

# **SREENARAYANAGURU**

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

### **M.A.ARABIC LANGUAGE & LITERATURE**

#### **PROGRAMME SYLLABUS**

**(Semester I, II, III, & IV)**

**2023 Admission Onwards**  
**CBCS-PG Regulations 2021**  
**June 2021**

# SREENARAYANAGURU OPEN UNIVERSITY

## Programme Structure Template -Master of Arts (MA)

Sem	Discipline Core Course (4 Credit each)	Discipline Specific Elective (4 Credit each)	Ability Enhancement Compulsory Course (2 Credit each)	Skill Enhancement Courses / Internship / Field Work / Teaching Assignment (2 Credit)	Dissertation/ Project and viva voce (4 Credit)	Total Credit per Semester
I	DC - 1, DC - 2, DC - 3, DC - 4		Arabic English Bilingual Translation (DS)			18
II	DC-5, DC-6, DC-7, DC-8		Foundational Skills for Research and Writing (IS)			18
III	DC-9, DC-10	DE-1 DE-2		SE - 1 Secretarial Practice in Arabic		18
IV	DC-11, DC-12	DE-3		SC - 1 Creative Writing in Arabic	DP	18

DC : Discipline Core Course  
DE : Discipline Specific Elective Course  
AC : Ability Enhancement Compulsory Course  
SC : Skill Enhancement Compulsory Course  
SE : Skill Enhancement Course  
DP : Dissertation / Project

IS : Institution specific  
DS : Discipline Specific

### Semester-wise Programme Details

First Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	M23AR01DC	Arabic Syntax
2	Discipline Core	M23AR02DC	Classical and Medieval Prose
3	Discipline Core	M23AR03DC	Classical and Medieval Poetry
4	Discipline Core	M23AR04DC	Contemporary Arab World
5	Ability Enhancement Compulsory Course	M23AR01AC (DS)	Arabic English Bilingual Translation

Second Semester			
SI NO	Type of the course	Course Code	Course Name
1	Discipline Core	M23AR05DC	Modern Arabic Poetry
2	Discipline Core	M23AR06DC	Arabic Short Stories
3	Discipline Core	M23AR07DC	Appreciating Arabic Novel
4	Discipline Core	M23AR08DC	Appreciating Arabic Drama
5	Ability Enhancement Compulsory Course	M23AR02AC (IS)	Foundational Skills for Research and Writing

Third Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	M23AR09DC	Advanced Arabic Grammar
2	Discipline Core	M23AR10DC	Rhetorics and Prosody
3	Discipline Specific Elective	M23AR01DE/ M23AR02DE	Kerala Arabic Literature/ Travelogue Literature in Arabic
4	Discipline Specific Elective	M23AR03DE/ M23AR04DE	Modern Arabic Essay/ Women's Literature in Arabic
5	Skill Enhancement Course/ Internship / Field Work / Teaching Assignment	M23AR01SE/ M23AR01IN/ M23AR01FW/ M23AR01TA	Secretarial Practice in Arabic/ Internship/ Field Work/ Teaching Assignment

*Note: A total of 2 courses have to be chosen as Discipline Specific Electives in the Third Semester*

Fourth Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	M23AR11DC	Indian Arabic Literature
2	Discipline Core	M23AR12DC	Literary Criticism in Arabic
3	Discipline Specific Elective	M23AR05DE/ M23AR06DE	Resistance Literature in Arabic/ Linguistics in Arabic
4	Skill Enhancement Compulsory Course	M23AR01SC	Creative Writing in Arabic
5	Dissertation/ Project and viva voce	M23AR01DP	Dissertation/Project

#### Cross Border Discipline Courses (CB)

Sl. No.	Type of Course	Course Code	Course Name
1	Cross Border Discipline Courses (CB)	M23CA01CB	MACHINE LEARNING FOR ALL
2	Cross Border Discipline Courses (CB)	M21CM01CB	ORGANIZATIONAL BEHAVIOR
3	Cross Border Discipline Courses (CB)	M21EC01CB	GENERAL ECONOMICS
4	Cross Border Discipline Courses (CB)	M21EG01CB	ROMANTICS AND VICTORIANS
5	Cross Border Discipline Courses	M23HD01CB	BEGINNER'S HINDI

	(CB)		
6	<b>Cross Border Discipline Courses (CB)</b>	<b>M21HS01CB</b>	<b>STRUGGLE FOR INDIAN INDEPENDENCE</b>
7	<b>Cross Border Discipline Courses (CB)</b>	<b>M21ML01CB</b>	കവിതയും കഥയും <b>(Kavithayum Kadhayum)</b>
8	<b>Cross Border Discipline Courses (CB)</b>	<b>M23PH01CB</b>	<b>SOCIAL ETHICS</b>
9	<b>Cross Border Discipline Courses (CB)</b>	<b>M23SN01CB</b>	<b>SAMSKRUTHA VARTHANI</b>
10	<b>Cross Border Discipline Courses (CB)</b>	<b>M21SO01CB</b>	<b>CRIMINOLOGY</b>

## **Evaluation:**

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

1. Continuous Internal Evaluation (CIE).
2. End Semester Examination (ESE).

The CIE and ESE will be in the ratio 30:70.

# First Semester

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Core 01**

**M23AR01DC**

**ARABIC SYNTAX**

**CREDITS: 4**

**Objectives**

1. To understand Syntax of Arabic in an advanced manner.
2. To conceive the four important domains of the Arabic grammar:  
Structure/Syntax, Morphology/Surf, Parsing/Ihrab and Rare  
Combinations/Asaaleeb Nahviyya
3. To conceive adequate skills to use Modern Standard Arabic (MSA)

**Course Outcome**

1. Understand usage of words and phrases in Arabic
2. Familiarize with Integrated structure of Arabic language
3. Focus on modern trends in Arabic language
4. Conceive adequate skills to use Modern Standard Arabic (MSA)
5. Apply the communication skills in daily life

**Course Outline:.**

**Block -01 : Structure Based Practice**

**Unit 1 : Structure Based Practice - Part 1**

The articles - Nominal Sentences - Gender - Declension of nouns - Cases  
– Numbers of nouns - Genitive - Pronouns - Adjectives

**Unit 2 : Structure Based Practice - Part 2**

Verbs - The Imperfect and its moods - The Imperative - The Passive  
Verbs - The Triliteral Verbs and Quadriliteral Verbs - The Irregular Verbs

**Unit 3 : Structure Based Practice - Part 3**

Relative Sentences - Conditional Sentences



## **Unit 4 : Structure Based Practice - Part 4**

Cardinal & Ordinal Numbers - Fractions - Date & Time – Noun of Place and Time

### **Block -02: Syntax Practices**

#### **Unit 1: Syntax Practices - Part 1**

Verbal sentences - Subject & Object - Cases of verbs - Usage of Kaana& Inna

#### **Unit 2: Syntax Practices - Part 2**

Bina' & I'arab - al Maqsur& al Manqus - An al Mudmira - Nawasib&Jawazim - al Af'al al Khamsa

#### **Unit 3: Syntax Practices - Part 3**

Al Asma'a al Khamsa - al Nakira& al Ma'rifa - Proper nouns.

#### **Unit 4: Syntax Practices - Part 4**

Al Af'al al Isthimrar al Nasikha - The absolute object - The object of reason

### **Block -03 : Syntax Practices**

#### **Unit 1: Syntax Practices - Part 5**

Darf al Makan&Darf al Zaman - Details of subject and Predicate - Anna & Inna - al Masdar al Mu'awwal

#### **Unit 2: Syntax Practices - Part 6**

Al Mujarrad& al Mazeed - Hamza al Wasl&Qat'a - al Lazim&Mutha'addi - Ism al Fa'il& Ism al Maf'ul

#### **Unit 3: Syntax Practices - Part 7**

al Musthathna - al Hal - al Thamyiz - al Munaada - al Mamnu'a Min al Sarf - al Na'th al Haqiqi& al Na'th al Sababi - al Thawkid - al Athf - al Badal

## **Unit 4: Syntax Practices - Part 8**

Tools of question and answer - Ism Thafdeel - Isma al Zamanwa al Makan - Ism al Aalath - al I'alaalwallIbdaal

## **Block -04: Language Structure and Vocabulary**

### **Unit 1: Vocabularies**

Vocabularies from Daily Life, Vocabularies from Different Fields, Countries and Nationalities, Days and months, Date and time, Colours, Useful Verbs

### **Unit 2: Idioms, Phrases and Expressions**

### **Unit 3: Cardinal and Ordinal Numbers (1-10)**

### **Unit 4: Common Adjectives**

## **List of Reference:**

1. A New Arabic Grammar of the Written Language by JA Haywood and HM Nahmad
2. Al Muyassar min al Nahwwa al Sarf by Abdul Hameed Sa'ad
3. Al- Nahw al-Wadih Fi Qawaid al-Lugha al-Arabiyyah by Ali al Jarim and MusthafaAmeen (all exercises from all volumes Book 1 & 2)
4. Shada al Uraf Fi Fanni al Sarf by Ahmad bin Muhammed al Hamlawi
5. Jami'u al DuroosilArabiyya by MusthafaGhailani

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Core 02**

**CLASSICAL AND MEDIEVAL PROSE**

**M23AR02DC**

**CREDITS: 4**

**Objectives**

1. To understand the special nature of the prose in the Classical and Medieval period and its ideas.
2. To appreciate the several prose texts belonging to the Classical and Medieval period.
3. To familiarize eminent writers belonging to the Classical and Medieval period and to understand the unique features of their works.

**Course Outcome**

1. Understand the literary works and developments in in the medieval period
2. Acquire knowledge of the literary works, authors, movements and trends in the medieval period.
3. Analyze different types of prose literature in the medieval period.
4. Evaluate the scope of various genres of classical and medieval Arabic prose.

**Course Outline:**

**Block -01 : Development of Classical and Medieval Prose**

**Unit 1: Arabic Prose in Pre Islamic and Islamic Periods**

Pre islamic period an introduction - Development of Prose Literature in pre Islamic Period – Impact of Islam and Quran in Arabic Literature – Ihjazul Quran-Collection and compilation of Hadith-

**Unit 2: Arabic Prose in Umayyad Period**

Umayyad Period an introduction -Development of Prose Literature in  
Umayyad's – Different Forms of Prose Literature – Proverbs–  
Rasailu – Wasaya

### **Unit 3: Arabic Prose in Abbasid Period**

Abbasid period an introduction - Development of Prose Literature in  
Abbasid Period-Arabic Literature in Medieval Spain- Major writers  
in the field- Ibnu Muqaffah and his works - Kaleela va Dimna-Al-  
Jahid and his works-Ibnul Hameed: his style and Works-Hareeri and  
Hamadani and their Maqamaath-Ibnu Abdu Rabb- Abul Farjulal  
Isfahani- Ibnu Khaldun and His Muqaddimah- Ikhwan safa - Alfu  
Laila va Laila- Translation movements

### **Block -02 Quran**

**Unit 1 :** سورة النور الآية 41- 46

**Unit 2 :** سورة الأنعام- الآية 151-153

**Unit 3 :** سورة الفرقان - الآية 61-77

**Unit 4 :** سورة يس 42- 33

### **Block -03 Hadith**

**Unit 1 :** كتاب العلم – من صحيح البخاري

**Unit 2 :** كتاب الأدب – من رياض الصالحين

### **Block -04: Selected Prose Texts**

**Unit 1 :** إخوان الصفاء لابن المقفع

**Unit 2 :** القميص الأحمر لابن عبد ربه

**Unit 3 :** المقامة المضيرية لبديع الزمان الهمذاني

### **List of References:**

1. Fathhul Bari By IbnuHajrulAskalani  
الحافظ ابن حجر العسقلاني –فتح الباري شرح صحيح البخاري
2. SharahuSahheehu Muslim  
الإمام النووي –شرح صحيح مسلم
3. SharahuRiyaduSwaliheen  
شرح رياض الصالحين للصابوني
4. AglamuFikri al Arabi, By DarulFikrilArabi  
أعلام الفكر العربي، دار الفكر العربي
5. Jawahiru Al AdabilArabi By Sayyid Ahmed  
السيد أحمد الهاشمي –جواهر الأدب العربي
6. ThareekhulAdabilArabi – Ahmed Zayyath

- أحمد حسن الزيات- تاريخ الأدب العربي
7. ThareehuAadabil Al LugathilArabiyya – George Zydan  
جرجي زيدان- تاريخ آداب اللغة العربية
  8. Tafsir Ibnu Kaseer  
تفسير القرآن العظيم –ابن كثير
  9. ThareekhulAdabilArabi- By Brokalman (Darul Ma'arif)  
تاريخ الأدب العربي -- بروكلمان
  10. ThareekhulAdabilArabi- ShowqiDayf  
شوقي ضيف- تاريخ الأدب العربي
  11. Al Jami Fi ThareekhulAdabilArabi- Hanna Faquri  
حنا الفاخوري-كتاب تاريخ الأدب العربي
  12. Thareekhul Islam- Hassan Ibrahim Hassan  
.....د حسن إبراهيم حسن -تاريخ الإسلام السياسي و الديني
  - 13 Mukhtarathun min Adab al Arabi- (Part 1&2) Abul Hassan Nadvi  
(الشيخ أبو الحسن علي الندوي- مختارات من أدب العربي (الأول والثاني)

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Core 03**

**M23AR03DC**

**Classical and Medieval Poetry**

**CREDITS: 4**

**Objectives**

1. To understand the special nature of poetry in the Classical and Medieval period and its ideas.
2. To appreciate the Several poems belonging to Classical and Medieval period.
3. To familiarize eminent poets belonging to the Classical and Medieval period and to understand the unique features of their poems.

**Course Outcome**

1. Sensitize to the aesthetic, cultural and social aspects of literary appreciation
2. Understand the distinct features of Arabic Poetry in various periods
3. Analyze the socio-literary elements of Classical and Medieval Poetry
4. Estimate the scope of various genres of Classical and Medieval Poetry
5. Correlate between literature and Bedouin life in Arabia

**Course Outline:**

**Block -01: Pre-Islamic, Islamic Umayyad Poetry**

**Unit 1:** Origin and Development of Pre-Islamic poetry:

source of poetry –salient features of poetry – place of poetry in the life –Important poetry collections-Mu'allaqat and authors-Other important Jahiliya poets

**Unit 2:** Islamic Poetry :

Mukhdaram poets- impact of Islam on poetry – Approach of Islam to poetry- Khalifs and poetry

**Unit 3:** Umayyad Poetry:

Umayyad Society – Nature and development of Naqa'd, Political and Ghazal poetry-Famous poets

## **Block -02: Abbasid Poetry and Poetry in Spain**

### **Unit 1: Abbasid poetry**

Muwallad Poets-Poets of Baghdad :Bashar, Abu Nuwas, Abu-al-Athahiya,Mulim bin al –Walid –Poets of Syria :Abu Tammam, al-Buhuturi, al Mutanabbi, Abu Ala al-Ma'arri-Other Prominent Poets – Development of new forms of poetry: Ghilmaniyyat, Zuhdiyyat, Khamriyyat, Tardiyyat, Ghazal,Wasf, Political Poetry ,,Poetry of guidance ect.

