता हासिल करना और एकांकी के बुनियादी तत्व हासिल करना, प्रख्यात नाटककारों के रचनाओं से परिचय पाना।



पाठ्यक्रम रूपरेखा (COURSE Outline):

**BLOCK 1** हिन्दी कहानी का सामान्य परिचय।

इकाई 1: हिन्दी कहानी का विकास ।

इकाई 2: हिन्दी के प्रमुख कहानीकार ।

इकाई 3: प्रेमचंद, प्रसाद, जैनेंद्र, अज्ञेय और उषा प्रियंवदा का योगदान ।

**BLOCK 2** हिन्दी की प्रमुख कथाएँ।

इकाई 1: ईदगाह - प्रेमचंद

इकाई 2: वापसी - उषा प्रियंवदा

**BLOCK 3** गद्य का उदभव और विकास।

इकाई 1: गद्य के प्रकार।

इकाई 2: निबंध , जीवनी, आत्मकथा, यात्रावृत्त सामान्य निबंध।

इकाई 3: संस्मरण-रेखाचित्र, एकांकी, व्यंग्य आदि।

**BLOCK 4** विविध गद्य रूपों का परिचय।

इकाई 1: सदाचार का तावीज़ - हरिशंकर परसाई (व्यंग्य)

इकाई 2: रज़िया - रामवृक्ष बेनीपुरी (संस्मरण)

**BLOCK 5** संरचनात्मक व्याकरण।

इकाई 1: शब्द-विचार ।

इकाई 2: संज्ञा, लिंग, वचन, कारक सर्वनाम, विशेषण।

इकाई 3: क्रिया ,क्रिया विशेषण ,संबंधबोधक, समुच्चय बोधक ,विस्मयाति बोधक और काल।

**BLOCK 6** व्याकरण के व्यावहारिक प्रयोग।

इकाई 1: शुद्ध कीजिए

इकाई 2: अभ्यासार्थ अनुच्छेद

इकाई 3: अभ्यास के लिए रचना ।

### References

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE ABILITY ENHANCEMENT COMPULSORY COURSE**

**B21EG01AC**

### **ENGLISH FOR COMMUNICATION CREDITS - 4**

#### **Course Objectives**

1. To reinforce the importance of English as a tool for global communication.
2. To develop the linguistic and communicative competence of learners.
3. To initiate the learner to explore practical applications of language in real life contexts.
4. To make learners understand the nuances of communication and its effective usage by enhancing their LSRW and cultural skills.
5. To enhance the skills of the learner to be an effective communicator in a digitally interconnected world.

#### **Course Outcomes**

Upon completing the course, learners will,

1. have been exposed to a variety of learner -friendly modes of language use and practice.
2. be proficient in LSRW skills, along with social media language.
3. be capable of using language related to digital and electronic technology, by employing the advantages of ICT enabled learning.
4. be oriented to the possibilities and pitfalls of communication in formal and informal situations.

#### **COURSE DETAILS**

##### **BLOCK 1: Communication and Language**

- |        |  |
|--------|--|
| UNIT 1 | Introduction to Communication – Language – Origin and Development – Development of Speech and Writing  |
| UNIT 2 | Barriers of Communication through Languages – Formal and Informal Communication – Communication Etiquettes – Written Versus Oral Communication |
| UNIT 3 | The Four Skills of Communication – LSRW – The Fifth Skill of Cultural Awareness – Bilingualism   |
| UNIT 4 | Significance of English as a Global Language – Communication in English – English in India   |

## **BLOCK 2: Receptive or Passive Skills**

- UNIT 1 Learning to Listen – Listening Etiquettes – Problems Affecting Effective Listening – Developing Listening Skills
- UNIT 2 Listening to the Media – Enhancement of Listening Through the Internet: TED Talks – Music with Lyrics on YouTube
- UNIT 3 Ready to Read – Enhancing Vocabulary – Scanning and Skimming
- UNIT 4 Print and Online Reading – Online Resources for Literary Reading

## **BLOCK 3: Productive or Active Skills**

- UNIT 1 Speaking it Out – Speaking to the Mirror – Understanding Your Audience – Overcoming Inhibitions
- UNIT 2 Audio Chats to Enhance Speaking – The Practice of Self-Recording – Online Pronunciation Aids
- UNIT 3 The Written Word – The Writing Process - Writing Plan-Drafts and Revisions – The Well Written Sentence – Diction – Meaning, Clarity and Simplicity – Figurative Language – Collocations – Punctuations
- UNIT 4 Conventions of Social Media Writing – Linguistic Checks – Online Tools to Help

## **BLOCK 4: Communication and Technology**

- UNIT 1 Origins of Technology in Language – The Evolution of Writing – Print and Publication – Technology in Language – Systems of Sound and Motion Recording
- UNIT 2 Evolution of Electronic and Digital Technology – Language and the Cyberspace – Language and ICT – Technical Terms Commonly Used in ICT – The Internet: Aspects of Efficiency and Economy
- UNIT 3 Authenticity of New Media – Misuse and Abuse in Cyber Space
- UNIT 4 Contributing to Social Media – Appropriate and Upright Conduct on Social Media Platforms

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **ABILITY ENHANCEMENT COMPULSORY COURSE**

**B21HD01AC**

**रोज़मर्रा हिंदी  
(Rozmara Hindi)**

**Credits: 4**

### **पाठ्यक्रम उद्देश्य (Course Objectives):**

छात्रों को हिंदी भाषा में प्रभावी और धारा प्रवाही ढंग से बोलने के लिए प्रशिक्षित करना | हिंदी भाषा में कम या बिल्कुल क्षमता वाले छात्रों को जीवन के सभी क्षेत्रों में हिंदी बोलने में सक्षम बनाना और उन्हें हिंदी के विभिन्न साहित्यिक रूपों और लेखकों से परिचित कराना।

### **पाठ्यक्रम परिणाम (Course Outcomes):**

1. जीवन के सभी क्षेत्रों में हिंदी भाषा बोलने में सक्षम बनाना और हिंदी के सामान्य व्याकरण के सही उपयोग को समझना है।
2. वाक्यों, संवादों आदि के अनुवाद करने में सक्षम बनना है और कहानी कहने या किसी घटना के वर्णन करने में सक्षम बनना है।

### **Course Outline**

ब्लॉक 1: भाषा की बुनियादी संरचना और दैनिक गतिविधियाँ

ब्लॉक 2: शुभकामनाएँ अभिलाषाएँ एवं कहानी।

ब्लॉक 3: मेरी छुट्टी, दोस्त और यात्रा।

ब्लॉक 4: पशु-पक्षी, त्यौहार-मेले, पेशा-धंधा, मनपसंद फिल्म आदि।

### **COURSE DETAILS**

ब्लॉक 1: भाषा की बुनियादी संरचना और दैनिक गतिविधियाँ

इकाई 1: नाम और स्थानों के अक्षरों को पहचानें और लिखें और मूल वाक्य संरचना को समझें। एक

दूसरे को संबोधन करें और उचित तरीके से विदा लेने की अनुमति मांगें।

इकाई 2: 'क्या' और 'कहां' जोड़कर प्रश्न पूछना। वाक्य संरचना समझें और 'होना' क्रिया का प्रयोग समझें। वहाँ 'क्या है' और 'क्या नहीं' के बारे में समझना। 'प्रत्यय जैसे मैं, पर, के पास, से दूर और निश्चयवाचक सर्वनाम जैसे ये, वे, यह, वह का प्रयोग करें। विशेषणों का प्रयोग करें: जैसे बड़ा, छोटा, गंदा, साफ, थोड़ा, ज्यादा, कम, बहुत आदि।

इकाई 3: नाम और घरेलू वस्तुओं से परिचय पाना, योजकों को समझना और उनका उपयोग करना। एकवचन/बहुवचन स्त्रीलिंग/पुलिंग आदि का प्रयोग समझना। दैनिक दिनचर्या के बारे में प्रश्न पूछें और उत्तर दें। विभिन्न दैनिक गतिविधियों की सूची बनाएं और उन्हें समझाएं। समय के बारे में जानें और सप्ताह के दिनों को पहचानें।

इकाई 4: संज्ञा, सर्वनाम, विशेषण, लिंग आदि के प्रयोग समझना। उसके व्यावहारिक रूपों से परिचय पाना। दैनिक जीवन का अनुभव बॉट लें। निजवाचक सर्वनाम का प्रयोग करें। मित्रों से दैनिक कार्य और उनकी प्राथमिकताओं के बारे में प्रश्न पूछें और उत्तर दें। फलों और सब्जियों के नाम समझें और पहचानें। भारत के क्षेत्रीय वस्तुओं को पहचानें और नाम दें।

इकाई 5: संज्ञा के साथ क्रियाओं का प्रयोग समझ लें। "चाहिए" क्रिया का विशेष प्रयोग समझ लें।

ब्लॉक 2: शुभकामनाएँ, अभिलाषाएँ एवं कहानी।

इकाई 1: परिवार और दोस्तों के साथ की जाने वाली गतिविधियों के बारे में जानकारी प्राप्त करें। व्यक्तियों, व्यक्तित्व और उपस्थिति के बारे में पूछें और उनका वर्णन करें। इच्छाओं और वरीयताओं के बारे में पूछें और व्यक्त करें। सप्ताह और महीनों के दिनों को पहचानें और उनका उपयोग करें।

इकाई 2: चाहना के साथ डायरेक्ट इनफिनिटिव का प्रयोग करें। पसंद होना, अच्छा लगना के साथ इनफिनिटिव का प्रयोग करें। प्रश्नवाचक शब्दों का प्रयोग करें: कैसे, क्यों, किस प्रकार आदि। विशेषणों की तुलनात्मक और अतिशयोक्तिपूर्ण डिग्री का प्रयोग करें।

इकाई 3: पिछली घटनाओं की एक श्रृंखला का वर्णन करें। कहानी कहने के लिए परिचयात्मक और समाप्त होने वाले पारंपरिक वाक्यांशों का उपयोग करें। इसके बाद, इसी लिए, उसका मतलब, आदि का उपयोग करें।

इकाई 4: (बाद, इसी के लिए, उसका मतलब)। वस्तुओं पर ध्यान केंद्रित करते हुए पूर्ण काल का प्रयोग करें। पुल्लिंग एकवचन का प्रयोग करें। किसी भी मलयालम या हिंदी फिल्म की कहानी

सुनाना।

ब्लॉक:3 मेरी छुट्टी, दोस्त और यात्रा

इकाई 1: छुट्टी के बारे में जानकारी का आदान-प्रदान करें - कहाँ, क्या, कैसे, किसके साथ | सकना, चुकना और पाना का प्रयोग |

इकाई 2: समय के बारे में जानकारी | जैसे सवा तीन, साढ़े नौ, पौने चार आदि | को +INFINITE का प्रयोग (उसको जाना है, मुझे आना है या आना पड़ेगा आदि का प्रयोग )

इकाई3: एक यात्रा कार्यक्रम की पहचान करें कारण बताएं कि कोई स्थान देखने लायक क्यों है? मौसम के अनुसार क्या अच्छा है क्या बुरा है इस बारे में प्रश्न पूछें और उत्तर दें | जितना-उतना, जैसे-वैसे, जहाँ-वहाँ, जिधर-उधर , जब तक –तब तक आदि का प्रयोग समझना |

ब्लॉक4:पशु-पक्षी, त्यौहार-मेले, पेशा-धंधा , मनपसंद फिल्म आदि |

इकाई 1: भारत में पाए जानेवाले पशु-पक्षियों के बारे में बात करना | भारत के उत्सवों के बारे में बात करना |

इकाई 2: विभिन्न प्रकार के पेशे व धंधे के बारे में बातें करना |

इकाई 3: अगर-तो, ताकि का प्रयोग समझना |

इकाई 4: किसी मनपसंद movie के बारे में बताना | उसके पात्रों के बारे में चर्चा करना |

सन्दर्भ ग्रंथ सूची

- 1.रोजमर्य हिंदी: प्रोफ: डी .पी .वनामामलाइ।
2. Every day Hindi : डॉ:सुंगोक होंग ।
- 3 .सरल सामान्य हिंदी: रजीत कुमार त्रिपाठी ।



**SREENARAYANAGURU OPEN UNIVERSITY**  
**ABILITY ENHANCEMENT COMPULSORY COURSE**  
**B21ML01AC**

പ്രായോഗികമലയാളം

(Prayogikamalayalam)

Credits 4

**Objectives**

1. മാതൃഭാഷയിലുള്ള ആശയവിനിമയശേഷി മെച്ചപ്പെടുത്തുകയും ഫലപ്രദമാക്കുകയും ചെയ്യുക
2. മാതൃഭാഷയിൽ പ്രാവീണ്യം നേടുന്നതിനാവശ്യമായ പരിശീലനം നേടുക
3. മലയാളഭാഷയുടെ വ്യത്യസ്തങ്ങളായ പ്രയോഗമേഖലകളെ പരിചയപ്പെടുക
4. വ്യത്യസ്തങ്ങളായ നാല് പ്രയോഗമേഖലകളിലൂടെ ഭാഷ തെറ്റുകൂടാതെ പ്രയോഗിക്കാനുള്ള ശേഷി ആർജ്ജിക്കുക
5. മലയാളഭാഷയെ കൂടുതൽ അടുത്തറിയാനും പഠിക്കാനും പ്രയോഗിക്കാനും സാധിക്കുക

**Course Outcome**

1. മാതൃഭാഷയിൽ ഫലപ്രദമായും സംവേദനപരമായും ആശയവിനിമയം നടത്താനുള്ള ശേഷി ആർജ്ജിക്കുന്നു
2. മാതൃഭാഷയുടെ വ്യത്യസ്ത പ്രയോഗമേഖലകളെ പരിചയപ്പെടുന്നു
3. മാതൃഭാഷയിലെ സാഹിത്യസമ്പത്തുകളെക്കുറിച്ച് അറിവുനേടുന്നു
4. മാതൃഭാഷയുടെ പ്രയോഗത്തിൽ പ്രാവീണ്യം നേടുന്നു.
5. മാതൃഭാഷയുടെ വിജ്ഞാന നിർമ്മാണ പ്രക്രിയയിൽ പങ്കാളിയാവുന്നു

**COURSE DETAILS**

**ബ്ലോക്ക് 1 - എഴുത്ത്**

## വിശദപഠനം

1. മലയാളശൈലി (മൂന്നാം അദ്ധ്യായം) - കുട്ടികൃഷ്ണമാരാർ
2. ശൈലിയെപ്പറ്റി ചില ചിന്തകൾ (സമാലോചന) - എസ്. ഗുപ്തൻ നായർ
3. ഭാഷയും ആശയവിനിമയവും (ഭാഷയും മനഃശാസ്ത്രവും) - ഡോ. കെ. എം. പ്രഭാകരവാര്യർ

## ബ്ലോക്ക് 2 - പ്രഭാഷണം

ആധുനികകേരളത്തിന്റെ സൃഷ്ടിയിൽ നവോത്ഥാന നായകരും സാംസ്കാരികപ്രവർത്തകരും നിർവ്വഹിച്ച പ്രഭാഷണങ്ങൾ നിർണ്ണായക പങ്ക് വഹിച്ചിട്ടുണ്ട്. പ്രഭാഷണകലയെക്കുറിച്ച് മനസ്സിലാക്കുകയും മികച്ച പ്രഭാഷണമാതൃകകൾ പരിചയിക്കുകയും ചെയ്യുകയെന്നതാണ് പഠനോദ്ദേശ്യം.

## വിശദപഠനം

1. പ്രഭാഷണകല - സുകുമാർ അഴീക്കോട്
2. ഭാരതത്തിന്റെ സർഗാത്മകഭാവന (ജ്ഞാനപീഠപുരസ്കാര സ്വീകരണപ്രസംഗം) - ജി. ശങ്കരക്കുറുപ്പ്
3. മരുഭൂമികൾ പൂക്കുമ്പോൾ - എം. എൻ. വിജയൻ

## ബ്ലോക്ക് 3 - മാധ്യമങ്ങൾക്കുവേണ്ടിയുള്ള രചന

## വിശദപഠനം

1. വാർത്താമൂലകങ്ങൾ, വാർത്താഘടന (വാർത്ത വോള്യം 2) - ജോയി തിരുമൂലപ്പുരം
2. പംക്തിയെഴുത്തിന്റെ രാഷ്ട്രീയം (പത്രാനന്തര വാർത്തയും ജനാധിപത്യവും) - എൻ. പി. രാജേന്ദ്രൻ
3. കോവിലന്ദുമായി എസ്. വി. വേണുഗോപൻനായർ നടത്തിയ അഭിമുഖസംഭാഷണം. (കോവിലൻ, മൾബറി ബുക്സ്, കോഴിക്കോട്, എന്ന പുസ്തകത്തിൽ)

## ബ്ലോക്ക് 4 - വിവർത്തനം

മലയാളഭാഷയുടെയും സാഹിത്യത്തിന്റെയും വികാസപരിണാമങ്ങളിൽ വിവർത്തനം നിർണ്ണായക പങ്ക് വഹിച്ചിട്ടുണ്ട്. തുടക്കത്തിൽ സംസ്കൃതത്തിൽ നിന്നും തമിഴിൽ നിന്നുമായിരുന്നു വിവർത്തനമെങ്കിൽ ആധുനികമായ പാശ്ചാത്യാശയങ്ങൾ മലയാളത്തിൽ കടന്നെത്തുന്നത് ഇംഗ്ലീഷിലൂടെയാണ്. വിവർത്തനം എന്ന പ്രക്രിയയെ ശാസ്ത്രീയമായി ഗ്രഹിക്കുകയും സ്വയം പരിശീലിക്കുകയും ചെയ്യുകയാണ് പഠനോദ്ദേശ്യം.