### **Unit 2: Poetry in Spain**

Muwashahat and Zajl-Prominent Figures and works – Poetry in Middle ages- Poetry during Fatimid, Ayyubid, Mamluk and Ottoman periods

## **Block -03: Selected Portions of Classical Poetry**

### **Unit 1: Mu'allaqa Labid bin Rabi'a**

(Last 15 lines from *adeubihinnaliaeqirin aw mutfilin*)

### **Unit 2: Mu'allaqa Amr bin Kulthum**

( 15 lines from *alahubbibisahiniki* from *the book : al-Muntakhab min Adab al-Arab,Vol.4, by Ahmad al-Iskandari,Ahmad Amin & Ali Jarim, Cairo:Ministry of General Education , 1944 )* PP:17-19

### **Unit 3: Qasida Jarir**

Madh Abdul Malik bin Marwan (First 15 lines from *the book : al-Muntakhab min Adab al-Arab,Vol.4, by Ahmad al-Iskandari,Ahmad Amin & Ali Jarim, Cairo:Ministry of General Education , 1944 )* PP:145-146

## **Block 04- Selected Portions of Medieval Poetry**

### **Unit 1: Diwan al –Mutanabbi,**

Qafiya Lam' only ( 1 poem ),from *Sharah Diwan al-Mutanabbi*, by Abdul Rahman al-Barquqi,2014,Cairo:Hindawi

### **Unit 2: Qasida Abu Tammam**

Madh Ahmed bin Mutasim from *the book : al-Muntakhab min Adab al-Arab,Vol.3, by Ahmad al-Iskandari,Ahmad Amin & Ali Jarim, Cairo:Ministry of General Education , 1944 )* PP :70-71

### **Unit 3: Diwan bin Zydun**

Qafiya qaf',only ( first poem ),from *SharahDiwan bin Zydun*, by Dr.Yusuf Farhat,Dar-al Kitab al Arab, 1994, Beirut ,PP:194-195

## List of References:

- شوقي ضيف . تاريخ الأدب العربي . الجزء الأول . دار العلم للملايين . القاهرة , 1992
- أحمد الاسكندري وغيرهم , المنتخب من أدب العربي , القاهرة , 1938
- الشيخ أحمد , شرح المعلقات العشر وأخبار شعرائها , المكتبة العصرية , بيروت , 2002
- جرجي زيدان , تاريخ آداب اللغة العربية , الجزء الأول , دار الحلال , القاهرة
- احمد حسن الزيات , تاريخ الأدب العربي
- حنا الفاخوري , الجامع في تاريخ الأدب العربي: الأدب القديم , دار الجيل , بيروت
- شوقي ضيف , تاريخ الأدب العربي: العصر العباسي الأول و العصر العباسي الثاني , دار المعارف , بيروت , 1992
- عمر موسى باشا , تاريخ الأدب العربي العصر العثماني والمملوكي , دار الفكر المعاصر, بيروت, 1999
- Sabari,Masudul Hasan, History Of Muslim Spain , Adam Publishers: New Delhi , 2004
- Irwin, Robert, The penguin anthology of classical Arabic Literature, Penguin Books:England
- Allen, Roger, Arabic Literature in the post – classical period, : Cambridge press, London 2006



**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Core 04**

**M23AR04DC**

**Contemporary Arab World**

**CREDITS: 4**

**Objectives**

1. To learn the political history of the modern Arab world.
2. To familiarize with history of colonialism and several freedom movements occurred in Arab World
3. To understand the issues and concerns of the contemporary Arab world.

**Course Outcome**

1. Evaluation on the political history of the modern Arab world and its historical relevance.
2. Relationship with political history, colonialism and freedom movements of Africa.
3. Assessment on the subject of political history, colonial history and independence of Arabian Gulf.
4. Views on the issues and concerns of the contemporary Arab world.

**Course Outline:**

**Block -01: Political history of Africa**

**Unit 1:** Political history of Egypt:

The French invasion, Muhammad Ali Pasha, British invasion, Jamal Abdul Nasser, AnwarSadat, Contemporary Egypt.

**Unit 2:** Political history of Sudan:

Political and national movements, ContemporarySudan.

**Unit 3:** Political history of Libya:

Italian Invasion, Libyan resistance, Freedom movement, Mu'ammar al Ghaddafi, Modern Libya.

**Unit 4:** Political history of Tunisia, Algeria and Morocco :

French invasion, Tunisian freedom movement, Modern Tunisia -Algeria: French rule, People's democratic movement and resistance in Algeria.

Morocco: French invasion, Freedom movement, Contemporary Morocco

## **Block -02: Political history of Arabian Gulf**

**Unit 1:** Political history of Saudi Arabia:

The Wahhabi movement, Three Saudi kingdoms, Contemporary Saudi Arabia -

**Unit 2:** Political history of Yemen:

Southern and Northern Yemens, Reunion of the Yemens -

**Unit 3:** Political history of Oman:

BuSaid family government -

**Unit 4:** United Arab Emirates:

Colonial history, The seven emirates: Abu Dhabi, Dubai, Sharjah, Ras-al-Khaima, Fujairah, Ajman and Umm al-Qiwain –

**Unit 5:** Kuwait: History, politics and state

**Unit 6:** Bahrain: History, politics and kingdom

**Unit 7:** Qatar: History, politics and state.

## **Block -03: Mesopotamia and the Levant**

**Unit 1:** Iraq :

Historical background, British invasion, Saddam Husayn, Gulf wars, American invasion in 2002, Contemporary Iraq -

**Unit 2:** Palestine :

The Palestine issue: History, Zionism, Balfour proclamation, British mandate rule, Formation of Israel in 1948, Arab-Israeli wars, The Intifada, PLO, Hamas, Contemporary Palestine -

**Unit 3:** Syria :

French mandate rule, History, nationalist movement, modern Syria, Bashar al Asad -

**Unit 4:** Lebanon :

French rule, Freedom, Hizbullah, modern Lebanon -

**Unit 5:** Jordan : European rule & independence.

## **Block -04: Arab world and a bunch of issues\ Arab-Islamic movements**

**Unit 1:** Arab Nationalism -

**Unit 2:** Arab-Islamic movements:

Wahhabi, Sanusi, Mahdi, Pan-Islamist movements, Al Ikhwan al Muslimun -

**Unit 3:** Arab world and the West -

**Unit 4:** Arab world after September 11, 2001-

**Unit 5:** Arab Spring Revolution.

### **List of References:**

1. Dr. Ismail Ahmad Yaghi, Tarikh al Alam al Arabi al Mueasir (تاريخ العالم العربي المعاصر), First Edition, Maktaba al Abikan, Riyadh, KSA, 2000.
2. Abd al Karim Mahmud Gharayib, Tarikh al Arab al Hadith (تاريخ العرب الحديث), Al AhlialilNashrwalTawzie, Lebanon, 1984.
3. Ahmad Rajab AbdulMajeedwaMahmadHasn , Tarikh alWatn al Arabiyi al Hadith walMueasir (تاريخ الوطن العربي المعاصر).
4. Dr. RafatBasha, Tarikh al Arab al Mueasireen (تاريخ العرب المعاصرين), DirasatwalBuhuth al Insaniawalljtimaeiat, Egypt, 1996.
5. HamadHasan al Adul&TalebMuhamadWahim, Tarikh alWatan al Arabi al Mueasir (تاريخ الوطن المعاصر), Jami'at al Mosul, Iraq, 1986.
6. Abd al LatifMuhamad al Sabaagh&Abd Allah Fawzi, Tarikh al Arab al Mueasir (تاريخ العرب المعاصر)
7. Abd al Malik Khalf al Tamimi, Muhadarat fi Tarikh al Arab al Mueasir (محاضرات في تاريخ العرب المعاصر), Dar Madarik li alNashra, Dubai, UAE, 2012.
8. Majmouat min al Muallifeen (مجموعات من المؤلفين), Tarikh al Watan al Arabii al Mueasir, MaktabatZayd al Kutub al Ilkitrunia, Algeria.
9. Mufid al Zaydi, MusueatTarikh al Arab al Mueasirwal Hadith (موسوعات تاريخ العرب المعاصر والحديث), Dar Usama li al NashrwalTawzie, Egypt, 2004.

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Ability Enhancement Compulsory Course**

**Discipline Specific**

**M23AR01AC**

**Arabic English Bilingual Translation**

**CREDITS: 2**

**Objectives**

1. To understand the salient features of Arabic and English Languages
2. To acquire skills to convey ideas from the source language in to the target language
3. To familiarize with the problems of translating various contents from Arabic to English and Vice Versa
4. To acquire skills of bilingual translation

**Course outcomes**

1. Understand the salient features of Arabic and English Languages
2. Acquire skills to convey ideas from the source language in to the target language
3. Familiarise with the problems of translating various contents from Arabic to English and Vice Versa
4. Acquire skills of bilingual translation
5. Mould the learners capable to cope up with the needs of the Job Market

**Course Outline**

**Block -01:The Art of Translation**

**Unit 1:** Source Language and the Target Language

**Unit 2:** Salient features of Arabic and English Languages

**Unit 3:** Problems of Arabic-English bilingual Translation.

## **Block -02: Translation Practice**

### **Unit 1: Media and Journalistic Translation**

Media Terms and Terminologies- Journalistic Vocabularies and Usages - Translations of News Headings and Reports - Commercial and Business Advertisements -Classifieds and Captions etc.

### **Unit 2 :Documents and Manuals**

Visa, Identity Cards, Driving Licenses, Letters, Certificates, Marklists, Tenders, Quotations, Auctions - Diplomatic Texts and Documents, Insurance Documents, Legal and Commercial Texts and Documents - Catalogues of Publications and Companies, Content Description of the Products - Manuals of Electronic Devices and Equipments, Warranty Cards, Brochures of Companies and Products etc.

### **List of References:**

- Dr. K. P. Aboobacker, A handbook of Commercial Arabic, Al Huda Book stall, Calicut, 2005.
- Dr. A Basheer Ahmad Jamali, A Comparison of Arabic-English Syntax (An Applied Study) Arabnet, Calicut.
- Dr. Habeebulla Khan, Duroosun Fi Tharjumathi Al Suhfiyya
- Prof. Mueenudheen Azmi, Translation: Theory and Practice by Prof. MueenudheenAzmi

# Second Semester

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Core 05**

**M23AR05DC**

**Modern Arabic Poetry**

**CREDITS: 4**

**Objectives**

1. To understand the special nature of modern Arabic poetry.
2. To appreciate the several poems belonging to the modern period.
3. To familiarize eminent poets belonging to the modern period and to understand the unique features of their works.
4. To understand different literary schools and movements belonging to the modern period.

**Course Outcome**

1. Acquaintance with the development of Modern Arabic Poetry
2. Understand different types and trends in modern Arabic poetry
3. Acquaintance with eminent Arab poets in modern period and their contribution to Arabic poetry
4. Analyze and evaluate modern Arabic poetry
5. Acquire ability to write and compose poems in Arabic

**Course Outline**

**Block -01: Development of Modern Arabic poetry**

**Unit 1:** Renaissance in modern Arabic poetry

**Unit 2:** “Madrasathul Ihya wa Thuras” and “Madrasathul Thajdeed” in modern Arabic poetry

**Unit 3:** Influence of Arab literary movements on modern Arabic poetry

**Unit 4 :** Contemporary issues in Modern Arabic poetry.

## **Block -02: Reading conventional and neo classical modern Arabic poetry**

**Unit 1:** Thahiyyath li Thurk by Ahmed Shouqi (تحية للترك)

**Unit 2:** Al mouth wal hayath by Jameel sidqi al Zahawi (الحياة والموت)

**Unit 3:** Wadi al araaish fi Zahla by Mohammed Mahdi al Jawahiry (وادي العرائش)

## **Block -03: Reading romantic modern Arabic poetry**

**Unit 1:** Fathish Li qalbik by Meekhael Nuaima (فتش لقلبك)

**Unit 2:** Al Mallah al Thaih by Ali Mahmud Thaha (الملاح التائه)

## **Block -04: Reading Symbolic Poetry and Free Verse**

**Unit 1:** Al musharradoon by Ali Ahmed Sayeed (Adonis) (المشردون)

**Unit 2:** Anissumood by Mahmoud Darwish (عن الصمود)

## **List of Reference**

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**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Core 06**

**M23AR06DC**

**Arabic Short Stories**

**CREDITS: 4**

**Objectives**

1. To understand the special nature of the Arabic Short Stories.
2. To appreciate the several short stories belonging to modern period.
3. To familiarize eminent short story writers belonging to the modern period and to understand the unique features of their works

**Course Outcome**

1. Getting a general awareness of the short story and analyzing its salient features.
2. Evaluating in detail the contribution of Arabic short story writers.
3. Distinguishing the various literary styles of short story writers.
4. Enhancing the capability of learners to appreciate short stories.

**Course Outline**

**Block -01: Short stories**

Unit 1: Development of Short Stories in Arabic

Unit 2: Syro-lebanese Story Writers

Salim al-Bustani and other Syro-lebanese story writers

Unit 3: Short story in Egypt:

Muhammad Taymur and Arabic realistic short story in Egypt – Mustafa Lutfi al-Manfaluti, Mahmud Taymur, Yusuf Idris, YahyaHaqqi, IhsanAbd al-Quddus.

## **Block -02: Contemporary Arabic Short Story Writers**

**Unit 1:** Jamal al-Ghaytani

**Unit 2:** Taleb Alrefai

**Unit 3:** Saud Alsanousi

**Unit 4:** Layla al-Uthman

## **Block -03: Selected Short Stories from Early Period**

**Unit 1:** Addafeenussageer by Mustafa Lutfi al-Manfaluti (الدفين الصغير)

**Unit 2:** Arkhasu Layalee by Yusuf Idris (أرخص ليالي)

## **Block -04: Selected Short Stories from Contemporary Period**

**Unit 1:** Khurba al Madkhal by Taleb Al Refai, Kuwait (قرب المدخل)

**Unit 2:** Al Bunsay va Rrajul al Ajooz by Saud AlSanousi, Kuwait (البونساي والرجل العجوز)

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**MASTER OF ARTS IN ARABIC**

**Discipline Core 07**

**M23AR07DC**

**Appreciating Arabic Novel**

**CREDITS : 4**

**Objectives**

1. To understand the special nature of Arabic Novels
2. To appreciate some of the contemporary Arabic Novels.
3. To familiarize eminent novel writers and to understand the unique features of their works.

**Course Outcomes**

1. Appreciation and analysis of the narrative elements in literature
2. Understanding the basic differences between traditional narration and modern fiction
3. Estimating the scope of fiction in modern Arabic literature
4. Tracing the development of novel literature in the Arab world.
5. Critical analysis of novel as a fictional genre.

**Course Outline**

**Block -01: Origin and Development of novel literature in Arabic**

**Unit 1:** Narrative literature and fiction in Arabic literary heritage

**Unit 2:** Development of Novel Literature in Arabic

**Unit 3:** Historical novels

**Block -02: Novel Literature during period of World Wars**

**Unit 1:** Muhammad Husayn Haykal and 'Zaynab'

**Unit 2:** Egyptian realistic novel

**Unit 3:** Autobiographical Novels

### **Block -03: Contemporary Arabic Novel**

**Unit 1:** Najeeb Mahfouz and His Contribution to Novel Literature

**Unit 2:** Islamic novels

**Unit 3:** Palestinian novels

### **Block 04: Detailed Study of the Novel:**

**Unit 1:** Al-Najdi by Taleb al-Refai, Kuwait

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**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS**

**Discipline Core 08**

**M23AR08DC**

**Appreciating Arabic Drama**

**CREDITS: 4**

**Objectives**

1. To understand the scope of Theatre & Drama in Arab cultural heritage
2. To learn the development of the drama movement in the Arab world.
3. To evaluate the influence of western theater systems in Arab plays
4. To appreciate and analyze some selected plays in Arabic.

**Course Outcomes**

5. Understanding the scope of Theatre & Drama in Arab cultural heritage
6. Tracing the development of the drama movement in the Arab world.
7. Estimating the role played by various theater troupes and icons in the development of drama literature in Arabic
8. Evaluating the influence of western theater systems in Arab plays
9. Appreciation and analysis of selected plays in Arabic

**Course Outline**

**Block -01: Origin and Development of Drama in Arabic**

**Unit 1:** Development of drama and theater in the Arab world

**Unit 2:** The advent of poetic drama

**Block -02: Advent of Modern Theatre in Egypt**

**Unit 1:** Contribution of Egyptian Dramatists

**Unit 2:** Thoufeek ul Hakeem and Arabic Prose Drama

**Block -03: Contemporary Theatre in the Arab World**

**Unit 1:** Arabic play after Tawfiq al-Hakim

**Unit 2:** Sa'adallah Wannus and Contemporary playwrights

**Unit 3:** Colloquial plays – Arab theater in various Arab countries

## Block -04: Detailed Study of the Play:

### Unit 1: Rihlatu Handhala by Sa'adullah Wannus (Syria)

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**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Ability Enhancement Compulsory Course**

**Institution Specific**

**M21AR02AC (IS)**

**FOUNDATIONAL SKILLS FOR RESEARCH AND WRITING**

**CREDIT- 2**

**Objectives**

1. To introduce the learners to the fundamentals of research and writing.
2. To provide the learners insights into research, methods of reviewing literature and identifying research gaps.
3. To acquaint the learners with the different writing formats including synopsis, abstract, thesis, research papers, etc...
4. To give the learners an understanding of research ethics, plagiarism, publication procedures and benchmark for publication

**Course Outcomes**

1. Upon completion of the program the learners will be able to:
2. Understand the different concepts associated with research and writing.
3. Acquire the foundational skills for research, documentation and publication
4. Become aware of the basics of writing, synopsis, abstract, thesis, and research papers
5. Differentiate primary, secondary sources, identify research gaps and understand the nuances of plagiarism.

**COURSE DETAILS**

**BLOCK 1: Understanding Research**

**Unit 1 :** Distinguishing Research from Inquiry - Causative premises of inquiry  
- formal and informal inquiry - questions and answers.

**Unit 2:** Research - primary and secondary - research etymology - driving reasons and questions for organized research - significance and steps - design of research.

**Unit 3:** Bibliographic sources for research and annotation - locating sources for a bibliography.

**Unit 4:** Reviewing Literature - primary & secondary sources - convergence and divergence - identifying research gaps - establishing significance of research.

## **BLOCK 2: WRITING FORMATS**

**Unit 1 :** Synopsis - executive summary - abstract writing - conventions and practices

**Unit 2 :** Citing and citation styles - managing references - different style sheets.

**Unit 3:** Research ethics - intellectual property rights - copyrights & plagiarism.

**Unit 4:** Publication procedures - benchmarks for publication - research gate & scopus.

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# Third Semester

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Core 09**

**M23AR09DC**

**Advanced Arabic Grammar**

**CREDITS: 4**

**Objectives**

1. To understand Syntax of Arabic in an advanced manner.
2. To conceive the four important domains of the Arabic grammar: Structure/Syntax, Morphology/Surf, Parsing/Ihrab and Rare Combinations/Asaaleeb Nahviyya
3. To Conceive adequate skills to use Modern Standard Arabic (MSA)

**Course Outcome**

1. Identify the structure and features of Arabic grammar and its terminology.
2. Acquire the skill of using language effectively without grammatical errors both in written and spoken form.
3. Grasp the structure of Arabic language in both speaking and writing.
4. Recognize various grammatical structures in Arabic.
5. Deliver and communicate ideas effectively based on correct syntax.

**Course Outline**

**Block -01: المرفوعات من الأسماء والأفعال وأقسام المشتقات**

**Unit 1:** المبتدأ والخبر

**Unit 2:** أفعال المقاربة والرجاء والشروع، لا النافية للجنس، لا سيما

**Unit 3:** رفع الفعل المضارع

**Unit 4:** المشتقات

**Block -02: المنصوبات من الأسماء و من الأفعال والمنوع من الصرف**

**Unit 1:** المفاعيل الخمسة

**Unit 2:** المنصوبات غير المفاعيل

**Unit 3:** أحكام العدد

**Unit 4:** نصب الفعل المضارع

**Unit 5:** الممنوع من الصرف

**Block-03: المجرورات من الأسماء والمجزومات من الأفعال والتوابع**

**Unit 1:** المجرور بحرف الجر

**Unit 2:** المجرور بالإضافة

**Unit 3:** حروف تجزم المضارع

**Unit 4:** التوابع

**Block-04: المصادر من الأفعال والإعلال والإبدال**

**Unit 1:** المصادر

**Unit 2:** الإعلال

**Unit 3:** الإبدال

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- مصطفى الغلاييني، جامع الدروس العربية، المكتبة العصرية للطباعة والنشر، 2003.
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**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Core 10**

**M23AR10DC**

**Rhetorics and Prosody**

**CREDITS: 4**

**Objectives**

1. To understand the basic concepts of Arabic rhetoric and poetics
2. To identify the literary techniques in Arabic.
3. To differentiate the literary and non literary texts based on rhetoric theories.
4. To apply rhetoric theories in literary writings.

**Course Outcome**

1. Identify the basic concepts of Arabic rhetoric and poetics
2. Recognize the literary techniques in writing
3. Distinguish between the literary and non literary text
4. Appreciate and analysis aspects of literary writings
5. Appreciate the rhetorical aspects of classical Arabic text
6. Enhance ability to apply rhetorical theories in creative writing

**Course Outline:**

**Block -01: علم البيان**

Unit 1: مقدمة: البلاغة والفصاحة والأسلوب

Unit 2: التشبيه

Unit 3: الاستعارة التصريحية والمكنية

Unit 4: المجاز المرسل والكناية

**Block -02: علم المعاني**

Unit 1: الخبر والإنشاء

Unit 2: الإيجاز والإطناب والمساواة

**Block -03 : علم البديع**

Unit 1: المحسنات اللفظية

Unit 2: المحسنات المعنوية

#### Block -04: علم العروض

Unit 1: دراسة عن علم العروض

Unit 2: أوزان الشعر العربي

Unit 3: العلة والزحاف

Unit 4: أقسام البيت وتقطيعه

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البلاغة تطوره وتاريخه: شوقي ضيف
3. Al Murshid Fil Balagah: Nabeel Abdul QadirAzzain  
المرشد في البلاغة: نبيل عبد القادر الزين
4. Al Mubsith Fi Uloomil Balagah: Mohammed Thahir Alladakki  
المبسوط في علوم البلاغة: محمد طاهر اللادقي
5. Duroos Fil Balagah: Mueen Dakeek Al-Amili  
دروس في البلاغة: معين دقيق العاملي
6. Javahirul Balagah: Sayyid Ahmed Alhamishi  
جواهر البلاغة: السيد أحمد الهاشمي
7. Ilmil Aroodh Wa Fannil Qawafi: Umer Muhyudin  
علم العروض وفن القوافي: عمر محي الدين
8. Ashafi Fi IlmAroodhWalQavafi: NK Ahmed Moulavi  
الشافعي في علم العروض والقوافي: أحمد المولوي ن ك
9. Meezani Azahab Fi Swinaathi Shi'ril Arabi: Sayyid Ahmed Al Hamishi  
ميزان الذهب في صناعة شعر العرب: السيد أحمد الهاشمي
10. Ahdaa Sabeel Ilaa Ilmai Khaleel Al Aroodh Wal Qavafi: Al Murabbi Al  
Bahis Mahmood Musthafa  
أهدى سبيل إلى علمي الخليل العروض والقوافي: المربي الباحث محمود مصطفى



**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS**

**Discipline Specific Elective 01**

**M23AR01DE**

**Kerala Arabic Literature**

**CREDIT - 4**

**Objectives**

1. To understand the historical relation between Kerala and Arabs.
2. To be acquainted with the origin and development of Arabic literature in Kerala.
3. To familiarize some of the eminent Arabic writers in Kerala and their contribution to Arabic literature.
4. To appreciate some texts belonging to Kerala Arabic Literature

**Course Outcome**

1. Grasp the Arabic literature in Kerala
2. Assess the literature of Makhdoomi period
3. Attain the details of Arabic poets in Kerala
4. Distinguishing the literary style of Arabic writers in Kerala
5. Recognize the composite culture of Kerala and Arabs
6. Analyze the literary contribution of Kerala to Arabic literature

**Course Outline**

**Block -01- Kerala Arab Relations**

**Unit 1:** The relationship of the Arabs with Malabar

**Unit 2:** The emergence and growth of the Arabic Literature in Kerala

**Unit 3:** Noted Institutions and their contribution

**Block -02- Arabic Poetry in Kerala**

**Unit 1:** First Generation Arabic Poets in Kerala

Umar al KhaziiVeliyankode - Muhammed Al Khazii

**Unit 2:** Second Generation Arabic Poets in Kerala

AboobackerMuhyudeen- Aboo Salma-Mohammed Al Falaki-Aboo Laila

Muhammed ibnu Meeran

### **Unit 3: Third Generation Arabic Poets in Kerala**

Ali Kochanoori- N K Ahmed Moulavi, Moidu Moulavi Kuttyadi and  
Moosa Airoor

### **Block -03- Arabic Prose in Kerala**

**Unit 1:** The Makhdoom family and their contribution to Arabic literature-

**Unit 2:** Dr.MohiuddinAluway

### **Block -04- Noted Arabic Works in Kerala**

**Unit 1:** Thuhfathul Mujahideen

**Unit 2:** Irshadul Ibad Ela Sbeelirrashad

**Unit 3:** Fathul Mubeen First twenty lines

### **List of References:**

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- Dr. E K Ahmed Kutty (Edtd), Arabic in South in India, Department of Arabic, University of Calicut

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Specific Elective 02**

**M23AR02DE**

**Travelogue Literature in Arabic**

**CREDIT - 4**

**Objectives**

1. To provide awareness about Arab travel heritage.
2. To understand the special nature of Arabic travelogue literature.
3. To appreciate some texts belonging to the Arabic travelog literature
4. To familiarize eminent travelogue writers in Arabic and to understand the unique features of their works.

**Course Outcome**

1. Recognize the Arab travel heritage
2. Familiarize with the works in the field of travel literature
3. Identify the life and culture of different citizens and society in the world
4. Analyze the style and features of travel discourse
5. Acquire the skill of travel narration

**Course Outline**

**Block -01: Introduction to Travelogue Literature**

**Unit 1:** Travel literature: Elements and characteristics

**Unit 3:** Development of Travel Literature in Arabic

**Block -02: Travelog in Arab heritage**

**Unit 1:** Famous travelog writers in Arabic and their works - Part 1

Sulaiman al-Tajir, Al-Masudi, Al-Biruni, Abu Hamid al-Gharnati, Ibn Battuta

**Unit 2:** Famous travelog writers in Arabic and their works - Part 2

Ameen Rihani, Mohammed Nasser Al-Aboudi, Anis Mansour, Muḥammad‘ Afīfī, Mohamed Makhzangi, Mustafa Mahmoud.

### **Block -03: Medieval India in Arabic Travelogue**

**Unit 1:** Medieval India in Kitab Rihla of Ibnu Batuta

**Unit 2:** Medieval India in Kitabul Hind of Albirooni

### **Block -04: Familiarize the texts from selected travelogues**

**Unit 1:** Al Hind; Sihru al Muthallath al Dahabi by mohammed al Mahzanji (الهند سحر المثلث الذهبي)

**Unit 2 :** Fee Garbil Hind by Mohammed Nasir al Aboodhi ( في غرب الهند )

**Unit 3:** AlaJabaliArafath by Dr. Musthafa Mahmoud ( على جبل عرفات )

### **List of References:**

- د. حسين محمد فهميم، أدب الرحلات
- فؤاد قنديل، أدب الرحلة في التراث العربي
- جميلة روباش، أدب الرحلة في المغرب العربي
- انيس منصور، أعجب الرحلات في التاريخ ، ج 1-
- محمد عفيفي، تأنه في لندن
- محمد المخزنجي، جنوبا وشرقا رحلات ورؤى
- محمد ناصر العبودي، جولة في جزائر جنوب المحيط الهادئ
- دكتور مصطفى محمود ، الطريق إلى الكعبة

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Specific Elective 03**

**M23AR03DE**

**Modern Arabic Essay**

**CREDIT - 4**

**Objectives**

- To understand the special nature of modern Arabic Essays.
- To appreciate some Arabic Essays belonging to the modern period.
- To familiarize some eminent writers in Arabic and to understand the unique features of their works.

**Course Outcome**

1. Creating general awareness and knowledge in the area of Essay Writing
2. To acquaint with different types of Essays
3. Analyzing the role of movements and journals in the development of Modern Arabic Essays
4. Evaluating prominent Arab Writers in the field of Essay Writing
5. Examining the influence of Modern Essays on Arab Society and Arabic Literature

**Course Outline:**

**Block -01: Origin and Development of Modern Arabic Essays**

**Unit 1:** Literary revival in Arabic , Pioneers of renaissance

**Unit 2:** Origin and Development of Essays in Modern Arabic Literature

**Unit 3:** Types of Essays in Arabic

**Block -02: Prominent Arabic Writers**

**Unit 1:** Muhammed Abdu, Abdul Rahman Kavakabi, Mustafa Lutfi Al Manfaluthi,

**Unit 2:** Muhammed Hussain Haykal, Jubran Khalil Jubran, Mikhael Nuhaime, Salama Musa,

**Unit 3:** Ali Thanthavi, Abbas Mahmud Al Aqqad, MayyZiyadha, Ahmed Ameen,

**Unit 4:** MusthafaSwadiq Al Rafihi, AbulHasan Ali Nadwi, Sayyid Qutb

### **Block -03: Study on Modern Essays**

**Unit 1 :** Essay titled as '*altarjamatuwa al thaleefu*' (الترجمة و التأليف), from '*fakkirunwamabahisun*' (فكر و مباحث), by Ali Thanthavi, Published by MakthabathAlManarath

**Unit 2:** Essay titled '*ayuha al bahru*' ( ! أيها البحر ), from *wahyu al qalami* (وحي القلم), by Musthafa Sadik Rafihe

### **Block -04: Study on Contemporary Essays**

**Unit 1:** Essay titled *رحلة الملف الضائع* from the book *الإسلام في الصين* written by Fahmi Huwaidi

#### **List of References:**

1. Al Muqadasi ,Anees, Al FunoonalAdabiyyawaAhlamuha , Dar al Malayin Lil Uloom, Beirut, 1978
2. Al Fakhoori ,Hanna, Al Jamiu Fi Thareekh al Arabi, Dar al Jeel, Beirut,1986
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5. Isba'h, Swalih Abu & Muhammed Ubaidullah, Fannual-Maqalath: Usoolunadhriyyathin, Thathbeeqathin, Nmudhijun, Daarun Majadlawi. Ed:I,2002
6. Meisami,Julie&Starkey,Paul,(1998),Encyclopedia of Arabic Literature
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**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Specific Elective 04**

**M23AR04DE**

**Women's Literature in Arabic**

**Credit - 4**

**Objectives**

1. To understand Women literature as a tool for emancipation of women.
2. To evaluate the peculiarities of Arab women writers in their literature.
3. To study the evolution of women's writing in Arabic
4. To assess the height reached by the women's writing in Arabic
5. To examine the attitude of society towards promoting woman as a writer

**Course Outcome**

1. Understanding Women literature as a tool for emancipation of women
2. Evaluating the peculiarities of women writers in their literature
3. Studying the evolution of women's writing in Arabic
4. Assessing the height reached by the women's writing in Arabic
5. Examining the attitude of society towards promoting woman as a writer

**Course Outline:**

**Block -01 : Women Writing as a genre in Arabic Literature**

**Unit 1:** Women's writing in Arabic: History and development

**Unit 2:** Islamist women writers

**Block -02 : Modern Arabic Women Writers:**

**Unit 1:** Modern Arabic Women Writers - Part 1

Mayy Zyada (Palestine), , Suhayr al-Qalamawi (Egypt), 'A'isha Bint al-Shati' (Egypt)

**Unit 2:** Modern Arabic Women Writers - Part 2

Nawal al-Sa'dawi (Egypt), , Ahlam Mustaganemi (Algeria), Qamar Kilani (Syria), Layla Ba'albaki (Lebanon),

**Unit 3:** Modern Arabic Women Writers - Part 3

Fatima al-Marnisi (Morocco), Radwa ‘Ashur(Egypt), Layla al-Uthman (Kuwait), Lathifa al-Zayyat (Egypt), HodaBarakat (Lebanon),

### **Block -03 : Modern Arabic Women Poets**

**Unit 1:** Modern Arabic Women Poets - Part 1: 'A'isha al-Taymuriyya (Egypt), , Nazik al-Mala'ika (Iraq), FadwaTuqan (Palestine)

**Unit 2:** , Jumana Haddad (Lebanon), Sa'ida Mafrah (Kuwait), , Amal Musa (Tunisia)

**Unit 3:**, Anisa Darwish (Palestine), Fatima al-Qarni (Saudi Arabia), Fatima Bannis (Morocco)

### **Block -04: Study on Selected Literary Texts**

**Unit 1:** Nawal al-Sa'dawi– *Lahdātun Saqatat fil ‘Adam*[from the book:Awraqī..... Hayātī...]

**Unit 2:** Nazik al-Mala'ika– *Āshiqat al-Layl*

**Unit 3:** FadwaTuqan– *UnshūdalilHubb*

### **List of References:**

1. Cook, Maryam, al-Katibat al-Arabiyyat, from al-Adab al-Arabi al-Hadith, ed. By Abd al-Aziz al-Subayl and Others, Jiddah: al-Nadi al-Adabi al-Thaqafi
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**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Skill Enhancement Compulsory Course 01**

**M23AR01SE**

**Secretarial Practice in Arabic**

**Credit - 2**

**Objectives**

1. To understand official documents in different situations.
2. To develop advanced skill in letter writing and message drafting in Arabic
3. To acquire skills in preparing commercial and business advertisements
4. To acquire Arabic computing skills by practicing Office softwares

**Course Outcome**

- Understanding official documents in different situations
- Develop advanced letter and message drafting skills in Arabic
- Acquire skills in preparing commercial and business advertisements
- Acquire Arabic Computing Skills by practicing Office softwares

**Course Outline**

**Block-01 -Letter writing and Correspondence**

**Unit 1:** Drafting Letters in Arabic

-Types of Letters- Official Letters- Business Letters-personal letters:, greetings, condolence, invitation, acquaintance, thanks giving- correspondence letters: Employee and Employer correspondence,

**Unit 2:** Drafting Documents in Arabic

job application- preparation of simple documents in Arabic: Bio-data, conduct certificates, experience certificates, and report writing

**Unit 3:** Phrases and abbreviations, idioms and expressions

**Block-02- Arabic content preparation with Office Softwares**

**Unit 1:** Word Processors

**Unit 2:** Presentation Programmes

**Unit 3:** Accounting tasks with Spreadsheets

### List of References:

- د. كي بي، أبو بكر: كتيب العربية للتجارة (A Handbook for Commercial Arabic)، الهدى بكس، كاليكوت
- الأستاذ عبد الحميد، وي بي والأستاذ عبد الحليم، أن كي: العربية للتجارة (Commercial Arabic)، الهدى بكس، كاليكوت
- الأستاذ عبد الحميد، وي بي والأستاذ عبد الحليم، أن كي: العربية للصحافة (Journalistic Arabic)، الهدى بكس، كاليكوت
- جون ميس: العربية للأعمال : المفردات الضرورية (Business Arabic: An Essential Vocabulary)، مطبعة جامعة أدنبرك
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## **SREENARAYANAGURU OPEN UNIVERSITY, KOLLAM**

### **Post Graduate programme in Arabic** **Skill Enhancement Course- Internship**

**M23AR01IN**

**Credits - 2**

#### **Guidelines**

The University shall have a course of Internship for the Post Graduate programme.