## വിശദപഠനം

1. വിവർത്തനം എന്ന ഗ്രന്ഥത്തിന്റെ അവതാരിക- എൻ. വി. കൃഷ്ണവാര്യർ
2. തർജ്ജമപഠനത്തിലെ പുത്തൻ പുതുമകൾ (തർജ്ജമ സിദ്ധാന്തവും പ്രയോഗവും
3. മലയാളത്തിൽ പുസ്തകത്തിന്റെ ആമുഖപഠനം)- ഡോ. സ്കറിയ സക്കറിയ
4. ഇംഗ്ലീഷിൽ നിന്നും മലയാളത്തിലേക്കുള്ള വിവർത്തനപരിശീലനം.

## റഫറൻസ്

1. പ്രൊഫ. പത്മന രാമചന്ദ്രൻനായർ, നല്ല ഭാഷ, ഡി സി ബുക്സ്, കോട്ടയം.
2. സ്കറിയ സക്കറിയ, ജയ സുകുമാരൻ, തർജ്ജമ, സിദ്ധാന്തവും പ്രയോഗവും മലയാളത്തിൽ - താപസം, ചങ്ങനാശ്ശേരി.
3. പി. കെ രാജശേഖരൻ, മലയാളിയുടെ മാധ്യമജീവിതം, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.
4. രാമകൃഷ്ണപിള്ള. കെ, വൃത്താന്ത പത്രപ്രവർത്തനം, മാളുബെൻ, തിരുവനന്തപുരം.
5. പി. കെ അനിൽകുമാർ, പ്രഭാഷണകലയിലെ വചനവഴികൾ, സൈന്യാവ ബുക്സ്, കൊല്ലം.
6. പി. പവിത്രൻ, മാതൃഭാഷയ്ക്ക് വേണ്ടിയുള്ള സമരം, മലയാള ഐക്യവേദി, ചെറുതുരുത്തി
7. Stephen E. Lucas, The Art of Public Speaking , McGraw Hill, New York.
8. K. Tim Wulfemeyer, Contemporary Media: Structures, Functions, Issues and Ethics, Kendall Hunt Publishing Company, Dubuque.

9. Douglas Robinson, Western Translation Theory from Herodotus to Nietzsche, Routledge, London.

**SREENARAYANAGURU OPEN UNIVERSITY**

**B.A. Arabic Language and Literature**

**B21AR01AC**

**COMMUNICATION IN ARABIC**

**Credits 4**

**COURSE**

**OBJECTIVES**

1. The learner would identify the basic structure of Arabic Language.
2. The learner would acquire essential vocabularies in Arabic for various situations
3. The learner would be able to construct sentences in Arabic
4. The learner would be able to communicate in Arabic in various situations

**COURSE OUTCOMES**

1. Identify the basic structure of Arabic Language.
2. Acquire essential vocabularies in Arabic for various situations
3. Construct sentences in Arabic
4. Communicate in Arabic in various situations

**COURSE OUTLINE**

**BLOCK 1: Greetings and Introduction in Arabic – التحيات والتعارف**

UNIT 1	Greetings in Arabic تحيات
UNIT 2	Self-Introduction in Arabic. التعريف بنفسه
UNIT 3	Introduce Others in Arabic. تعريف الآخرين
UNIT 4	Pronouns – Hadha, Hadhihi هذه هـذا، هـذا، هـذا

**BLOCK 2: Conversations and Interviews – لقاء ومقابلات**

UNIT 1	Interview. - مقابلة
UNIT 2	In the Airport –Conversation – في المطار

UNIT 3	Meet - لقاء
UNIT 4	Question words - أدوات الاستفهام

### **BLOCK 3: Numbers and Days in a week العدد وأيام الأسبوع**

UNIT 1	In the library - Conversation. – في المكتبة
UNIT 2	What does he do- Conversation – ماذا يفعل؟
UNIT 3	I am Busy - Conversation. أنا مشغول
UNIT 4	الفعل المضارع

### **BLOCK 4: Time- التوقيت.**

UNIT 1	In a travel agency in the Airport – conversation – في مكتب الطيران في المطار
UNIT 2	Reception – conversation – استقبال
UNIT 3	Between two students – conversation – بين الطالبين

### **BLOCK 5: Arabian Food – الطعام العربي.**

UNIT 1	Arabian Food – conversation – الطعام العربي
UNIT 2	In a hotel – conversation – في مطعم
UNIT 3	Lunch – conversation – غداء
UNIT 4	الأسماء الموصولة

#### **Book for study:**

العربية للحياة: منهج متكامل في تعليم العربية لغير الناطقين بها، (الكتاب الأول)، تأليف: ناصيف مصطفى عبد العزيز ومحي الدين صالح، الناشر: عمادة شؤون المكتبات، جامعة الملك سعود، الرياض، المملكة العربية السعودية، ط3، 1994

(Al Arabiyya Li l-Hayath – Book 1, by Nasif Musthafa Abdul Aziz and Muhyudhin

Swalih, Published by: Kind Saud University, Riyadh, Ed:3, 1994)

#### **Reference.**

'Al Arabiyya Li N-naashieen', Book of Students, Part 3, Published by  
Education Ministry, Kingdom of Saudi Arabia

**SREENARAYANAGURU OPEN UNIVERSITY**  
**ABILITY ENHANCEMENT COMPULSORY COURSE**  
**B21SN01AC**  
व्यावहारिकसंस्कृतम्  
(Vyavaharikasamskrutham)  
**Credits: 4**

**लक्ष्यम् (Course Objectives)**

- संस्कृतभाषायाः अनुसञ्चरणे प्रचोदनम् ।
- संस्कृतभाषायाम् उपलब्धानां प्रसारणमाध्यमानां विषयावगमनम् ।
- भाषाध्ययने उपयुक्तानां संस्कृतानुप्रयोगाणां जालस्थानानां च अवगमनम् ।
- निरर्गले भाषणे कौशलोपार्जनम् ।

**उद्देश्यानि (Course Outcomes)**

- संस्कृतभाषाश्रवणेन सम्यगर्थावगमनम् ।
- संस्कृतभाषायाम् उपलब्धानां प्रसारमाध्यमानां वस्त्ववगमनक्षमता ।
- निरर्गलभाषणकौशलम् ।
- भाषाध्ययने उपयुक्तानां संस्कृतानुप्रयोगाणां जालस्थानानां च यथाविध्युपयोगक्षमता ।

**पत्ररूपरेखा (COURSE OUTLINE)-**

**BLOCK 1: श्रवणम् ।** श्रवणे साक्षात् एवं सङ्गणकाधारितं प्रशिक्षणं दातव्यम् । एतदर्थं

सम्भाषणकार्यशालायाः समायोजनं स्पृहणीयमेव ।

1. 1. वर्णानामुच्चारणम्
1. 2. शब्दसम्पत्तिः

1. 3. कथाश्रवणम्

1. 4. सम्भाषणकार्यशाला- प्राथमिका।

**BLOCK 2: प्रसारमाध्यमानांभाषा संस्कृते उपलब्धानां प्रसारणमाध्यमानां प्रतिपत्त्यर्थ**

प्रशिक्षणंदातव्यम्। प्रतिदिनंवार्तापत्रिकाणां वाचने वार्ताप्रसारणानांश्रवणेचप्रोत्साहनंकार्यम्।

2. 1. वार्ता: एवं विक्कीपीडिया

i. DD News Vartah

ii. AIR News

iii. DD Vartavali

iv. Sanskrit Newspaper- Sudharma

v. Sanskrit Wikipedia

2. 2. संस्कृतेविज्ञापनचित्राणि

i. Sanskrit songs

ii. Sanskrit films

2. 3. संस्कृतगानानि, चलच्चित्राणिच

2. 4. संस्कृतेक्रीडा

**BLOCK 3: भाषणम्।**

शिक्षकाणां साहाय्येन छात्राः संस्कृतसम्भाषणकुशलाः भवेयुः। कथाकथने, लघुरूपकावतरणे, वार्तावाचने च विशिष्यप्रशिक्षणं देयम्। द्वितीयस्तरीयासंस्कृतसम्भाषणकार्यशाला अपि समायोज्यास्यात्।

3. 1. अक्षराणांपदानांचमौखिकाभ्यासः।

3. 2. कथाकथनशिक्षणम्।

3. 3. वार्तावाचनशिक्षणम्।

3. 4. सम्भाषणशाला- द्वितीयस्तरीया।

## **BLOCK 4: सङ्गणकयुगेसंस्कृताध्ययनम्।**

भाषाध्ययने उपयुक्तानां संस्कृतानुप्रयोगाणां, जालस्थानानां च परिचयः कर्तव्यः।

### 4. 1. प्रत्याहिनिका:संस्कृतानुप्रयोगाः।

- i. App for greetings in Sanskrit-
- ii. Online Spoken Sanskrit Dictionary

### 4. 2 सङ्गणकाधारिता:साम्प्रदायिककोशाः

- I. Amarakosha App
- Ii. Shabdakalpadruma App

### 4. 3. भाषाध्ययनेउपयुक्ता:संस्कृतानुप्रयोगाः

- i. Sanskrit Verb forms and roots- Sanskrit Dhatu 360o App
- ii. Shabdroopmala App

### 4. 4. सङ्गणकाधारिता:लेखागाराः।

- i. Sanskrit e- books App - Sanskrit Pustakalaya
- ii. Internet archive

## **References**

Sanskrita Vyavahara sahasri, *Viswa Samskrita Pratishthan*, Kerala, 2004.

Kutumbhasastri, V. *Vakyavyavahara*. New Delhi, 2002.

Poulose. K.G. *Lakhusamskritam*. Edappal: Kamadhenu Samskrita Pathanakendra, 2006

## **Web Resources:**

### **खण्डः 1: श्रवणम्**

Sanskrita Bodhini: “A Study Guide for Spoken Sanskrit Language, International edition”, Sanjeev Majalika, 2018  
<https://store.pothi.com/book/sanjeev-majalika-sanskrita-bodhini/>

### **खण्डः 2: प्रसारणमाध्यमानां भाषा**



a) वार्ता: एवं विकीपीडिया च।

i. DD News Vartah (<https://youtu.be/e0l7YReMhkc> ),

ii. AIR News (<https://airlive.page.link/installapp> );

iii. DDVartavali

(<https://www.youtube.com/playlist?list=PLxx0m3vtiqMZGmsUEVeTAuWIXqc9fTMHy> );

iv. Sanskrit Newspaper- Sudharma

(<http://epapersudharmasanskritdaily.in> )

v. Sanskrit Wikipedia

(<https://sa.wikipedia.org/wiki/> )

b) संस्कृते विज्ञापनचित्राणि

Sanskrit in 5 Minutes, Goodnight Ad in Sanskrit, 25<sup>th</sup> June 2019

Sanskrit in 5 Minutes, Bru coffee Ad in Sanskrit, 10<sup>th</sup> June 2019

(<https://youtu.be/aLxhgAJxpBQ> ) (<https://youtu.be/q2mnJVdtBUU> )

c) संस्कृतगानानि, चलच्चित्राणि च

i. Sanskrit songs (<https://sa.wikiquote.org/>)

ii. Sanskrit films ([https://en.wikipedia.org/wiki/Sanskrit\\_cinema](https://en.wikipedia.org/wiki/Sanskrit_cinema) )

d) संस्कृते क्रीडा

Master any Language, “Play Sanskrit Language learning game”.

(<https://www.masteranylanguage.com/c/r/o/Sanskrit/Games> )

**खण्ड: 3: भाषणम् ।**

Sanskrit in 5 Minutes, Goodnight Ad in Sanskrit, 25<sup>th</sup> June 2019

(<https://youtu.be/aLxhgAJxpBQ> )

**खण्ड: 4: सङ्गणकयुगे संस्कृताध्ययनम्।**

1. प्रत्याहिनिका: संस्कृतानुप्रयोगाः।

i. App for greetings in Sanskrit-

Sansgreet

<https://play.google.com/store/apps/details?id=com.sans.greet.livesanskrit>  
Sanskrit Dictionary, Klaus Glashoff, Lugano, 2017

App, LiveSanskrit.

ii. Online Spoken

[www.learn Sanskrit.cc](http://www.learn Sanskrit.cc)

## 2. साम्प्रदायिककोशः

i. Amarakosha App

(<https://play.google.com/store/apps/details?id=org.srujanjha.amarkosh> );

ii. Shabdakalpadruma App

([https://play.google.com/store/apps/details?id=org.shrutijha.sanskrit\\_sanskrit](https://play.google.com/store/apps/details?id=org.shrutijha.sanskrit_sanskrit) )

## Unit 3. भाषाध्ययने उपयुक्ताः संस्कृतानुप्रयोगाः- 2

i. Sanskrit Verbforms and roots-Sanskrit Dhatu360<sup>0</sup> App

(<https://play.google.com/store/apps/details?id=com.labs.aeiun.sanskritDhatu360> )

ii.

Shabdroopmala

App

(<https://play.google.com/store/apps/details?id=org.shrutijha.shabdroopmala> )

## Unit 3. लेखागाराः।

1. Sanskrit e- books App -

SanskritPustakalaya (<https://play.google.com/store/apps/details?id=org.srujanjha.sanskritbooks>)

2. Internet archive

[www.archive.org](http://www.archive.org)

# Semester III

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **DISCIPLINE CORE**

**B21EG03DC**

## **INTRODUCTION TO LITERARY GENRES II: PROSE AND FICTION**

**CREDITS: 6**

### **Course Objectives**

1. To understand distinctive features of essays, short stories, and novels.
2. To appreciate the works of great writers and learn the relevant literary terms through exposure to various texts across the literary ages.
3. To learn the distinguishing features of specific literary genres.
4. To develop a love of reading.

### **Course Outcomes**

By the end of the course the learners will,

1. Become familiar with a selection of important literary figures and their works
2. Develop critical reading strategies
3. Be competent to perform close readings of course texts and similar works
4. Be equipped to interpret the short story and the novel, by analysing their different characteristics
5. Become familiar with the changing trends in modern fiction writing

## **COURSE DETAILS**

### **BLOCK 1: Shades of Prose**

UNIT 1	The Essay – Definition – Types of Essays – Personal, Descriptive, Expository, Narrative, Argumentative
UNIT 2	Introduction to the Important Essayists in English Literature
UNIT 3	Francis Bacon: “Of Studies”
UNIT 4	Charles Lamb: “A Dissertation upon Roast Pig”

### **BLOCK 2: A Miscellany of Prose Writings**

UNIT 1	Introduction to Speeches, Anecdotes, Biography, Autobiography, Articles, Fairy Tales, Interview – A Miscellany of Prose Writings.
UNIT 2	Albert Camus: Nobel Prize Acceptance Speech

- UNIT 3 R.K. Narayan: “Misguided Guide”  
 UNIT 4 Ngugi waThiong’o with Harish Trivedi (Interview)

### **BLOCK 3: Introduction to Fiction - 1**

- UNIT 1 An introduction to short fiction – setting, structure, character, point of view, style, ending, genre.  
 UNIT 2 O Henry: “The Gift of the Magi”  
 UNIT 3 Roald Dahl: “The Parson’s Pleasure”

### **BLOCK 4: Introduction to Fiction – 2**

- UNIT 1 Edgar Allan Poe: “The Tell- Tale Heart”  
 UNIT 2 Anton Chekov: “The Bet”  
 UNIT 3 Ruskin: “The Eyes are Not Here”

### **BLOCK 5: Introduction to the Novel – 1**

- UNIT 1 Aspects of the Novel – Introduction  
 UNIT 2 Techniques of Narrative Fiction  
 UNIT 3 Jane Austen: *Pride and Prejudice*  
 UNIT 4 Victorian Novels: Their Characteristics

### **BLOCK 6: Introduction to the Novel – 2**

- UNIT 1 A Brief Survey of the Important Novels of the 20th Century  
 UNIT 2 Main Features of Twentieth Century Novels  
 UNIT 3 Ernest Hemingway: *The Old Man and the Sea*

### **References**

Kettle, Arnold. *An Introduction to the English Novel*. Unwin.1967.

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Charles Lamb: *Essays of Elia*

<http://www.angelfire.com/nv/mf/elial/index.html>

Charles & Mary Lamb: *Tales from Shakespeare*

<http://www.gutenberg.org/ebooks/20657>

David Lodge: *The Art of Fiction*

<https://fdocuments.in/document/david-lodge-the-art-of-fiction.html>

Hudson, W. H. *An Introduction to the Study of Literature*

<https://www.ebooksread.com/authors-eng/william-henry-hudson/an-introduction-to-the-study-of-literature-hci.shtml>

Narayan, R.K. *A Writer's Nightmare: Selected Essays 1958 – 1988*  
<https://books.google.com/books?id=6Vsl-KJq56AC&printsec=frontcover>

**SREENARAYANAGURU OPEN UNIVERSITY**  
**B.A. ENGLISH LANGUAGE AND LITERATURE**  
**ANCILLARY COURSE**  
**B21HS02AN**  
**HISTORY OF BRITAIN II**  
**(Colonialism and Postcolonial Developments)**  
**CREDITS : 6**

**Course Objectives**

1. To understand the history of Britain of the colonial and postcolonial periods
2. To trace the major developments in different phases in the history of Britain
3. To identify the relationship between the history of Britain and the development of English literature

**Course Outcomes**

By the end of the course the learners will,

1. get exposed to the socio-cultural history of Britain during the colonial and postcolonial periods.
2. acquire an understanding about the colonial and postcolonial experience of Britain that provided the backdrop of English literature of the period.
3. get an idea of how the history of England and English literature are intertwined.