#### **Objective**

To provide first-hand experience on a job profile in an organisation through a well-defined format of professional engagement.

#### **Content**

The course prescribes two calendar weeks engagement in an organisation for a dedicated task related to any of the job profile defined by the organisation. The internship envisages enhancing the learners' employability and developing research aptitude.

#### **Length of the Course**

- The course of the Internship requires the engagement of the learner at least for a period of 2 weeks for this purpose.
- The engagement shall be in an approved institution outside the ambit of the University or it can be a normal field centric enquiry carried under supervision.

#### **Identification of the centre for engagement**

- Learners are encouraged to identify the institution where they wish to undergo internship.

- Learners shall use their relationship with the institution and seek for approval.
- Learners shall obtain formal permission from the institution and the University shall facilitate this process through individual recommendation to the institution on the request of the learner.
- Learners shall notify the coordinator of the respective Learner Support centres, their interest in pursuing Internship as a course of study.
- Subsequent to the permission, the learner shall in consultation with the Head of the Institute/Company develop a time table for the engagement.
- The time table duly signed by the Head of the Institute/Company in the prescribed format must be produced to the coordinator of the respective Learner Support Centre for onward transmission to the Regional Centre/ University as the case may be.
- The learners shall prepare a work plan in the prescribed format for each hour of engagement with the details of the engagement in advance, and that will be submitted to the Learner Support Centre at the end of the internship with the signature of the Head of the Institute/Company.
- The learner is to develop a personal introspection in the prescribed format on the engagement in Arabic/English/ Malayalam in an A4 bond paper limited to a maximum of 5 sheets.
- The learners at the end of the course shall be required to submit the following document to the Coordinator Learner Support Centre.

1. Letter of permission of the Head of the Institute/Company
2. Time table duly signed by the Head of the Institute/Company.
3. Work plan signed by the Head of the Institute/Company.
4. Personal introspection note on work experience
5. Attendance sheet in the prescribed format
6. Performance appraisal in prescribed format

### **Assessment**

The course shall have 2 components of assessment, internal and external in the ratio of 30:70.

### **Internal Assessment**

The learners for this course shall continuously be evaluated by the Head of the Institute/Company of the Institution and the mark list shall be submitted in the prescribed format in a sealed cover to the Learner Support Centre/Regional Centre as the case may be. Internship shall consider promptness, aptitude, discipline and personal management.

### **External Assessment**

The documents submitted by the learners known as internship diary shall be tagged for external evaluation. The marks awarded under this head shall be added to the internal marks making a total for the whole course.

### **Variation**

If there is a variation in the percentage of the internal and the external valuation, the learners shall be awarded the average percentage of the 2 marks for the lowest assessment grade.

### **Grievances**

Learners shall lodge their complaints, if any, to the respective LSC Coordinator and it shall be processed as per the general rules of the grievances redressed mechanism.

<b>Sreenarayanaguru Open University</b>	
Time Table	
Name of the Learner :	
Enrollment No. :	
Programme :	
Name of the Course :	
Name of the Institution:	
Engagement Details	
<b>Day</b>	<b>Time</b>

**Date:**

**Signature of the Reporting Officer**

<b>Sreenarayanaguru Open University</b>	
Work Plan	
Name of the Learner :	
Enrollment No. :	
Programme :	
Name of the Course :	
Name of the Institution :	
<b>Date</b>	<b>Details of work</b>

**Date:**

**Signature of the Learner**

**Counter Signature of the Reporting officer**



<b>Sreenarayanaguru Open University</b>	
Attendance Certificate	
Name of the Learner     :	
Enrollment No.         :	
Programme                 :	
Name of the Course     :	
Name of the Institution:	
<b>Details of attendance</b> <i>This is to certify that the learner attended the office/ work station, the details of which are given below and his/her conduct and character were good.</i>	
<b>Date</b>	<b>Time of engagement</b>

**Date:**

**Signature of the Reporting Officer**



Face Sheet for Work Diary

**Sreenarayanaguru Open University, Kollam**

*Internship Diary submitted in partial fulfilment of the requirements of the  
Post Graduate programme in Arabic*

**By**

Name of the learner.....

Enrollment No.....

Submitted in the month of .....

## Sreenarayanaguru Open University, Kollam

### Declaration

*I....., Learner with Enrolment No..... declare that the report presented is the outcome of my introspection on the engagement for the course on internship in partial fulfilment of the requirements of the Post Graduate programme in Arabic. It is also informed that the text in the report has been written by me without any external support.*

**Date**

**Signature of the learner**

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I ..... of ..... (Name of the Institute/Company) endorse the above declaration.

**Date**

**Name and Signature of the  
Reporting Officer**



# **SREENARAYANAGURU OPEN UNIVERSITY, KOLLAM**

## **Post Graduate programme in Arabic** **Skill Enhancement Course- Field Work**

**M23AR01FW**

**Credits - 2**

### **Guidelines**

The University shall have a course of Field Work for the Post Graduate programmes.

#### **Objective**

To provide hands on experience to learners on development, deployment and presentation of an academic theme through a structured field work under the supervision of faculty/academic counsellors/ external experts approved by the University.

#### **Content**

The course envisages submission of a report at the end of the course in 20 to 25 A4 pages in the prescribed template duly signed by the academic counsellor, as an outcome of the field work of 2 weeks duration. It may be an enquiry or a review or an analysis or description under an identified topic.

#### **Length of the Course**

- The course of Field work requires the engagement of the learner at least for a period of 2 weeks for this purpose.
- The engagement shall be in an approved institution outside the ambit of the University or it can be a normal field centric enquiry carried under supervision.

#### **Reporting the choice**

- Learners need to choose field work as one of the options available, and inform the coordinator of the respective Learner Support Centre in writing in the prescribed proforma in the beginning of the third semester of the programme.

### **Setting a topic/ area**

- Learners shall be encouraged to explore their area of interest before they step into the details of the work.
- Learners shall select a topic in the interested area for study and give it in writing in the prescribed format to the coordinator.
- **Supervision**
- Learners shall be expected to discuss among peers/ academic counsellors/ approved external experts to arrive at a sensible conclusion.

### **External Expert**

- Learners shall have the right to choose an external expert if they desire so with the approval of the University.
- Request for the approval of an external expert shall be submitted to the University through the coordinator of LSC in the prescribed format with the CV of the proposed person.

### **Hypothesis**

- Learners shall formulate a hypothesis or a set of questions with the help of the academic counsellors before they start the study.
- Learners shall start their work with sensible presumptions about the work to be carried out. It shall be considered as hypothesis and it shall constitute a part of the study.
- Hypothesis can also assume the format of a set of questions related to the topic.
- Learners shall be encouraged to revise this hypothesis through discussions with peer learners, counsellors or any other person of value for this purpose.
- Learners shall analyse patterns and observe information of relevance under the topic. A hypothesis shall appear as broad guidelines for the learners to go further.

### **Collection of data through Field work**

- Learners after having a decision over the topic and hypothesis shall draw up a plan for collection of data. It may be through direct engagement with the sources of data or getting themselves engaged under the directives of some agency/persons in the field.

- Learners shall submit the details of the field work in the prescribed proforma to the coordinator of the respective LSC with the counter signature of the academic counsellor.

## **Reporting**

- Learners shall upon the completion of the field work, present, describe and explain the outcome of their field work for the topic already identified.
- Learners shall comply with the submission of a diary of field work in the prescribed format with the counter signature of the counsellors within a month after the completion of the field work.
- A diary of Field work shall have the following components:
  1. Details of Field work in the prescribed format duly signed by the academic counsellor/ external expert.
  2. Hypothesis developed by the learner and duly signed by the counsellor/expert.
  3. Attendance sheet in the prescribed format.
  4. Field study report in the format given below
- A report should have 20 to 25 pages in A4 size bond paper.
- It shall be in Arabic or in English or in Malayalam.
- It shall include an introduction, hypothesis, discussion and conclusion.
- It shall include Graphs, charts, flow diagram etc. wherever necessary.
- Learners shall present their findings at the end of the narrative, the purpose of which shall be to validate the hypothesis.
- The last part of the report shall have a list of references if any.
- A face sheet and inside page in the prescribed format.
- The report shall fall below plagiarism level approved by the University.

## **Assessment**

The course shall have 2 components of assessment, internal and external in the ratio of 30:70.

### **Internal Assessment**

The learners for this course shall continuously be evaluated by the Academic counsellors/ external expert and the mark list in the prescribed format in a sealed cover to the Learner Support Centre/Regional Centre as the case may be. Internal assessment shall consider promptness, sharpness and critical thinking ability of learners.

### **External Assessment**

The documents submitted by the learners known as field work diary shall be tagged for external evaluation. The marks awarded under this head shall be added to the internal marks making a total for the whole course.

### **Variation**

If there is a variation in the percentage of internal and external valuation the learners shall be awarded the average percentage of the 2 marks for the lowest assessment grade.

### **Grievances**

Learners shall lodge their complaints, if any, to the respective LSC Coordinator and it shall be processed as per the general rules of the grievances redressed mechanism.



<b>Sreenarayanaguru Open University</b>	
Reporting the Choice of Field Work	
Name of the Learner	:
Enrollment No	:
Programme	:
I hereby opt for the course for Field Work for the third semester of the programme.	

**Date:**

**Signature of the Learner**

<b>Sreenarayanaguru Open University</b>	
Request for an External Expert for Field Work	
Name of the Learner	:
Enrollment No	:
Programme	:
Name of the External Expert:	
Designation of the External Expert:	
<i>Please attach the consent letter of the External Expert and a copy of CV.</i>	

**Date:**

**Signature of the Learner**

<b>Sreenarayanaguru Open University</b>		
Details of Field Work		
Name of the Learner :		
Enrollment No :		
Programme :		
<b>Date of engagement</b>	<b>Location</b>	<b>Work carried out</b>

**Date:**

**Signature of the Learner**

***Counter Signature of External Expert/ Counsellor***

Face Sheet for Diary

**Sreenarayanaguru Open University, Kollam**

*Field Work Diary submitted in partial fulfilment of the requirements of  
the Post Graduate programme in Arabic*

**By**

Name of learner.....

Roll No.....

Submitted in the month of .....

## Sreenarayanaguru Open University, Kollam

### Declaration

*I....., Learner with Enrollment No..... declare that the report presented is the outcome of my engagement for the course on Field Work in partial fulfilment of the requirements of the Post Graduate programme in Arabic. It is also informed that the text in the report has been written by me without any external support.*

**Date**

**Signature of the learner**

---

I ..... of ..... (Name of the Institution)  
endorse the above declaration.

**Date**

**Name and Signature of the  
Counsellor/ External Expert**





# **SREENARAYANAGURU OPEN UNIVERSITY, KOLLAM**

## **Post Graduate programme in Arabic** **Skill Enhancement Course- Teaching Assignment**

**M23AR01TA**

**Credits - 2**

### **Guidelines**

The University shall have a course of Teaching Assignment for the Post Graduate programme.

### **Objective**

The main objective of this course is to expose learner population to the grammar of teaching practice through direct engagement with learner population. At the end of the course, the learners are expected to realise their suitability for teaching, and also improve their skill in teaching.

### **Content**

The course on teaching assignment is expected to be undertaken in an affiliated college/ Cooperative institution/specialised teaching institutions in the state of Kerala. The course requires that the learners shall complete 20hrs of teaching assignments in the chosen institution for students for pursuing Under Graduate programme in the respective discipline. The teaching engagement shall spread over the respective semester of the programme and the learners shall complete the requirements before the termination of the semester. The course requires that the learners shall devote their attention to this task so that they get to experience teaching as a unique mode of dialogue.

### **Steps to be taken**

1. Learner shall identify the institution where they wish to practise teaching.
2. Learner shall use his relationship with the institution and seek for approval.
3. Learners shall obtain formal permission from the Head of the Institution and the University shall facilitate this process through individual recommendation to the institute on request of the learner.
4. A learner shall notify the coordinator of the respective Learner Support centres, their interest in pursuing teaching assignment as a course of study.
5. Subsequent to the permission, learner shall in consultation with the Head of the Department develop a time table for the engagement.
6. The time table duly signed by the Head of the Department of the institution in the prescribed format must be produced to the coordinator of the respective Learner Support Centre for onward transmission to Regional Centre/ University as the case may be.
7. The learners shall prepare a lesson plan in the prescribed format for each hour of engagement with the details of the topic, content etc. in advance, and that will be submitted to the Learner Support Centre at the end of the teaching session with the signature of the Head of the Department.
8. The learner shall be required to conduct an assessment test for the students in the class at the end of the teaching sessions and the mark list duly signed by the Head of the Department must be submitted at the end of the teaching session.
9. The learner is to develop a personal introspection in the prescribed format on the engagement in Arabic/English/ Malayalam in an A4 bond paper limited to a maximum of 5 sheets.
10. The learners at the end of the course shall be required to submit the following document to the Coordinator Learner Support Centre.
  1. Letter of permission of the Head of the Institution.
  2. Time table duly signed by the Head of the department.
  3. Lesson plan signed by the Head of the department.



4. Personal introspection note on teaching experience.
5. Assessment sheets counter signed by the Head of the department.
6. Attendance sheet in the prescribed format.

### **Assessment**

The course shall have 2 components of assessment, internal and external in the ratio of 30:70.

### **Internal Assessment**

The learners for this course shall continuously be evaluated by the Head of the Department of the Institution and the HoD shall submit the mark list in the prescribed format in a sealed cover to the Learner Support Centre/Regional Centre as the case may be. Internal assessment shall consider promptness, aptitude, discipline and personal management.

### **External Assessment**

The documents submitted by the learners known as teaching diary shall be tagged for external evaluation. The marks awarded under this head shall be added to the internal marks making a total for the whole course.

### **Variation**

If there is a variation in the percentage of internal and external valuation, the learners shall be awarded the average percentage of the 2 marks for the lowest assessment grade.

### **Grievances**

Learners shall lodge their complaints, if any, to the respective LSC Coordinator and it shall be processed as per the general rules of the grievances redressed mechanism.

<b>Sreenarayanaguru Open University</b>		
Time Table		
Name of the Learner     :		
Enrolment No             :		
Programme                 :		
Name of the Course       :		
Name of the Institution:		
Engagement Details		
<b>Class</b>	<b>Day</b>	<b>Time</b>

**Date:**

**Signature of the HoD of the Institution**

<b>Sreenarayanaguru Open University</b>	
Lesson Plan	
Name of the Learner :	
Enrolment No :	
Programme :	
Name of the Course :	
Name of the Institution:	
Details of classroom engagement	
<b>Class and date</b>	<b>The topic and the content to be handled in detail</b>

**Date:**

**Signature of the Learner**

<b>Sreenarayanaguru Open University</b>		
Attendance Certificate		
Name of the Learner :		
Enrolment No :		
Programme :		
Name of the Course :		
Name of the Institution:		
<b>Details of attendance</b> <i>This is to certify that the learner engaged the classes, the details of which are given below and his/her conduct and character were good.</i>		
<b>Date</b>	<b>Class</b>	<b>No. of hours</b>

**Date:**

**Signature of the Head of the Department**

<b>Sreenarayanaguru Open University</b>	
Personal introspection Note	
Name of the Learner	:
Enrolment No	:
Programme	:
Name of the Course	:
Name of the Institution:	
<i>Write below a narrative in Arabic/English/ Malayalam about your personal experience with teaching engagement not exceeding 5 A4 size bond papers.</i>	

**Date:**

**Signature of the Learner**

# Fourth Semester

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Core 11**

**M23AR11DC**

**Indian Arabic Literature**

**CREDITS: 4**

**Objectives**

1. To provide general awareness about the development of Arabic Language and Literature in India.
2. To acquire knowledge about relationship between India and Arab countries
3. To familiarize with the contributions of eminent Indian Arabic writers and their masterworks.
4. To get awareness about the famous Arabic educational institutions in Kerala and India.

**Course Outcome**

1. General awareness on the development of Arabic Language and Literature in India.
2. Knowledge about relationship between India and Arab countries
3. Find out the contributions of eminent Personalities and their masterworks.
4. Get awareness on the famous educational institutions in Kerala and India.

**Course Outline**

**Block -01: India's Contribution to Arabic Literature**

**Unit 1:** History of Indo Arab relation Major Reasons of Indo Arab relation- Arrival of Islam in India-

**Unit 2:** Development of Arabic Language and Literature in India

**Unit 3:** Renowned Scholars:

Shah Valiyullah Addahlawi – Fadhlul haq Khairabadi – Abdul Hayyul Hasani – Abul Hasan Ali Nadwi – Abdul Haqq Aldahlavi – Gulam Ali Azad – Faidhul Hasan Assaharanfoori – Anwar Shah Kashmeeri– Abdul Azeez Maymani – Siddiq Hassan Al Qanuji – Sayyid Sulaiman Nadvi –

Shiblili Nuhmani – Massod Alam Nadvi – Mohammed Valih Rasheed Nadvi – Rabih Nadvi

**Unit 4: Major works in Arabic:**

Hujjathullahi al Baligha – Subhathul Marjan – Nuzhathul Khavathir – Thuhfathul Mujahideen – Mada khasiral Alam bi Inhithathil Muslimeen – Al Muslimoon fil Hind – Thahreedu Ahlil Eeman Ala Jihad Abdathi al Sulban – Thajul Aroos – Fathuhul Mueen –Fathuhul Mubeen.

**Block -02: Famous Educational Institutions in India**

**Unit 1:** Darul Uloom Deoband -

**Unit 2:** Nadwatul Ulama Lucknow

**Unit 3:** DairathulMaharif Al Usmaniya HYBD

**Unit 4:** Aligarh Muslim University

**Unit 5:** Al Jamia Salafia Banaras

**Unit 6:** Baqiyath Salihath- Vellur

**Block-03: Contribution of Kerala to Arabic Literature**

**Unit 1:** Centers of Arabic Studies

**Unit 2:** Role of Makhdoom Family

**Unit 3:** Prominent Scholars and Poets

Shaliyathi–AbooLaila – Muhyudheen Aluwai – NK Ahmad Moulavi and their works–Arabic Poets In Kerala

**Block –04: Detailed Studies on Selected Texts**

**Unit 1:** Thurasul Ulamail muslimkeen al ilmi fil Hind va inaayathahum bi LugathilArabiya, Al Muslimoon Fil Hind by Abul Hasan Ali Nadwi

(تراث العلماء المسلمين العلمي في الهند وعنايتهم باللغة العربية)

**Unit 2:** Thiryakun Lidail Fuad by NK Ahmed Moulavi (ترياق لداء الفؤاد)

**Unit 3:** First 20 Lines from Fathul Mubeen by Qasi Muhamed (الفتح المبين)  
(للسامري الذي يحب المسلمين)

**List of Reference**

- عبد الحي بن فخر الدين الحسني، كتاب نزهة الخواطر وبهجة المسامع والنواظر أو الإعلام بمن في تاريخ الهند من الأعلام، مطبعة مجلس دائرة المعارف العثمانية، حيدرآباد -، 1962م.



- زين الدين المليباري الشافعي، هداية الأذكياء إلى طريق الأولياء
- أبو الحسن علي الحسني الندوي، المسلمون في الهند، دار ابن كثير، بيروت، لبنان، 1999.
- الدكتور ويران محي الدين، الشعر العربي في كيرالا مبدؤه وتطوره، مكتبة عرب نت، كاليكوت، كيرالا، 2003.
- الدكتور محيي الدين الألواني، الدعوة الإسلامية وتطورها في شبه القارة الهندية، الطبعة الأولى، دار القلم للطباعة والنشر والتوزيع دمشق ، 1986م.
- الشيخ زين الدين المخدم، تحفة المجاهدين في بعض أخبار البرتغاليين، مع تحقيق وتعليق حمزة جيلاكودان، كاليكوت، مكتبة الهدى، 1996
- عبد الغفور عبد الله القاسمي، المسلمون في كيرالا، مركز أكمل للكتب، ملابرم، 2000
- جمال الدين الفاروقي وآخرون، أعلام الأدب العربي في الهند، مكتبة الهدى، كاليكوت، كيرالا، الهند، 2008م.

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Core 12**

**M23AR12DC**

**Literary Criticism in Arabic**

**CREDITS - 4**

**Objectives**

1. To understand the definitions of literature and identify its elements.
2. To summarize the origin and development of Arabic literary criticism from the period of Jahilyya, Umayyad, Abbasid and the modern ages.
3. To examine historical contexts for the development of contemporary literary theories and its influence in Arabic literature.
4. To acquaint with the literary thoughts and movements.

**Course Outcome**

1. Identify literary elements of different works and genres.
2. Appreciate the aesthetic elements in various literary works.
3. Familiarize and Compare literary schools, trends and theories.
4. Estimate the literary values of the creative works based on proper scales.
5. Assess literary contributions of eminent award winning writers.
6. Criticize literary works based on literary elements and theories.

**Course Outline:**

**Block -01: Origin and Development of Arabic Literary Criticism**

**Unit 1: Development of Arabic Criticism:**

Criticism during Jahiliyya period, Criticism during Islamic Period, Criticism during Abbasid period.

**Unit 2: Eminent Critics in Arabic:**

IbnSallam, al Jahiz, IbnQutayba, Qudama ibn Ja'far, Al Amidi, Abu hilal al askari, ibn Shuhayd etc.

**Unit 3: Eminent works in Arabic Criticism:**

الوساطة بين المتنبي وخصومه Al wasathathubainalmuthanabbiwakhsoomihi ,  
الشعر والشعراء al shi'iru wa shua'ra , طبقات الشعراء tabaqat shuaraa ,  
I'jaz , كتاب البديع kitab al badeeu , البيان والتبيين al bayan wa tabyeen , العمدة  
إعجاز القرآن al-Qur'an .

## **Block -02: Schools and Movements in Arabic Criticism**

**Unit 1: Elements of Literature :** Atifat, khayal, Usloob, Maani, Poem, Prose

**Unit 2: Schools of thoughts in Arabic Criticism:**

Classicism, Romanticism, Realism, Symbolism etc. Conflict between traditional and modern trends.

**Unit 3: Movements in Arabic Criticism:**

Mahjar Literature, Diwan School – Shukri, Maazini and Aqqad, Apollo – Ahmad Zaki Abu Shadi.

## **Block -03: Literary Movements in Mahjar**

**Unit 1: Rabithathul Qalamiyya**

**Unit 2: Usbathul Andulisiyya**

**Unit 3: Rabithathu Minerva**

## **Block -04: Reading Applied Criticism**

**Unit 1: Critical analysis of "في الشعر العربي" Taha Hussain**

### **List of References:**

1. النقد الأدبي العربي الحديث في القصة والرواية والسرد، د/ عبد الله أبو هيف، اتحاد كتاب العرب، دمشق، 2000
2. تجارب في النقد الأدبي التطبيقي من منظور إسلامي – عودة الله منيع القبسي
3. القصيدة أم: مقارنة بنائية دلالية لقصيدة "إلى أمي" للشاعر محمود درويش- حسين حمزة
4. الخطاب الشعري عند محمود درويش – دراسة أسلوبية لمحمد صلاح أبو حميدة

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Specific Elective 05**

**M23AR05DE**

**Resistance Literature in Arabic**

**Credit- 4**

**Objectives**

1. To understand the unique nature of Resistance literature and its various forms.
2. To get informed with the significance of Resistance literature against the colonial power.
3. To examine Resistance literature in Arabic as a powerful tool for social change
4. To provide awareness about the Palestine issue and the depiction of struggles and sorrows of Palestinians for existence in Arabic Literature.
5. To correlate the role of anti-colonial writings by different Indian Arabic scholars in Freedom Struggle.

**Course Outcome**

1. Explore features of Resistance literature in Arabic
2. Understand the unique nature of Resistance literature and its various forms.
3. Enlighten significance of Resistance literature against the colonial power.
4. Examine Resistance literature in Arabic as a powerful tool for social change
5. Understand the condition of the Palestinians and their struggle for existence
6. Correlate the role of the Indian Schools in Freedom Struggle

**Course Outline**

**Block -01-Resistance literature in Arabic**

Unit 1: Resistance Literature in Modern Arabic

Unit 2: Palestinian history of displacement, exile and resistance

### Unit 3: Arabic Palestinian Literature

#### Block -02-Contemporary Arabic Writers in Resistance Literature

Unit 1: Mahmood Darwish,

Unit 2: Ghassan Khanafani,

Unit 3: FadwaToughan,

Unit 4: Thameem Bargouthi

#### Block -03 -Resistance writings of Indian scholars

Unit 1: Zainudheen Al Makhdoom Al Kabeer

Unit 2: Zainuheen Al Makhdoom Al Sageer

Unit 3: Al Qadhi Muhammad bin AbdilAzeez Al Kalikoothi

Unit 4: Al Qadhi Umar Al Malaybari

#### Block -04- Prominent Works

Unit 1: ‘Al FathhulMubeen’ Poem by Qasi Mohammed ibn Abdul Azeez Al kalikoothi (First 20 Lines only)

Unit 2: ‘BithakaHuwiyya’ Poem by Mamood Darwish. بطاقة هوية –محمود (درويش). (الشعر

Unit 3: ‘Al Qudus’ Poem by Nizar Al Qabbani

Unit 4: الدور الذي قام به المسلمون في الهند، المسلمون في الهند، أبو الحسن الندوي

#### List of References:

- الفاروقي، جمال الدين والآخرين: أعلام المؤلفين بالعربية في البلاد الهندية، مركز جمعية الماجد للثقافة والتراث، دبي، الإمارات، 2013
- محمد، أبو بكر: مقاومة الاستعمار البرتغالي في مليبار، كاليكوت، الهدى بكس، 2007
- أحمد، أشفاق: مساهمة الهند في النثر العربي خلال القرن العشرين، نيودلهي، 2003
- الألواي، محيي الدين: الدعوة الإسلامي وتطورها في شبه القارة الهندية
- الفاروقي، جمال الدين والآخرين: أعلام الأدب العربي في الهند، كاليكوت، الهدى بكس
- محيي الدين، ويران: الشعر العربي في كيرالا: نشأته وتطوره، كاليكوت، عربنت، 2003
- القاسمي، عبد الغفور عبد الله: المسلمون في كيرالا، ملابرم، مطبعة أكمل، 2003
- محمد، ك أم: مساهمة كيرالا للأدب العربي

(ArabiSahityam Keralathinte Sambhavana)

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Discipline Specific Elective 06**

**M23AR06DE**

**Linguistics in Arabic**

**Credit - 4**

**Objectives**

1. To understand the origin and evolution of language.
2. To understand conflicting arguments put forth by the various linguists and the relation between the language and the thought
3. To understand and analyze the phonetic aspects of the language
4. To understand the relation between the language and writing
5. To develop deep knowledge about Philology, Linguistic and the development of dialectical variations
6. To understand various methods of linguistic research

**Course Outcome**

1. Distinguish the foundations of Modern Standard Arabic in the Arabic Grammar
2. Learn the different methodologies of the Traditional Arabic Linguistics
3. Conversant with the problems of the history of linguistics and its theories
4. Examine the linguistic historiography.

**Course Outline**

**Block -1: Linguistics- An Introduction**

**Unit 1:** Concept of Linguistics

Definitions of Linguistics – Its topics, aims and objectives – Methodologies of Linguistics – Relationship with other subjects.

**Unit 2:** Prominent Early Arabic Linguists

Khaleel Ibn Ahmed -Seebawaihi – al Kasai – Al Farai – al Asmae – Al Akhfash

**Unit 3:** Noted Works of early period: Kithabul Ayn – Thahdeebu Lugha – Al Bari'

**Block -2 Emergence of Fiqh Lugha as an Independent subject**

**Unit 1:** Uthman Ibn Jinniyy

**Unit 2:** Theories regarding origin of a Language

**Unit 3:** Noted works of later period

al Jamharath Lil Ibn Darid – Al Maqayees Lil Qazweeni – al Sihah lil Jouhari – Lisanul Arab Ibn Mandoor – al Qamoos al Muheeth-

**Block -3 Modern Writers in Fiqh Lugha**

**Unit 1:** Muhammed Khidr Husain Thunisi

**Unit 2:** MusthafaSwadiq Al Rafii

**Unit 3:** Ibrahim Anees

**Unit 4:** Ali Abdul Wahid Wafi.

**Block -4 Language families & Semantics in Arabic**

**Unit 1:** Language families

Semitic and Indo-European language families - Semitic Languages and its peculiarities

**Unit 2:** Semantics in Arabic

Lexical – Sound – Contextual – Social – Morphological – Grammatical – Elements of Semantics.

**List of References**

- |   |   |
|---|---|
| فقه اللغة ومفهوماته وقضاياها: إبراهيم الحمد, الشيخ محمد                     | 1 |
| فقه اللغة العربية وخصائصها د/ إميل بديع يعقوب                               | 2 |
| دراسات في فقه اللغة د/ صبحي الصالح  | 3 |
| علم اللغة: علي عبد الواحد   | 4 |
| المعاجم اللغوية العربية بدايتها وتطورها، الدكتور إميل يعقوب.                | 5 |
| الحمد، محمد بن إبراهيم: فقه اللغة: مفهومه، موضوعاته، قضاياها، دار ابن خزيمة | 6 |
| أبود، بيتر أف: فكرة سيبويه عن القواعد النحوية العربية                       | 7 |
| 12.58-67، 1979  |   |
| برناد، مونيك: النحوي البصري أبو عمر الجرمي وموقفه بين سيبويه و مبرد         | 8 |

**SREENARAYANAGURU OPEN UNIVERSITY**

**MASTER OF ARTS IN ARABIC**

**Skill Enhancement Compulsory Course 02**

**M23AR01SC**

**Creative Writing in Arabic**

**Credit - 2**

**Objectives**

1. To strengthen learner's creative thinking and writing in Arabic
2. To understand the different writing skills in Arabic
3. To be accustomed with contextual use of Arabic language
4. To practice different linguistic expressions.

**Course Outcome**

1. Enhance Creative thinking and Writing in Arabic
2. Familiarize with the different writing skills in Arabic
3. Accustomed with contextual use of Arabic language
4. Instill positive attitude towards reading and writing
5. Practice different linguistic expressions

**Course Outline:**

**Block -01: Style of Writing**

**Unit 1:** Description-Conversation- Narrative- General Essay

**Unit 2:** Correspondence

**Unit 3:** Appreciation note of poems- Articles writing - Summary - Book Review – Paraphrasing

**Unit 4:** Making report on events

**Block -02: Appreciation of the following texts in different discourses**

**Unit 1:** نهضة الأقطار العربية- من وحي القلم ج 3-مصطفى صادق الرافعي .

**Unit 2:** الكأس الأولى للمنفلوطي

**Unit 3:** الوحدة الخامسة من العربية للحياة – الكتاب الثاني

**List of References:**



1. أسس تعليم الكتابة الإبداعية- د ر عد مصطفى خصاونة
2. الجديد في الإنشاء العربي- حنا الفاخوري
3. المقالات والتقارير الصحفية- د. محمد فريد محمود عزت
4. اللغة العربية التطبيقية-محمد أمير الدين شاكر
5. مجموعة من الجامعيين- النموذج في الإنشاء العربي
6. في الشعر العربي الحديث تحليل وتذوق- د. إبراهيم عوض

**SREENARAYANAGURU OPEN UNIVERSITY**  
**M. A. ARABIC LANGUAGE AND LITERATURE**  
**M23AR01DP**  
**Dissertation/Project**  
**Credits: 4**

**Course Objectives**

The course has the following objectives:

1. To facilitate learners in creating evidence-based arguments on relevant research
2. To develop the analytical skills of the learner 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 learners for higher levels of research

**Learning Outcomes**

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

1. form and express relevant research questions/problems in their field of study
2. critique and analyse subject matter/texts in light of theoretical frameworks
3. substantiate research findings based on arguments
4. build a creative and critical response to the subject matter/texts
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 topic under discussion
  - b. Novelty in presentation
  - c. Ability to present and defend dissertation (Viva)
  - d. Use of relevant research methodology (including literature review, hypotheses, research questions, and findings)

**Format**

The University recommends the following general format for M.A. dissertations in Arabic 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 & 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. Abstract/Synopsis
  - a. Dissertation Title
  - b. Short summary of dissertation (250-300 words)
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 25-30 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 cm on each side

Spiral bound, double-sided printing

**Citation and Reference:**

Latest edition of the MLA Handbook should be followed

**Plagiarism**

Plagiarised works are strictly discouraged by the University.