**COURSE DETAILS**

**BLOCK 1: Political and Economic Revolutions**

Unit 1	Impact of American and French Revolutions – Thomas Paine, Edmund Burke
Unit 2	Romantic Revival – William Blake, William Wordsworth, Keats, Walter Scott, Jane Austen
Unit 3	Agrarian, industrial and commercial revolutions

**BLOCK 2: New Economic Ideology**

Unit 1	Trade unionism – Robert Owen
Unit 2	Chartism – Development of Party system
Unit 3	Laissez faire, Methodism

**BLOCK 3: Consolidation of British Empire**

Unit 1	Colonialism and Imperialism
Unit 2	Orientalism
Unit 3	Major trends and writings – Rudyard Kipling

#### **BLOCK 4: The Victorian Age**

- Unit 1 Victorian society
- Unit 2 Literary developments – John Ruskin, Newman, Clare, Tennyson, Browning, Matthew Arnold
- Unit 3 Oxford movement – Liberalism, Charles Dickens
- Unit 4 Late Victorian Literature – Thomas Hardy, Oscar Wilde, G.B.Shaw

#### **BLOCK 5: Socialist Movement and Postmodernism**

- Unit 1 Ideology and practice – Fabian Socialism, labour Party
- Unit 2 Decolonization – thinkers – Russel, E.M. Foster, Toynbee, W.B. Yeats
- Unit 3 Modernism, Postmodernism – D.H. Lawrence, W.H. Auden, T.S. Eliot, Orwell
- Unit 4 Contemporary Culture(s)

#### **BLOCK 6: English Language Indian English Writers**

- Unit 1 Introduction of Western education in India
- Unit 2 Indian writing in English – Toru Dutt, R.C.Dutt, Rabindranath Tagore, Mulkraj Anand, R.K. Narayan, Kamala Das, A.K. Ramanujan, U.R. Ananda Murthy

#### **References:**

- G.M. Trevelyan. *English Social History*. Booksway, 2014.
- E.H. Carter, Mears, et.al. *A History of Britain*, Stacey, 2012.
- Simon Jenkins. *A Short History of England*. Profile, 2018.
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- R.E. Pritchard. *Shakespeare's England: Life in Elizabethan and Jacobean Times*. History Press, 2003.
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- Richard Bailey. *Images of English: A Cultural History of the Language*, Cambridge UP, 2009.
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- Ania Loomba. *Colonialism/ Postcolonialism*. Routledge, 2016.



# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **LANGUAGE CORE**

#### **B21EG02LC**

### **LITERATURE AND THE CONTEMPORARY WORLD**

#### **CREDITS: 6**

#### **Course Objectives**

1. To expose learners to some of the burning contemporary issues.
2. To acquaint them with the way literature takes on these issues.
3. To equip them to critically appraise and shape their own individual opinions.

#### **Course Outcomes**

By the end of the course the learners will be able to,

1. make sense of the world they live in through the many language devices literature employs in its representation of reality.
2. have an understanding of cross-cultural encounters in a globalised world.
3. debate the pros and cons of current issues in culture using the terminology related to the concerned topics.
4. discuss how the use of language and choice of genre influence the meaning of the text and the reader's response.
5. develop skills of textual analysis.
6. comprehend diverse points of view on the urgent issues the world faces.

#### **COURSE DETAILS**

##### **BLOCK 1: Climate Change**

UNIT 1 Margaret Atwood: "The Moment"

UNIT 2 Thunberg: "Almost Everything is Black and White" (Speech at Parliament Square, London, 31 October, 2018)

##### **BLOCK 2: Technology and Human Life**

UNIT 1 Gareth Southwell: "Artificial Intelligence"

UNIT 2 Ambrose Bierce: "Moxon's Master"

##### **BLOCK 3: Gender**

UNIT 1 Sarah Joseph: "The Masculine of Virgin"

UNIT 2            Malala Yousafzai: “A Daughter is Born”

**BLOCK 4:    Human Rights**

UNIT 1            Vijayarajamallika: “Injuries”

UNIT 2            Jawaharlal Nehru: “A Tryst with Destiny”

**BLOCK 5:    Ethics and Culture**

UNIT 1            John Lennon: “Imagine”

UNIT 2            Rabindranath Tagore: “Housewife”

**BLOCK 6:    Globalised Society**

UNIT 1            Pablo Neruda: “The United Fruit Company”

UNIT 2            Shashi Tharoor: “Globalization and the Human Imagination”

**References**

Morrison, Jago. *Contemporary Fiction*. Routledge, 2003.

Padley, Steve. *Key Concepts in Contemporary Literature*. Palgrave, 2006.

Reddy, Bayapa. *Aspects of Contemporary World Literature*. Atlantic, 2008.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE SKILL ENHANCEMENT COMPULSORY COURSE**

**B21HL01SC**

**Humanism and Logic**

**CREDITS: 2**

### **Course Objectives**

1. To introduce the science and art of reasoning
2. To develop analytical skill in reasoning and capacity to argue effectively
3. To impart understanding of the role of logic in other disciplines
4. To develop a blend of logical reason, compassion and love in approach to the world

### **Course Outcomes**

By the end of the course the learners will be able to,

1. know the role of logical reasoning in daily life.
2. save oneself from linguistic traps.
3. have an understanding of the basic humanistic concepts.
4. get values that embrace multicultural diversity.

### **COURSE DETAILS**

#### **BLOCK 1: Foundational Terms and Concepts**

**Unit 1** Sradha/ Care — Katha Upanisad, Arul — Thirukkural, Jagratha — Dharmapada \_  
Agape/ Empathetic Love, Kenosis/ Self emptying

**Unit 2** Insaniyya / Humanity, Rahma / Mercy. Anukampa / Compassion —  
Anukambadasakam, Karuna - Budha

**Unit 3** Emancipation. Ubuntu/ Fraternal Love

**Unit 4** Ahimsa/ Nonviolence in Different Traditions. Equality

**Unit 5** Basheer's short story, "Oru Manushyan".

**Unit 6** Human as species - Jathilakshanam, Jatinirnayam - Environmental concerns: Gandhi,

## **BLOCK 2: Logic, Language and Other Disciplines**

**Unit 1** A very brief history of logic: traditional logic and symbolic logic -

What is logic? Definitions - process of reasoning - inductive, deductive and abductive reasoning- Propositions and arguments - recognising arguments.

Truth and validity - Fallacies: Formal and informal fallacies - Classification of fallacies: Fallacies of relevance, defective induction, presumption and ambiguity.

**Unit 2** Fundamentals of Traditional Logic and Symbolic Logic - Categorical Propositions:

The four kinds of categorical propositions - Quality, quantity and distribution - Standard form - The traditional square of opposition - Categorical Syllogisms: Standard form - Rules and fallacies - Venn diagram to test the Validity - Logical connectives: symbols for conjunction, negation, disjunction, material implication and equivalence- Logical paradoxes: Liar's paradox

**Unit 3** Language and Logic - The basic functions of language: Informative - Expressive -

Directive – Ceremonial Performative - Emotively neutral language -What are definitions - Kinds of definitions: Stipulative - Lexical – Precising - Theoretical - Persuasive - Intension and extension

**Unit 4** Logic and Other Disciplines - Logic and Science: Hypothetico - models of explanations - Covering Law model - mathematics and logic

**Unit 5** Logic and Literature

**Unit 6** Logic and Social Sciences

## References

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- Dharmapada* ( apramadavarga)
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- Butler, Judith. *The Force of Nonviolence: An Ethico- Political Bind*, Verso, 2021.
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- Mascaro, Juan. *The Upanishads*. Penguin, 2005.
- Damien, Keown. *Buddhism*, Oxford UP, 2013.
- Ruthven, Malise. *Islam*. Oxford UP, 2012.
- Naess, Aene. *The Ecology of Wisdom*. Counterpoint, 2010.
- Thoreau, Henry David. *Walden*. Empire, 2018.
- Gandhi, Mahatma. *Hind Swaraj*. Rajpal, 2009.
- Guha, Ramachandra. *Environmentalism: A Global History*. Penguin, 2016.
- Sainsbury. R.M. *Paradoxes*. Cambridge UP, 2009.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **SKILL ENHANCEMENT COURSE**

#### **B21EG01SE**

#### **ENGLISH FOR BUSINESS AND PROFESSIONAL COMMUNICATION**

#### **CREDITS: 2**

#### **Course Objectives**

1. To equip the learners to communicate successfully in challenging professional situations
2. To provide learners with the knowledge and skills they need to move on from their position as interview candidates, to team members, and to leaders
3. Help learners develop specialised writing skills for professional enhancement
4. Prepare learners to develop expertise in the judicious use of the most recent communication technology
5. To empower learners to successfully handle important work-related activities, including job interviewing, working in a team, strategically utilising visual aids, and providing feedback to supervisors

#### **Course Outcomes**

At the end of the course the learners will be able to,

1. understand the importance of communication for professional as well as personal success
2. communicate effectively in real world settings
3. develop interpersonal skills that contribute to effective and satisfying personal, social and professional relationships
4. use appropriate communication strategies for different social contexts
5. access new communication technology and social media effectively
6. write effective and concise letters and memos
7. plan successfully for and participate in meetings and employ proper techniques in telephone usage
8. have skills for effective professional presentations
9. improve their employability quotient

#### **COURSE DETAILS**

##### **BLOCK 1: Basics of Communication and Technology Based Communication**

Unit 1 Introduction to Communication (Communication Process - Verbal and Non-Verbal) – Communication Channels – Audience Analysis – Intercultural Communication – Inclusive language – Barriers to Communication across Cultures (Stereotyping, Prejudice, Cultural differences, Behavioural Barriers)

- Unit 2            Effective Emails (Formal and Informal)
- Unit 3            Presentation Skills – Preparation of Slides, Visuals, Audio - Video Materials, Body Language
- Unit 4            Participating in Webinars, Live Discussions on Different Platforms

**BLOCK 2: Transactional / Technical Writing and Jobs and Careers**

- Unit 1            Internal Business Correspondences – Memo – Circular – Notice – Agenda
- Unit 2            External Business Correspondence – Sales Letters – Problem Letters – Goodwill messages – Advertisements – Press Release
- Unit 3            Preparing a Resume and Cover Letter
- Unit 4            Facing an Interview
- Unit 5            Participating in Group Discussions – Etiquette and Language

**References**

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# Semester IV



# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **DISCIPLINE CORE**

#### **B21EG04DC**

### **INDIAN WRITING IN ENGLISH**

#### **CREDITS: 6**

#### **Course Objectives**

1. To familiarise the learners with the emergence and growth of Indian Writing in English in the context of colonial experience
2. To trace the history, genesis and development of Indian Writing in English
3. To enable the learners to get an overview of Indian English poetry, prose, drama, novel and short story
4. To enable an understanding of the trends in Indian Writing in English

#### **Course Outcomes**

At the end of the course, the learners will be able to:

1. Develop literary sensibility and critical response to literary texts
2. Analyse how the socio-political, historical and cultural contexts have a bearing on Indian Writing in English
3. Discuss issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, gender politics, and cross- cultural transformations.

#### **COURSE DETAILS**

##### **BLOCK 1: Background Study**

- |        |  |
|--------|--|
| UNIT 1 | Brief Historical Context of Colonial Encounter |
| UNIT 2 | Indian English Poetry                          |
| UNIT 3 | Indian English Prose                           |
| UNIT 4 | Indian English Novel                           |
| UNIT 5 | Indian English Short Story                     |
| UNIT 6 | Indian English Drama                           |

##### **BLOCK 2: Non- Fiction**

- |        |  |
|--------|--|
| UNIT 1 | Aurobindo Ghose: “The Poets of Dawn” -1 (from <i>Future Poetry</i> ) |
| UNIT 2 | Meenakshi Mukherjee: “The Anxiety of Indianness”                     |

<b>BLOCK 3:</b>	<b>Poetry</b>
UNIT 1	Henry Derozio: "The Harp of India" Sarojini Naidu: "Coromandel Fishers"
UNIT 2	Kamala Das: "The Old Playhouse"
UNIT 3	Meena Kandaswamy: "Aggression"
<b>BLOCK 4:</b>	<b>Short Fiction</b>
UNIT 1	Nirad C. Chaudhari: "Money and the Englishman"
UNIT 2	R. K. Narayan: "The Antidote"
<b>BLOCK 5:</b>	<b>Fiction</b>
UNIT 1	Amitav Ghosh: <i>The Hungry Tide</i>
<b>BLOCK 6:</b>	<b>Drama</b>
UNIT 1	Rabindranath Tagore: <i>Chitra</i> (One Act Play)

## References

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **DISCIPLINE SPECIFIC ELECTIVE COURSE**

**B21EG01DE**

### **REGIONAL LITERATURES IN TRANSLATION**

**CREDITS: 6**

#### **Course Objectives**

1. Explore the literatures produced in various regional languages and thereby comprehend the repertoire of plural forms of narratives produced in various regions.
2. Understand how the process of translation helps the bringing together of various cultural and social formations of regional spaces.
3. Discern how literary works produced in regional languages become potent tools which subvert the pan Indian image existing on various levels.
4. Comprehend the vitality of various Indian languages and thereby undermine the superior/inferior divisions of languages.

#### **Course Outcomes**

By the end of the course the learners will,

1. get a taste of various literary works produced in different parts of the nation and thereby understand the multiplicity of social and cultural realities.
2. comprehend the plurality and diversity of languages and recognize the vibrant cultures existing within the sub-continent.
3. understand language and culture as heterogeneous ideas against the notions of homogeneity.
4. understand the scope of translation which acts as a bridge connecting various cultures, societies and languages.

#### **COURSE DETAILS**

##### **BLOCK 1: ESSAY**

UNIT 1 G. N. Devy: "Indian Literature in English Translation: An Introduction"

##### **BLOCK 2: POETRY**

UNIT 1 Vaidehi: "She, He and Language"

UNIT 2 Tarannum Riyaz: "Close to My Heart"

UNIT 3 Amrita Pritam: "Empty Space"

UNIT 4 K. Siva Reddy: "A Love Song Between Two Generations"

UNIT 5 K. Satchidanandan: "A Man with a Door"

##### **BLOCK 3: SHORT FICTION**

UNIT 1	Premchand: “Eidgah”
UNIT 2	Mahaswetha Devi: “Draupadi”
<b>BLOCK 4:</b>	<b>NOVEL</b>
UNIT 1	U R Ananthamurthy: <i>Samskara: A Rite for a Dead Man</i>
<b>BLOCK 5:</b>	<b>DRAMA</b>
UNIT 1	Vijay Tendulkar: <i>Silence! The Court is in Session</i>
<b>BLOCK 6:</b>	<b>LIFE WRITING</b>
UNIT 1	Living Smile Vidya: <i>I am Vidya: A Transgender’s Journey</i>

## References

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **DISCIPLINE SPECIFIC ELECTIVE COURSE**

**B21EG02DE**

### **EUROPEAN FICTION**

**CREDITS: 6**

#### **Course Objectives**

1. To introduce learners to the contexts of European Fiction.
2. To kindle interest in the reading of fiction from different European cultures.
3. To familiarise learners with the most significant writers and their texts from this milieu.

#### **Course Outcomes**

On completion of the course, the learners should be able to:

1. identify distinctly, what is European fiction.
2. read and appreciate European literature with insight.
3. understand European culture and its varying modes of literary expression.
4. read and analyse novels and short stories critically using different critical tools.

#### **COURSE DETAILS**

##### **BLOCK 1: LITERARY CONTEXTS I**

The Beginnings of Fiction in Europe – Italian Renaissance – Contributions of Boccaccio, Rabelais and Cervantes – The Romantic Movement – The Picaresque Novel – Gothic Novel – Historical Romance – Enlightenment – Rationalism, Individualism, Rise of the Novel – Realism – Naturalism – Biological Determinism, Emile Zola

##### **BLOCK 2: LITERARY CONTEXTS II**

Modernism in European Fiction – 20th Century German Novel – 20th Century French Novel – Modern Italian Fiction – Neo Romanticism – Absurd Literature – Existential Philosophy – Drama and Prose – Albert Camus, Samuel Beckett – Postmodernism – Contemporary Greek Fiction

##### **BLOCK 3: SHORT STORY**

- UNIT 1 Anton Chekhov: “The Lottery Ticket”  
UNIT 2 Franz Kafka: “A Report to an Academy”

**BLOCK 4: NOVELLA**

UNIT 1     Leo Tolstoy: *The Death of Ivan Ilyich*

**BLOCK 5: NOVEL**

UNIT 1     Hermann Hesse: *Siddhartha*

**BLOCK 6: NOVEL**

UNIT 1     Kazantzakis: *Zorba, the Greek*

**References**

Bell, Michael. *The Cambridge Companion to European Novelists*. Cambridge: Cambridge University Press. 2012. Print.

Cohen, Walter. *A History of European Literature: The West and the World from Antiquity to the Present*. London: Oxford UP, 2017. Print.

Cascardi, Anthony J. *The Cambridge Companion to Cervantes*. London: Cambridge University Press, 2002. Print.

Unwin, Timothy A. *The Cambridge Companion to Flaubert*. Cambridge: Cambridge U.P, 2006. Print.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **ANCILLARY COURSE**

**B21JL02AN**

### **NEWS REPORTING AND EDITING**

**CREDITS: 6**

#### **Course Objectives**

1. To learn the functioning of news media
2. To gain the skills of reporting for the media.
3. To get an Exposure to specialisation in reporting.
4. To acquire essential language skills for journalism.
5. To understand editing principles and page lay out with hands-on experience.