## DISSERTATION TITLE

*In partial fulfilment of the requirement of the degree of  
M.A. Arabic Language and Literature*

Submitted by:

FULL NAME OF THE LEARNER

Learner Registration Number

M.A. Arabic 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 & YEAR OF SUBMISSION

# DISSERTATION TITLE

*In partial fulfilment of the requirement of the degree of*

*M.A. Arabic Language and Literature*

Submitted by:

FULL NAME OF THE LEARNER

Learner Registration Number

M.A. 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 & 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 **M.A. Arabic 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:

Date:

## 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:

Date:

# Cross Border Courses



# **SREENARAYANAGURU OPEN UNIVERSITY**

## **Cross Border Course (Computer Science)**

**M23CA01CB**

### **MACHINE LEARNING FOR ALL**

**Number of Credits:4**

#### **Course Description:**

This course provides an introduction to the field of Machine Learning, which is a subfield of Artificial Intelligence. Students will learn the basic concepts and techniques of Machine Learning, including supervised learning, unsupervised learning, and reinforcement learning.

#### **Course Objectives:**

1. To introduce the basic concepts and techniques of Machine Learning.
2. To teach learners how to apply Machine Learning algorithms to real-world problems.
3. To help students understand the strengths and limitations of Machine Learning.
4. To develop the ability to analyze and evaluate Machine Learning algorithms.
5. To provide hands-on experience with Machine Learning tools and software.

#### **Course Outcomes:**

1. Students will be able to understand the basic concepts and techniques of Machine Learning.
2. Students will be able to apply Machine Learning algorithms to real-world problems.
3. Students will be able to analyze and evaluate Machine Learning algorithms.

<b>M23CA01CB: MACHINE LEARNING FOR ALL</b>	
<b>Block I: Introduction to Machine Learning</b>	
<b>Unit 1</b>	Overview of Machine Learning
<b>Unit 2</b>	Types of Machine Learning paradigms
<b>Unit 3</b>	Familiarization of Jupyter Notebook, Python libraries: NumPy, SciPy, Pandas, Matplotlib, SciKit-Learn (Practice Session)
<b>Unit 4</b>	Pandas Familiarization – Loading and Dealing data-Data preprocessing techniques (Practice Session)
<b>Block II: Supervised Learning</b>	
<b>Unit 1</b>	Regression Techniques- Linear Regression, Logistic Regression.
<b>Unit 2</b>	Concept of Artificial Neural Network, Prediction using perceptron - Feed Forward Neural Network
<b>Unit 3</b>	Support Vector Machine
<b>Unit 4</b>	Performance Evaluation Metrics: Classification, Confusion Matrix, ROC curves, Precision, Recall
<b>Block III: Unsupervised Learning and Ensemble Techniques</b>	
<b>Unit 1</b>	Unsupervised Learning - Partition based approaches
<b>Unit 2</b>	Hierarchical Clustering methods
<b>Unit 3</b>	Density based clustering
<b>Unit 4</b>	Ensemble Models
<b>Block IV: Feature Selection and Dimensionality Reduction</b>	
<b>Unit 1</b>	Feature Selection
<b>Unit 2</b>	Dimensionality Reduction – Principal Component Analysis (PCA)
<b>Unit 3</b>	Dimensionality Reduction – LDA

<b>Unit 4</b>	KMeans after PCA (Practice Session)
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**Recommended TextBooks /References:**

1. Machine Learning, Tom M. Mitchell, McGraw Hill.
2. K. P. Murphy, “Machine Learning: A probabilistic perspective”, MIT Press, 2012.
3. Stephen Marsland, “Machine Learning An Algorithmic Perspective”, CRC Press.

**SREENARAYANAGURU OPEN UNIVERSITY**

**Cross Border Course (Commerce)**

**(Semester 1/2/3/4)**

**M21CM01CB:**

**ORGANIZATIONAL BEHAVIOR**

**(PG Regulations 2021)**

**(Credits: 04)**

**Objectives**

To develop theoretical and practical knowledge of various aspects of individual and group behavior in an organizational setting.

**Course outcome**

After the completion of this course, the learners will be able to:

Learn about the theory behind organizational behavior, its significance in human resource management, how people behave both individually and in groups, the basis of group dynamics, the nature of conflicts, and how to handle it.

**Course Outline**

Block 1: Introduction to Organizational Behavior

Block 2: Individual Behavior

Block 3: Individual and group dynamic

Block 4: Organizational Conflict

**Block 1: Introduction to Organizational Behavior**

**Unit 1 Introduction**

Meaning - definition of OB- concepts-nature-elements- approaches to the study-organizational development-levels of analysis-contributing disciplines to the understanding of OB.

**Unit 2 Models of OB**

Developing OB model- behavioristic, social learning and cognitive frameworks- behavioral indices-efficiency and effectiveness- contemporary application & challenges of OB

### **Unit 3 Learning**

Meaning and definition- process-theories of learning- OB in a learning organization- Work-Life conflicts-ethics and ethical behavior in organizations-improving ethical behavior

## **Block 2 Individual Behaviour**

### **Unit- 1 Foundation of individual behaviour**

Meaning–definition-factors influencing individual behavior -personal factors- environmental factors- organizational systems and resources

### **Unit-2 Attitude**

Meaning and definition- components- functions- formation-changing of attitude- prejudice and attitude

### **Unit 3 Personality**

Meaning and definition -determinants of personality-personality traits - personality models- personality tests and measurement - personality typology- theories of personality

## **Block 3 Individual and group dynamic**

### **Unit 1 Perception**

Meaning -perceptual process–factors influencing perception- perception and individual decision making-perceptual biases/errors-honing perceptual skills learning–theories of learning-operant conditioning- social learning-principles of learning

### **Unit 2 Motivation Theory**

Meaning-definition–theories of motivation -Maslow’s- Herzberg’s-Alderfer’s and McClelland’s theories -Equity theory of Stacy Adam’s - Vroom's Expectancy theory.

### **Unit 3 Group dynamic**

Definition-important-types of groups-group formation-group development-stages of group development-group performance factors, group norms- group status- group size

## **Block 4 Organizational Conflict**

### **Unit 1 Organizational culture**

Meaning-Definition-culture and formalisation- functions- sustaining

Culture-ethical organizational culture-creating a customer-responsive culture

### **Unit 2 Types of conflicts**

Sources- patterns- levels-types of conflict- conflict process - levels of conflict-Traditional and modern approaches to conflict- functional and dysfunctional organizational conflicts- resolution of conflict

### **Unit 3 Organizational development**

Meaning- concept-definition-need for change-resistance to change- theories of planned change- organizational diagnosis- OD intervention.

### **References**

1. Griffin, R. and Moorhead, G. (2007) Organizational Behavior: Managing People and Organizations. 18th Edition, Houghton Mifflin Company, Boston.
2. Hellreigel, Don, John W. Slocum, Jr., and Richards W. Woodman:
3. Hersey, Paul, Kenneth H. Blanchard and Dewey E Johnson: Management of Organizational Behaviour:
4. Ivancevich; John and Micheel T. Matheson: Organizational Behaviour and Management, Tata McGraw-Hill, New Delhi.
5. Newstrom, John W. and Keith Davis: Organizational Behavior: Human Behavior at Work, Tata McGraw-Hill, New Delhi.
- 6 Robbins, Stephen P: Organizational Behavior, Prentice Hall., New Delhi.
7. Steers Richard m. and J. Stewart black: Organizational Behavior, Harper Collins college Publishers, New York.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **Cross Border Discipline Course**

**(Offered to Other Disciplines by Department of Economics)**

**M21EC01CB**

### **GENERAL ECONOMICS**

#### **Course Objectives:**

1. To understand the discipline of economics in general
2. To be familiarised with the major branches of economics
3. To be able to distinguish between growth and development
4. To be aware of exchange rate mechanism under trade
5. To get introduced to the basic features of Indian economy and examine various issues and crisis experienced in the economy

#### **Course Outcomes:**

1. Learners will be able to get an understanding of the scope of economics and basic concepts of micro and macroeconomics.
2. They will be able to get an understanding of the functions of money and monetary policy.
3. They will be able to develop preliminary knowledge about the scope of public economics and fiscal policy instruments.
4. They will be able to know the basic structure of the Indian economy and understand economic reforms since 1991.

#### **COURSE OUTLINE**

Block 1: Micro and Macroeconomics

Block 2: Development and International Economics

Block 3: Money and Public Economics

Block 4: Indian Economy

#### **COURSE DETAILS**

## **BLOCK 1: Micro and Macroeconomics**

**Unit 1:** Economics as a social science - Subject matter and scope of Economics - Different economic systems - Micro-Macro distinction - Scope of Microeconomics -The basic economic problems and solutions

**Unit 2:** Demand function - Law of demand - Supply Function - Law of Supply - Concept of Equilibrium - Concept of Utility - Production function -Short-run Vs Long-run

**Unit 3:** Macroeconomics - Definition, and Scope- Macroeconomic Variables - Stock and Flow, Exogenous and Endogenous Variables - Circular Flow (two sectors)

**Unit 4:** National Income Concepts - Methods of Measurement - Difficulties in the measurement of National Income

## **BLOCK 2: Development and International Economics**

**Unit 1:** Growth and Development - Indicators of economic development - PCY - PQLI - HDI - HPI - Multidimensional Poverty Index - Basic needs - Sustainable development

**Unit 2:** Inequalities in income distribution -Lorenz curve and Gini coefficient - Inverted U-hypothesis

**Unit 3:** BOP – Exchange Rate - Exchange Rate determination – Purchasing Power Parity Theory – Fixed and flexible Exchange Rates - Devaluation – Revaluation - Depreciation - Appreciation

**Unit 4:** Free Trade and Protectionism - Trade restriction – Tariff – and non-tariff barriers - Import Quotas - Dumping - International Cartels - Infant Industry Argument

## **BLOCK 3: Money and Public Economics**



**Unit 1:** Concept of Money - Functions - Inflation- Types of inflation - Impact of inflation - Measures to regulate inflation

**Unit 2:** Banking and Capital Market - Types of Deposits - Monetary Policy (Concept Only) - RBI Instruments - Concepts of Capital Market - Shares, Bonds, Stock Market, SENSEX, NIFTY

**Unit 3:** Public Revenue and Public Expenditure- Sources of public revenue-Tax, Non-Tax sources -Types of public expenditure

**Unit 4:** Budget - Concept and significance - Classification of the budget - Revenue and capital accounts - Fiscal deficit - Fiscal Policy (Concept only)

## **BLOCK 4: Indian Economy**

**Unit 1:** Characteristics of Indian economy- Role of Agriculture, Industry, and Service sectors in Indian Economy

**Unit 2:** Poverty and Unemployment – Measures of Poverty - Poverty rate in India - Unemployment – Measures of employment – Rural-Urban and Female-Male Unemployment Trends - Causes of Unemployment in India

**Unit 3:** Economic Crisis of 1991- Economic Reforms of 1991- Liberalisation, Privatisation, and Globalisation

**Unit 4:** Recent Reforms - Planning Commission to NITI Aayog - Introduction of GST – Fiscal Federalism and GST - Demonetisation of rupee

## **Reference:**

1. Lipsey, Crystal (1999): *Principles of Economic Analysis*, 9th Edition, Oxford University Press.
2. Ahuja H. L (2012): *Microeconomics: Theory and Applications*, S. Chand, New Delhi
3. Pindyck, R.S and Rubin field, D.L (2001): *Microeconomics*, Pearson Education.
4. Mukherjee, Sampat (2002): *Modern Economic Theory*, (4th ed): New Age International Publishers, Bangalore.

5. Brown, William S (2004): *Macroeconomics*, Prentice-Hall, New Jersey.
6. Stone and Stone (1968): *National Income and Expenditure*, Bowes and Bowes
7. Ghosh and Ghosh, *Fundamentals of Monetary Economics*, Himalaya Publishing House
8. Maheswari and RR Paul (2003): *Banking and Financial Services*, Kalyani Publications
9. Natarajan and Parameswaran(2013): *Indian Banking*, S.Chand and Co
- 10.Fernandez and Monsalvez (2013): *Modern Bank Behaviour*, Palgrave Macmillan
- 11.Gupta, Suraj B. (2009): *Monetary Economics –Institutions, Theory and Policy*, S.Chand& Company Ltd, New Delhi.
- 12.Hindrick, Jean and Gareth D Myles (2006): *Intermediate Public Economics*, Prentice Hall of India
- 13.Hajela, T N(2010): *Public Finance*, 3rd ed, Ann's Books, New Delhi
- 14.Lekhi, R K (2003): *Public Finance*, Kalyani Publications, New Delhi
- 15.Tyagi, BP (1994): *Public Finance*, Jain Prakash Nath and Company Meerut
- 16.Kriparani, Kaveri, K, SudhaNaik, U K and Girija (2000): *Public Finance- Fiscal policy*, S Chand, New Delhi.
- 17.UmaKapila (2013): *Indian Economy since Independence*, Academic Foundation, New Delhi
- 18.Thirlwal, A.P (2011): *Economics of Development*, New York, Palgrave Macmillan.
- 19.Misra S.K. and V.K.Puri (2010): *Indian Economy*, Himalaya Publishing House, Mumbai.
- 20.Acharya, Shankar and Rakesh Mohan (2010) (ed), *India's Economy – Performance and Challenges*, Oxford University Press, New Delhi.
- 21.Hunt, Elgin F and David Colander (2008). *Social Science and Introduction to the Study of Society*, Routledge.
- 22.Salvatore, D (2008) - *International Economics*, (8th Edition). Wiley India, New Delhi
- 23.Soderston, B and Reed G.(1994) - *International Economics*, 3rd Edition, McMillan Press Ltd. London.
- 24.Dutt, Ruddar, and Sundaram (2014): *Indian Economy*, S Chand, and Company, New Delhi.
- 25.Tomlinson. B.R (2013): *The Economy of Modern India-From 1860 to the 21st Century*, Cambridge University Press, New Delhi.

26. Ahluwalia, I.J. and I.M.D. Little (ed) (1999): *India's Economic Reforms and Development*, (Essays in honor of Manmohan Singh), Oxford University Press, New Delhi
27. Census Data, Accessible via URL <http://censusindia.gov.in/>

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **Cross Border Course (English)**

**M21EG01CB**

### **ROMANTICS AND VICTORIANS**

**(Credits: 04)**

#### **Objectives**

The objectives of this course are to:

1. Understand the socio-cultural, political and intellectual contexts that nourished Romantic and Victorian Literature.
2. Evaluate critically the different phases of Romanticism, the change in mood and temper in the Victorian era and the conflict between science and religion at the turn of the century.
3. Enable the students to evaluate critically the English mind-set in the context of rapid social transformations in the nineteenth century.
4. Identify and explain the features of the different kinds of literary texts in terms of the literary movements.

#### **Learning Outcomes**

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

1. Relate the texts selected for study to the genres they belong to and identify and explain the structural, formal, stylistic and literary features.
2. Display an awareness of the contributions of the poets, novelists and prose writers.
3. Explain and analyze the similarities and differences between the different types of novels of the Romantic and Victorian ages.
4. Understand the social and literary changes that influenced drama in the century.

## **COURSE DETAILS**

### **Block I - Socio-political and Literary Contexts**

#### **Unit - 1**

The French Revolution and its impact – the Industrial Revolution – urbanisation and unemployment – the Luddite Riots – Peterloo Massacre – the Reform Act of 1832 – Corn Laws– the Hungry Forties – the Oxford Movement.

Change in mood and temper in the Victorian age – spread of science and technology – the conflict between science and religion – Parliamentary reform and political stability – Utilitarianism – Charles Darwin – Karl Marx and Sigmund Freud – Methodism — the rise of education – Public school system- changes in social life – politics of colonization – the Victorian Dilemma – the Victorian Compromise – Victorian Morality.

#### **Unit - 2**

Poetry: The Romantic Revival and Revolt – William Wordsworth and Samuel Taylor Coleridge

- the Lyrical Ballads – Wordsworth's theory of poetry – different phases of Romanticism – the younger Romantics – John Keats, Percy Bysshe Shelley, Lord Byron – Women poets of the Romantic age – Anna Laetitia Barbauld, Elizabeth Benger, Charlotte Smith – Fleshly school of poetry – Aestheticism - Decadent poetry – Contemplative poetry, love poetry, elegy, dramatic monologue – Alfred Lord Tennyson, Matthew Arnold, A.H. Clough, Robert Browning, Elizabeth Barrett Browning – Pre-Raphaelites – D.G .Rossetti, Christina Rossetti, Algernon Swinburne, William Morris – Precursors to Modernist poetry – Thomas Hardy – Gerard Manley Hopkins, Rudyard Kipling – Symbolism – Arthur Symons

#### **Unit - 3**

Drama: Verse drama in the Romantic age –closet drama – Samuel Taylor Coleridge – William Wordsworth – George Gordon Byron – Percy Bysshe Shelley– John Keats – Lord Tennyson – the decline of drama in the Romantic and Victorian ages – causes – dramatists of transition – T. W. Robertson and Stage Naturalism – spectacular theatre and melodrama– Pinero and Jones and the problem play – Oscar Wilde and Comedy of Manners.