#### **Course Outcomes**

Upon the completion of this course, the learner will be able to:

1. possess a general insight into the functioning of the news media.
2. acquire a basic understanding of the significance of news reporting.
3. gain linguistic skills required for reporting for different media.
4. familiarise themselves with the editing and page layout process.

#### **COURSE DETAILS**

##### **BLOCK 1: BASICS OF JOURNALISM**

Unit 1	Evolution of Journalism
Unit 2	Role and Relevance of Journalism
Unit 3	Trends in Journalism
Unit 4	Challenges of Journalism

##### **BLOCK 2 : REPORTING**

Unit 1	News Values and Types of News
Unit 2	News Gathering and Cultivating News Sources
Unit 3	News Story Structures
Unit 4	Trends in Reporting

##### **BLOCK 3 : SPECIALISED REPORTING**

Unit 1	Features and Interviews
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Unit 2	Reporting Politics, Economy, Sports, Development and Governance, Crime, Disasters
Unit 3	Investigative Reporting
Unit 4	Social Media as a Source for Stories, Citizen Journalism

#### **BLOCK 4 : WRITING FOR MEDIA**

Unit 1	Language and Style of Journalism for Various Print and Broadcast Media
Unit 2	Language and Style of Journalism in Convergent Formats (Online)
Unit 3	Legal and Ethical Framework of Reporting and Editing
Unit 4	Leads, Body and Conclusion (Print, Tv, Radio and Online)

#### **BLOCK 5 : NEWS EDITING**

Unit 1	Principles of Editing
Unit 2	Workflow of an Editorial Section in a Newspaper
Unit 3	Packaging, Value Addition and Other Roles of a News Desk
Unit 4	Writing Effective Leads, Editorials and Columns, Editing Exercises

#### **BLOCK 6 : HEADLINING AND PAGE LAYOUT**

Unit 1	Types and Functions of Headlines
Unit 2	Writing Effective Headlines
Unit 3	Writing Cutlines, Captions, Blurbs and Infographics
Unit 4	Principles of Layout and Designing
Unit 5	Pagination Softwares

#### **References**

- Lorenz & Vivian: *News Reporting and Writing*  
M V Kamath: *Professional Journalism*  
Fred Fedler et al: *Reporting for the Media*  
Itule & Anderson : *News Writing and Reporting for Media*  
Carole Rich: *Writing and Reporting News*  
Jason Whittaker: *The New Media Handbook –The Cyberspace Handbook*  
Tapas Ray: *Online Journalism, A Basic Text.*  
Sunil Saxena: *Broadcasting News: The craft and technology of online Journalism.*  
Jason Whittaker: *Web Production for writers and journalists.*  
Anna Evertt, John T. Caldwell: *New Media: Theories and practice of Digitextuality.*



**SREENARAYANAGURU OPEN UNIVERSITY**  
**B.A. ENGLISH LANGUAGE AND LITERATURE**  
**MODERN INDIAN LANGUAGE**

**B21ML02LC**

മലയാള സാഹിത്യമാതൃകകൾ : ആത്മകഥ, ജീവചരിത്രം, യാത്രാവിവരണം, അനുഭവ സാഹിത്യം  
(Malayala Sahithyamathrukakal: Aathmakadha, Jeevacharitram, Yathravivaranam,  
Anubhavasahithyam)  
**Credits : 6**

**Objectives**

1. ആത്മകഥാസാഹിത്യത്തിന്റെ ചരിത്രത്തെക്കുറിച്ച് സാമാന്യമായ അറിവ്
2. ജീവചരിത്ര മാതൃകകളുടെ പരിചയം
3. യാത്രാവിവരണ സാഹിത്യം എന്ന വിവരണാത്മക സാഹിത്യശാഖയുമായുള്ള പരിചയം
4. അനുഭവ സാഹിത്യ മാതൃകകളുമായി ബന്ധപ്പെട്ട അറിവ്

**Course Outcome**

1. ജീവചരിത്രരചനയുടെ ചരിത്രരചനാസങ്കേതങ്ങൾ, ജീവചരിത്രത്തിന്റെ തിരഞ്ഞെടുപ്പുകൾ, വ്യക്തിജീവിതവും സമൂഹവും തമ്മിലുള്ള ബന്ധം എന്നിവയെ കുറിച്ച് ധാരണ നേടുന്നു
2. സ്ഥലപരവും സാംസ്കാരികവും പാരിസ്ഥിതികവും ആത്മീയവുമായ വൈവിധ്യമാർന്ന യാത്രാവിവരണങ്ങളുടെ സാഹിത്യമൂല്യം തിരിച്ചറിയുന്നു
3. സ്വത്വത്തോടു ബന്ധപ്പെട്ട ആഖ്യാനങ്ങൾ, ജീവിതരേഖകൾ തുടങ്ങിയവ പരിചയപ്പെടുന്നു

**Course Details**

**ബ്ലോക്ക് -1. ആത്മകഥ**

രചയിതാവ് സ്വന്തം ജീവിതത്തെക്കുറിച്ച് സ്വയം നിർവ്വഹിക്കുന്ന ആഖ്യാനം എന്ന നിലയിൽ ആത്മകഥ എന്ന സാഹിത്യവിഭാഗത്തെ പരിചയപ്പെടുത്തുക, മലയാളത്തിൽ പ്രസിദ്ധീകരിക്കപ്പെട്ട ആത്മകഥകളിൽ നിന്നും കാലികപ്രസക്തിയുള്ളതും പ്രതിനിധാന സ്വഭാവമുള്ളതുമായ ചില കൃതികളെ അടിസ്ഥാനമാക്കി വിശദപഠനം നടത്തുക എന്നതുമാണ് ഈ മൊഡ്യൂളിൽ ഉദ്ദേശിക്കുന്നത്. ആത്മകഥാസാഹിത്യത്തിന്റെ ചരിത്രത്തെക്കുറിച്ച് സാമാന്യമായ അറിവ് ഉണ്ടാകണം. ആത്മകഥയിലെ ആത്മം എന്ന

സങ്കല്പത്തിലെ വ്യക്തി, ആത്മകഥയിലെ കർത്തൃത്വം, പ്രതിനിധാനങ്ങൾ, ലിംഗഭേദം, രാഷ്ട്രീയം എന്നിവ മനസ്സിലാക്കുക.

വിശദപഠനത്തിന്

1. ആശുപത്രിയിൽ ( ജീവിതപ്പാത)- ചെറുകാട്.
2. ഇരുന്നൂറു ഓണം (ചിദംബരസ്തൂരണം)- ബാലചന്ദ്രൻ ചുള്ളിക്കാട്.
3. ദലിതൻ (ആദ്യത്തെ രണ്ട് അദ്ധ്യായങ്ങൾ.) - കെ. കെ. കൊച്ചു

ബ്ലോക്ക്- 2. ജീവചരിത്രം

ചരിത്രത്തിലെ പ്രധാന വ്യക്തികളെക്കുറിച്ച് എഴുതപ്പെട്ട കൃതികളെന്ന നിലയിൽ ജീവചരിത്രത്തിന്റെ മാതൃകകൾ പരിചയപ്പെടുത്തുക. ജീവചരിത്രരചനയുടെ ചരിത്രരചനാസങ്കേതങ്ങൾ, ജീവചരിത്രത്തിന്റെ തിരഞ്ഞെടുപ്പുകൾ, വ്യക്തിജീവിതവും സമൂഹവും തമ്മിലുള്ള ബന്ധം തുടങ്ങിയ വിഷയങ്ങളെ ആസ്പദമാക്കി ജീവചരിത്രങ്ങളെ സമീപിക്കുക.

വിശദപഠനത്തിന്

1. ഒരു വലിയ മുഹൂർത്തത്തിന്റെ പശ്ചാത്തലം (നാരായണഗുരു)- എം. കെ. സാനു.
2. ആ മനുഷ്യൻ നീ തന്നെ (ഇവൻ എന്റെ പ്രിയ സിഞ്ജ)- റോസി തോമസ്.
3. മയിലമ്മ ഒരു ജീവിതം (അദ്ധ്യായം അഞ്ച്)- ജ്യോതിഭായി പരിയാടത്ത്.

ബ്ലോക്ക്- 3. യാത്രാവിവരണം

യാത്രാവിവരണം സാഹിത്യം എന്ന വിവരണാത്മക സാഹിത്യശാഖ പരിചയപ്പെടുക. വർത്തമാനപ്പുസ്തകം മുതലുള്ള ആദ്യകാല യാത്രാവിവരണങ്ങളുടെ സാഹിത്യചരിത്രം സാമാന്യമായി മനസ്സിലാക്കുക. സ്ഥലപരവും സാംസ്കാരികവും പാരിസ്ഥിതികവും ആത്മീയവുമായ വൈവിധ്യമാർന്ന വിവരണങ്ങളുടെ സാഹിത്യമൂല്യം പഠനവിധേയമാക്കുക.

വിശദപഠനത്തിന്

1. നിലാവ് കോരിക്കുടിച്ച കള്ളിമുൾച്ചെടികൾ (മരുഭൂമിയുടെ ആത്മകഥ)- വി. മുസഫിർ മുഹമ്മദ്.
2. വഴിയമ്പലത്തിലും പുൽക്കുടിലിലും (ഹിമവാന്റെ മുകൾത്തട്ടിൽ)- രാജൻ കാക്കനാടൻ.

3. ചീവീടുകൾ ചിലയ്ക്കാൻ മറക്കുമ്പോൾ (നദി തിന്നുന്ന ദ്വീപ്) - കെ. എ. ബീന.

#### ബ്ലോക്ക്-4. അനുഭവ സാഹിത്യം

ഓർമ്മ, സംഭാഷണങ്ങൾ, വ്യക്തികളുമായുള്ള സംഭാഷണത്തെ ആസ്പദമാക്കി എഴുതപ്പെട്ട അനുഭവസാഹിത്യങ്ങൾ, സ്വത്വത്തോടു ബന്ധപ്പെട്ട ആഖ്യാനങ്ങൾ, ജീവിതരേഖകൾ എന്നിവ.

#### വിശദപഠനത്തിന്

1. എന്നെ പാണനെന്ന് വിളിക്കരുത് (എതിര്)- എം. കുഞ്ഞാമൻ.
2. ദരിദ്രന്റെ ക്രിസ്മസ് ( പച്ചവിരൽ)- ദയാഭായി.
3. വരുമോ വസന്തം ( ഒരു മലയാളി ഹിജഡയുടെ ആത്മകഥ)- ജെറീന.

#### റഫറൻസ്

1. ഡോ. വി. സി. ഹാരിസ്, ആത്മകഥ ജീവിതം സമൂഹം നിരൂപണം, റെയിൻബോ ബുക്സ്, കോഴിക്കോട്.
2. ഡോ. സൗമ്യ ദാസൻ, ആത്മകഥ: ആഖ്യാനത്തിലെ പെണ്ണുകൾ, മൈത്രി ബുക്സ്, തിരുവനന്തപുരം.
3. ഭാഗ്യലക്ഷ്മി, സ്വരഭേദങ്ങൾ - ഡി. സി. ബുക്സ്, കോട്ടയം.
4. ഡോ. കെ. എം. ജോർജ്ജ്, ജീവചരിത്രസാഹിത്യം - ഡോ. കെ. എം. ജോർജ്ജ്, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം
5. നടുവട്ടം ഗോപാലകൃഷ്ണൻ, ആത്മകഥാസാഹിത്യം മലയാളത്തിൽ - ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.
6. ഇ. പി. രാജഗോപാലൻ, കഥയും ആത്മകഥയും - ചിന്ത പബ്ലിഷേഴ്സ്, തിരുവനന്തപുരം.
7. അശ്വനി എ. പി, ട്രാൻസ്ജെൻഡർ ജീവനും അതിജീവനും, ധ്വനി ബുക്സ്, കോഴിക്കോട്
8. സക്കറിയ, രണ്ടു യാത്രകൾ, ഡി. സി ബുക്സ്, കോട്ടയം.
9. ചെറുകാട്, ജീവിതപ്പാത - കറന്റ് ബുക്സ്, തൃശ്ശൂർ.
10. എം. ജി. എസ്. നാരായണൻ, ജാലകങ്ങൾ: ഒരു ചരിത്രാന്വേഷിയുടെ വഴികൾ കാഴ്ചകൾ, കറന്റ് ബുക്സ്, തൃശ്ശൂർ.
11. ജി. ഉഷാകുമാരി (എഡിറ്റർ), ഉൾക്കണ്ണാടികൾ, കൈരളി ബുക്സ്, കണ്ണൂർ.
12. പ്രൊഫ. വി. രമേഷ് ചന്ദ്രൻ, സഞ്ചാരസാഹിത്യം മലയാളത്തിൽ
13. കെ.കെ. കൊച്ചു, ദലിതൻ, ഡി.സി ബുക്സ്, കോട്ടയം.
14. ബാലചന്ദ്രൻ ചുള്ളിക്കാട്, ചിദംബരസ്മരണ, ഡി. സി ബുക്സ്, കോട്ടയം.
15. എം. കെ. സാന, നാരായണഗുരു, എൻ. ബി.എസ്. കോട്ടയം.

- 16.റോസി തോമസ്, ഇവൻ എൻറെ പ്രിയ സി. ജെ, ഡി.സി ബുക്സ്, കോട്ടയം.
17. വി. ബാബുസേനനൻ, ബെർട്രാൻറ് റസ്സൽ -
- 18.ഡോ. ജോർജ് വർഗ്ഗീസ്, സ്റ്റീഫൻ ഹോക്കിങ്, ഡി.സി ബുക്സ്, കോട്ടയം.
- 19.ജ്യോതിഭായി പരിയാടത്ത്, മയിലമ്മ ഒരു ജീവിതം, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്.
- 20.മാധവിക്കുട്ടി, കേരള സഞ്ചാരം, ഡി. സി ബുക്സ്, കോട്ടയം.
- 21.വി. മുസഫിർ അഹമ്മദ്, മതഭൂമിയുടെ ആത്മകഥ , കറന്റ് ബുക്സ്, തൃശ്ശൂർ.
- 22.രാജൻ കാക്കനാടൻ, ഹിമവാന്റെ മുകൾത്തട്ടിൽ, ഡി. സി ബുക്സ്, കോട്ടയം.
- 23.എം. കുഞ്ഞാമൻ, എതിർ, ഡി.സി ബുക്സ്, കോട്ടയം.
24. കെ. എ. ബീന , നദി തിന്നുന്നവീട്, കറന്റ് ബുക്സ്, തൃശ്ശൂർ.
- 25.ഭാസ്കരൻ, ജാന, ഡി. സി ബുക്സ്, കോട്ടയം
- 26.ദയാഭായി, പച്ചവീരൻ, ഡി. സി ബുക്സ്, കോട്ടയം.
- 27.വിജയരാജമല്ലിക, മറ്റൊരു പെണ്ണല്ല ഞാൻ, പാപ്പാത്തി
28. ജെറീന, ഒരു മലയാളി ഹിജഡയുടെ ആത്മകഥ, ഡി. സി ബുക്സ്, കോട്ടയം.

## SREENARAYANAGURU OPEN UNIVERSITY

### B.A. ENGLISH LANGUAGE AND LITERATURE

#### MODERN INDIAN LANGUAGE (Hindi)

#### B21HD02LC

#### हिंदी पद्य साहित्य और अनुवाद (Hindi Padya Sahitya Aur Anuvad)

#### (POETRY AND TRANSLATION)

**Credits : 6**

#### पाठ्यक्रम उद्देश्य (Objectives ):

छात्रों को प्राचीन, मध्यकालीन और आधुनिक हिन्दी कविता की अवधारणाओं और इसकी बोलियों से परिचित कराना । दैनिक जीवन में अनुवाद एवं उसके उपयोग से परिचित कराना । इस पाठ्यक्रम का उद्देश्य कविता के प्राचीन रूप और कविता में इस्तेमाल की जाने वाली भाषा शैली के बारे में छात्रों में जागरूकता पैदा करना है । इस प्रकार वे हिन्दी भाषा की मूल संरचना और समय के साथ इसके विकास को समझ सकते हैं ।

#### पाठ्यक्रम परिणाम (Course Outcomes)

**Co. 1 :** प्राचीन और मध्यकाल की कविता के विभिन्न रूपों का विश्लेषण करता है ।

**Co. 2 :** समाज और साहित्य के बीच संबंध तथा हिन्दी सहित्य और समाज में प्राचीन और मध्यकालीन

कवियों द्वारा निभाई गई भूमिका को समझता है । उस काल के प्रख्यात हिन्दी लेखकों के माध्यम

से संत कविताओं की विभिन्न शाखाओं का ज्ञान प्राप्त करता है ।

**Co 3** : सामाजिक सांस्कृतिक चेतना, को आत्मसात करता है और तुलसीदास, कबीरदास, बिहारी जैसे

कवियों से परिचय प्राप्त करता है ।

**Co 4** : आधुनिक काल की विशेषताओं को समझता है और आधुनिक काल के कवियों के बारे में

परिचय प्राप्त करता है ।

**Co 5** : आधुनिक काल की विभिन्न काव्य शैलियों से परिचित होता है । हाइकु कविताओं के बारे में ज्ञान

प्राप्त करता है ।

**Co 6** : अनुवाद के बारे में ज्ञान प्राप्त करता है और उसका प्रयोग करने में दक्षता प्राप्त करता है ।

#### पाठ्यक्रम रूपरेखा (COURSE Outline)

ब्लॉक : 1 प्राचीन और मध्यकालीन रचनाएँ ।

ब्लॉक : 2 छायावाद की – कविताएँ ।

ब्लॉक : 3 प्रगतिवादी कविता ।

ब्लॉक : 4 समकालीन कविता ।

ब्लॉक : 5 हाइकु कविताएँ ।

ब्लॉक : 6 अनुवाद ।

ब्लॉक : 1 प्राचीन और मध्यकालीन रचनाएँ ।

इकाई – 1 : कबीर – 2 दोहे

इकाई – 2 : तुलसी – 2 दोहे

इकाई – 3 : सूरदास – एक पद

ब्लॉक : 2 छायावाद की – कविताएँ ।

इकाई – 1 : निराला – 'भिक्षुक'

इकाई – 2 : प्रसाद - 'किरण'

ब्लॉक : 3 प्रगतिवादी कविता ।

इकाई – 1 : नागार्जुन – 'प्रेत का बयान' ।

ब्लॉक : 4 समकालीन कविता ।

इकाई – 1 : अरुण कमल – 'वक्त' ।

ब्लॉक : 5 हाइकु कविताएँ ।

इकाई – 1 : सुरंगामा यादव – 'काटे जंगल' ।

ब्लॉक : 6 अनुवाद ।

इकाई 1-अनुवाद :- अर्थ , परिभाषा एवं स्वरूप

इकाई 2- अनुवाद का महत्व और उद्देश्य

इकाई 3- अंग्रेज़ी से हिन्दी में और हिंदी से अंग्रेज़ी में अनुवाद अभ्यास ।

#### संदर्भ– Reference

1. हिंदी काव्य की तांत्रिक पृष्ठभूमि – डॉ. विश्वम्भरन उपाध्य ।
2. मध्यकालीन हिंदी काव्यभाषा – राम स्वरूप चतुर्वेदी ।
3. प्राचीन एवं मध्यकालीन काव्य – डॉ. सुषमा दुर्बे, डॉ. के. दुर्बे, डॉ. राजकुमार ।
4. अनुवाद की समस्याएं – जी. गोपीनाथ, एस. कंद. स्वामी ।
5. अनुवाद की प्रक्रिया तकनीक और समस्याएं - -डा. श्रीनारायण समीर

**SREENARAYANAGURU OPEN UNIVERSITY**

**B.A. ENGLISH LANGUAGE AND LITERATURE**

**MODERN INDIAN LANGUAGE (Sanskrit)**

**B21SN02LC**

महाकाव्यम् गद्यकाव्यञ्च

**(Mahakavyam Gadyakavyam Cha)**

**Credits: 6**

**लक्ष्यम् (Course Objectives)**

भारतीयकाव्यशास्त्रे परिचयप्रदानम्।

**उद्देश्यानि (Learning Outcomes)**

1. महाकाव्यमधिकृत्य उद्बोधनम् ।
2. महाकाव्यस्वरूपस्य, काव्यसौन्दर्यतत्त्वस्य चाऽवबोधनम्।
3. इतिहासपुराणानां विषये उद्बोधनम् ।
4. इतरभाषासाहित्ये महाभारतस्य स्वाधीनताऽवगमनम् ।
5. संस्कृतसाहित्ये लक्ष्मणसूरिणः योगदानावगमनम् ।
6. संस्कृतगद्यसाहित्यपरिचयः।

**COURSE DETAILS**

**BLOCK 1 महाकाव्यपरिचयः।**

1. लौकिकसाहित्यमधिकृत्य सामान्यपरिचयः।
2. महाकाव्यानि, पञ्चमहाकाव्यानि च।
3. महाकाव्यलक्षणम्।
4. कुमारसंभस्य महाकाव्यलक्षणानुसारं अवलोकनम्।

**BLOCK 2 कुमारसम्भवम् – पञ्चमसर्गः।**

2. 1. पार्वत्याः तपश्चर्योद्यमः – श्लोकाः 1 – 17.
2. 2. महत्तरस्तपश्चर्याविशेषः – श्लोकाः 18 -29.
2. 3. ब्रह्मचारिप्रवेशः, सखीद्वारा पार्वत्याः इङ्गितनिवेदनं च - श्लोकाः – 30 – 61.
2. 4. ब्रह्मचारिकृता शिवनिन्दा, पार्वत्या तन्निरासः, फलोदयश्च – श्लोकाः – 62 – 86.

**BLOCK 3 गद्यपरिचयः**

3. 1. गद्यकाव्यानां सामान्यपरिचयः।

3. 2. इतरसाहित्यरूपेषु इतिहासपुराणानां स्वाधीनम्।
3. 3. महाभारतम्, महाभारतस्य रचनाकालः, सामान्यपरिचयश्च।
3. 4. संस्कृतसाहित्ये लक्ष्मणसूरिणो योगदानम्।

**BLOCK 4 भारतसङ्ग्रहः – आदिपर्वणः समग्रमध्ययनम् ।**

4. 1. खण्डिका: 1 – 11.
4. 2. खण्डिका: 12 – 15.
4. 3. खण्डिका: 16 – 27.
4. 4. खण्डिका: 28 – 31.

**References**

कुमारसम्भवम् - Kumarasambhava of Kalidasa (with the commentary of Mallinatha),  
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संस्कृतसाहित्येतिहासः – आचार्यलोकमण्डितालः। चौखम्बा कृष्णदास अकादमी, वाराणसी।

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A History of Sanskrit Literature, Macdonell A .A, Motilal Banarsidas Publishers, Delhi, 1990.

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publishers.

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Delhi, 1990

Indian Kavya Literature, A.K Warder. Motilal Banarasidass, Delhi, 1972.

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Sanskritasahityacaritram (Malayalam), Kunjunni Raja & M.S Menon (Ed.), Kerala Sahitya  
Academy, Trissur, 1991

A Short History of Sanskrit Literature, T K RamachandraAiyar, RS Vadhyar&  
Sons, Palakkad

Kumara Sambhava (Edition with Malayalam commentary), Kuttikrishna



#### Additional References (E-resources)

[www.kalidasacademy.com](http://www.kalidasacademy.com)

[www.poetrynook.com](http://www.poetrynook.com)

[www.resanskrit.com](http://www.resanskrit.com)

[www.ancient.cu](http://www.ancient.cu)

[www.worldcat.org](http://www.worldcat.org)

**SREENARAYANAGURU OPEN UNIVERSITY**  
**B.A. ENGLISH LANGUAGE AND LITERATURE**  
**MODERN INDIAN LANGUAGE (Arabic)**  
**B21AR02LC**  
**LITERATURE IN ARABIC**  
**CREDITS:6**

**Course Objectives**

1. The student can communicate in Arabic in various situations
2. The student can express his thoughts in oral and written form through simple sentences in Arabic.
3. The student can read and understand literary texts in Arabic
4. The student can appreciate and analyze the literary texts in Arabic
5. The student can assimilate humanistic and moral values in his life

**Course Outcome**

At the end of the course students will be able to,

1. Communicate in Arabic in various situations
2. Express his thoughts in oral and written form through simple sentences in Arabic.
3. Read and understand literary texts in Arabic
4. Appreciate and analyze the literary texts in Arabic
5. Assimilate humanistic and moral values in his life

**COURSE DETAILS**

**BLOCK 1: Conversations in Arabic**

UNIT 1	Introduction
UNIT 2	In the House
UNIT 3	In the Hotel
UNIT 4	In the Railway Station
UNIT 5	In the Market

## **BLOCK 2: Reading on classical texts in Arabic**

- UNIT 1 سورة الحجرات: الآيات من 9 إلى 13
- UNIT 2 الأحاديث المختارة من كتاب "الأربعون النووية"  
الأحاديث 2، 7، 12، 13، 15، 27

## **BLOCK 3: Reading on Modern Essays in Arabic**

- UNIT 1 الأرملة وابنها" من كتاب دمة وابتسامة لجبران خليل جبران"
- UNIT 2 ما أضعف الإنسان" من كتاب مقالات في كلمات، المجموعة"  
الثانية، لعل الطنطاوي

## **BLOCK 4: Appreciating Short Story**

- UNIT 1 قصة "نصف العالم" من مجموعة القصص "العالم ليس لنا" لغسان  
كنفاني

## **BLOCK 5: Appreciating Poetry.**

- UNIT 1 قصيدة "دعوة إلى التنقل والترحال" للإمام الشافعي
- UNIT 2 قصيدة "وداعا أيها الدفتر" لنزار قباني

## **BLOCK 6: TUTORIAL**

Practice sheets based on Block 1-5

### **References:**

1. Qur'aanul Kareem
2. Imam Annavavi, Al Arba'una annvavi
3. Muhammed Bin Isma'il Al Bukhaari, Sahihu l-Bukhaari
4. Jubran Khalil Jubran, Dam'athun wa-btisaamatun
5. Ali At-thanthaawi, Maqaalatun fi Kalimaatin, Second Collection, Daarul-Manaar, Jidha, Ed:1, 2000

6. Gassaan Kanafani, Aalamun Laysa Lanaa (Collection of short stories), Ramal Publications, Qubrus.
7. Muhammed Ibrahim Salim, Diwanu l-Imaami s-safi'i, Maktabatu Binu Sinaa. Cairo
8. Ahmad Matar, Al Majmu'atu S-si'riyya, Daaru l-Hurriyya, Beirut, 2011
9. Personal Site of Nizar Qabbani - <https://nizarq.com/ar/poem131.html>

# Semester V

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **DISCIPLINE CORE**

**B21EG05DC**

### **ENGLISH LANGUAGE AND LINGUISTICS**

**CREDITS - 6**

#### **Course Objectives**

1. To gain knowledge of phonology, morphology and semantics, thereby learning the nuances of articulation and how vocabulary and meaning are constructed.
2. To learn about words, phrases and syntax - the ways in which sentences are constructed.
3. To learn how sentences are related to each other and how they can be transformed in various ways.
4. To develop the skills necessary to analyse sentence structure.
5. To use some of the tools and methods of modern linguistics.

#### **Course Outcomes**

Upon completing the course learners will,

1. be able to have a good concept about the language structure of Modern English.
2. be able to give an account of a syntax topic orally.
3. be able to write with greater independence and linguistic correctness.
4. have competence to pronounce words and sentences (phonology)
5. know how to break down a large word into its component parts (morphology)
6. know how to relate words and sentences to their meanings (semantics)

#### **COURSE DETAILS**

##### **BLOCK 1: Introduction to Language and Linguistics**

UNIT 1	Theories Related to the Origin of Language – Human Language as Opposed to Animal Communication – Speech and Writing.
UNIT 2	Branches of Linguistics – Psycho-Linguistics, Ethno-Linguistics, Socio- Linguistics, Neurolinguistics.
UNIT 3	Language Varieties – Idiolect – Dialect – Isogloss – Register – Pidgin, Creole - Bilingualism – Diglossia.
UNIT 4	Approaches to the Study of Linguistics – Synchronic and Diachronic – Descriptive and Prescriptive – Traditional and Modern.
UNIT 5	Concepts of Langue, Parole – Competence, Performance.

## **BLOCK 2: Phonetics and Phonology**

- UNIT 1 Air-Stream Mechanisms – Organs of Speech – Classification and Description of Speech Sounds
- UNIT 2 Phonemes in English – Vowels – Monophthongs, Diphthongs, Triphthongs, Cardinal Vowels – Consonants
- UNIT 3 Phonology – Syllable – Structure
- UNIT 4 Word Accent
- UNIT 5 International Phonetic Alphabet – IPA Symbols – Received Pronunciation and General Indian English

## **BLOCK 3: Morphology**

- UNIT 1 English Morphology – Morpheme, Allomorph and Morph – Free and Bound Morphemes – Compounding, Affixation, Inflexion, Derivation
- UNIT 2 Word Formation Processes
- UNIT 3 Form Class and Function Words

## **BLOCK 4: The Sentence**

- UNIT 1 Word Order and Sentence Pattern
- UNIT 2 Phrases – Noun Phrase, Adjective Phrase, Adverb Phrase, Verb Phrase, Prepositional Phrase
- UNIT 3 Types of Sentences – Declarative, Interrogative, Imperative, Exclamatory

## **BLOCK 5: Sentence Transformations**

- UNIT 1 Time, Tenses and Aspects
- UNIT 2 Subject - Verb Agreement in Sentences
- UNIT 3 Degrees of Comparison – Active and Passive Voice – Direct and Indirect Speech

## **BLOCK 6: Syntax and Select Concepts**

- UNIT 1 Basic Concepts in Syntax – Kernel Sentences – Deep Structure and Surface Structure
- UNIT 2 Syntactic Models – Noam Chomsky – Phrase Structure Grammar – Leonard Bloomfield – IC Analysis
- UNIT 3 Basic concepts – Monolingualism, Bilingualism, Multilingualism

## **References**

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**SREENARAYANAGURU OPEN UNIVERSITY**  
**B.A. ENGLISH LANGUAGE AND LITERATURE**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**B21EG03DE**  
**WOMEN'S WRITING**  
**CREDITS: 6**

**Course Objectives**

1. To explore the various stages of the development of women's writing.
2. To provide an exposure to the multitudes of feminist writings produced in different regions.
3. To focus on the general traits that unite women writers and their literary experiences.
4. To comprehend the plurality of women's literature.
5. To understand the vitality of various cultural, social and gendered experiences narrated in women's writings.

**Course Outcomes**

By the end of the course, the learners,

1. will get a taste of various literary works written by women writers from different parts of the literary world.
2. will be aware of the history of women's writing from the beginning till the contemporary times.
3. will understand the themes and narrative strategies of women's texts.
4. will be able to deconstruct the gendered stereotypes existing both in literature and society.

**COURSE DETAILS**

**BLOCK 1: Historical Introduction**

UNIT 1	Alice Walker	“In Search of Our Mothers' Gardens”
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**BLOCK 2: Essays**

UNIT 1	Virginia Woolf	“Jane Eyre and Wuthering Heights” from <i>The Collected Essays of Virginia Woolf</i>
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### **BLOCK 3: Poetry**

UNIT 1	Sylvia Plath	“Daddy”
UNIT 2	Maya Angelou	“Phenomenal Woman”

### **BLOCK 4: Short Fiction**

UNIT 1	Charlotte Perkins Gilman	“The Yellow Wallpaper”
UNIT 2	Alice Munroe	“Boys and Girls”

### **BLOCK 5: Novels**

UNIT 2	Jeanette Winterson	<i>Oranges are Not the Only Fruit</i>
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### **BLOCK 6: Drama**

UNIT 2	Manjula Padmanabhan	<i>Lights Out</i>
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### **References**

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Tharu, Susie. K. Lalita. Eds. *Women's Writing in India: 600 BC to the Early Twentieth Century*. OUP, 1997

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Woolf, Virginia. *A Room of One's Own*. Hogarth Press, 1929.

---. *The Collected Essays of Virginia Woolf*. Benediction, 2011.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **DISCIPLINE SPECIFIC ELECTIVE COURSE**

**B21EG04DE**

### **AMERICAN LITERATURE**

**CREDITS: 6**

#### **Course Objectives**

1. Provide knowledge of the writers who have steered the course of American literature
2. Provide insight into the techniques and stylistic peculiarities of American literature
3. An understanding of the authors, genres and movements of American literature
4. Equip learners to identify ideas and themes typical of American literature

#### **Course Outcomes**

Upon completing the course, the learners,

1. will have a sense of the Americanism that characterises American literature
2. will have a perspective of the contexts of American literature
3. will be able to place American literature within the corpus of world literature, even while identifying its uniqueness.
4. will identify the themes and narratives particular to American literary expressions
5. will be equipped to explore further about the recent and more popular forms of American literature.

#### **COURSE DETAILS**

##### **BLOCK 1: Background Study**

UNIT 1 Native Americans and colonialism – Colonial literature – Puritanism and New England – Literature of the Revolutionary period – Post-Independence Era and Nationalism – Transcendentalism – Rise of Literary Realism – Civil War – Modernism – Jazz Age and Harlem Renaissance – Great Depression and literature – Post-War Literature – Developments in Poetry, Fiction, Drama – American Multiculturalism and Contemporary Literature.

**BLOCK 2: Poetry**

- UNIT 1 Edgar Allen Poe “The Raven”  
UNIT 2 Wallace Stevens “The Emperor of the Ice-Cream”  
UNIT 3 Langston Hughes “Harlem”  
UNIT 4 e. e. cummings “Buffalo Bills”

**BLOCK 3: Short Fiction**

- UNIT 1 Alice Walker “Everyday Use”  
UNIT 2 Stephen Crane “The Open Boat”

**BLOCK 4: Drama**

- UNIT 1 Eugene O’ Neil *Emperor Jones*

**BLOCK 5: Novels**

- UNIT 1 Mark Twain *Huckleberry Finn*

**BLOCK 6: Essays and Non-Fiction**

- UNIT 1 Henry David Thoreau “The Battle of the Ants”

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- Bercovitch, Sacvan, ed. *The Cambridge History of American Literature*. New York: Cambridge U P, 2004.
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**SREENARAYANAGURU OPEN UNIVERSITY**  
**B.A. ENGLISH LANGUAGE AND LITERATURE**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**B21EG05DE**  
**LITERATURE AND THE ENVIRONMENT**  
**CREDITS: 6**

**Course Objectives**

1. To introduce learners to environmental humanities through environmentally conscious literature.
2. To introduce learners to a variety of ecologically oriented literary works of diverse genres to enable them to use their knowledge of literature and environment.
3. To introduce learners to the conceptual and analytical tools for appreciating literary practices from an ecocritical perspective.