## **Unit - 4**

Prose and Fiction: The rise of the modern review and magazines – Essay writing and criticism

– Thomas De Quincey and J.G. Lockhart – Charles Lamb – the personal essay – William Hazlitt – Leigh Hunt – Coleridge's prose writings – Mary Wollstonecraft – the development of the English Novel in the first half of the nineteenth century – Walter Scott – the Historical Novel – Jane Austen – Horace Walpole, Mary Shelley – the Gothic Novel

Prose in the age of Tennyson – Thomas Carlyle – Arnold's essays – other prose writers – Walter Pater, Leslie Stephen, Thomas Huxley and John Henry Newman – Age of Fiction – Charles Dickens and the Humanitarian Movement – William Thackeray – George Eliot – the – the Bronte sisters, George Meredith, R.L. Stevenson – Hardy and the Wessex novels.

### **Recommended Reading**

Choudhury, Bibhash. English Social and Cultural History: An Introductory Guide and Glossary. New Delhi: PHI, 2005. Print.

Daiches, David. A Critical History of English Literature. Vol. 2. London: Secker & Warburg, 1961. Print. Ford, Boris. The Pelican Guide to English Literature. Vol. 5 and Vol. 6. Penguin Books, 1980. Print.

Sampson, George. The Concise Cambridge History of English Literature. 1941. Cambridge:

Cambridge UP, 2004. Print.

## **Block II - Poetry and Drama Prescribed Texts**

### **Unit - 1**

#### **Detailed Study**

#### **Poetry**

William Wordsworth "Ode: Intimations of Immortality" Samuel Coleridge "Dejection: An Ode" P. B Shelley "Ode to a Skylark" John Keats "Ode on a Grecian Urn" Lord Tennyson "The Lotus-Eaters" Robert Browning "My last Duchess" Matthew Arnold "Dover Beach" G. M Hopkins "Pied Beauty"

**Unit - 2**  
**Detailed Study**

**Drama**

Oscar Wilde The Importance of Being Earnest

**Unit - 3**  
**Non-detailed Study**

**Poetry**

Lord Byron “She Walks in Beauty”

Robert Southey “My Days among the Dead are Past”

Charlotte Smith Sonnet VIII “To Spring”; Sonnet XLIV “Written in the Churchyard at Middleton Sussex”

Emily Bronte “No Coward Soul is Mine”

D. G Rossetti “The Blessed Damozel” Christina Rossetti “In an Artist’s Studio”

Elizabeth Barrett Browning Sonnets from the Portuguese –14 and 22

**Unit - 4**  
**Non-detailed Study**

**Drama**

P. B Shelley Cenci

**Block III- Prose and Fiction Prescribed Texts**

**Unit - 1**  
**Detailed Study**

**Prose**

Charles Lamb “Oxford in the Vacation”

William Hazlitt “On Familiar Style” John Ruskin “On Books and Reading”

**Unit - 2**  
**Non-detailed Study**

**Prose**

Matthew Arnold “Sweetness and Light,” Culture and Anarchy, Chapter I.  
Pages:1-19.

### **Unit - 3**

#### **Non-detailed Study**

##### **Prose**

Walter H. Pater “Preface” and “Conclusion” from *Studies in the History Of The Renaissance*.

### **Unit - 4**

#### **Non-detailed Study**

##### **Fiction**

Charlotte Bronte *Jane Eyre*

Charles Dickens *Great Expectations*

George Eliot *Silas Marner*

Thomas Hardy *The Mayor of Casterbridge*

#### **Block IV - Critical Responses**

This is a set of critical responses to texts in modules 2 and 3. These are to be used as critical tools for the analysis of primary texts. No annotations are to be asked from the following texts.

#### **Recommended Reading**

Abrams, M. H. “Introduction: Orientation of Critical Theories.” *The Mirror and the Lamp: Romantic Theory and the Critical Traditions*. 1953. Oxford: Oxford UP, 1971. 3-29. Print. Bloom, Harold. “Prometheus Rising: The Backgrounds of Romantic Poetry.” *The Visionary Company: A Reading of English Romantic Poetry*. 1961. Rev. and enl. ed. Ithaca: Cornell UP, 1971. xiii-xxv. Print.

Walker, Hugh. “The New Age.” *The Literature of the Victorian Era*. 1910. Cambridge: Cambridge UP, 2011. 1-22. Print.

#### **Suggested Readings**

Alexander, Michael. *A History of English Literature*. Chennai: Palgrave Macmillan, 2007. Print. Bloom, Harold. *The Visionary Company: A Reading of English Romantic Poetry*. 1961. Rev. and enl.ed. Ithaca: Cornell UP, 1971.



Print.

Bowra, Cecil Maurice. *The Romantic Imagination*. 1949. London: Oxford UP, 1964. Print. Brantlinger, Patrick. *Victorian Literature and Postcolonial Studies*. Edinburgh: Edinburgh UP, 2009. Print.

Burwick, Fredrick. *Poetic Madness and the Romantic Imagination*. Pennsylvania State University Press. 1996

Butler, Marilyn. *Romantics, Rebels, and Reactionaries: English Literature and its Background 1760 to 1830*. London: OUP, 1981.

Bush, Douglas. *Mythology and Romantic Traditions*. 1937. New York: Pageant, 1957. Print. Evans, Ifor. *A Short History of English Literature*. New York: Penguin, 1990. Print. Foster, Richard. "Wilde as Parodist: A Second Look at the Importance of Being Earnest." *College*

*English* 18.1 (1956): 18-23. JSTOR. Web. <<http://www.jstor.org/stable/372764>>. Frye, Northrop. *A Study of English Romanticism*. New York: Random House, 1968. Print. Grierson, Sir Herbert John and James Cruickshanks Smith. *A Critical History of English Poetry*. 1946. London: Bloomsbury Academic, 2013. Print.

Hoerner, Fred. "Nostalgia's Freight in Wordsworth's 'Intimations Ode'" *ELH* 62.3 (1995): 631-61.

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Knight, George Wilson. *The Starlit Dome: Studies in the Poetry of Vision*. 1941. London: Routledge, 2002. Print.

Lawrence, Karen, Betsy Seifter and Lois Ratner. *McGraw-Hill Guide to English Literature Vol. II: William Blake to D. H. Lawrence*. New York: McGraw-Hill, 1985. Print.

Peck, John and Martin Coyle. *A Brief History of English Literature*. 2002. 2nd ed. UK: Palgrave Macmillan, 2013. Print.

Radford, Andrew and Mark Sandy, ed. *Romantic Echoes in the Victorian Era*. 2008. London: Routledge, 2016. Print.

Trilling, Lionel. *The Liberal Imagination: Essays on Literature and Society*. 1950. New York: New York Review, 2008. Print.

Watt, Ian, ed. *The Victorian Novel: Modern Essays in Criticism*. London: Oxford UP, 1971. Print. Ruston, Sharon. *Romanticism*. Viva Continuum. Delhi, 2008

Moran, Maureen. *Victorian Literature and Culture*. Viva Continuum. Delhi, 2008. Raymond Williams: "The Romantic Artist" *Culture and Society, 1780-1950*

**SREENARAYANAGURU OPEN UNIVERSITY**

**Cross Border Course (Hindi)**

**M23HD01CB**

**BEGINNER'S HINDI**

**Credit - 4**

**Objectives**

1. This course covers Structure of Hindi, Communicative Contexts of Hindi, Development of Vocabulary , Syntax and Discourse, Indian Language Computing, Technological Contexts of Hindi Computing.
2. Translation of Simple Sentences from English to Hindi, Origin and Development of Hindi language.
3. Introduction to Hindi Poetry, Introduction to Hindi Prose, Hindi in the International Scene.

**Course Outcome**

1. Acquire capability in spoken and written Hindi- Pronunciation, Script and Spelling, Spoken Skills, Comprehension. Understand the basics of Hindi Script and spelling and will be able to develop the right pronunciation and speaking skills of the language. Develop the writing and speaking skill through acquiring a thorough knowledge of the language that aims in attaining the language proficiency.
2. Comprehend applied Hindi grammar- Structure of Hindi- Communicative Contexts of Hindi- Parts of Speech. Acquire the basics of grammatical structure of Hindi comprising of parts of speech and other communicative contexts offered through applied Hindi grammar that promotes their communicative skill thus emphasizing the accountability of the language.
3. Develop the Vocabulary, Syntax and Discourse and Hindi Computing- Indian Language Computing- Technological Contexts of Hindi- Computing. Understand and acquire progress in the language through the enrichment of the vocabulary, Syntax and Discourse development and comprehend the dimensions of Hindi Computing and its reliability with technological aspects.
4. To familiarize the translation of Simple Sentences from English to Hindi and vice versa.
5. Understand Hindi Literature- Origin and Development of Hindi Language. Introduction to Hindi Poetry, Introduction to Hindi

Prose. Acquire the basics of Hindi literature mainly in poetry and prose and get accustomed to it by recognizing its relevance in the development of Hindi language.

6. Understand Hindi in the International Scene- Technology and Hindi- Hindi in the field of advertisement – Usage of Hindi in various scenarios. Explore the benefits of Hindi language in the field of technology, advertisement and usage of Hindi in various scenarios thereby attaining a clear idea of relevance of Hindi in vivid fields taking into account its International acceptance too.

### **Course Content**

#### **Module 1 : Spoken and Written Hindi**

Unit 1 : Pronunciation, Script and Spelling, Spoken Skills, Comprehension.

#### **Module 2 : Applied Hindi Grammar**

Unit 1 : Structure of Hindi

Unit 2 : Communicative Contexts of Hindi and Parts of Speech.

#### **Module 3 : Practice of Translation**

**Unit 1 :** Translation of Simple Sentences from English to Hindi and vice versa.

#### **Module 4 : Hindi in the International Scene**

Unit 1 : Technology and Hindi

Unit 2 : Hindi in the field of Advertisement

Unit 3 : Usage of Hindi in various scenarios.

### **References**

1. Vyavaharik Hindi Vyakaran Anuvad Tatha Rachna – Dr.H. Parameswaran
2. Bhasha Aur Proudhyogiki – Vinod Kumar Prasad, Vani Prakashan, New Delhi  
Bhasha Aur Vyavahar – Brajmohan, Vani Prakashan, New Delhi.

**SREENARAYANAGURU OPEN UNIVERSITY**

**CROSS BORDER COURSE (HISTORY)**

**M21HS01CB**

**STRUGGLE FOR INDIAN INDEPENDENCE**

**(Credits: 04)**

**Course Objectives:**

- To develop an understanding about the nature of colonial intervention in India
- To familiarise the impact of colonialism in the Indian context
- To familiarise the growth of nationalism in India
- To evaluate the nature of the freedom movement in India

**Course Outcomes:**

- Understand the nature of colonialism in India
- Evaluate the impact of colonial exploitation in India
- Analyze the growth of nationalism in India
- Develop patriotism and national feeling among the learners

**BLOCK-I-COLONIAL INTERVENTION**

**Unit 1 Nature of Colonialism in India:** Features of Colonialism- Colonial Interventions in India- Administration- Economy- Agrarian Settlements- Commercialization of Agriculture

**Unit 2 Impact of Colonial intervention:** Impact on indigenous crafts- Drain of wealth- Deindustrialisation or Development- Debates- Famine- Marx on India

**Unit 3 Colonial Modernity:** Colonial modernity in India- Social and Cultural policy- Humanitarian measures- Instruments and means of social change- Creation of a public sphere

**Unit 4 Impact of Colonial Modernity: Quest** for social equality- Reform movements- Methods of reform- Weaknesses and limitations – Social Reforms in Modern India- Growth of Nationalism- Women's movements

**BLOCK-2 -EMERGENCE OF INDIAN NATIONALISM AND THE BEGINNING OF NATIONAL MOVEMENT**

**Unit 1 Emergence of Indian Nationalism:** Nature and significance of modern Nationalism-Causative factors for the growth of Indian nationalism- Impact of western education and western culture- Rediscovery of India's Past- Role of press and vernacular literature- Anti-Indian policy of the British- Beginning of Historical Researches

**Unit 2 Emergence of Indian National Congress:** Early Political Associations- Theories on the foundation of Indian National Congress- Safety Valve theory- Role of A.O Hume- Early Congress sessions

**Unit 3 Moderate Phase of the Congress:** Nature of function- Moderate leaders of the Congress- Major demands- British attitude towards the Congress- Achievements and drawbacks

**Unit 4 Emergence of Extremism:** Surat Split of the Congress- Partition of Bengal and the Swadeshi movement- Ideological basis of Extremism-Cancellation of Partition of Bengal

### **BLOCK-3-IMPACT OF FIRST WORLD WAR AND GANDHIAN INTERVENTION**

**Unit 1 First World War and Indian Nationalism:** Outbreak of First World War- Annie Besant and the Home Rule League- Bal Gangadhar Tilak and Home Rule activities- Terrorist movements in India and abroad- Congress League Scheme-Reunion between Moderates and the Extremists

**Unit 2 Emergence of Gandhi in Indian Politics:** South African experiments-Satyagraha Ashrams in South Africa and India- Gandhian techniques of Satyagraha- Champaran Satyagraha- Ahmedabad Mill Strike- Kheda Satyagraha- Rowlatt Act and Satyagraha of Gandhi

**Unit 3 Non Cooperation Movement:** Jallianwala Bagh Tragedy- Khilafat Issue- Beginning of Non Cooperation Movement- Nature of the movement- Spread of the movement- Chauri Chaura incident and cancellation of the movement

**Unit 4 Swarajist Interlude and after:** Swarajist interlude and the progress of National movement- Swarajist experiments- Simon Commission 1927- Nehru report- Lahore Session of the Congress 1929

### **BLOCK-4 STRUGGLE FOR SWARAJ**

**Unit 1 Civil Disobedience Movement and other developments:** Civil Disobedience Movement- Round Table Conferences- Three Round Table Conferences- White Paper- Poona Pact- Government of India Act of 1935- Congress in Office

**Unit 2 Emergence of Socialist ideas:** Trade Union Movement- Bardoli Satyagraha- Growth of Peasant Movements-Women in Revolutionary Movement- Kalpana Dutta- Bina Das- Preethy Latha Vadedar

**Unit 3 Second World and Indian Nationalism:** Emergence of Second World War- Resignation of Congress Ministries- Quit India Movement

**Unit 4 Communal Politics and Partition of India:** Two Nation Theory of Jinnah- Cripps Mission- Cabinet Mission-Direct Action Day- Wavell Plan- Simla Conference- Subhash Chandra Bose and INA- RIN Mutiny- Partition and Independence

**READING LIST:**

1. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Delhi 1987
2. Anil Seal, *The Emergence of Indian Nationalism*, Cambridge University Press, 1968
3. Antony. D. Smith, *The Antiquity of Nations*, Polity Press, Cambridge, 2004
4. Bipan Chandra, *Communalism in Modern India*, Har Anand Pub, 2008
5. Bipan Chandra, *India's Struggle for Independence*, Penguin Books 1998
6. Bipan Chandra, *Modern India*-NCERT Books, New Delhi, 2000
7. Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Longman, 1987
8. Ernst Gellner, *Nation and Nationalism*, Basil Blackwell OUP, 1983
9. Irfan Habib, *Indian Economy-1858-1914*, Manohar Pub., 2006
10. Jaswant Singh, *Jinnah: India- Partition- Independence*, Rupa Pub, 2001
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# **SREENARYANAGURU OPEN UNIVERSITY**

## **Cross Border Course (Malayalam)**

**M21ML01CB**

**CREDITS: 4**

**കവിതയും കഥയും**

**(Kavithayum Kadhayum)**

### **Objectives**

1. മലയാള കവിതയുടെ ചരിത്രം മനസ്സിലാക്കുക
2. മലയാള കവിതയിലെ കാൽപ്പനിക നവകാൽപ്പനികപ്രവണതകളെക്കുറിച്ച് അറിവ് നേടുക
3. സമകാലിക മലയാളകവിത അഭിസംബോധന സൂക്ഷ്മരാഷ്ട്രീയങ്ങളെക്കുറിച്ച് ധാരണ നേടുക
4. ഇരുപതാം നൂറ്റാണ്ടിന്റെ ആരംഭം മുതലുള്ള മലയാളചെറുകഥാചരിത്രത്തെക്കുറിച്ച് ധാരണ നേടുക
5. ആധുനിക - ആധുനികാനന്തര കവിതകളുടെയും കഥകളുടെയും സവിശേഷതകൾ തിരിച്ചറിയുക
6. പരിസ്ഥിതി -ദളിത് - സ്ത്രീപക്ഷ രചനകളുടെ രാഷ്ട്രീയം മനസ്സിലാക്കുക