**Course Outcomes**

At the end of the course the learner should be able to:

1. recognise and appreciate the multiple concerns and themes expressed in environmental humanities.
2. demonstrate a deeper understanding of the different modes and formal strategies of representation of nature in literature and are able to analyse, articulate and creatively respond to environmental crises.
3. possess the ability to employ appropriate critical strategies to analyse the multiple ecological and ideological dimensions of representations of nature and environment.

**COURSE DETAILS**

**BLOCK 1: Introduction**

UNIT 1	Pramod K. Nayar	“Ecocriticism.”
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**BLOCK 2: Poetry**

UNIT 1	William Cowper	“The Poplar Field”
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UNIT 2	William Wordsworth	“Composed upon Westminster Bridge, September 3, 1802”
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UNIT 3	Seamus Heaney	“Death of a Naturalist”
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**BLOCK 3: Prose**

UNIT 1	Rachel Carson	“A Fable for Tomorrow”
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**BLOCK 4: Short Fiction**

UNIT 1	Alice Munro	“Walker Brothers Cowboy”
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## **BLOCK 5: FICTION**

UNIT 1      Yann Martell      *Life of Pi*

## **BLOCK 6 - Drama**

UNIT 1      William Shakespeare      *As You Like It*

## **References**

- Bate Jonathan. *Romantic Ecology: Wordsworth and the Environmental Tradition*. London: Routledge, 1991.
- Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. Cambridge: Cambridge UP, 2011.
- Dyer Jim. *Where the Wild Books are: A Field Guide to Ecofiction*. Nevada: University of Nevada Press, 2010.
- Egan, Gabriel. *Green Shakespeare: From Ecopolitics to Ecocriticism*. London: Routledge, 2006.
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- Griffin, Susan. *Women and Nature: The Roaring inside Her*. Berkeley: Counterpoint, 2000.
- Guha, Ramachandra. *Environmentalism: A Global History*. New Delhi: Oxford University Press, 2000.
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- Huggan, Graham and Helen Tiffin. *Postcolonial Ecocriticism: Literature, Animals, Environment*. London: Routledge, 2010.
- Lapierre, Dominique and Javier Moro. *Five Past Midnight in Bhopal: The Epic Story of the World's Deadliest Industrial Disaster*. New York: Grand Central Publishing, 2002.
- Trexler, Adam. *Anthropocene Fictions: The Novel in a Time of Climate Change*. Virginia: University of Virginia Press, 2015.
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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **B.A. ENGLISH LANGUAGE AND LITERATURE**

### **DISCIPLINE SPECIFIC ELECTIVE COURSE**

**B21EG06DE**

### **WORLD LITERATURE**

**CREDITS - 6**

1. To provide a comprehensive understanding of the literatures of the world from the 18th century to the present.
2. To provide learners with a historical understanding of the various global literary cultures.
3. To inculcate an understanding of various canons of literature above and beyond the Western/English literary tradition.
4. To nurture a deeper understanding of the nuances of human identity throughout history, across the world.

#### **Course Outcomes**

At the end of the course learners should be able to,

1. identify and appreciate the important authors of world literature and understand the socio-cultural as well as political implications of their works.
2. demonstrate a critical understanding of the major thematic concerns of world literature from the 18th century to the present.
3. understand the evolution of various literary genres from a global perspective.
4. discern and analyse different styles and narrative strategies in the texts.

#### **COURSE DETAILS**

##### **BLOCK 1: Introduction**

UNIT 1            World Literature – Contexts, Perspectives and Thematic Concerns.

UNIT 2            Brief Overview of Important Writers from the 18<sup>th</sup> Century to the Present

##### **BLOCK 2: Poetry**

UNIT 1            Rainer Maria Rilke            “The Swan” (Austria/Germany)

UNIT 2            Razaq Malik Mbolahan “In Another World” (Nigeria)

UNIT 3            Pablo Neruda            “Tonight I Can Write” (Chile)

**BLOCK 3: Prose**

UNIT 1      Nelson Mandela      Part 4 “The Struggle is My Life” from *The Long Walk to Freedom*

**BLOCK 4: Short Story**

UNIT 1      Guy de Maupassant      “A Wedding Gift” (France)  
UNIT 2      Arabian Nights      “The Merchant and the Genie” (Middle East)  
UNIT 3      Haruki Murakami      “The Kingdom That Failed” (Japan)

**BLOCK 5: Novels/ Novella**

UNIT 1      Gabriel Garcia Marquez      *Chronicle of a Death Foretold* (Columbia)

**BLOCK 6: Drama**

UNIT 1      Anton Chekov      *Cherry Orchard*

**References**

- Damrosch, David. *What is World Literature?* Princeton University Press. 2003
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# SREENARAYANAGURU OPEN UNIVERSITY

## GENERIC ELECTIVE (MALAYALAM)

**B21ML01GE**

ആധുനികമലയാള സാഹിത്യചരിത്രം  
(Aadhunikamalayala Sahithyacharithram)

**CREDITS: 2**

### Course Objectives

1. ആധുനിക മലയാളസാഹിത്യത്തെക്കുറിച്ച് സാമാന്യമായ അറിവ് നേടുക
2. സാഹിത്യ പ്രസ്ഥാനങ്ങളുടെ ലഘുചരിത്രം മനസ്സിലാക്കുക
3. മലയാളത്തിലെ ശ്രദ്ധേയരായ എഴുത്തുകാരെയും അവരുടെ കൃതികളെയും പരിചയപ്പെടുക
4. കവിത, ചെറുകഥ, നോവൽ എന്നീ സാഹിത്യരൂപങ്ങളെ പരിചയപ്പെടുക
5. ആധുനിക സാഹിത്യരൂപങ്ങളുടെ ആരംഭചരിത്രത്തെ മനസ്സിലാക്കുക

### Course Outcomes

1. ആധുനിക സാഹിത്യ പ്രസ്ഥാനങ്ങളുടെ ലഘുചരിത്രത്തെക്കുറിച്ച് അറിവ് നേടുന്നു.
2. മലയാളത്തിലെ സാഹിത്യ പ്രസ്ഥാനങ്ങളെക്കുറിച്ച് ധാരണ ലഭിക്കുന്നു
3. ആധുനിക മലയാളകവിതയുടെ സവിശേഷതകൾ മനസ്സിലാക്കുന്നു.
4. മലയാള നോവലിന്റെ ചരിത്രത്തെക്കുറിച്ച് അറിവു നേടുന്നു.
5. മലയാള ചെറുകഥയുടെ ചരിത്രത്തെക്കുറിച്ച് ധാരണ ലഭിക്കുന്നു.
6. മലയാളത്തിലെ ശ്രദ്ധേയരായ എഴുത്തുകാരെയും അവരുടെ കൃതികളെയും പരിചയപ്പെടുന്നു.

### COURSE DETAILS

#### ബ്ലോക്ക് 1 : ആധുനികമലയാളകവിത

യൂണിറ്റ് 1 : കവിത - കവിത്രയം - ആശാൻ, ഉള്ളൂർ, വള്ളത്തോൾ

യൂണിറ്റ് 2 : , ബാലാമണിയമ്മ, പിക്ക്കത്തിരാമൻനായർ, ചങ്ങമ്പുഴ

യൂണിറ്റ് 3 : ഇടശ്ശേരി, എൻ. വികൃഷ്ണവാരീയർ,

യൂണിറ്റ് 4: പി. ഭാസ്കരൻ, വയലാർ, അയ്യപ്പപ്പണിക്കർ

## ബ്ലോക്ക് 2 : നോവലുംചെറുകഥയും

യൂണിറ്റ് 1 : മലയാളനോവലിന്റെ പശ്ചാത്തലം - ആദ്യകാലനോവലുകൾ

യൂണിറ്റ് 2 : വൈക്കംമുഹമ്മദ്ബഷീർ, എസ്. കെ. പൊറ്റക്കാട്, എം.

ടി.വാസുദേവൻനായർ

യൂണിറ്റ് 3 : ഉറുബ്, കാക്കനാടൻ, ഒ. വി. വിജയൻ, സാറാ ജോസഫ്.

യൂണിറ്റ് 4 : ചെറുകഥ - ചെറുകഥയുടെ പശ്ചാത്തലം - ആദ്യകാലകഥകൾ

കാത്രൂർ, തകഴി, കേശവദേവ്, പൊൻകുന്നംവർക്കി, ടി. പത്മനാഭൻ,

മാധവിക്കുട്ടി, കാക്കനാടൻ, സാറാജോസഫ്, സക്കറിയ

## റഫറൻസ്

1. കെ. എം. ജോർജ്ജ് (എഡി), ആധുനികസാഹിത്യചരിത്രം  
പ്രസ്ഥാനങ്ങളിലൂടെ, ഡി. സി. ബുക്സ്, കോട്ടയം.
2. എരുമേലിപരമേശ്വരൻപിള്ള, മലയാളസാഹിത്യംകാലഘട്ടങ്ങളിലൂടെ,  
കറന്റ്ബുക്ക്സ്, തൃശ്ശൂർ.
3. കൽപ്പറ്റബാലകൃഷ്ണൻ, മലയാളസാഹിത്യചരിത്രം
4. ഡോ. എംലീലാവതി, കവിതാസാഹിത്യചരിത്രം,  
കേരളസാഹിത്യഅക്കാദമി, തൃശ്ശൂർ.
5. എം. അച്യുതൻ, ചെറുകഥഇന്നലെഇന്ന്, ഡി. സി., ബുക്സ്, കോട്ടയം
6. എൻ. അജയകുമാർ, ആധുനികതമലയാളകവിതയിൽ , കറന്റ്ബുക്സ്,  
കോട്ടയം.
7. തായാട്ട്ശങ്കരൻ, ആശാൻ - നവോത്ഥാനത്തിന്റെ കവി , എൻ.ബി.എസ്.,

കോട്ടയം.

8. പവിത്രൻപി., ആശാൻകവിത ആധുനികാനന്തരപഠനങ്ങൾ,  
സാംസ്കാരികപ്രസിദ്ധീകരണവകുപ്പ്, തിരുവനന്തപുരം
9. ഡോ. വത്സലൻവാതുശ്ശേരി, കഥയുടെനൃക്കിയസ്, ഒലീവ് പബ്ലിക്കേഷൻസ്,  
കോഴിക്കോട്.
10. ഡോ. പി. കെ. രാജശേഖരൻ, കഥാന്തരങ്ങൾ, ഡി. സി. ബുക്സ്, കോട്ടയം.
11. ഡോ. എം. എം. ബഷീർ, ചെറുകഥാസാഹിത്യചരിത്രം,  
കേരളസാഹിത്യഅക്കാദമി, തൃശ്ശൂർ.
12. പി. കെ. ബാലകൃഷ്ണൻ, ചത്തുമേനോൻ ഒരുപഠനം, ഡി.സി.ബുക്സ്, കോട്ടയം
13. ഡോ. കെ. ഭാസ്കരൻനായർ, ദൈവനീതിക്ക്ദാക്ഷിണ്യമില്ല ,എസ്. പി. സി.  
എസ്, കോട്ടയം
14. കെ. എം. തരകൻ, മലയാളനോവൽസാഹിത്യചരിത്രം,  
കേരളശാസ്ത്രസാഹിത്യപരിഷത്ത്, തിരുവനന്തപുരം
15. എം. അച്യുതൻ, നോവൽപ്രശ്നങ്ങളുംപഠനങ്ങളും, എൻ. ബി. എസ്, കോട്ടയം
16. കെ. പി. അപ്പൻ, മാറുന്നമലയാളനോവൽ, ഡി. സി. ബുക്സ്, കോട്ടയം

**SREENARAYANAGURU OPEN UNIVERSITY**

**GENERIC ELECTIVE (SANSKRIT)**

**B21SN01GE**

**संस्कृतसोपानम्  
(Samskruthasopanam)**

**Credits: 2**

**लक्ष्यम् (Course Objectives)**

संस्कृतभाषायाः अध्ययनाय अलब्धावसराणां अनायासेन संस्कृतप्रवेशाय अवसरप्रदानम्।

(To pave an easy way to study Sanskrit for those, who were not getting opportunities to study it.)

**उद्देश्यम् (Course Outcomes)**

1. संस्कृताध्ययनस्य प्रारंभाय अवश्यमध्येतव्यानां सुबन्तानां तिङन्तानाञ्च परिचयप्रदानम्।

(Study of declensions and conjugations of Sanskrit, which are basic requirements for the study of Sanskrit)

2. छात्राणां पदसम्पदः प्रवृद्धिः (Enrichment of vocabulary.)

3. अन्यासां भारतीयभाषाणामपि पदसम्पदां अवगमने सौकर्यप्रदानम्

(Two understand the vocabulary of other Indian languages easily.)

4. भारतीयसंस्कृतेः महिमातिरेकं अवगन्तुं, तस्या वाहिनीरूपाया अस्या भाषाया अध्ययनेन छात्रान् प्रभावयितुम्।

Familiarise the learners with the glorious Indian culture by providing opportunity to learn it through its resource language, Sanskrit.

5. सुसम्पन्ने संस्कृतसाहित्ये परिचयप्रदानम्।

(To familiarise the richness of Sanskrit Literature)

6. काव्यास्वादक्षमतोत्पादनम्।

Development of skill to enjoy the beauty of kavyas.

## COURSE DETAILS

### BLOCK 1. सुबन्त - तिङन्त - पदपरिचयः - (Block 1. Declensions and Conjugations)

1.1. पुंलिङ्ग - नपुंसकलिङ्गशब्दाः- बाल, हरि, गुरु, पितृ, राजन् (पुंलिङ्गे)।

फल, वारि, दधि, मधु, जगत् (नपुंसकलिङ्गे)।

(Declensions of masculine and neutral sabdas - *bala, hari, guru, pitr* and *rajan* in masculine; *phala*

, *vari, dadhi, madhu and jagat* in neutral)

1.2. स्त्रीलिङ्गशब्दाः सर्वनामशब्दाश्च -

लता, मति, नदी, स्त्री, मातृ, भास् - स्त्रीलिङ्गशब्दाः।

अस्मत्, युष्मत्, तत्, एतत्, किम् - सर्वनामशब्दाः (तत्, एतत्, किं- त्रिषु लिङ्गेषु)

(Feminine - *latha, mathi, nadee, stree, maatr* and *bhas*.

Pronouns - *tat, etat and kim* – in three genders.

And *asmad and yushmad* sabdas.)

1.3. तिङन्तपरिचयः (Conjugations) -

भूधातुः (परस्मैपदी) दशलकारेषु।

(The root *bhu* – *parasmaipadi* - in all the ten *lakaras*)

1. 4. वदि (वन्द्) धातुः (आत्मनेपदी) - दशलकारेषु। एधधातुः लिटि केवलम् - अनुप्रयोगलिटः अवगमनाय)

(The root *vand* in all the ten *lakaras* and the root *Edha* in *lit* only, to familiarize with the *Anuprayoga Lit.*)

### BLOCK 2 - काव्यपरिचयः - रघुवंशमहाकाव्यम् (महाकविः कालिदासः)

प्रथमसर्गः 1 – 54 श्लोकाः। त् निर्दिष्टश्लोकाः।

(Poetry – Raghuvamsa mahakavya of Kalidasa, 1<sup>st</sup> canto, slokas 1 to 54.)

2. 1. सूर्यवंशस्य महिमा, तस्मिन् वंशे दिलीपस्य जन्म च - 1 – 12 श्लोकाः।

(Dignity of Suryavamsa and birth of King Dileepa in that race – slokas 1 to 12)

2. 2. दिलीपस्य गुणवर्णना- श्लोकाः 13 – 30

(The qualities of Dileepa – verses 13 to 30)

2. 3. दिलीपस्य आश्रमयात्रा - श्लोकाः 31 – 47.

(Dileepa's journey to the hermitage of his Guru – slokas 31 to 47)

2.4. वसिष्ठाश्रमवर्णना - श्लोकाः 48 – 54)

(Discription of the hermitage of Vasishtha – slokas 48 – 54)

### References :

1.रघुवंशमहाकाव्यम् - कालिदासः प्रथमः सर्गः)

R.S.Vadyar and Sons, Kalpathy, Palghat.

सहायकग्रन्थाः -

1.शब्दमञ्जरी - विद्यासागर के. एल्. वी. शास्त्री

R.S.Vadyar and Sons, Kalpathy, Palghat.

2. धातुरूपमञ्जरी - विद्यासागर के. एल्. वी. शास्त्री

R.S.Vadyar and Sons, Kalpathy, Palghat.

सहायकग्रन्थाः -

1. रघुवंशमहाकाव्यम् - With Sanjeevini Vyakhya of Mallinatha

Pandurang Jawaji, Bombay.

2. कालिदाससाहित्यसर्वस्वम् - सुधांशु चतुर्वेदी (मलयालम्)

Current Books, Kottayam.



**SREENARAYANAGURU OPEN UNIVERSITY**

**GENERIC ELECTIVE (HINDI)**

**B21HD01GE**

**व्यावहारिक हिंदी व्यावहारिक हिंदी  
(Vyavaharik Hindi)**

**Credits: 2**

**पाठ्यक्रम का उद्देश्य (Course Objectives) :**

दैनिक जीवन में भाषाई आदान प्रदान के लिए हिंदी के विविध रूपों से परिचय प्राप्त करना | दैनिक जीवन के विभिन्न प्रसंगों में हिंदी भाषा के प्रयोग करने में सक्षम होना |

**पाठ्यक्रम परिणाम (Course Outcome):**

**CO 1:** जीवन के सभी क्षेत्रों में हिंदी भाषा बोलने में सक्षम बनता है ।

**CO 2:** हिंदी के सामान्य व्याकरण के सही उपयोग को समझता है ।

**Course Details**

**BLOCK 1 मानक हिन्दी का उच्चारण और बातचीत**

इकाई 1 : घर में बाजार में, रसोई में, होटल में, दोस्तों के बीच, बच्चों के बीच, मां बाप के बीच, भाई बहन के बीच के वार्तालाप |

इकाई 2 : विद्यालय में, दफ्तर में, कॉलेज में, डाक घर में, रेलवे स्टेशन में, बैंक में, थाने में, हवाई अड्डे पर, अस्पताल में।

इकाई 3 : सड़क पर, पुस्तकालय में, सब्जीवाले के साथ।

इकाई 4 : किसी वरिष्ठ कवि से साक्षात्कार

इकाई 5 : फिल्म अभिनेता से साक्षात्कार

**BLOCK 2 : रचनात्मक कार्य (पल्लवन) एवं भाषण कला**

इकाई 1 : कहानी पूरी करना- एक राज था..

इकाई 2 : घर में एक अंधी रहती थी...

इकाई 3 : एक दिन....

इकाई 4 : खरगोश और कुछुए ने दौड़ लगायी...

## इकाई 5 : भाषण का अभ्यास

### References

1. व्यावहारिक हिंदी और रचना : कृष्णा कुमार गोस्वामी ।
2. व्यावहारिक हिंदी शुद्ध प्रयोग : डॉ . ओमप्रकाश ।
3. शैक्षिक व्याकरण और हिंदी : कृष्ण कुमार गोस्वामी ।
4. व्यावहारिक सामान्य हिंदी : डॉ .सविता पाईवाल ।

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **GENERAL ELECTIVE (ARABIC)**

### **B21AR01GE**

#### **Modern Standard Arabic**

#### **COURSE OBJECTIVES**

1. The learner will be able to understand Arabic Language
2. The learner will be able to identify the difference between MSA and Colloquial Arabic
3. The learner will be able to understand Arabic Alphabets, common names and other words in Arabic
4. The learner will be able to memorize usages, terminologies of different contexts and occasions in Arabic
5. The learner will be able to use Arabic Language in real life situations

#### **COURSE OUTCOMES**

1. Understand Arabic Language
2. Identify the difference between MSA and Colloquial Arabic
3. Understand Arabic Alphabets, common names and other words in Arabic
4. Memorize usages, terminologies of different contexts and occasions in Arabic.
5. Use Arabic Language in real life situations

#### **COURSE DETAILS**

#### **BLOCK 1: Introduction to Arabic Language & Basic structures of Arabic Language**

- UNIT 1: Arabic Language, characteristics of Arabic Language
- UNIT 2: Modern Standard Arabic and Colloquial Arabic
- UNIT 3: Arabic Alphabets, basic structure of sentences in Arabic, Question words, prepositions, name of days and months, date and time, cardinal and ordinal numbers, colors, parts of the body and common phrases.

## **BLOCK 2: Use of Arabic in different occasions**

- UNIT 1: Self-introduction, Greetings in Arabic
- UNIT 2: In airport, in railway station and in travelling office
- UNIT 3: In market, in hotel, and in textile shop
- UNIT 4: In hospital, in home and walk-in-interview

### **References:**

1. M. Ashiurakis, (2003), Spoken Arabic self taught, Islamic Book Service
2. Abdul Hamid Madani, Cheriya mundam, ( 2004), Arabian Gulf file Samsarabhasha, Calicut: Al Huda Books
3. Abdul Hamid, V.P. & Abdul Halim, N.K., (2005), Arabic for Various situations, Calicut: Al Huda Books
4. Ali, Sayed, Teach Yourself Arabic, Kazi Publishers
5. Ali, Syed, (2003), Let us Converse in Arabic, New Delhi: USB Publishers.
6. Bahmani, S.K., (2000), Easy Steps to Functional Arabic, Chennai: Alif Books.
7. Faynan, Rafi 'el Imad, (1998), The Essential Arabic, New Delhi: Good word Books
8. Hashim, Abul, (1997), Arabic made easy, New Delhi: Kitab Bhavan
9. Humisa, Michael, (2004), Introducing Arabic, New Delhi: Good word Books
10. Khoury, Sadallah, The Correct Translator: English-Arabic, Arabic-English, New Delhi: Kutub Khana.
11. Mace, John, (1996), Arabic Today: A student, business and professional course in spoken and written Arabic, Edinburgh: Edinburgh University Press.
12. Mohiyeedin, Veeran, (2005), Arabic Speaking Course, Calicut: Al Huda Books
13. Mohyideen, Veeran, (2008), Functional Arabic, Calicut: Arabnet
14. Rahman, S.A., (2003), Let's speak Arabic, New Delhi: Good word Books

**SREENARAYANAGURU OPEN UNIVERSITY**  
**B.A. ENGLISH LANGUAGE AND LITERATURE**  
**SKILL ENHANCEMENT COURSE**  
**B21EG02SE**  
**ENGLISH FOR PROFICIENCY IN COMPETITIVE EXAMINATIONS**  
**CREDITS: 2**

**Course Objectives**

1. To help the learners to better their language skills for successfully taking competitive examinations
2. To familiarise the learners with the pattern of questions
3. To train learners to tackle competitive examinations with confidence
4. To help learners to gain a strong foundation in Language Skills required for competitive examinations

**Course Outcomes**

Upon completing the course, the learners:

1. will have a clear idea about the English topics prescribed generally for competitive examinations
2. will become familiar with the patterns of questions in various competitive examinations
3. will gain a strong foundation in Language Skills required for competitive examinations, and thus successfully tackle the examinations with confidence
4. will be able to gain practical knowledge of the Language Skills that will help them to perform better in competitive examinations

**COURSE DETAILS**

**BLOCK 1: INTRODUCTION**

**BLOCK 2: GRAMMAR AND VOCABULARY**

**BLOCK 1 Introduction**

- |        |  |
|--------|--|
| UNIT 1 | Types of Competitive Exams – Skills Tested in Competitive Exams – Which Exam for What Purpose – Relevance of Competitive Exams and English Proficiency – Competitive Exams in India –International Competitive Exams |
| UNIT 2 | Types of Questions Asked – Individual Tasks – Integrated Tasks – Objective Questions – Descriptive Questions – Cloze Tests – Reasoning   |

- UNIT 3      Listening: Types of Listening – Types of Listening Tasks Asked in Competitive Examinations  
               Speaking: Subskills of Speaking – Types of Speaking Tasks Asked in Competitive Examinations  
               Reading: Types of Reading – Types of Reading Tasks Asked in Competitive Examinations  
               Writing: Types of Writing – Types of Writing Tasks Asked in Competitive Examinations
- UNIT 4      Integrated Language Skills – How They Can Be Used in Competitive Examinations – Conversations – Comprehension Passages – Letters – Précis – Jumbled Paragraphs/ Sentences – Error Spotting in Sentences/ Paragraphs/ Passages

## **BLOCK 2: Grammar and Vocabulary**

- UNIT 1      Grammar – Parts of Speech: Nouns – Pronouns – Adjectives – Verbs – Adverbs – Conjunctions – Prepositions – Interjections – Articles – Common Errors to Be Avoided– Tenses: Present Tense and its Subdivisions – Past Tense and its Subdivisions – Future Tense and its Subdivisions – Degrees of Comparison – Concord – Direct and Indirect Speech – Question Tag – Clauses
- UNIT 2      Homophones/Homonyms/Homographs/Antonyms/Synonyms –Affixes – Idioms and Phrases – One Word Substitution – Wrong Usages to be Avoided – Singular/Plural – Compound Words – Word Relations – Easily Confused Words –Commonly Used Foreign Words and Expressions – Abbreviations – Acronyms
- UNIT 3      Verbal Reasoning –Verbal Puzzles – Verbal Coding Exercises – Jumbled Words (Spelling)

## **References**

- Aggarwal, R. S. and S. Chand. *A Modern Approach to Verbal Reasoning*. New Delhi: S. Chand, 2017.
- Cullen, Pauline. *The Official Cambridge Guide to IELTS*. Cambridge: CUP. 2014.
- Dreyer, Benjamin. *Dreyer’s English: An Utterly Correct Guide to Clarity and Style*. London: Penguin, 2020.
- Rogers, Bruce. *The Complete Guide to the TOEFL Test*. iBT Edition. Massachusetts: Thomson, 2007. Print.

# Semester VI

**SREENARAYANAGURU OPEN UNIVERSITY**  
**B.A. ENGLISH LANGUAGE AND LITERATURE**  
**DISCIPLINE CORE**  
**B21EG06DC**  
**PRINCIPLES OF LITERARY CRITICISM**  
**CREDITS: 6**

**Course Objectives**

1. To provide the learners with a historical understanding of the various critical and (literary) theoretical practices from the classical times to the present.
2. To inculcate an understanding of important theoretical practices and develop the skill and aptitude to apply it in the understanding of literary works.
3. To nurture a deeper insight into the philosophy of literature and thereby gain a holistic/inclusive approach to life.

**Course Outcomes**

By the end of the course, the learner will be able to,

1. develop a historically nuanced understanding of the various schools of literary criticism and theory.
2. analyse and appreciate literary texts with an awareness of the various theoretical perspectives.
3. appreciate and understand the multidisciplinary nature of 'reading' literary works.
4. identify and be familiar with critical terms and key concepts.

**COURSE DETAILS**

**BLOCK 1: Classical and Neo-Classical Critical Thought**

- |        |   |
|--------|---|
| UNIT 1 | Plato – Comments on Drama and poetry –Poetry Mimesis and Diegesis – Theory of Forms |
| UNIT 2 | Aristotle – Definition of Tragedy – Catharsis – Hamartia                            |

**BLOCK 2: Early Modern and Enlightenment (British) Criticism**

- |        |   |
|--------|---|
| UNIT 1 | Philip Sidney – His <i>Apology for Poetry</i> |
|--------|---|



### **BLOCK 3: Romantic and Victorian Criticism**

- UNIT 1      Wordsworth – Definition of Poetry – Poetic Diction and Language
- UNIT 2      Coleridge – Fancy and Imagination
- UNIT 3      Matthew Arnold – Functions of Poetry – Functions of Criticism – Touchstone Method

### **BLOCK 4: 20th Century Literary Criticism**

- UNIT 1      T. S. Eliot – The Modernist Ethic in Literature with References to “Tradition and Individual Talent”, Objective Correlative, Dissociation of Sensibility
- UNIT 2      F.R. Leavis – The Great Tradition, Concept of Literature and Criticism
- UNIT 3      New Criticism – Brief Introduction to the Contributions of I. A. Richards (Practical Criticism), William Empson (Ambiguity), John Crowe Ransom, Cleanth Brooks (Paradox), Wimsatt and Beardsley (Affective and Intentional Fallacy)
- UNIT 4      Structuralism – Saussure (Langue/Parole, Sign/Signified/Signifier)

### **BLOCK 5: After Structuralism**

- UNIT 1      Defining the ‘text’ and ‘author’ – The Theoretical Formulations of Roland Barthes, Michel Foucault and Jacques Derrida
- UNIT 2      Postcolonialism – Orient/Occident, Negritude, Subaltern, Othering
- UNIT 3      Feminism – Waves of Feminism, Schools of Feminism, Gynocritics
- UNIT 5      Psychoanalysis – Id, Ego, Superego

### **BLOCK 6: Indian Aesthetics**

- UNIT 1      Theory of *Rasa*, *Alamkara*, *Dhwanisidhant*

## References

- Abrams, M. H. "Introduction: Orientation of Critical Theories": *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*
- Bennet, Andrew and Nicholas Royle. *An Introduction to Literature, Criticism and Theory* (Third Edition)
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- Gilbert, Sandra M. and Susan Gubar, "Infection in the Sentence: The Woman Writer and the Anxiety of Authorship" *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*.
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**SREENARAYANAGURU OPEN UNIVERSITY**  
**B.A. ENGLISH LANGUAGE AND LITERATURE**  
**DISCIPLINE CORE**  
**B21EG07DC**  
**POSTCOLONIAL LITERATURES**  
**CREDITS-6**

**Course Objectives**

1. To introduce the learners to some key theoretical formulations in the field
2. To help develop an awareness of issues – social, political, cultural and economic – relating to the experience of colonialism and after.
3. To introduce learners to Postcolonial literature, life and culture.
4. To familiarise learners with the most significant writers and their texts from these areas.

**Course Outcomes**

On completion of the course, the learners should be able to,

1. have a preliminary knowledge and understanding of the histories and contexts of colonialism which occasioned the deployment of the terms postcolonialism and postcoloniality.
2. think critically about the contexts of exploration and colonialism in relation to postcolonial societies.
3. identify the traits and features of postcolonial literature as a mode of resistance.
4. understand postcolonial culture and its varying modes of literary expression.
5. become familiar with different approaches to culture, nationalism, multiculturalism, migration, gender and race in the context of post-colonial societies.
6. read and analyse poetry, drama and fiction using postcolonial theoretical tools.

**COURSE DETAILS**

**BLOCK 1: Introduction - Literary Contexts**

UNIT 1 Colonialism

UNIT 2      Postcolonialism: Themes and Key Concepts - Dominant Voices, Marginalised  
Voices, Subaltern Identities-Resisting the Norm/Authority,  
Hybridity, Hegemony, Mimicry

**BLOCK 2: Essays**

UNIT 1      Bill Ashcroft: “Introduction” (from *The Empire Writes Back*)

**BLOCK 3: Poetry**

UNIT 1      Gabriel Okara: “Piano and Drums”

UNIT 2      Nissim Ezekiel: “Background Casually”

UNIT 3      A.D. Hope: “Australia”

UNIT 4      Derek Walcott: “A Far Cry from Africa”

UNIT 5      Margaret Atwood: “Journey to the Interior”

**BLOCK 4: Drama**

UNIT 1      Wole Soyinka: *The Lion and the Jewel*

**BLOCK 5: Short Story**

UNIT 1      Chimamanda Ngozi Adichie: “The Thing around Your Neck”

**BLOCK 6: Novels**

UNIT 1      Jean Rhys: *Wide Sargasso Sea*

**References**

Abraham, Taisha. *Introducing Postcolonial Theories*. Delhi: Macmillan India Ltd, 2007.

Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. Delhi: Oxford University Press, Anderson.

Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 2016

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *The Post-Colonial Studies Reader*.

- London: Routledge, 2006.
- . "Introduction", *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*.  
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- Bhabha, Homi. *The Location of Culture*. London: Routledge, 1994.
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Norton & Company, 2001.
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London: Penguin, 1992.
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**SREENARAYANAGURU OPEN UNIVERSITY**  
**GENERIC ELECTIVE**  
**B21HS01GE**  
**MODERNISATION OF KERALA**  
**CREDITS 2**

**Course Objectives**

1. To trace the historical backdrop of the formation of modern Kerala.
2. To evaluate the nature of the social reform movement in Kerala.

**Course Outcomes**

Upon completing the course learners will able,

1. to learn about the role of reform movements in transforming traditional society into a modern one.
2. to understand the character of Kerala Renaissance and identify how it revolutionised the social fabric of Kerala.

**COURSE DETAILS**

**BLOCK 1: TOWARDS MODERNITY**

- |          |   |
|----------|---|
| Unit 1   | Prelude to Social Reform                          |
| Unit 2   | Colonial Administration- Modernity                |
| Unit 3   | Missionary intervention                           |
|          | LMS-CMS-BEM- Channar agitation                    |
| Unit 4   | Print and Early Newspapers                        |
| Unit 5   | Western Education - Early Educational efforts     |
| Unit 6 : | Malayalam Literature and New Social Consciousness |

**BLOCK 2: SOCIO-RELIGIOUS REFORM MOVEMENTS**

- |         |   |
|---------|---|
| Unit: 1 | Vaikunda Swamy and Samatva Samajam                  |
| Unit 2  | Sree Narayana Guru and SNDP Yogam                   |
| Unit 3  | Ayyankali and SJP Yogam- Poikayil Appachan and PRDS |
| Unit 4  | V.T.Bhattathiripad and Yoga Kshema Sabha            |

- Unit 5            Makthi Tangal, Vakkam Moulavi and Aikya Sangam
- Unit 6            Chattambi Swamikal, Mannath Padmanabhan and NSS
- Unit 7            Women question in the Social-reform Movements in Kerala

## References

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**SREENARAYANAGURU OPEN UNIVERSITY**  
**GENERIC ELECTIVE**  
**B21CA01GE**  
**COMPUTER SYSTEMS AND INTERNET TECHNOLOGIES**  
**CREDITS 2**

**Course Objectives**

1. Understand the working of a computer
2. Know about computer connectivity
3. Make aware of cloud and wireless technologies
4. Familiarise cyber etiquette

**Course Outcomes**

Upon completing the course, learners will able,

1. to understand the working of a computer.
2. to know about computer connectivity.
3. to make aware of cloud and wireless technologies.
4. to familiarise cyber etiquette.