### **Course outcomes**

1. മലയാള കവിതയുടെ ചരിത്രത്തെക്കുറിച്ച് സാമാന്യമായ ധാരണ ലഭിക്കുന്നു
2. ആധുനിക കവിതയിലെ വ്യത്യസ്ത ധാരകൾ പരിചയപ്പെടുന്നു
3. ഉത്തരാധുനിക കാലത്തിന്റെ സവിശേഷതകൾ മനസ്സിലാക്കുന്നു.
4. ദളിത് -സ്ത്രീപക്ഷരചനകളുടെ രാഷ്ട്രീയം വിശകലനം ചെയ്യുന്നു
5. മലയാള ചെറുകഥയുടെ ഭാവകത്വ പരിണാമചരിത്രത്തെക്കുറിച്ച് അറിവ് നേടുന്നു
6. സമകാല കവിതയുടെയും ചെറുകഥയുടെയും സവിശേഷതകൾ കണ്ടെത്തുന്നു

## Course Details

### ബ്ലോക്ക് ഒന്ന്

പാട്ട് -മണിപ്രവാളം-നിർവചനങ്ങൾ - ചെറുശ്ലോകം - കൃഷ്ണഗാഥ - ഭക്തിപ്രസ്ഥാനം -പുരാണകഥാപുനരാഖ്യാനം - എഴുത്തച്ഛനും കൃതികളും -കുഞ്ചൻ നമ്പ്യാർ - തുള്ളൽ പ്രസ്ഥാനം - പുന്താനം - ശ്രീനാരായണഗുരു - വിലാപകാവ്യപ്രസ്ഥാനം -മലയാള കവിതയിലെ കാല്പനികത - കവിത്രയം

### വിശദപഠനം:

#### യൂണിറ്റ് - 1

1. ചെറുശ്ലോകം - അശ്വമേധം(290 വരികൾ)

#### യൂണിറ്റ് - 2

1. ശ്രീനാരായണഗുരു - ദൈവദൂതം

#### യൂണിറ്റ് - 3

1. കുമാരനാശാൻ - വിനയപുഷ്പം

#### യൂണിറ്റ് - 4

1. വള്ളത്തോൾ - അച്ഛനും മകളും

### ബ്ലോക്ക് രണ്ട്

കവിത കവിത്രയത്തിനുശേഷം - കാല്പനികതയുടെ മുന്നേറ്റം - പിൻക്കാല കാല്പനികത -ഭാവഗീതങ്ങൾ - മിസ്സിസിസ്റ്റം -സിംബലിസം - മറ്റു പ്രസ്ഥാനങ്ങൾ -കാവ്യഭാഷയുടെ പരിവർത്തനം - മലയാള കവിതയിലെ ആധുനികത - നവീനകവിത - എൻ. വി. കൃഷ്ണവാര്യർ - അക്കിത്തം - അയ്യപ്പപ്പണിക്കർ - കടമ്മനിട്ട -സച്ചിദാനന്ദൻ -കെ. ജി. ശങ്കരപ്പിള്ള -ആധുനികനന്തരമലയാള കവിത - കവിതയുടെ രൂപപരമായ മാറ്റങ്ങൾ - ദളിത് - പരിസ്ഥിതി - പെണ്ണെഴുത്ത്



വിശദപഠനം:

യൂണിറ്റ് - 1

1. ചങ്ങമ്പുഴ - മനസിനി
2. വൈലോപ്പിള്ളി - കന്നിക്കൊയ്ത്ത്

യൂണിറ്റ്-2

1. ജി. ശങ്കരക്കുറുപ്പ് - സൂര്യകാന്തി
2. വയലാർ രാമവർമ്മ - സർഗ്ഗസംഗീതം

യൂണിറ്റ് - 3

1. എ. അയ്യപ്പൻ - അത്താഴം
2. സച്ചിദാനന്ദൻ - ഇവനെക്കൂടി

യൂണിറ്റ് - 4

1. കുര്യപ്പുഴ ശ്രീകുമാർ - ഇഷ്ടമുടിക്കായൽ
2. അനിത തമ്പി - ആലപ്പുഴ വെള്ളം

ബ്ലോക്ക് മൂന്ന്

ചെറുകഥ: നിർവചനം - വിദേശ സ്വാധീനം - ആദ്യകാല ചെറുകഥകൾ - വ്യത്യസ്ത പ്രമേയങ്ങൾ - വേങ്ങയിൽ കുഞ്ഞിരാമൻ നായനാർ - നവോത്ഥാന കഥകൾ - സാമൂഹിക ചലനങ്ങൾ - റിയലിസം - തകഴി - എസ്. കെ. പൊറ്റക്കാട് - കേശവദേവ് - വൈക്കം മുഹമ്മദ് ബഷീർ - ലളിതാംബിക അന്തർജനം - പൊൻകുന്നം വർക്കി - കാശ്ശൂർ - ദരിദ്രരുടെയും അധഃസ്ഥിതരുടെയും കഥകൾ

യൂണിറ്റ്-1

1. തകഴി ശിവശങ്കരപ്പിള്ള - കൃഷിക്കാരൻ

## യൂണിറ്റ് - 2

1. വൈക്കം മുഹമ്മദ് ബഷീർ - പൂവമ്പഴം

## യൂണിറ്റ് - 3

1. ഉറുബ് - രാച്ചിയമ്മ

## യൂണിറ്റ് - 4

1. എം. ടി. വാസുദേവൻ നായർ - കറുത്ത ചന്ദ്രൻ
2. ടി. പദ്മനാഭൻ - കാലഭൈരവൻ

## ബ്ലോക്ക് നാല്

ആധുനിക - ആധുനികാനന്തര കഥകൾ - കഥയും അന്തർഭാവവും - സമകാല ചെറുകഥ - ആഖ്യാനത്തിലെ മാറ്റങ്ങൾ - ആഗോളവൽക്കരണം - സ്വത്വരാഷ്ട്രീയം - സ്ത്രീ - പരിസ്ഥിതി - ദളിത് കഥകൾ

## വിശദപഠനം:

### യൂണിറ്റ് - 1

1. സി. വി. ശ്രീരാമൻ - വാസ്തുഹാര

### യൂണിറ്റ് - 2

1. സക്കറിയ - ആർക്കറിയാം

### യൂണിറ്റ് - 3

1. സി. അയ്യപ്പൻ - ഭ്രാന്ത്
2. കെ. ആർ. മീര - കൃഷ്ണഗാഥ

### യൂണിറ്റ് - 4

1. ജി. ആർ. ഇന്ദുഗോപൻ - ചട്ടമ്പിസദ്യ

## സഹായക രചനകൾ

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14. മിനി പ്രസാദ്, ഡോ., 2015, *പെൺകഥകളുടെ ഫെമിനിസ്റ്റ് വായന*, കോഴിക്കോട് ഒലീവ് പബ്ലിക്കേഷൻ.
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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **CROSS BORDER COURSE (PHILOSOPHY)**

**M23PH01CB:**

### **SOCIAL ETHICS**

**(Credits: 04)**

#### **Course Outcomes:**

- Knowing social ethics and various themes and issues in it
- Understanding moral frameworks which address our day-to-day issues affecting social and professional relationships and practices.
- Explore the moral/ethical dimensions of our day-to-day encounters with rights, information, internet, society and state

#### **Course Outline**

Block 1- Introduction to Ethics

Block 2 - Information, Technology and Internet Ethics

Block 3- Social Issues Related to Rights

Block 4 - Individual and Social Issues Related to State

#### **Block 1- Introduction to Ethics**

Unit 1: Ethics: Nature and Scope

Definition, Voluntary and involuntary actions, Right and Wrong, Introduction to normative ethical theories such as teleological, deontological, utilitarian and virtue ethics

Unit 2: Relation of Ethics to Psychology, Sociology and Religion

Unit 3: Social Ethics: An Introduction

Social ethics as a branch of 'applied ethics,' the application of ethical reasoning to social problems

## **Block 2 – Information, Technology and Internet Ethics**

### Unit 1 - Information Communication Ethics

Ethics and politics of production, utilization and communication of information

Impact of fake news/misinformation and miscommunication on  
Social-psychological-political-legal spheres.

Ethical, legal and societal aspects of using information and communication technologies

### Unit 2 – Ethics of Cyber-warfare

Cyber-attacks on digital infrastructure and social-political-national-global impact

### Unit 3 – Internet Ethics

Access to internet, Privacy, big data, net neutrality

## **Block 3 - Social Issues Related to Rights**

### Unit 1 – Contraception and Abortion

Moral status of the fetus

### Unit 2 - Self-determination and Suicide

Suicide as an individual right which society has no right to intervene in  
versus

Suicide as a social justice issue which we have social obligation to prevent from

### Unit 3 – Euthanasia

### Unit 4 - Capital Punishment

## **Block 4- Individual and Social Issues Related to State**

### Unit 1: Nature and Justification of State

Social Contract theory: Thomas Hobbes, John Locke and Jean-Jacques Rousseau

Justification of democracy

Unit 2: Nature and Scope of Freedom in Society

Individual versus social freedom. Duties and responsibilities

Unit 3: Equality and Social Justice

Equality before the law/ equal protection of the laws, Affirmative action, Protection from social exclusion, labour exploitation, bonded labour, and slavery, Access to health care, equal pay, housing, employment opportunities, Criminal justice ethics/ Ethics of social reform in Crime and Punishment

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# SREENARAYANAGURU OPEN UNIVERSITY

## Cross Border Course (Sanskrit)

M23SN01CB

SAMSKRUTHA VARTHANI

CREDIT: 4

### Objectives

- संस्कृतभाषायाः अध्ययनाय अलब्धावसराणां अनायासेन संस्कृतप्रवेशाय अवसरप्रदानम्।
- काव्यास्वादनक्षमतोत्पादनम्।
- नाट्यप्रयोगपरिज्ञानम्।

### Learning Outcomes

- संस्कृताध्ययनस्य प्रारंभाय अवश्यमध्येतव्यानां सुबन्तानां तिङन्तानाञ्च परिचयप्रदानम्।
- छात्राणां पदसम्पदः प्रवृद्धिः।
- अन्यासां भारतीयभाषाणामपि पदसम्पदां अवगमने सौकर्यप्रदानम्।
- भारतीयसंस्कृतेः महिमातिरेकं अवगन्तुं, तस्या वाहिनीरूपाया अस्या भाषाया अध्ययनेन छात्रान् प्रभावयितुम्।
- सुसम्पन्ने संस्कृतसाहित्ये परिचयप्रदानम्।

**Block: 1** सुबन्त - तिङन्त - पदपरिचयः।

**Unit - 1** पुंलिङ्ग – नपुंसकलिङ्गशब्दाः- बाल, हरि, गुरु, पितृ, राजन् (पुंलिङ्गे)।  
फल, वारि, दधि, मधु, जगत् (नपुंसकलिङ्गे)।

**Unit - 2.** स्त्रीलिङ्गशब्दाः सर्वनामशब्दाश्च –लता, मति, नदी, स्त्री, मातृ, भास् -  
स्त्रीलिङ्गशब्दाः। अस्मत्, युष्मत्, तत्, एतत्, किम् – सर्वनामशब्दाः (तत्, एतत्, किं-

त्रिषु लिङ्गेषु)

**Unit - 3.** तिङन्तपरिचयः (Conjugations) - भूधातुः (परस्मैपदी) दशलकारेषु।

**Unit - 4** वदि (वन्द) धातुः (आत्मनेपदी) - दशलकारेषु। एधधातुः लिटि केवलम् –  
अनुप्रयोगलिटः अवगमनाय)



**Block:2** काव्यपरिचयः - श्रीकृष्णविलासकाव्यम् (सुकुमारकविः)

प्रथमसर्गः 1 – 28 श्लोकाः।

**Unit - 1** श्लोकाः 1 - 7

**Unit - 2** श्लोकाः 8 - 14

**Unit - 3** श्लोकाः 15 - 21

**Unit - 4** श्लोकाः 22 - 28

**Block : 3** काव्यपरिचयः - श्रीकृष्णविलासकाव्यम् (सुकुमारकविः)

प्रथमसर्गः 29– 54 श्लोकाः।

**Unit - 1** श्लोकाः 29 - 35

**Unit - 2** श्लोकाः 36 - 42

**Unit - 3** श्लोकाः 43 - 48

**Unit - 4** श्लोकाः 49 - 54

**Block :4** भासस्य कर्णभारः।

**Unit - 1** कर्णभारे कर्णस्य प्रवेशः ।

**Unit - 2** कर्णस्य अस्त्रवृत्तान्तः ।

**Unit - 3** कर्णभारे शक्रस्य प्रवेशः ।

**Unit - 4** कर्णस्य कवचकुण्डलदानम् ।

#### Reference

1.श्रीकृष्णविलासकाव्यम् – सुकुमारकविः, प्रथमसर्गः

2. भासः - कर्णभारः ,

2.शब्दमञ्जरी – विद्यासागर के. एल्. वी. शास्त्री R.S.Vadyar and Sons, Kalpathy, Palghat.

3. धातुरूपमञ्जरी - विद्यासागर के. एल्. वी. शास्त्रीR.S.Vadyar and Sons, Kalpathy, Palghat.

4.सुकुमारकविविरचितं श्रीकृष्णविलासकाव्यम् (प्रथमसर्गः)

(With Sanskrit commentary “Vilasini” by Ramapanivada and Malayalam commentary “Prasadam” by Prasad Anchal – Published by M. K. Ponnammamma, Chithralayam, Anchal P.O.)

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **Cross Border Course (SOCIOLOGY)**

**M21S001CB**

## **CRIMINOLOGY**

**(Credits: 04)**

### **Course Objectives:**

The course introduces basic concepts in criminology and criminal administration. It helps the government, correction institutes and administrators to understand the societal elements in cultivating crimes and criminals in the society.

### **Course Outcomes:**

- Acquaint the learners with concepts of criminology for the promotion of welfare and co-operation in society.
- Give exposure to the learners about different types of crime prevailing in society.
- Familiarize the learners about criminal justice system and different ways of preventing crime in society.

## **BLOCK 1: CRIME AND PERSPECTIVES**

### **UNIT I: Crime and Criminology**

Definitions: Crime, Criminology and Criminal Justice, Differences between concepts: Sin, Crime, Vice & Wrong; Meaning: Deviance and Delinquency, Historical Development of criminology - Nature and Scope- Criminology

### **UNIT II:**

Conceptual approaches to crime: legal, behavioral, sociological, deviance, crime and delinquency

### **UNIT III:**

Perspectives on crime causation: classical and positivist school of criminology,

psychological, sociological (Marxian, structural functional and symbolic interactionism)

## **BLOCK II: TYPES OF CRIME**

### **UNIT I:**

Typology of Crimes: Crimes against Human body and Crimes against Property, Crimes against vulnerable groups: Crimes against women and children

### **UNIT II:**

Types of Crime: Economic and violent crime, white collar and corporate crime, organized and cybercrime.

### **UNIT III:**

Changing socio-economic profile of criminals in contemporary India

## **BLOCK III: CRIMINAL JUSTICE SYSTEM**

### **UNIT I: Introduction to CJS**

CJS: Meaning, Purpose and Social Relevance; Legislative Process in CJS.

International Perspective: American, British, Chinese, French and Islamic CJS.

### **UNIT II: POLICE SYSTEM**

Historical overview of Police system in India and its function; Police Act 1861, Organization set up of Indian Police in Modern Society. Objective of Police System: Maintenance of Law and Order, Investigation of Crimes, Protection of Life, Protection of Property Rights, Prevention of Crime.

### **UNIT III: JUDICIAL & PROSECUTION SYSTEM**

Judicial Administration in India: Structure and Functions of Criminal Courts.

Modern Judicial Systems: Fast Track Court, Children Court, JJB. Salient

Features of Indian Judicial System: Independence, Public and Fair Trial.

Fundamental Elements in Judicial Functioning: Due Process, Speedy Trials and Access to Justice. Prosecution System.

## **BLOCK IV: PUNISHMENT AND CORRECTIVE METHODS**

### **UNIT I:**

Punishment in relation to crime: types of punishment, penology in India, Indian Penal Code, retributive and reformatory theory, deterrent theory

### **UNIT II:**

Correction: significance and forms of correction, history of prison reforms in India, national policy on prisons, correctional programmes- educational, vocational, psychiatric, meditation, recreation, problems of correctional administration

### UNIT III:

Alternative to imprisonment: probation, parole, open prisons, after-care and rehabilitation, victimological perspective

### **SUGGESTED READINGS:**

1. Criminology Penology and Victimology by Rabindra K. Mohanty, Satyajit Mohanty, Himalaya Publishing House Pvt. Ltd.
2. Criminology and Penology by Dr.Rajendra K Sharma, Atlantic Publishers.
3. Indian Penal Code by K.D Gaur, Universal Law Publishing Co. Pvt. Ltd.
4. Paranjape NV, 2012, Criminology and Penology with Victimology, Central Law Publications, Allahabad.
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International Criminal Justice System: Policing, Judiciary and Corrections, Butterworth, Boston.

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