**COURSE DETAILS**

**BLOCK 1: Computer System Fundamentals**

- UNIT 1 : Fundamentals of Computers: types of computers, Software and hardware, Storage- HDD, SSD, portable devices, mobile devices, selecting a system specification based on requirements
- UNIT 2 : Operating System Concepts: components, common operating systems, RTOS, mobile OS, files and file system, BIOS and booting, remote connections
- UNIT 3 : Choosing and installing operating system: Proprietary vs open source OS, Partitioning, installation and troubleshooting
- UNIT 4 : System Security and Protection: malware, firewall, antivirus, phishing, clickjacking, spamming,
- UNIT 5 : Managing Web and Email: password policies, captcha, two way authentication, browsing history, cookies and session management, ad and pop-up blocking practices; Email usage

## **BLOCK II: Internet Technology**

- UNIT 1      Networking Concepts: networking hardware, connections-bandwidth, speed, interfaces, IP address and MAC address
- UNIT 2      Cloud Computing Concepts: types and services; applications of cloud computing- online data storage, backup and recovery, Big-data analysis, Development and Testing, E-commerce application, cloud computing in education; IoT and wearable devices
- UNIT 3      Wireless and Mobile Technologies: Bluetooth, Wifi, Wi-max, Zigbee; Mobile communication- GPS, GPRS, GSM, 3G, 3.5G, Features of 4G and 4G LTE, VoLTE,5G
- UNIT 4      Web Pages creation and hosting: web client, web servers, HTTP request-response, web page creation and web hosting
- UNIT 5      Cyber Literacy and Etiquette: search engine usage - Google Scholar; social media platforms - relevance and use; social media interaction; credibility and fact- checking in cyberspace

## **References**

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **GENERIC ELECTIVE**

**B21SO01GE**

## **INTRODUCTION TO SOCIOLOGY**

**CREDITS 2**

### **Course Objectives**

1. The course intends to familiarise the learners about the emergence of Sociology as a distinct social science discipline and introduce the basic concepts of Sociology

### **Course Outcomes**

Upon completion of the course, the learner will be able to,

1. comprehend the origin and scope of Sociology.
2. familiarise the basic concepts in Sociology.
3. analyse the significance of social institutions and social groups in society.

### **Block 1: Understanding Sociology**

UNIT 1	Socio – Political background of the emergence of Sociology – Scientific Revolution, Twin Revolution, Enlightenment and Renaissance
UNIT 2	Sociology – Definition, Nature and Scope
UNIT 3	Sociological Imagination, Sociology and Common Sense

### **Block 2: Basic Concepts in Sociology**

UNIT 1	Society, Community, Association and Organisation - Definition and Characteristics
UNIT 2	Social Institutions – Family, Marriage, Religion - Meaning, Definition and Characteristics.
UNIT 3	Social Groups - Definition and Characteristics, Role and Status - Meaning and Nature

## References

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **GENERIC ELECTIVE**

### **B21EC01GE ECONOMICS FOR EVERYDAY LIFE**

#### **CREDITS 2**

#### **Course Objectives**

1. This course is offered to familiarise learners with basic concepts of economics.
2. The course would equip them with an understanding of economics that can be used in daily life.
3. It would also help learners to apply economics to real life situations.

#### **Course Outcomes**

Upon completion of the course, learners will be able to,

1. introduce basic economic concepts to the learners.
2. familiarise learners with micro and macro approaches to economics.
3. expose learners to contemporary economic ideas.

#### **COURSE DETAILS**

##### **BLOCK 1: Basic Concepts and Methods of Economics**

###### **UNIT 1: Economic Problem and Scarcity**

Economic problem - Scarcity and choice - Definitions of Economics – Wealth definition - Welfare definition - Scarcity definition - Growth definition - Microeconomics Versus Macroeconomics

###### **UNIT 2 Opportunity Cost**

Opportunity cost- Production Possibility Curve (PPC) - Shift in Production Possibility Curve - Solution of basic economic problems in different economic systems.

###### **UNIT 3 Approaches to Economic analysis**

Positive and normative analysis -Static, comparative, and dynamic analysis -  
Short run and long run analysis - Partial and General equilibrium analysis

## **BLOCK 2: Micro Economic and Macro Economic Concepts**

### **UNIT 1      Micro Economic Concepts**

Demand and supply- demand function - law of demand - Expansion and contraction of demand curve – Shift in demand curve - determinants of demand - -Supply function-law of supply- Expansion and contraction of supply curve – Shift in supply curve - determinants of supply – Elasticity of demand and supply

### **UNIT 2      Macroeconomic Concepts**

Macroeconomic variables – Stock and Flow Variables - Exogenous and Endogenous Variables- General Equilibrium and Edgeworth Box- Macro models-Macroeconomic Goals and Instruments- Inflation- Unemployment-Poverty

### **UNIT 3      Contemporary Economics**

Monopoly- Oligopoly- Cartels-Mergers and Acquisitions- Multinational Corporations  
Financial Inclusion-Markets-Budget-RBI- NITI Ayog-Exchange Rate- Bilateral and Multilateral Trade

## **References**

- Pindyck, R.S., Rubinfeld, D. L., & Mehta, P. L. (2013) *Microeconomics* (Seventh edition), Pearson Education Prentice Hall.
- Salvatore, D. (2003) *Microeconomics Theory and Applications* (Fourth Edition), Oxford University Press.
- Snyder, Christopher and Walter, Nicholson (2017) *Microeconomic Theory-Basic Principles and Extensions*, Cengage Learning.
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Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2nd edition,  
2005.

Paul.A. Samuelson and William Nordhaus, *Economics*, McGraw Hill, 19<sup>th</sup> Ed.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **GENERIC ELECTIVE**

### **B21PH01GE**

## **INTRODUCTION TO THE PHILOSOPHY OF SREENARAYANAGURU**

### **CREDITS 2**

#### **Course Objectives**

1. This paper aims to provide an exposition of Sree Narayanaguru's philosophy based on Vedanta.
2. To understand Sree Narayanaguru as a mystic, philosopher and social reformer.
3. To understand Guru's contributions to social reformation and educational empowerment.
4. To provide an outlook of practical approaches of Guru on social matters.

#### **COURSE DETAILS**

##### **BLOCK 1: Vedanta as Background of Guru's Philosophy**

- |        |  |
|--------|--|
| UNIT 1 | Introduction to Vedanta  |
| UNIT 2 | Guru's philosophy reconciles Advaita and Dvaita                        |
| UNIT 3 | Reason and mysticism in Guru's philosophy                              |
| UNIT 4 | Guru's vision on oneness: one caste, one religion, one God for mankind |

##### **BLOCK 2: Guru and Social Reformation**

- |        |  |
|--------|--|
| UNIT 1 | Liberation through education                           |
| UNIT 2 | Abolition of social evils                              |
| UNIT 3 | Guru on gender equality and women<br>empowerment       |
| UNIT 4 | Guru's vision of unity through social<br>organisations |



## References

### ENGLISH

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- Sasidharan, G.K., *Not Many, But One Sree Narayana Guru's Philosophy of Universal Oneness*, Two Volumes, Penguin Viking, New Delhi, 2020.
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### MALAYALAM

- Sree Narayana Guru, *Sampoorana Kritikal*, Sree Narayana Dharma Sangham Trust, Sivagiri Mutt, 2018
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Dr.B.Sugeetha, *Sree Narayanaguruvinte Paristhithi Darsanam*(Narayana Gurukulam Study Circle 2019)

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Narayana Prasad, Muni, *Narayana Smriti Translation*, *Narayana Gurukulam*, Varkala, 2004.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **GENERIC ELECTIVE**

### **B21CM01GE**

### **BANKING**

### **CREDITS 2**

#### **Course Objectives**

1. To familiarise the learners with banking and different types of banks.
2. To enable the learners to acquire knowledge about the Indian banking system and development banks.
3. To familiarise the learners with e-banking and e-banking services.
4. To provide learners with knowledge on core banking, e-banking security and electronic signature.

#### **Course Outcomes**

After completing the Course, the learners will be able to:

1. avail the various schemes and programmes by the development banks in India
2. use the e-banking service that the banks provide.

#### **COURSE DETAILS**

##### **BLOCK 1: BANKING THEORY**

##### **UNIT 1 Introduction to Banking**

Evolution of banks- Meaning- Definition of Banks and Banking- Features of banks- Importance of banks- Relationship between Banker and Customer

##### **UNIT 2 Types of Banks and Banking**

Introduction-Commercial Banks-Industrial Banks-Agricultural Banks-Exchange Banks-Saving Banks-Central/National Banks-Types of Banking-Branch-Unit-Group-Chain-Deposit Banking

##### **UNIT 3 Indian Banking System**

Introduction to Indian Banking System-Organised and Unorganised Banks-Commercial Banks-Types of Commercial Banks-Cooperative Banks-Functions of Commercial Banks- Mergers in banks

##### **UNIT 4 Development Banks**

Development Banks- Introduction to Development Banks-IDBI-IFCI-ICICI-EXIM-SIDBI-NABARD-IRBI- DFIs-SIDCO

## UNIT 5: Central Banks

Central bank system- Central banks in different countries – Central Bank of India- Introduction to RBI- Role of RBI- General policies of RBI- Management-Objectives of RBI-Functions of RBI

## BLOCK 2: E-BANKING

### UNIT 1 Introduction to E-Banking

Concept of E-Banking- Features- Challenges of E-Banking- Traditional banking v/s E- banking- Impact of IT on Banking-RBI Guidelines for E-Banking

### UNIT 2 E-Banking Services

Introduction-Meaning-ATM-Credit Card-Debit Card-Smart Card-CDM-POS- Telebanking-E-Cheque- E-cheque and truncated cheque-ECS- CIBIL Score- CORE Banking

### UNIT 3 CORE Banking EFT-RTGS-NEFT-IFSC-E-Purse-Virtual Banking- SWIFT-UPI-Mobile Banking- Internet banking

### UNIT 4 E-Banking Security

Introduction-Need of Security-Security Concepts-Security Attacks-Cyber Crimes

### UNIT 5 Electronic Signature

Meaning of e-signature - Definition of e-signature - Advantages-Disadvantages- Uses of e-signature-Working of e-signature- Application of e-signature in banks- Digital signature v/s e-signature

## References

Sundaram K.P.M and Varshney P.N. *Banking Theory Law and Practice*. Sultan Chand & Sons, New Delhi.

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Delhi. Sekhar K.C. *Banking Theory Law and Practice*. Vikas Publishing House, New Delhi.

Gordon E. and Natarajan K. *Banking Theory Law and Practice*. Himalaya Publishing House, Mumbai.

Lall Nigam B.M. *Banking Law and Practice*. Konark Publishers Pvt. Ltd., New

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**SREENARAYANAGURU OPEN UNIVERSITY**  
**GENERIC ELECTIVE**  
**B21BB01GE**  
**ENTREPRENEURSHIP AND STARTUPS**  
**CREDITS 2**

**Course Objectives**

1. To provide an understanding of entrepreneurship and startups,
2. To understand the scope of an entrepreneur, key areas of development, financial support of organisations, etc.
3. To impart knowledge on how to start new ventures.

**Course Outcomes**

After completing the course, the learners shall be able to:

1. encourage learners to see entrepreneurship as a desirable and practical career option and to develop the necessary skills and motivation.
2. enables the learner to learn about project design, evaluation, financing and implementation.
3. motivate learners to self-employ.

**COURSE DETAILS**

**BLOCK 1: ENTREPRENEURSHIP**

Entrepreneur - Meaning - Definitions- -Types of entrepreneurs - Qualities of an entrepreneur- Role of entrepreneurs in the economic development - Women Entrepreneurs – Recent developments- Problems & Remedies, Entrepreneurship – Meaning – Definition - Entrepreneurial Development Programmes (EDP) -Project report-format-Preparation –appraisal of project report

**BLOCK 2: STARTUPS**

Meaning – Definition – Startup India Initiative – Journey of Evolution - Startup Portal and Startup India Hub - Startup Ecosystem- Unicorns Startups- Startup Recognition – Gem Workshops-Startup Management- Incubators - Startup Finance-Licensing- Exemptions for Startups- Kerala Startup Mission- Process of registering a Startup in Kerala – Basic Start-Up Problems and Remedies.

## References

Dr. C.B. Gupta, Dr. N.P. Srinivasan, *Entrepreneurship Development in India* –, Sultan Chand and Sons. (All Modules)

P. Saravanel, Kay, Ess, Pee, Kay, *Entrepreneurial Development Principles, Policies and Programmes* –(All Modules)

Peter F.Drucker, *Innovation and Entrepreneurship*. (Module I)

Sangram Keshari Mohanty, *Fundamentals of entrepreneurship*, New Delhi , PHI. (All Modules)

K. Swapna, John S. Moses and Y. Sarada, *Startup Management*, Himalaya Publishing House (All Modules)

Peter Thiel, *Zero to One: Notes on Startups, or How to Build the Future* -- Crown Publishing Group, (Module II)

Deirdre Sartorelli, *Startup Smart, A handbook for entrepreneurs* – (Module II)

Vasanth Desai, *Small Business Entrepreneurship*, Himalaya Publishing House. (All Modules)

Renu Arora & S.K. Sood: *Fundamentals of Entrepreneurship and Small Business*. (Module I)

Abha Mathur, *Entrepreneurship*, Taxman Publishing (All Modules)

**SREENARAYANAGURU OPEN UNIVERSITY**  
**B. A. ENGLISH LANGUAGE AND LITERATURE**  
**B21EG01DP**  
**Dissertation/Project**  
**Credits: 6**

**Course Objectives**

The course has the following objectives:

1. to facilitate the learners in creating evidence-based arguments on relevant research
2. to develop the analytical skills of the learners through introduction to new and emerging critical theories and perspectives
3. to enhance the learners' ability to systematically frame and present academic discourses in an efficient manner
4. to equip the learners for higher levels of research

**Learning Outcomes**

Upon completion of this course, the learner will be able to:

1. identify relevant research questions/problems in their fields of study
2. develop a critical study in the area of research
3. critically explore and analyse subject matter/texts in light of research questions and theories
4. substantiate research findings based on arguments
5. achieve proficiency in indexing, citation, and referencing methods

**Guidelines**

1. The dissertation shall be undertaken under the guidance of a supervising faculty.
2. A supervising faculty will be allotted to the learner by the Learner Support Centre/Regional Centre, as authorised by the University.
3. The dissertation topic shall be selected after discussion with the supervising faculty.
4. The learner must submit a short synopsis for approval to the supervising faculty.
5. They must keep the supervising faculty updated on the progress of the research work.
6. The dissertation must fulfil all the requirements specified in the dissertation guidelines.
7. The dissertation must be submitted on or before the last date notified for submission.
8. The learner must attend a viva voce of the dissertation for the completion of the course.
9. The dissertation will be evaluated on the basis of the following criteria:
  - a. Relevance of the topic under discussion
  - b. Novelty in presentation
  - c. Ability to present and defend the dissertation (Viva voce)

**Format**

The University recommends the following general format for B.A. dissertations in English Language and Literature:

**Recommended Structure**

1. Title Page (Refer Sample Page)
  - a. Name of the University
  - b. Dissertation Title

- c. Full name of the Learner
  - d. Learner Registration Number
  - e. Subject
  - f. Years of Study
  - g. Name of the Supervising Faculty
  - h. Learner Support Centre
  - i. Month and Year of Submission
2. Cover Page (Refer Sample Page)
    - a. Name of the University
    - b. Dissertation Title
    - c. Full Name of the Learner
    - d. Learner Registration Number
    - e. Subject
    - f. Years of Study
    - g. Learner Support Centre
    - h. Signature of the Learner
    - i. Name and Designation of the Supervising Faculty
    - j. Signature of the Supervising Faculty
    - k. Learner Support Centre
  - 2.1 Declaration and Certificate
  3. Table of Contents (Refer Sample Page)
  4. Acknowledgement Page
  5. Dissertation Title Page
  6. Main Text (5 chapters, including Introduction and Conclusion)
    - a. Chapter I: Introduction
    - b. Chapter II
    - c. Chapter III
    - d. Chapter IV
    - e. Chapter V: Conclusion
  7. Reference
  8. Appendices (if necessary)

### **Recommended Total Pages**

A maximum of 20-25 pages

### **Layout, Formatting, and Printing**

Chapter Headings: Times New Roman, Size 14, Bold, Double Spacing, Centre of Page

Sub-headings: Times New Roman, Size 12, Bold, 1.5 Spacing, Left aligned

Body: Times New Roman, Size 12, 1.5 Spacing, Left aligned

Page Margins of 2.5 cms on each side

Spiral bound, double-sided printing

### **Plagiarism**

Plagiarised works are strictly discouraged by the University.



## DISSERTATION TITLE

*In partial fulfilment of the requirement of the degree of B.A. English Language and Literature*

Submitted by:

FULL NAME OF THE LEARNER

Learner Registration Number

B.A. ENGLISH LANGUAGE AND LITERATURE

Under the Supervision of:

NAME OF THE SUPERVISOR



Name of the Learner Support Centre

SCHOOL OF LANGUAGES

SREENARAYANAGURU OPEN UNIVERSITY

KOLLAM

MONTH AND YEAR OF SUBMISSION

## DECLARATION

I hereby declare that the dissertation entitled **(Dissertation title)** submitted by me in partial fulfilment of the requirements for the award of the degree of **B.A. English Language and Literature** of **SREENARAYANAGURU OPEN UNIVERSITY, Kollam** is my original work and has not been submitted anywhere for any other degree of this university or any other university.

Name of the Learner:

Learner Registration Number:

Programme Name:

Year of Admission:

Learner Support Centre:

Signature of the Learner:

## CERTIFICATE

We recommend that this dissertation be placed before the examiners for evaluation.

Name of the Supervising Faculty:

Designation of the Supervising Faculty:

Learner Support Centre:

Signature & Office Seal: