

FOUR YEAR UNDERGRADUATE
PROGRAMME (FYUGP)

B.A. (HONOURS)
ENGLISH LANGUAGE AND LITERATURE

SYLLABUS
2024



SREENARAYANAGURU
OPEN UNIVERSITY

SREENARAYANAGURU OPEN UNIVERSITY

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

SREENARAYANAGURU

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

FOUR YEAR UNDERGRADUATE PROGRAMME
B.A. (HONOURS) ENGLISH LANGUAGE AND LITERATURE
PROGRAMME SYLLABUS
(Semester I, II, III, IV, V, VI, VII, VIII)

Version 1.0

Structure of Four Year Undergraduate Programme FYUGP- English

Semester	Major Discipline Core Courses (6 Credit each) (MC)	Major Discipline Specific Elective Courses (6 Credit each) (ME)	Minor Discipline Courses (6 Credit each) (MI)	Ability Enhancement Courses		Value Added Courses (VC)	Skill Enhancement Courses (SE)	Multi-Disciplinary Courses	Total Credit per Semester
				English 2 Courses (4 Credit each) (AC)	MIL 2 Courses (4 Credit each) (AC)	Common Courses - (Compulsory) 2 Credit (VC)	Course 2 4 credit (SE)	Multi-Disciplinary Course (4 Credit) (MD)	
I	Introduction to Literature MC-1		Introduction to Mass Communication MI-1	English for Communication AC-E-1				MD-1 Historical Tourism/ Computer System and Internet Technologies/ Legal Literacy) Any One	20
	6		6	4				4	
II	Introduction to Literary Genres I: Poetry & Drama MC-2		History of Britain I MI-2	Reading and Writing English AC-E-2				MD-2 Criminology/ Machine Learning for All/ Digital Marketing) Any One	20
	6		6	4				4	

III	Introduction to Literary Genres II: Prose & Fiction MC-3				AC-3 1. Rozmara Hindi or 2. Vyavaharika Samskrutham or 3. Communication in Arabic or 4. Prayogika Malayalam Any One	VC-1 1. Financial Literacy/ 2. Technology and Society/ 3. Mahatma Gandhi/ 4. Democracy and Development Any One	SE-1/SE-2/SE-3 1.Data Analytics/ 2. Python for All/ 3. Humanism and Logic/ 4. MOOC Any One	MD-3 1. Information Security/ 2. Social Ethics/ 3. Banking and Insurance. Any One	20
	6				4	2	4	4	
IV	English Critical Tradition from Aristotle to FR Leavis MC-4	1. Regional Literatures in Translation or 2. Comparative Literature ME-1/ ME-2 (Any One)			AC-4 1. Hindi Gadya Sahitya Aur Samrachana or 2. Gadyam Natakam Cha or 3. Functional Arabic or 4. Malayalasa hithyam: Kavita-Kadha-Upanyasam -Novel) Any One	VC-2 Indian Knowledge System (Compulsory)	SE-4 1. English for Business and Professional Communication OR 2. /MOOC) Any one		24
						VC- 3 Environment, Climate Change and Sustainable Development (Compulsory)			
	6	6			4	4	4		

V	English Language and Linguistics MC-5	1. European Fiction or 2. American Literature ME-3/ME-4 (Any One)	History of Britain II MI-3						24
	English Literature from 1900-1945 MC-6								
	12	6	6						
VI	Indian Writing in English MC-7	1. Literature and the Contemporary World or 2. Postcolonial Literature ME-5/ME-6 (Any One)	News Reporting and Editing MI-4						24
	English Literature from 1946 to the Present MC-8								
	12	6	6						
Total	48	18	24	8	8	2	8	12	132

Programme Structure for 4th Year - English

Semester	Advanced Discipline Specific Courses AM - 6 Credit	Internship (Vocational/ Skill Engagement/ Community Engagement) OR Project IC/PROJ - 6 Credit	Research Methodology/ or Discipline Specific Courses - 4 Credit	Additional Advanced Major Disciplines Specific Course AA - 6 Credit	Total Credits
VII	Literary Theory AM -1	IC/PROJ	Foundational Skills for Research and Writing		22
	Shakespeare Studies AM- 2				
	12		4		
VIII	Cultural Studies AM-3		1. English for Academic Purposes or 2. English Language Teaching	AA-1 English for Proficiency in Competitive Examinations AA-2 Literature and the Environment	22
	6		4	12	
Total	18	6	8	12	44

Semester-wise Programme Details

First Semester			
Sl. No.	Type of the Course	Course Code	Course Name
1.	Major Discipline Core Course	SGB24EG101MC	Introduction to Literature
2.	Minor Discipline Course	SGB24JL101MI	Introduction to Mass Communication
3.	Ability Enhancement Course	SGB24EG101AC	English for Communication
4.	Multi-Disciplinary Courses (Learners can choose any one)	SGB24HS101MD	Historical Tourism
		SGB24CA101MD	Computer System and Internet Technologies
		SGB24PS101MD	Legal Literacy

Second Semester			
Sl No	Type of the course	Course Code	Course Name
1	Major Discipline Core Course	SGB24EG102MC	Introduction to Literary Genres I: Poetry and Drama
2	Minor Discipline Course	SGB24HS101MI	History of Britain I
3.	Ability Enhancement Course	SGB24EG102AC	Reading and Writing English
4	Multi-Disciplinary Courses (Learners can choose any one)	SGB24SO101MD	Criminology
		SGB24CA102MD	Machine Learning for All
		SGB24BB101MD	Digital Marketing

Third Semester			
S l N o	Type of the course	Course Code	Course Name
1	Major Discipline Core Course	SGB24EG203MC	Introduction to Literary Genres II: Prose and Fiction
2	Modern Indian Languages (Learners can choose any one)	SGB24HD101AC	रोज़मरी हिंदी Rozmara Hindi
		SGB24SN101AC	व्यावहारिकसंस्कृतम् Vyavaharikasamskrutham
		SGB24AR101AC	Communication in Arabic
		SGB24ML101AC	പ്രായോഗികമലയാളം Prayogikamalayalam
3	Value Added Courses (Learners can choose any one)	SGB24CM101VC	Financial Literacy
		SGB24SO101VC	Technology and Society
		SGB24HS101VC	Mahatma Gandhi
		SGB24PS101VC	Democracy and Development
4	Skill Enhancement Courses (Learners can choose any one)	SGB24CS201SE	Data Analytics

		SGB24CS202SE	Python for All
		SGB24UC201SE	Humanism and Logic
		SGB24MO201SE	MOOC
5	Multi Disciplinary Courses (Learners can choose any one)	SGB24CA103MD	Information Security
		SGB24PH101MD	Social Ethics
		SGB24CM101MD	Banking and Insurance

Fourth Semester			
Sl. No	Type of the course	Course Code	Course Name
1	Major Discipline Core Course	SGB24EG204MC	English Critical Tradition from Aristotle to F.R. Leavis
2	Major Discipline Specific Elective Courses (Learners can choose any one)	SGB24EG201ME	Regional Literatures in Translation
		SGB24EG202ME	Comparative Literature
3	Ability Enhancement Course (Learners can choose any one)	SGB24HD102AC	हिंदी गद्य साहित्य और संरचना Hindi Gadya Sahitya Aur Samrachana
		SGB24SN102AC	गद्यं नाटकं च Gadyam Natakam Cha
		SGB24AR102AC	Functional Arabic
		SGB24ML102AC	മലയാളസാഹിത്യം : കവിത -കഥ - ഉപന്യാസം - നോവൽ Malayalasaahithyam: Kavita-Kadha- Upanyasam-Novel
4.	Value Added Courses	SGB24UC101VC	Indian Knowledge System

	(Compulsory)		
		SGB24UC102VC	Environment, Climate Change and Sustainable Development
5.	Skill Enhancement Courses (Learners can choose any one)	SGB24EG201SE	English for Business and Professional Communication
		SGB24MO202SE	MOOC

Fifth Semester			
S l. N o	Type of the course	Course Code	Course Name
1.	Major Discipline Core Courses (Compulsory)	SGB24EG305MC	English Language and Linguistics
		SGB24EG306MC	English Literature from 1900 to 1945
2.	Major Discipline Specific Elective Courses (Learners can choose any one)	SGB24EG503ME	European Fiction
		SGB24EG504ME	American Literature
3.	Minor Discipline Course	SGB24HS202MI	History of Britain II

Sixth Semester			
SI No	Type of the course	Course Code	Course Name
1	Major Discipline Core Courses (Compulsory)	SGB24EG307MC	Indian Writing in English
		SGB24EG308MC	English Literature from 1946 to the Present
2	Major Discipline Specific Elective Courses (Learners can choose any one)	SGB24EG505ME	Literature and the Contemporary World
		SGB24EG506ME	Postcolonial Literature
3	Minor Discipline Course	SGB24JL202MI	News Reporting and Editing

Seventh Semester			
Sl No	Type of the course	Course Code	Course Name
1	Advanced Discipline Specific Courses (Compulsory)	SGB24EG401AM	Literary Theory
		SGB24EG402AM	Shakespeare Studies
2	Internship or Project	SGB24EG401IN or SGB24EG401PR	Internship or Project
3	Foundational Skills for Research and Writing	SGB24UC401F R	Foundational Skills for Research and Writing

Eighth Semester			
Sl No	Type of the course	Course Code	Course Name
1	Advanced Discipline Specific Course	SGB24EG403AM	Cultural Studies
2	Discipline Specific Courses (Learners can choose any one)	SGB24EG401DS	English for Academic Purposes
		SGB24EG402DS	English Language Teaching
3	Additional Advanced Major Discipline Specific Courses (Compulsory)	SGB24EG401AA	English for Proficiency in Competitive Examinations
		SGB24EG402AA	Literature and the Environment

Semester I

SREENARAYANAGURU OPEN UNIVERSITY
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BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Major Discipline Core Course
SGB24EG101MC
INTRODUCTION TO LITERATURE
Credits 6

Course Objectives

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

Course Outcomes

Upon completing the course, learners will,

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

COURSE DETAILS

BLOCK 1: Introduction to Literature

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

BLOCK 2: Major Periods of Literature – I

UNIT 1 Old English and Middle English Periods

UNIT 2 Renaissance

UNIT 3 Neo-Classical Age

BLOCK 3: Major Periods of Literature – II

UNIT 1 Romantic Age

UNIT 2 Victorian Period

UNIT 3 Modern Period

UNIT 4 Postmodern Period

BLOCK 4: Representative Texts – I

UNIT 1 Geoffrey Chaucer: General Prologue, *Canterbury Tales* - Introduction, Lines 1-31. (Neville Coghill)

UNIT 2 Edmund Spenser: “Epithalamion”

UNIT 3 William Shakespeare: “To be or Not to be.” *Hamlet*, Act III, Scene I (Soliloquy)

BLOCK 5: Representative Texts – II

UNIT 1 Joseph Addison: “Sir Roger at the Assizes”

UNIT 2 Mary Shelley: *Frankenstein*

UNIT 3 Matthew Arnold: “Dover Beach”

BLOCK 6: Representative Texts – III

UNIT 1 Bernard Shaw: *Arms and the Man*

UNIT 2 W. B. Yeats: “Easter 1916”

UNIT 3 George Orwell “A Hanging”

References

Childs, Peter and Roger Fowler. *The Routledge Dictionary of Literary Terms*. Routledge, 2006.

Klarer, Mario. *An Introduction to Literary Studies*. Routledge, 2004.

Nayar, Pramod. K. *A Short History of English Literature*. Amity University Press, 2018.

Noys, Benjamin. *Introducing Theory: A Practical Guide*. Continuum, 2007

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FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Minor Discipline Course
SGB24JL101MI
INTRODUCTION TO MASS COMMUNICATION

Credits 6

Course Objectives

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

Course Outcomes

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

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

COURSE DETAILS

BLOCK 1: Understanding Communication

UNIT 1	Communication: Concepts, Definitions and Functions
UNIT 2	Elements of Communication: SMCR, Feedback, Noise
UNIT 3	Types of Communication (Interpersonal, Intrapersonal, Group and Mass Communication)

- | | |
|--------|--|
| UNIT 4 | Verbal and Non-verbal Communication, Barriers To Communication |
| UNIT 5 | Models of Communication – Aristotle (Rhetoric), Harold Lasswell, David Berlo, Shannon and Weaver |

BLOCK 2: Mass Communication

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

BLOCK 3: Themes of Mass Communication

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

BLOCK 4: Theories of Communication

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

BLOCK 5: Media Technology

- | | |
|--------|---------------------------------|
| UNIT 1 | Evolution of Printing |
| UNIT 2 | Evolution of Radio Broadcasting |
| UNIT 3 | Evolution of Telecasting |
| UNIT 4 | Evolution of digital media |

UNIT 5 Impact of technology on media and mediation, Media Convergence

BLOCK 6 : Communication Studies

UNIT 1 Intercultural communication

UNIT 2 Development and Social Change Communication

UNIT 3 Persuasion and Propaganda

UNIT 4 Media and Globalisation

UNIT 5 Media and the future of mediation

References

Keval J Kumar (2010), *Mass Communication in India*, Jaico Publishing House, Mumbai Denis

McQuail, *Mass Communication Theory*, Sage Publications, New Delhi

Encyclopaedia of International Media and Communication – Academic Press

International Encyclopaedia of Communication (All volumes)

Malhan P N, *Communication Media – Yesterday, Today and Tomorrow*. Publication

Division, New Delhi

Rayudu C S, *Communication*, Himalaya Publishing House, Mumbai Denis McQuail and

Sven Windahl: *Communication Models*

Vivian J (2011) *The Media of Mass Communication*, Prentice Hall Everett

Rogers and Arvind Singhal , *India's Communication Revolution* David

Crystal (1997), *English as a Global Language*, Cambridge

Uma Joshi : *Textbook of Mass Communication and Media*, Anmol Publications, New Delhi

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BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Ability Enhancement Course
SGB24EG101AC
ENGLISH FOR COMMUNICATION
(Credits 4)

Course Objectives

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

Course Outcomes

Upon completing the course, learners will,

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

COURSE DETAILS

BLOCK 1: Communication and Language

UNIT 1 Introduction to Communication – Language – Origin and Development –
Development of Speech and Writing

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

BLOCK 2: Receptive or Passive Skills

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

BLOCK 3: Productive or Active Skills

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

BLOCK 4: Communication and Technology

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

References

- Bailey, Stephen. *Academic Writing*. Routledge, 2006.
- Coe, Norman, Robin Rycroft and Pauline Ernest. *Writing Skills: A Problem-solving Approach*. Cambridge University Press, 1983.
- Ferguson. *Public Speaking: Building Competency Stages*. Oxford Publishing, 2007.
- Hamp-Lyons, Liz, Ben Heasley. *Study Writing*. 2nd Edition. Cambridge UP, 2008.
- Kenneth, Anderson, Tony Lynch, Joan Mac Lean. *Study Speaking*. New Delhi: CUP, 2008.
- Langan, J. *English Skills with Reading* (3rd Ed.). McGraw Hill. New York. 1995.
- Lynch, Tony. *Study Listening*. New Delhi. CUP, 2008.
- Marks Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
- McCarter, Sam, Norman Whitby. *Writing Skills*. Macmillan India, 2009.
- Mehta, D.S. *Mass Communication and Journalism in India*, 2001.
- Mukhopadhyay, Lina et al. *Polyskills: A Course in Communication Skills and Life Skills*. Foundation, 2012.
- Quirk, Randolph. *The Use of English*. Longman, 1968.
- Robert, Barraas. *Learners Must Write*. London: Routledge, 2006.
- Swan, Michael. *Practical English Usage*. Oxford University Press, 2005.

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Multidisciplinary Course

SGB24HS101MD
HISTORICAL TOURISM
Credits: 4

Course Objectives:

The course aims to:

1. familiarise the learners with historical monuments in India and Kerala.
2. create an awareness of the significance of historical sites.
3. equip the learners to learn about the importance of historical tourism.

Course Outcomes:

The course enables the learners to :

1. conceptualise the nature and significance of historical tourism.
2. have a better understanding of the cultural ethos of the country.
3. have a better understanding of the tourism promotions in India and Kerala.
4. study tourism in a historical context.

Course Outline:

Block 1: An Introduction to Historical Tourism

Block 2: Historicising travel in India

Block 3: Tourist destinations in India and their significance

Block 4: Tourist destinations in Kerala and their significance

Course Details:

BLOCK 1: AN INTRODUCTION TO HISTORICAL TOURISM

Unit 1: What is Historical Tourism?

Types of Tourism- Historical Tourism and Economy- Impact

Unit 2: Conservation of Historical Sites

Role of ASI- UNESCO

BLOCK 2: HISTORICISING TRAVEL IN INDIA

Unit 1: Significance of Travelogues in the Reconstruction of History

Travels and Travelogues- Travelogues and Periodization of History - Travelogues and Fixing of the Boundaries of Empires

Unit 2: Foreign Travellers in India and their Accounts

Ancient period- Megasthenes - Fahien- Huen Tsang- Medieval period- Ibn Batuta - Marco Polo - Amir Khusrau- Jean-Baptiste Tavernier - Francois Bernier - Peter Mundy- Modern period - William Hawkins- Sir Thomas Roe- Edward Terry

BLOCK 3: TOURIST DESTINATIONS IN INDIA AND THEIR SIGNIFICANCE

Unit 1: Religious and Cultural Destinations in India and their Significance

Amritsar- Tirupati- Bodh Gaya- Puri - Haridwar - Ajmer- Santiniketan- Wardha- Tiruchirappalli- Velankanni

Unit 2: Historical Destinations in India and their Significance

Keezhadi- Khajuraho- Hampi - Bhimbetka- Mahabalipuram- Thanjavur- Ajanta and Ellora- Harappan sites- Tughlaqabad Fort- Mehrauli Archaeological Park- Taj Mahal- Qutub Minar- Jama Masjid- Purana Qila- Red Fort- Agra Fort- Fatehpur Sikri- Museums

BLOCK 4: TOURIST DESTINATIONS IN KERALA AND THEIR SIGNIFICANCE

Unit 1: Historical Destination of Kerala

Edakkal Caves- Padmanabhapuram Palace- Bekal Fort - Palakkad Fort- Archaeological sites of Kerala- Pattanam- Eyyal Burial cave and Chovvanur burial cave in Thrissur - Megalithic burials in Wayanad- Thunchan Parambu

Unit 2: Sacred Geography

Sabarimala- Cheraman Mosque- Malayattoor Church - Parassinikadavu- Kodungallur Bhagavathy Temple

Suggested Readings:

1. A Sreedhara Menon, *Cultural Heritage of Kerala*, DC Books, 2019
2. Amir Khusrau: Memorial Volume, Ministry of Information and Broadcasting, Government of India, 2006

3. Clement R Markham, *The Hawkin's Voyages during the Reigns of Henry VIII, Queen Elizabeth and James I*, London, 1878
4. Dominique Shila Khan, *Sacred Kerala*, Penguin India, 2009
5. F. Fawcett, *Rock Carvings in the Edakal Cave in Indian Antiquary*, Volume XXX, 1901
6. Francois Bernier, *Travels in the Mogul Empire*, 1862
7. H. K Kaul, *Traveller's India: An Anthology*, OUP, 1998
8. Hugh Murray, *The Travels of Marco Polo*, Edinburgh, 1845
9. John Gollings, John M Fritz, and George Michell, *City of Victory: Vijayanagara the Medieval Hindu Capital of Southern India*, New York: Aperture, 1991
10. Pran Nath Seth, *India-A Travellers Companion*, Sterling Publications, 1996
11. Ratan Deep Singh, *Dynamics of Modern Tourism*, Kanishka Publications, India, 2006
12. Ratan Deep Singh, *Economic Impact of Tourism Development: An Indian Experience*, Kanishka Publications, India, 1995
13. Ratan Deep Singh, *Infrastructure of Tourism in India*, Kanishka Publications, India, 2007
14. Rita Banerjee, *Thomas Roe and the Two Courts of Emperor Jahangir and King James*, Dand Etudes Anglaises, 2017/2 (Vol 70)
15. Salini Modi, *Tourism and Society*, Rawat Publications, 2001
16. S.P Gupta, *Cultural Tourism in India*, D.K. Print World, 2003
17. Tansen Sen, *The Travel Records of Chinese Pilgrims Faxian, Xuanzang and Yijing*, Volume 11, Number 3, 2006
18. The Travels of Peter Mundy in Europe and Asia, 1608-1667, Volume II *Travels in Asia (1628-1634)*, Second Series, No XXXV, Council of Hakluyt Society, 1914
19. Upinder Singh, *A History of Ancient and Early Medieval India*, Pearson Education India, 2009
20. V. Ball, *Travels in India by Jean-Baptiste Tavernier Vol I and II*, OUP, 1925
21. W.H Moreland and Atul Chandra Chatterjee, *A Short History of India*, Longman, London, 1953
22. William Foster, *Early Travels in India 1583-1619*, OUP, 1921

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Multi Disciplinary Course

SGB24CA101MD

COMPUTER SYSTEM AND INTERNET TECHNOLOGIES
(Credits: 4)

CA02MD: COMPUTER SYSTEM AND INTERNET TECHNOLOGIES	
CO1: To understand the working of a computer	
CO2: To know about computer connectivity	
CO3: To make aware of cloud and wireless technologies	
CO4: To familiarise with cyber etiquette	
Block 1: Computer System Fundamentals	
Unit 1	Fundamentals of Computers: Types of Computers, Functional Units - Input-Output interface, Software and Hardware, Memory, Bus - Bus Structures and Types
Unit 2	Hardware Components: Input/Output Devices- voice, text, gestures, Memory- Primary Memory- RAM, ROM, Registres, Secondary Memory - Storage- HDD, SSD, Peripheral Devices, Mobile Devices, Selecting a System Specification Based on Requirements
Unit 3	Software Components : System Software - Operating Systems, Utility Programs, Language Processor. Application Software - Types and Examples, Software Development - Programming Languages and Development Tools.
Unit 4	Operating System Concepts: Components, Common operating systems, RTOS, Mobile OS, Files and file system, BIOS and booting, Remote connections
Block II : Networking Fundamentals and System Security	
Unit 1	Basics of Networking: Definition and importance of computer networks, Types of networks: LAN, WAN, MAN, PAN, Network topologies: Bus, Star, Ring, Mesh,
Unit 2	Network Devices and Media: Routers, Switches, Hubs, Modems, Access Points, Transmission media - Wired (Coaxial, Twisted pair, Fiber optic) and Wireless
Unit 3	System Security and Protection: Importance of network security, Security threats: Malware, Phishing, Denial of Service attacks, Security measures: Firewalls, Antivirus software, Encryption, VPNs

Unit 4	Cyber Literacy and Etiquette: Search engine usage - Google Scholar; Social media platforms - Relevance and use; Social media interaction; Credibility and fact-Checking in cyberspace
Block III: Networking Protocols	
Unit 1	Connectionless Protocols : UDP, ICMP, HTTP
Unit 2	Connection oriented services : TCP/IP/ UDP, FTP, SMTP
Unit 3	Network Standards: OSI Model Layers, TCP/IP Protocol Suit
Unit 4	Network addressing: IP addressing (IPv4, IPv6), MAC addresses
Block IV: Internet Technologies	
Unit 1	Web Technologies: Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS), Client-side scripting: JavaScript basics Server-side scripting: Introduction to PHP, Node.js
Unit 2	Cloud Computing Concepts: types and services; applications of cloud computing- online data storage, backup and recovery, Big-data analysis, Deployment models: Public, Private, Hybrid clouds, Development and Testing, IoT and wearable devices
Unit 3	Wireless and Mobile Technologies: Bluetooth, Wifi, Wi-max, Zigbee; Mobile communication- GPS, GPRS, GSM, 3G, 3.5G, Features of 4G & 4G LTE, VoLTE, 5G,
Unit 4	Web Pages creation and hosting: web client, web servers, HTTP request-response, web page creation and web hosting

References:

- Sinha, Pradeep K., and Priti Sinha. "Computer fundamentals". BPB publications, 2010.
- White, Ron, and Timothy Edward Downs. "How computers work". Que, 1998.
- Comer, Douglas E. "The Internet book: Everything you need to know about computer networking and how the Internet works". Chapman and Hall/CRC, 2018.
- Buyya, Rajkumar, Christian Vecchiola, and S. Thamarai Selvi. "Mastering cloud computing: foundations and applications programming". Newnes, 2013.
- Anthony T. Velte, "Cloud Computing: A Practical Approach", Tata McGraw Hill, 2009.
- Kukushkin, Alexander. Introduction to mobile network engineering: Gsm, 3g-wcdma, lte and the road to 5g. John Wiley & Sons, 2018.
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SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Multi Disciplinary Course

SGB24PS101MD
LEGAL LITERACY

Credits- 4

Course Objectives:

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

- Understand the structure and manner of the functioning of the legal system in India
- Develop an understanding of the formal and Alternate Dispute Redressal (ADR) mechanisms that exist in India
- Explore the Specific Laws pertaining to sections such as women, children and the SCs & STs

Block 1: Fundamentals of Legal Literacy in India

- **Unit 1:** Constitution – Fundamental rights
- **Unit 2:** Fundamental Duties & Directive Principles of State Policy
- **Unit 3:** Introduction to Bharatiya Nyaya Samhita (IPC) Code of Civil Procedure (CPC), Bharatiya Nagarik Suraksha Sanhita(Cr.PC), and Bharatiya Sakshya Sanhita (Indian Evidence Act)

Block 2: Specific Sections and Specific Laws

- **Unit 1:** Women and Children- Protection of Women from Domestic Violence Act, 2005 and The Juvenile Justice (Care and Protection) Act 2005
- **Unit 2:** Scheduled Caste and Scheduled Tribes - The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989
- **Unit 3:** Consumer Protection Act, 2019 and Right to Information Act, 2005

Block 3: Basic Understanding of Criminal Procedure

- **Unit 1:** Offences and their Categories – Cognizable and non – Cognizable, Bailable and non- Bailable, Compoundable and non – Compoundable
- **Unit 2:** First Information Report (FIR), Investigation and Charge sheet
- **Unit 3:** Warrant, Arrest and Bail
-

Block 4: Judicial System and Law Enforcement in India

- **Unit 1:** System of courts and their jurisdiction in India
- **Unit 2:** Legal Service Authorities Act and Right to Legal Aid – Lok Adalats
- **Unit 3:** Role of Police in Law Enforcement

Suggested Readings:

1. Basu, D. D & Others, (2008) *Introduction to the Constitution of India*, Nagpur: Lexis Nexis Butterworths.
2. Kashyap, S, (1994) *Our Constitution: An Introduction to India's Constitution and Constitutional Laws*, New Delhi, National Book Trust.
3. D. Srivastava, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.
4. Zariski, A. (2014). *Legal literacy: An introduction to legal studies*. Athabasca University Press.

Semester II

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

MAJOR DISCIPLINE CORE
SGB24EG102MC
INTRODUCTION TO LITERARY GENRES I: POETRY AND DRAMA
CREDITS: 6

Course Objectives

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

Course Outcome

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

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

COURSE DETAILS

BLOCK 1: BRITISH POETRY I

- UNIT 1 Understanding Poetry: How to Read a Poem?
UNIT 2 Types of Poetry, Poetic Diction, Devices and Metre
UNIT 3 William Shakespeare “Sonnet 116”
UNIT 4 John Donne “A Valediction Forbidding Mourning”
UNIT 5 P.B. Shelley “Ode to the West Wind”

BLOCK 2: BRITISH POETRY II

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

BLOCK 3: REPRESENTATIVE POETRY FROM DIFFERENT COUNTRIES

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

BLOCK 4: READING DRAMA

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

BLOCK 5: SHAKESPEAREAN DRAMA

- UNIT 1 William Shakespeare: Life and Works
UNIT 2 *Julius Caesar* William Shakespeare
UNIT 3 *Julius Caesar* Themes and Characterisation
UNIT 4 *Julius Caesar* Structure and Style

BLOCK 6: MODERN DRAMA

- UNIT 1 Introduction to Modern Drama

UNIT 2	<i>A Doll's House</i>	Henrik Ibsen
UNIT 3	<i>A Doll's House</i>	Themes and Characterisation
UNIT 4	<i>A Doll's House</i>	Structure and Style

References

- Blackstone, Bernard. *Practical English Prosody: A Handbook for learners*. Longman, 2009.
- Bradley A.C. *Shakespearean Tragedy*. Macmillan, 2006.
- Eliot. T.S. *The Use of Poetry and The Use of Criticism*. Books Way, 2017.
- Hudson, W.H. *An Introduction to the Study of English Literature*. Maple Press, 2012. Myers, Jack. *Dictionary of Poetic Terms*. University of North Texas Press, 2003.
- Prasad, Birjadish. *A Background to the Study of English Literature*. Macmillan, 2012.
- Sethuraman, V.S, ed. *Practical Criticism*. Macmillan, 2007.
- Spurgeon, Caroline F.E. *Shakespeare's Imagery and What it Tells Us*. Cambridge University Press, 1935.
- Taylor, Michael. *Shakespeare Criticism in the Twentieth Century*. Oxford, 2018.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
MINOR DISCIPLINE COURSE
SGB24HS101MI
HISTORY OF BRITAIN I
CREDITS: 6

Course Objectives:

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

Course Outcomes:

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

Course Details:

BLOCK 1: Early History

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

BLOCK 2: Feudalism and the Rise of Urban Centres

Unit 1	Manorial System
Unit 2	Political Developments
Unit 3	Crusades - Hundred Years War

Unit 4 Decline of Feudalism - the emergence of trade, urban centres, Black death

BLOCK 3: Intellectual Developments in Medieval Britain

Unit 1 Role of Universities - secularism

Unit 2 Anti-clerical Movement - John Wycliffe - variety of reactions

Unit 3 Middle English Language and Literature - John Gower, William
Langland, Chaucer

Unit 4 Secular prose

BLOCK 4: Transition to the Modern Era

Unit 1 Tudor Monarchy

Unit 2 Growth of the New Middle Classes

Unit 3 Elizabethan Era

BLOCK 5: Renaissance in Literature and Development in Science

Unit 1 Reformation

Unit 2 Humanism

Unit 3 University Wits-Marlowe, Ben Jonson, John Lyly, William Shakespeare,
Spenser, Walter Raleigh

Unit 4 Development in Science

BLOCK 6: England under Stuarts

Unit 1 Rule of Charles I, religious controversies - civil war

Unit 2 Oliver Cromwell

Unit 3 Puritanism - literature - Edward Taylor, John Dryden, John Milton -
Metaphysical poets

Unit 4 Theatre, Satire, Political pamphleteering

References

A.L. Rowse, *The Elizabethan Renaissance: The Life of the Society*, Ivan. R. Dee Publisher,

2000.

E.H. Carter, Mears, et al., *A History of Britain*, Stacey International, 2012.

Emilie Amt, (Ed.), *Medieval England, 1000-1500: A Reader*, the University of Toronto

Press,

2000.

Eric Brown, *English History, A Concise Overview of the History of England from Start to End*,

Guy Saloniki, 2019.

George Macaulay Trevelyan, *Illustrated English Social History*, Pelican, 1964.

Kenneth O Morgan (Ed), *The Oxford History of Britain*, OUP Oxford, 2010.

R.E. Pritchard, *Shakespeare's England: Life in Elizabethan and Jacobean Times*, The History

Press Limited, 2003.

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

Press, 2009.

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

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

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

SREENARAYANAGURU OPEN UNIVERSITY
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
ENGLISH LANGUAGE AND LITERATURE

Ability Enhancement Course

SGB24EG102AC
READING AND WRITING ENGLISH

CREDITS - 4

Learning Objectives

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

Learning Outcomes

Upon completing the course, learners will

1. Have knowledge of various communication contexts which will enable the use of context-specific appropriate language.
2. Be equipped with the skills to appreciate and evaluate a text, gaining the acquired skills in comprehending, even complex passages.
3. Will have the competency to handle language in various literary and life contexts.
4. Display acquired knowledge in structuring grammatical sentences while writing and speaking.

5. Be able to process information from various sources and present it in a coherent manner.
6. Understand the relevance of writing academic documents and display proficiency in using language in different styles and formats.

COURSE DETAILS

BLOCK – 1: Reading- The Effective Skill

Unit 1: Introduction to Reading

Unit 2: Types of Reading - Methods and Techniques involved in Reading

Unit 3: Reading Comprehension

Unit 4: Analysing Literature

- a. Essays
 - o “The Dream and the Message” (Chapter 1 of *Ignited Minds*)– A. P. J. Abdul Kalam
- b. Short Story
 - o *The Open Window*- H.H. Munro
- c. Poetry
 - o *The Blessed Damsel*- Dante Gabriel Rossetti

BLOCK – 2: Language Development-Part I

Unit 1: Parts of Speech

Unit 2: Sentences

Unit 3: Concord

Unit 4: Tenses

BLOCK – 3: Language Development-Part II

Unit 5: Reported Speech

Unit 6: Active and Passive Voice

Unit 7: Sentence Transformation

Unit 8: Common Errors

BLOCK – 4: Practice, Practice, Practice

Unit 1: Reading Comprehension Passages

Unit 2: Analysing Literature

Unit 3: Grammar and Vocabulary

Unit 4: Precis

Unit 5: Essay Writing

Unit 6: Report Writing

REFERENCES

- ◆ Barrass, Robert. *Students Must Write: A Guide to Better Writing in Coursework and Examinations*. Routledge, 2006.
- ◆ DeVito, Joseph A. *Communication: Concepts and Processes*. Prentice-Hall Inc, 1976.
- ◆ Kalam, APJ Abdul. *Ignited Minds. Unleashing The Power Within India*. Penguin, 2003.
- ◆ Mishra, Sunitha and C. Muralikrishna. *Communication Skills for Engineers*. Pearson, 2011.
- ◆ Raman, Meenakshi and Sangeetha Sharma. *Technical Communication: Principles and Practice*. Oxford, 2004.
- ◆ Prasad, Prajapati. *The Fundamental Aspects of Communication Skills*. S. K. Kataria & Sons, New Delhi, 2011-12.
- ◆ Kumar, Sanjay and Pushpalata. *English for Effective Communication*. Oxford, 2013.

- ◆ Greenbaum, Sidney. *Oxford English Grammar*. Indian Edition. Oxford University Press, 2005.
- ◆ Carter, Ronald and Michael McCarthy. *Cambridge Grammar of English*. CUP, 2006.
- ◆ Eastwood, John. *Oxford Guide to English Grammar*. Oxford University Press, 1994.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Multi-Disciplinary Course

SGB24SO101MD
CRIMINOLOGY
(Credits: 04)

Course Objectives:

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

Course Outcomes:

- Acquaint the learners with concepts in criminology for the promotion of welfare and cooperation in society.
- Give exposure to the learners about different types of crime prevailing in society.
- Familiarize learners 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 School of Criminology
- Sociological (Marxian, Structural-Functional and Symbolic Interactionism)

BLOCK II: TYPES OF CRIME

Unit I: Typology of Crimes

- Crimes against the Human body
- 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: Socio-Economic Profiles

- Changing the 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 the Police System in India and its Function;
- Police Act 1861
- The organization set up of the Indian Police in Modern Society
- Objective of the 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 Related to Crime

- Types of punishment
- Penology in India
- Indian Penal Code
- Retributive and reformatory theory
- Deterrent theory

Unit II: Correction Methods

- Significance and forms of correction,
- History of prison reforms in India,
- National policy on prisons,
- Correctional programs- 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. Mohanty, R. K. & Mohanty, S. (2016). *Criminology Penology and Victimology*. Bengaluru: Himalaya Publishing House Pvt. Ltd.
2. Sharma, R.K.(2017). *Criminology and Penology*. New Delhi: Atlantic Publishers.
3. Gaur, K.D. (2020). *Indian Penal Code*. New South Wales: Universal Law Publishing Co. Pvt. Ltd.
4. Paranjape, N.V. (2012). *Criminology and Penology with Victimology*. Allahabad: Central Law Publications.
5. Schmalleges, F. (1999). *Criminal Justice Today*, New Jersey: Prentice Hall.
6. Albanese, J. S. (2000). *Criminal Justice*. Boston: Allyn and Bacon.
7. Phelps, T.R. (1979). *Introduction to Criminal Justice*. UK: Goodyear Publishing Company. Inc.
8. Mir, M. (1984). *Crime and Criminal Justice System in India*. New Delhi: Deep and Deep Publications.
9. Justice Malimath Committee on Criminal Justice Reforms. (2003). Universal Law Publication.
10. K. Padmanabhaiah Committee Police Reforms. (2001).
11. Srivastava, A. (1999). *Policing in the 21st Century*. Hyderabad: Indian Institute of Police Administration.
12. Guharoy J. T. (1999). *Role of Police in Changing Society*. New Delhi: APH Publications.
13. Sharma, P.D., (1985). *Police and Criminal Justice Administration in India*. Delhi: Uppal Publishing House.
14. Gupta, A. S. (2007). *Crime and Police in India*. Agra: Sahitya Bhavan.
15. Banerjee, D. (2005). *Central Police Organizations Part I and Part II*. Bengaluru: Allied Publishers Pvt. Ltd.
16. Ebbe, O.N. I. (2000). *Comparative and International Criminal Justice System: Policing, Judiciary and Corrections*. Boston: Butterworth.
17. Reid, S.T. (2006). *Crime and Criminology*. New York: Mc. Graw Hill Publishers.
18. Shweta. (2009). *Crime, Justice and Society*. New Delhi: MD Publications.
19. Ahuja, R. (2000). *Criminology*. Delhi: Rawat Publications.
20. Chaturvedi J.C. (2006). *Penology and Correctional Administration*, Delhi: Isha Books.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Multi Disciplinary Course
SGB24CA102MD
MACHINE LEARNING FOR ALL
(Credits: 4)

Course Objectives	
CO1: To learn the basics of Machine Learning	
CO2: To understand about various Supervised Learning algorithms	
CO3: To understand about Unsupervised Learning and Reinforcement Learning	
CO5: To list various ML applications	
Block I: Introduction to Machine Learning	
Unit 1	Introduction to Machine Learning (ML)
Unit 2	Types of Machine Learning – Supervised, Unsupervised and Reinforcement Learning
Unit 3	Performance Evaluation Metrics: Confusion Matrix, ROC curves
Unit 4	Cross Validation Techniques, Bias-Variance Tradeoff
Block II: Supervised Learning	
Unit 1	Basics of Neural Networks: Perceptron, Multilayer Perceptron
Unit 2	Classification : Naïve Bayes, Decision Trees and Support Vector Machines
Unit 3	Regression: Linear Regression, Logistic Regression
Unit 4	Overfitting and Underfitting, Regularisation
Block III: Unsupervised Learning and Reinforcement Learning	
Unit 1	Partition Clustering: K-means Clustering, K-Medoid
Unit 2	Hierarchical Clustering :Agglomerative Clustering
Unit 3	Dimensionality Reduction – Principal Component Analysis, Singular Value Decomposition
Unit 4	Introduction to Reinforcement Learning, Markov Decision Processes (MDPs)
Block IV: Advanced Topics and Applications of Machine Learning	
Unit 1	Introduction to Generative AI and LLMs
Unit 2	Demonstration of basic concepts of ML using Teachable Machine/Weka
Unit 3	Introduction to Natural Language Processing (NLP) and Computer Vision
Unit 4	Introduction to Recommender Systems and Time Series Analysis

References:

- “Machine Learning”, Tom M. Mitchell, McGraw Hill.
- K. P. Murphy, “Machine Learning: A probabilistic perspective”, MIT Press, 2012.
- Stephen Marsland, “Machine Learning An Algorithmic Perspective”, CRC Press.
- Yoshua Bengio, “Learning Deep Architectures for AI”, Now Publishers Inc (2009)
- Ian Goodfellow, Yoshua Bengio and Aaron Courville, “Deep Learning”, MIT Press

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Multi-Disciplinary Course

SGB24BB101MD
DIGITAL MARKETING

(Credits: 4)

Course Objective:

- To familiarize the students with the concept of Digital marketing
- To develop understanding on website planning and designing.
- To equip the students with knowledge of search engine optimization and its strategies
- To help the students understand the concept of Social media marketing and its scope in marketing a business.

Course Outcomes:

- Understand the basics of digital marketing
- Enrich knowledge about the process of web planning and analysis
- Attain the knowledge about the concepts of Social Media Marketing
- Gain knowledge about the process of Search engine optimization

Course Outline:

Block 1: Basics of Digital Marketing

Block 2: Website Planning and Analysis

Block 3: Search Engine Optimization

Block 4: Social Media Marketing

Course Details

Block 1: Basics of Digital Marketing

Unit 1: Introduction to Digital Marketing

Digital Marketing – Importance of Digital Marketing, Evolution of Digital Marketing, Scope of Digital Marketing, Traditional Marketing vs. Digital Marketing.

Unit 2: Types of Digital Marketing

Types of Digital Marketing– Content Marketing, Mobile Marketing, Affiliate Marketing, E-mail Marketing, PPC Advertising - Increasing visibility – Lead Generation – Latest Trends in Digital Marketing – Digital Marketing Budgeting

Block 2: Website Planning and Analysis

Unit 1: Website planning

Introduction to Website– Types of website, Basics of web design, Website tools for speed improvement, various design platforms.

Unit 2: Website analysis

Website analysis tools, Competitor analysis, Competitor research tools, Keyword research and analysis, Types of keywords, Localized keyword research, Tools used for Keyword research

Block 3: Search Engine Optimization

Unit 1: Introduction to SEO

Introduction to SEO – Fundamentals and concepts of SEO, Google Algorithm, Google search Console, Search Engine Results Page, Traffic and its meaning

Unit 2: Strategies and techniques

Strategies for keyword optimization, On page SEO, Off page SEO, SEO techniques, Link Building, Indexing and Crawling – Meaning - SEM Metrics

Block 4: Social Media Marketing

Unit 1: Overview of Social media marketing

Meaning of Social Media Marketing, SMM Channels, Facebook optimization, Creating Facebook page for business, Fan Page vs. Profile vs. group, Facebook Advertising, Facebook Analytics.

Unit 2: Modes of Social Media Marketing

Introduction to Twitter – Followers, Re Tweets, Clicks, Linked In – Branding on Linked In, YouTube channel, Pinterest, Profile optimization on Instagram, Google plus for businesses, CPC bidding

References:

- Bhatia (2017). Fundamentals of Digital Marketing, 2e. Pearson Education India
- Dave Evans., Susan Bratton, (2010). Social Media Marketing: The Next Generation of Business Engagement. Wiley
- George Pain (2019). Marketing Automation and Online Marketing: Automate Your Business through Marketing Best Practices such as Email Marketing and Search Engine Optimization
- Social Media Marketing: Tracy L. Tuten (2021).
- Social Media Marketing: A Strategic Approach. Debra Zahay, Mary Lou Roberts (2022).
- Pay Per Click Search Engine Marketing For Dummies by Peter Kent (2006).

Semester III

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Major Discipline Core Course
SGB24EG203MC

INTRODUCTION TO LITERARY GENRES II: PROSE AND FICTION

Credits: 6

Course Objectives

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

Course Outcomes

By the end of the course the learners will,

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

COURSE DETAILS

BLOCK 1: Shades of Prose

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

BLOCK 2: A Miscellany of Prose Writings

- UNIT 1 Introduction to Speeches, Anecdotes, Biography, Autobiography, Articles, Fairy Tales, Interview – A Miscellany of Prose Writings.
- UNIT 2 Albert Camus: Nobel Prize Acceptance Speech
- UNIT 3 R.K. Narayan: “Misguided Guide”
- UNIT 4 Ngugi waThiong’o with Harish Trivedi (Interview)

BLOCK 3: Introduction to Fiction - 1

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

BLOCK 4: Introduction to Fiction – 2

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

BLOCK 5: Introduction to the Novel – 1

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

BLOCK 6: Introduction to the Novel – 2

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

References

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

B, Chandrika. “The Story of a Poem.” *Katha: Short Stories by Indian Women*. Ed. Urvashi Butalia. New Delhi: Stanza, 2007.

Charles Lamb: *Essays of Elia*

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

Charles & Mary Lamb: *Tales from Shakespeare*

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

David Lodge: *The Art of Fiction*

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

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

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

Narayan, R.K. *A Writer's Nightmare: Selected Essays 1958 – 1988*

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SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Modern Indian Languages- Hindi

SGB24HD101AC

रोज़मर्रा हिंदी
(Rozmara Hindi)
Credits 4

पाठ्यक्रम उद्देश्य (Course Objectives):

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

पाठ्यक्रम परिणाम (Course Outcomes):

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

Course Outline

ब्लॉक 1: भाषा की बुनियादी संरचना और दैनिक गतिविधियाँ

ब्लॉक 2: शुभकामनाएँ अभिलाषाएँ एवं कहानी।

ब्लॉक 3: मेरी छुट्टी, दोस्त और यात्रा।

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

COURSE DETAILS

ब्लॉक 1: भाषा की बुनियादी संरचना और दैनिक गतिविधियाँ

इकाई 1: नाम और स्थानों के अक्षरों को पहचानें और लिखें और मूल वाक्य संरचना को समझें। एक दूसरे को संबोधन करें और उचित तरीके से विदा लेने की अनुमति मांगें।

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

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

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

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

ब्लॉक 2: शुभकामनाएँ, अभिलाषाएँ एवं कहानी।

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

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

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

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

ब्लॉक:3 मेरी छुट्टी, दोस्त और यात्रा

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

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

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

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

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

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

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

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

सन्दर्भ ग्रंथ सूची

1.रोजमर्य हिंदी: प्रोफ: डी .पी .वनामामलाइ।

2. Every day Hindi : डॉ:सुंगोक होंग ।

3 .सरल सामान्य हिंदी: रजीत कुमार त्रिपाठी ।

SREENARAYANAGURU OPEN UNIVERSITY
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BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Modern Indian Languages - Malayalam

SGB24ML101AC

പ്രായോഗികമലയാളം

(Prayogikamalayalam)

Credits 4

Objectives

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

Course Outcome

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

5. മാതൃഭാഷയുടെ വിജ്ഞാന നിർമ്മാണ പ്രക്രിയയിൽ പങ്കാളിയാവുന്നു

COURSE DETAILS

ബ്ലോക്ക് 1 - എഴുത്ത്

വിശദപഠനം

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

ബ്ലോക്ക് 2 - പ്രഭാഷണം

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

വിശദപഠനം

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

ബ്ലോക്ക് 3 - മാധ്യമങ്ങൾക്കുവേണ്ടിയുള്ള രചന

വിശദപഠനം

1. വാർത്താമൂലകങ്ങൾ, വാർത്താഘടന (വാർത്ത വോള്യം 2) - ജോയി തിരുമൂലപുരം
2. പംക്തിയെഴുത്തിന്റെ രാഷ്ട്രീയം (പത്രാനന്തര വാർത്തയും ജനാധിപത്യവും)

- എൻ. പി. രാജേന്ദ്രൻ

3. കോവിലനുമായി എസ്. വി. വേണുഗോപൻനായർ നടത്തിയ അഭിമുഖസംഭാഷണം. (കോവിലൻ, മൾബറി ബുക്സ്, കോഴിക്കോട്, എന്ന പുസ്തകത്തിൽ)

ബ്ലോക്ക് 4 - വിവർത്തനം

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

വിശദപഠനം

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

റഫറൻസ്

1. പ്രൊഫ. പത്മന രാമചന്ദ്രൻനായർ, നല്ല ഭാഷ, ഡി സി ബുക്സ്, കോട്ടയം.
2. സ്കറിയ സക്കറിയ, ജയ സുകുമാരൻ, തർജ്ജമ, സിദ്ധാന്തവും പ്രയോഗവും മലയാളത്തിൽ - താപസം, ചങ്ങനാശ്ശേരി.
3. പി. കെ രാജശേഖരൻ, മലയാളിയുടെ മാധ്യമജീവിതം, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.
4. രാമകൃഷ്ണപിള്ള. കെ, വൃത്താന്ത പത്രപ്രവർത്തനം, മാളുബെൻ, തിരുവനന്തപുരം.
5. പി. കെ അനിൽകുമാർ, പ്രഭാഷണകലയിലെ വചനവഴികൾ, സൈന്ധവ ബുക്സ്, കൊല്ലം.

6.പി. പവിത്രൻ, മാതൃഭാഷയ്ക്കു വേണ്ടിയുള്ള സമരം, മലയാള ഐക്യവേദി,ചെറുതുരുത്തി

7. Stephen E. Lucas, The Art of Public Speaking , McGraw Hill, New York.

8. K. Tim Wulfemeyer, Contemporary Media: Structures, Functions, Issues and Ethics, Kendall Hunt Publishing Company, Dubuque.

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

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FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Modern Indian Languages- Arabic

SGB24AR101AC

COMMUNICATION IN ARABIC

Credits 4

COURSE OBJECTIVES

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

COURSE OUTCOMES

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

COURSE OUTLINE

BLOCK 1: Greetings and Introduction in Arabic – التحيات والتعارف

- | | |
|--------|--|
| UNIT 1 | Greetings in Arabic تحيات |
| UNIT 2 | Self-Introduction in Arabic. التعريف بنفسه |
| UNIT 3 | Introduce Others in Arabic. تعريف الآخرين |

UNIT 4 الضمائر: هذا، هذه Pronouns:

BLOCK 2: Conversations and Interviews – لقاء ومقابلات

UNIT 1 مقابلة - Interview.

UNIT 2 في المطار – Conversation – In the Airport

UNIT 3 لقاء - Meet

UNIT 4 أدوات الاستفهام Question words

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

UNIT 1 في المكتبة – Conversation. – In the library

UNIT 2 ماذا يفعل؟ – Conversation – What does he do-

UNIT 3 أنا مشغول - Conversation. I am Busy

UNIT 4 الفعل المضارع

BLOCK 4: Time- التوقيت.

UNIT 1 في مكتب الطيران في – conversation – In a travel agency in the Airport
المطار

UNIT 2 استقبال – conversation – Reception

UNIT 3 بين الطالبين – conversation – Between two students

Book for study:

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

(Al Arabiyya Li l-Hayath – Book 1, by Nasif Musthafa Abdul Aziz and Muhyudhin Swalih, Published by: Kind Saud University, Riyadh, Ed:3, 1994)

References.

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

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Modern Indian Languages - Sanskrit
SGB24SN101AC
व्यावहारिकसंस्कृतम्
(Vyavaharikasamskrutham)
Credits: 4

लक्ष्यम् (Course Objectives:)

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

उद्देश्यानि (Course Outcomes:)

1. संस्कृतभाषाश्रवणेन सम्यगर्थावगमनम्।
2. संस्कृतभाषायाम् उपलब्धानां प्रसारमाध्यमानां वस्त्ववगमनक्षमता।
3. निर्गलभाषणकौशलम्।
4. भाषाध्ययने उपयुक्तानां संस्कृतानुप्रयोगाणां जालस्थानानां च यथाविध्युपयोगक्षमता।

Course Details

खण्डः1: श्रवणम्

1.1. वर्णानामुच्चारणम्

1. 2. शब्दसम्पत्तिः

1. 3. कथाश्रवणम्

1. 4. सम्भाषणकार्यशाला- प्राथमिका।

खण्डः 2: प्रसारमाध्यमानां भाषा

2. 1. संस्कृते विज्ञापनचित्राणि

i. Sanskrit songs

ii. Sanskrit films

खण्डः 3: भाषणम्

3. 1. अक्षराणां पदानां च मौखिकाभ्यासः।

3. 2. कथाकथनशिक्षणम्।

3. 3. वार्तावाचनशिक्षणम्।

3. 4. सम्भाषणशाला- द्वितीयस्तरीया।

खण्डः 4: सङ्गणकयुगे संस्कृताध्ययनम्।

4. 1. प्रत्याहिकाः संस्कृतानुप्रयोगाः।

i. App for greetings in Sanskrit-

ii. Online Spoken Sanskrit Dictionary

4. 2 सङ्गणकाधारिताः साम्प्रदायिककोशाः

i. Amarakosha App

ii. Shabdakalpadruma App

4. 3. भाषाध्ययने उपयुक्ताः संस्कृतानुप्रयोगाः

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

ii. Shabdroopmala App

4. 4. सङ्गणकाधारिताः लेखागाराः।

i. Sanskrit e- books App - Sanskrit Pustakalaya

ii. Internet archive

References

1. Samskrita Vyavahara sahasri, *Viswa Samskrita Pratishthan*, Kerala, 2004.
2. Kutumbhasastri, V. *Vakyavyavahara*. New Delhi, 2002.
3. Poulose. K.G. *Lakhusamskritam*. Edappal: Kamadhenu Samskrita Pathanakendra, 2006

Web Resources

खण्डः 1: श्रवणम्

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

खण्डः 2: प्रसारणमाध्यमानां भाषा

a) संस्कृते विज्ञापनचित्राणि

Sanskrit in 5 Minutes, Goodnight Ad in Sanskrit, 25th June 2019

Sanskrit in 5 Minutes, Bru coffee Ad in Sanskrit, 10th June 2019

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

संस्कृतगानानि, चलच्चित्राणि च

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

ii. Sanskrit films (https://en.wikipedia.org/wiki/Sanskrit_cinema)

खण्डः 3: भाषणम् ।

Sanskrit in 5 Minutes, Goodnight Ad in Sanskrit, 25th June 2019

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

खण्डः 4: सङ्गणकयुगे संस्कृताध्ययनम्।

1. प्रत्याहिका: संस्कृतानुप्रयोगाः।

i. App for greetings in Sanskrit-

Sansgreet App, LiveSanskrit.

<https://play.google.com/store/apps/details?id=com.sans.greet.livesanskrit>

ii. Online Spoken Sanskrit Dictionary, Klaus Glashoff, Lugano, 2017

www.learnsanskrit.cc

2. साम्प्रदायिककोशाः

i. Amarakosha App

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

ii. Shabdakalpadruma App

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

Unit 3. भाषाध्ययने उपयुक्ताः संस्कृतानुप्रयोगाः- 2

i. SanskritVerbformsandroots-SanskritDhatu360°App

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

ii. Shabdroopmala App

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

Unit 3. लेखागाराः।

1. Sanskrit e- books App -

SanskritPustakalaya

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

2. Internet archive

www.archive.org

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Value Added Course

SGB24CM101VC
FINANCIAL LITERACY

No. of Credits: 2

OBJECTIVES
<ul style="list-style-type: none"> • To familiarise learners with traditional and innovative financial products and services. • To provide insights to the learners on various modes of digital payments, including their features, functionalities, and security measures. • To equip learners with essential financial knowledge and skills to make informed financial decisions

Course Outcomes:
After the completion of the course, the learners will be able to:
<ol style="list-style-type: none"> 1. Identify feasible financial products based on their risk, return, and tax implications. 2. Familiarize yourself with various innovative financial options. 3. Develop a well-diversified financial plan 4. Compare different financial instruments (e.g., stocks, bonds, mutual funds, ETFs) by analyzing their risk profiles, potential returns, and tax treatments.

COURSE OUTLINE:
BLOCK 1: AN OVERVIEW OF FINANCIAL LITERACY BLOCK 2: DIGITAL PAYMENTS AND SECURITY MEASURES

Block	Unit
Block 1: An Overview of Financial Literacy	Unit 1: Basic Concepts Financial literacy- Meaning- Components of financial literacy- Financial planning – Need for Financial planning – Steps in Financial planning - Investment- Need for investment- Investment, speculation, and gambling.
	Unit 2: Traditional Financial Products and Services Retirement benefits schemes-National Pension Scheme- Insurance-

	Government bonds- Tax saving schemes-Small savings schemes- Post office savings account- Public Provident Fund- National Savings Certificate- Selection of appropriate financial products and services (based on risk, return, and tax implication).
	Unit 3: Innovative Financial Products and Services Crypto currency- Real Estate Investment Trusts- Mutual funds: ULIP, Systematic Investment Plan, Systematic Withdrawal Plan - Exchange Traded Funds-Crowd funding- Sovereign Gold Bonds- Selection of appropriate financial products and services (based on risk, return, and tax implication).
Block 2: Digital Payments and Security Measures	Unit 1: Modes of Digital Payments Banking Cards- Mobile Banking: UPI- Internet Banking: RTGS- NEFT- IMPS- E-wallet- Unstructured Supplementary Service Data- Aadhaar Enabled Payment System- Point of Sale.
	Unit 2: Financial Fraud Phishing- Ponzi schemes- Money laundering- Identity theft- Cyber trapping- Investment fraud- Tax evasion- Spoofing-Debit/ credit card fraud- Online payment fraud
	Unit 3: Security and Preventive Measures Tips for preventing financial frauds- Authentication and Authorization (PIN, OTP, Biometrics etc.)- Data security and encryption (PCI DSS compliance and data protection regulations)-Highlights of RBI guidelines on digital payments and customer protection in unauthorized banking transactions.

PRACTICAL ACTIVITIES: -

1. Use financial websites or tools to research different types of ETFs (e.g., sector-specific, international, bond ETFs) and analyze their past performance, dividend yields, and management fees.
2. Research and choose mutual funds based on investment goals, risk tolerance, and time horizon. Consider factors like historical performance, fund manager reputation, and expense ratios.
3. Compare the costs associated with different mutual funds, including load fees, management fees, and other expenses. Calculate the impact of these costs on potential returns.
4. Compare the yields of different debt funds, focusing on current yield and yield to maturity. Analyze how yield relates to risk and return.
5. Walk through the process of purchasing SGBs through various channels (e.g., banks, post offices, online). Document the steps and requirements.

REFERENCES

1. Prasad, N. S. (2017). Financial Freedom: A Roadmap to Achieving Your Financial Goals. Taxmann Publications.
2. Khan, M. Y., & Jain, P. K. (2005). Basic Financial Management. Tata McGraw Hill.
3. Avadhani, V. A. (2017). Marketing of Financial Services. Himalayas Publishers.
4. Murthy, D. K., & Venugopal. (2006). Indian Financial System. I K International Publishing House.

5. Gupta, R. (2015). I Do What I Do: Seven Simple Steps to Achieving the Life You Desire. Rupa Publications India Pvt. Ltd.
6. Keshavanathan, R. (2009). Banking and Insurance Management. Academic Excellence Publications.
7. www.sebi.gov.in
8. www.cdslindia.com
9. <https://nsdl.co.in>
10. www.nseindia.com
11. www.bseindia.com

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Value Added Course
SGB24SO101VC
Technology and Society (2 credits)

Course Objectives

1. To describe the history of technology and list the technological advancements in five industrial revolutions and its societal impact.
2. To familiarize the trio: Science, Engineering, and Technology
3. To highlight the importance of research and innovation for human development.
4. To demonstrate how technological advancements are intrinsically entwined with the history of humankind.

Course Outline

Block 1: The Evolution of Technology: A Journey Through Advancements

Block 2: Humanity and Technology

Course Details

Block 1: The Evolution of Technology: A Journey Through Advancements

Unit 1: History of Technology - Fire, Wheel and Metal : Stone Age and Metal Age - Overview of Industrial Revolutions and its societal impact :

- Steam Power
- Electricity
- Electronics and Computers
- Information Technology
- Internet of Things and AI

Unit 2: Science, Engineering and Technology : Defining trio : Science, Engineering, and Technology - Ethical considerations in scientific and technological advancements.

Unit 3: Importance of Research and Innovation for Human Progress - Defining the core of Research and Innovation - Research and Innovation leading to human development: R&I Organisations - Ethical frameworks and guidelines for responsible innovation.

Block 2: Humanity and Technology

Unit 1: Sedentary settlements in Early Civilization

- Human hands and transition- food gatherers
- Fire, metals and agriculture - food producers
- Private property, state and boundaries, slaves and trade

Unit 2: Science and Reason for Human Progress

- Enlightenment influencers over reason and scientific temper
- Inventions, discoveries and change in mode of production
- Factories, long distance trade and gun powder
- Colonisation and urbanisation
- Markets, nation state, and world wars

Unit 3: Knowledge Fission and New World Order

- Electronics, and changed mode of life
- Computer and shift in production patterns- information technology and Internet- disappearance of communication boundaries
- Globalisation and cross continental interdependence
- Artificial Intelligence (AI) and restatement of human engagement.

References

- Arthur, W. B. (2009). *The Nature of Technology: What it is and how it evolves*. Simon & Schuster.
- Baumann, F. (2010). Humanism and Transhumanism. *The New Atlantis*, 29, 68–84.
<http://www.jstor.org/stable/43152560>
- Berg, Maxine, and Pat Hudson. "Rehabilitating the Industrial Revolution 1." *The Economic History Review* 45, no. 1 (1992): 24-50.

- Cordeiro, J. L. (2011). From Biological To Technological Evolution. *World Affairs: The Journal of International Issues*, 15(1), 86–99. <https://www.jstor.org/stable/48504845>
- Crafts, Nicholas. "The Industrial Revolution." *The Economic History of Britain Since 1700*, 1 (1994): 1-16.
- Graham, E. (2002). "Nietzsche Gets A Modem": Transhumanism and the Technological Sublime. *Literature and Theology*, 16(1), 65–80. <http://www.jstor.org/stable/23926848>
- Lessem, Ronnie, and Alexander Schieffer. *Integral research and innovation: Transforming enterprise and society*. Routledge, 2016.
- Mazzucato, Mariana. "Mission-oriented research & innovation in the European Union." *European Commission* 36 (2018).
- Noble, Stephanie M., et al. "The Fifth Industrial Revolution: How harmonious human–machine collaboration is triggering a retail and service [r] evolution." *Journal of Retailing* 98.2 (2022): 199-208.
- Paschek, Daniel, Anca Mocan, and Anca Draghici. "Industry 5.0—The expected impact of the next industrial revolution." In *Thriving on future education, industry, business, and Society, Proceedings of the Make Learn and TIIM International Conference, Piran, Slovenia*, pp. 15-17. 2019.
- Stearns, Peter N. *The industrial revolution in world history*. Routledge, 2020.
- Xu, M., David, J. M., & Kim, S. H. (2018). The fourth industrial revolution: Opportunities and challenges. *International journal of financial research*, 9(2), 90-95.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Value Added Course

SGB24HS101VC
MAHATMA GANDHI
(Credits: 2)

Course Outcomes:

The course will enable learners to:

- get into the biopic of Mahatma Gandhi.
- get introduced to philosophy, and the life of Gandhiji
- get familiarised with Gandhian Satyagraha, Gandhian Ahimsa, and Civil Disobedience.
- know how Gandhi emerged as a mass leader in various popular movements.

Course Outline:

BLOCK 1: EARLY YEARS OF GANDHIJI

BLOCK 2: EMERGENCE OF GANDHI AS A LEADER

Course Details:

BLOCK 1: EARLY YEARS OF GANDHIJI

Unit 1: Biographical Sketch of Gandhi

Childhood - Education - Early Marriage- Gandhi in South Africa - Return to India

Unit 2: Influences on Gandhi

Porbandar - Mother - Early education- Ancient Indian Thought - Western Education and Liberalism on Gandhian perspectives - The Apartheid and its impact

Unit 3: Experience in South Africa

Genesis of Satyagraha in South Africa - Gandhism in Making- Gandhi's encounters with apartheid

BLOCK 2: EMERGENCE OF GANDHI AS A LEADER

Unit 1: Gandhian Philosophy

Doctrine of Ahimsa (Non-violence)- Civil Disobedience - Significance of Gandhian Ideology in the National Movement

Unit 2: Gandhian Leadership and Popular Movements

Champaran Satyagraha, Ahmedabad Mill Strike - Rowlatt Satyagraha- Khilafat Movement- Non-Cooperation Movement - Civil Disobedience Movement

Unit 3: Gandhi as a Mass Leader

Trial and Imprisonment- Transformation from 'Bapu' to 'Mahatma' - Communalism and Partition of India- Reflections on Gandhi by contemporary thinkers

Suggested Readings:

1. Bhattacharya, Buddhadeva. *Evolution of the Political Philosophy of Gandhi*. Calcutta: Calcutta Book House, 1969.
2. Fischer, Louis. *The Life of Mahatma Gandhi*. Harper Collins, 2006.
3. Gandhi, M.K. *An Autobiography or The Story of My Experiments with Truth (Autobiography)*. Ahmedabad: Navajivan Publishing House, 2001.
4. Gandhi, Mahatma. Louis Fischer (ed.). *The Essential Gandhi: An Anthology of His Writings on His Life, Work, and Ideas*. Vintage Publisher, 1962.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Value Added Course

SGB24PS101VC

Democracy and Development

(Credits- 2)

Course Objectives

1. To familiarize the evolution of the idea of Democracy.
2. To examine the types, values and principles of Democracy
3. To make aware of the making of Indian Constitution and its Salient features 4.
- To expose the lessons of Personal Development and Social Wellbeing.
5. To summarize the trajectory of India's survival as a seat of Democracy.

Block 1- Democracy

Unit I: Origin and Evolution of Democracy

- Evolution of democratic Ideas- Greek, Indian and British (Medieval) Experience •

Modern Democracy and its features- Parliamentary and Presidential Forms • Modern

Indian Democracy

- Meaning and Concept of Democracy

Unit II- Values of Democracy

- Concept of Rule of Law- Supremacy of Law and Equality before law •

Constitutionalism- British Experience

- Separation of powers and Checks and Balances in India
- Human Rights
- Gender Equality
- Majoritarianism and Inclusiveness

Unit III – Indian Constitution

- Constituent Assembly and making of Indian Constitution
- Salient Features of Indian Constitution
- Recent Constitutional Developments and Amendments (Abrogation of Art 370 and Women Reservation Act)

Block 2 Development

Unit I: Ideas of Social Development

- Social Cohesion
- Social Values
- Social Integrity & Social Harmony

Unit II- Personal Development

- Personal Hygiene
- Mental Health and Stress Management
- Physical Fitness – Yoga, Sports and Games
- Happiness Index

Unit III

Development of the Nation

- Five Year Plans and the development in
 - Industry
 - Irrigation
 - Education and Health
- New Economic Policy
- NITI Ayog

References

- Almond, G. A. (1996). *Political Science: The History of the. A new handbook of political science*, (75-82), 50.
- Austin, G. (2003). *Working a Democratic Constitution: A History of the Indian Experience*. Oxford University Press.
- Basu, D. D. (2015). *Introduction to the Constitution of India*. LexisNexis.
- Dahl, R. A. (2020). *On democracy*. Yale University Press.
- Erikson, E. H. (1963). *Childhood and Society*. W.W. Norton & Company.
- Giddens, A. (1991). *Modernity and Self-Identity: Self and Society in the Late Modern Age*. Stanford University Press.
- Khosla, M. (2012). *The Indian Constitution*. Oxford University Press.
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SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Skill Enhancement Course

SGB24CS201SE

Data Analytics

(4 Credits)

Course Objectives

1. To introduce statistical and probability concepts for data analysis.
2. To know about the life cycle of data analytics.
3. To familiarize clustering, classification and regression algorithms.
4. To choose appropriate data visualization methods for different types of data.
5. To develop basic skills in R and Weka for data analysis techniques.

Course Outline

Block 1 Mathematical Foundations of Data Analysis

Block 2 Introduction to Data Analytics

Block 3 Data Visualisation and Techniques

Block 4 Familiarisation of Data Analysis Tools

Course Details

Block 1

Mathematical Foundations of Data Analytics

Unit 1 Statistical Foundations

Mean, Median, Mode, Skewness, Range, Sample, Population, Variance, Standard Deviation, Scaling, Shifting, Correlation Coefficient, Root Mean Square Error, Outliers and Normalization

Unit 2 Probability for Exploratory Data Analysis

Introduction to Probability, Rules of Probability, Venn Diagram, Disjoint Events and Non-disjoint Events, Dependent and Independent events, Marginal Probability, Joint Probability, Bayes Theorem, Gaussian (Normal) Distribution

Block 2

Introduction to Data Analytics

Unit 1 Concepts of Data Analytics

Concept of Data, Data Usages, Types of Data, Data Preprocessing Techniques, Need for Big Data, Data Warehousing, Data Analytics Life Cycle, Analytics for Unstructured Data

Unit 2 Familiarisation of Different Algorithms for Data Analytics

Classification: Naïve Bayes Classifier, Decision Trees Classifier, Clustering: Partition Clustering-K-Means, Density Based Clustering - DBSCAN, Agglomeration Clustering, Regression: Linear Regression, Gaussian Regression, Polynomial Regression, Model evaluation techniques: Cross validation, Hyper parameter tuning

Block 3

Data Visualisation and Techniques

Unit 1 Data Visualisation Concepts

Purpose of Visualization, Challenges in Visualization, Presentation of Quantitative Data, Types of Graphs and Charts, Visualization of Geospatial Data, Numerical and Non-Numerical Data

Unit 2 Data Visualisation Methods

Data Visualization Cycle, Creating Visualizations – Charts, Graphs, Maps, KPIs, Slicers, Filters, Drill Thru, Drill Down, Custom Visuals, Publishing a Report

Block 4

Familiarisation of Data Analysis Tools

Unit 1 Introduction to Data Analysis Using R

R programs for Mathematical Operations: Vectors, Matrices, Lists and Data frames, Data Manipulation Using dplyr Package (Filtering, Grouping, Summarizing), Data Visualization in R (ggplot2), Qualitative and Quantitative Data

Unit 2 Familiarisation of Data Analytics tool – WEKA

Implementations using WEKA: Decision Tree Classifier, Naïve Bayes Classifier, K-Means Clustering, Agglomeration Clustering, Linear Regression

References:

- Agarwal, B. L. (2013). *Basic statistics*. New Age International Publishers.
- Bhat, B. R., Sri Venkata Ramana T, & Rao Madhava K. S. (1977). *Statistics: A beginners Text* Vol. 2. New Age International (P) Ltd., New Delhi.
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SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Skill Enhancement Course

SGB24CS202SE
PYTHON FOR ALL
(Credits: 4)

Course Objectives

1. To learn the fundamentals of computing and programming concepts.
2. To introduce Python as a user-friendly programming language and to solve their discipline specific problems.
3. To familiarize different data structures and various libraries in Python.
4. To make them familiar with object oriented programming concepts and file handling.

Course Outline

Block 1: Introduction to programming and Fundamentals of Python

Block 2: Data Structures and Libraries in Python

Block 3: Concepts of OOPs and File Handling

Block 4: Database programming, Exception handling and Application Illustration

Course Details

Block 1

Introduction to programming and Fundamentals of Python

Unit 1: Introduction to Computing and Concepts of Programming - Data, Information and processing, Basic components of computer system, Computer language, Language Translators, Simple algorithms and Flowcharts, Stored program Concept, Approaches in problem solving- Top down and Bottom approach, Phases of programming,

Unit 2: Fundamentals of Python - Introduction to Python and its applications, Setting Up Python Environment - Installing Python, Using an Integrated Development Environment (IDE), Python Character set, literals, variables, data types and operators, Control Structures, Looping, Functions.

Block 2

Data Structures and Libraries in Python

Unit 1: Introduction to Data Structures - Arrays, Lists and Tuples - Creating, indexing, and manipulating lists and tuples, Dictionaries and Sets - Understanding and operations on dictionaries and sets, String manipulations in python.

Unit 2: Libraries - Introduction to libraries - Numpy: N-dimensional array, data types, array attributes, Array from existing data, Array from numerical ranges, Indexing & Slicing, joining and splitting, joining of arrays, and Array operations; Familiarisation of Pandas, Matplotlib, SciPy, Scikit-learn.

Block 3

Concepts of OOPs and File Handling

Unit 1: Concepts of object oriented programming (OOP) and File Handling - Introduction of object oriented programming - class, object, Inheritance, Encapsulation and polymorphism.

Unit 2: File handling - Concept of Files - File opening in various modes and closing of file, Reading from a file, Writing onto a file, File functions-open(), close(), read(), readline(), readlines(), write(), writelines(), tell(), seek().

Block 4

Database programming, Exception handling and Application Illustration

Unit 1 : Database programming and Exception handling - Introduction, Basics of relational databases, SQLite and other databases, Basic SQL queries, Integrating Python with databases. Introduction to Exception handling , Difference between exception and errors, try, catch, Finally.

Unit 2: Application Illustration - Build a simple calculator application that can perform basic arithmetic operations using TKinter, Develop a simple console-based chat application that allows users to send messages to each other, Create Currency converter, Random password generator, BMI calculator, number guessing game, word counter, reminder app, Electricity - water bill calculator.

References

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- Wesley J Chun, “*Core Python Applications Programming*”, 3rd Edition, Pearson Education India, 2015. ISBN-13: 978-9332555365.
- Roberto Tamassia, Michael H Goldwasser, Michael T Goodrich, “*Data Structures and Algorithms in Python*”, 1st Edition, Wiley India Pvt Ltd, 2016. ISBN-13: 978-8126562176.
- ReemaThareja, “*Python Programming using problem solving approach*”, Oxford University press, 2017. ISBN-13: 978-0199480173
- Charles R. Severance, “*Python for Everybody: Exploring Data Using Python 3*”, 1st Edition, Shroff Publishers, 2017. ISBN: 978-9352136278.

Web Resources:

<https://www.python.org>

<https://www.w3schools.com/python>

<https://www.learnpython.org/>

<https://numpy.org>

Exercise programs :

- Build a simple online code compiler where students can write, compile, and run code in various programming languages.
- Create a system that analyzes students' academic performance, identifies trends, and provides insights for improvement.
- Develop expense and savings tracker.
- Build a system to manage and organize patient records for medical students.
- Create a program that allows students to view and manipulate 3D models of mechanical components.
- Develop a tool that estimates material quantities needed for construction based on project specifications.
- Create a simulator for electrical circuits that allows students to design and test circuits virtually.
- Create a program that simulates chemical reactions and their outcomes.
- Develop a simulator that allows students to interact with and observe molecular biology processes.
- Build a simulator that allows students to simulate buying and selling stocks with real-time market data.
- Create a tool that helps students understand and practice medical diagnosis based on symptoms.

- Build a tool for analyzing and visualizing weather data for environmental studies, Use a weather API to fetch real-time weather data based on the user's location or a specified city.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Skill Enhancement Course
SGB24UC201SE
HUMANISM AND LOGIC
(Credits: 4)

Course Outcomes

The course will enable the learners to:

- get a general awareness on the fundamentals of logic
- familiarise deductive, inductive, and abductive reasoning
- get a basic awareness on traditional and symbolic logic
- get a general idea of employing reasoning in various contexts.
- recognize and appreciate the humanistic philosophy in various Indian and western traditions

Course Outline

Block 1: Humanism

Block 2: Fundamentals of Traditional Logic

Block 3: Fundamentals of Symbolic Logic

Block 4: Basics of Reasoning

Course Details

Block 1: Humanism

Unit 1 Foundational Terms

Sradha/ Care, Katha Upanisad, Arul -Thirukkural, Jagratha, Dharmapada, Agape/ Empathetic Love, Kenosis/ Self emptying

Insaniyya / Humanity, Rahma / Mercy. Anukampa / Compassion, Anukambadasakam, Karuna: Budha. Emancipation. Ubuntu/ Fraternal Love.

Unit 2: Concepts

Ahimsa/ Nonviolence in Different Traditions, Equality, Basheer's short story: "Oru Manushyan", Guru's Human as species, Jathilakshanam & Jatinirnayam, Environmental concerns: Gandhi, Thoreau, Deep Ecology

Block 2: Fundamentals of Traditional Logic

Unit 1: Logic: An Introduction

Definition, Proposition (Kinds of propositions, Distribution of terms), Argument (Premise, conclusion), Logical Paradoxes (Liar's Paradox)

Unit 2: Inference

Deductive, Inductive & Abductive Reasoning- Formal and informal Fallacies –

Unit 3: Syllogism Rules & Fallacies

Block 3: Fundamentals of Symbolic Logic

Unit 1: Introduction to Symbolic Logic

Advantages of Symbolic Logic

Unit 2: Simple and Compound Statements

Conjunction, Negation, Disjunction, Implication – Exercises

Unit 3: Statement Forms: Tautology, Contingent, and Contradiction

Block 4: Basics of Reasoning

Unit 1: Types of Reasoning

Verbal and Non-Verbal Reasoning, Quantitative reasoning, Spatial reasoning, Ethical Reasoning

Unit 2: Verbal Reasoning

Situation-Based Reasoning, Comprehension-based Exercises, Jumbled Sentence, Alphabet Test, Seating Arrangement, Direction Test, Blood Relation, Logical Venn Diagram, Syllogistic Exercises, Analogy

Unit 3: Non- Verbal Reasoning

Coding Decoding (Number & Alphabet), Series Test, Ranking Test, Calander, Clock Test, Completion of Incomplete Pattern, Figure Matrix, Embedded Figures

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SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Multi Disciplinary Course

SGB24CA103MD
INFORMATION SECURITY
(Credits: 4)

CA03MD: INFORMATION SECURITY	
CO1: To Interpret the basics of Information security	
CO2: To understand the Risk, Threat and Vulnerability techniques	
CO3: To understand the Identity Management and Authentication techniques	
CO5: To understand about the Malwares and OS security	
Block I: Basic Concepts of information security	
Unit 1	Core Information Security Principles
Unit 2	CIA (Confidentiality, Integrity, Availability)
Unit 3	A Taxonomy of Cryptography and Cryptanalysis
Unit 4	Symmetric and Asymmetric key algorithms
Block II: Risk, Threat and Vulnerability	
Unit 1	Information Risk Management – Risk Acceptance, Risk Avoidance, Risk Mitigation
Unit 2	Risk Assessment: Risk Identification Techniques and Risk Analysis Methods
Unit 3	Threats and Vulnerabilities
Unit 4	Attack Vectors and their Countermeasures
Block III: Identity Management and Authentication	
Unit 1	Identity Management – Identification
Unit 2	Authorization and Access Controls
Unit 3	Authentication Methods, Passwords, Biometrics
Unit 4	Authentication Protocols, Challenge Response based authentication, Two-Factor Authentication
Block IV: Malwares and OS Security	
Unit 1	Software Flaws, Virus and Malwares
Unit 2	Operating System Security Functions
Unit 3	Trusted Operating System
Unit 4	Next Generation Secure Computing Base.

References:

- William Stallings, “*Cryptography and Network Security: Principles and Practice*”, Fifth edition Pearson.
- Mark Stamp’s Information Security: Principles and Practice by Deven N Shah, Wiley Publishers.
- Charlie Kaufman, Radia Perlman, Mike Speciner, Network Security- Private Communication in a Public World, Pearson Education
- Atul Kahate, Cryptography & Network Security, TMH, 2013

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Multi Disciplinary Course
SGB24PH101MD
SOCIAL ETHICS
(Credits: 04)

Course Outcomes:

By studying this course, the learner will be able to:

- understand the nature and scope of ethics and analyse major ethical theories
- apply ethical reasoning in the problems related to media, information, communication and technology
- examine social justice issues through an ethical lens, understand the ethical dimensions of social inequalities, discrimination, and exclusion, and explore ethical approaches to addressing these issues.
- recognize the ethical principles underlying democratic governance, citizenship, and civic engagement.
- apply ethical principles to promote social change

Block 1: Foundations of Ethics

Unit 1: Introduction to Ethics

- Nature and scope of ethics
- Personal ethics vs. social ethics
- Professional ethics and Environmental ethics

Unit 2: Moral Reasoning and Major Ethical Theories

- Common ethical principles: Beneficence, nonmaleficence, autonomy, and justice
- Utilitarianism, Deontology, Virtue ethics
- Cultural relativism vs. universal ethics

- Ethical pluralism

Unit 3: Social Ethics: Theory and Practice

- Social ethics as applied ethics
- Ethical considerations in social interactions.
- Case studies of the intersection of ethics and social issues

Block 2: Human Rights and Social Justice

Unit 1: Human Rights

- Historical evolution of Human Rights
- Concept of Human Rights; Right to Life, Liberty, and Security
- Universality of human rights vs. cultural relativism
- Ethical justifications for equal social, economic, and political rights

Unit 2: Equality

- Equality before the law
- Inequalities based on race, gender, caste and community
- Social and political exclusion and labour exploitation: Ethical Implications
- Social inclusion and diversity

Unit 3: Social Justice

- Overview of major theories such as Rawlsian justice, capabilities approach.
- Application of distributive justice theories to social policy and resource allocation/redistribution
- Promotion of Social Justice and equity strategies for addressing systemic injustices

Block 3: Ethics of Information and Technology

Unit 1: Ethics in Information Literacy and Media Analysis

- Ethical considerations and responsibilities in information production and dissemination
- Analysis of the political influences on information and content creation.
- Ethical challenges in communication and consumption of media content

Unit 2: Critical Analysis of Media Sources

- Detecting fake news, deep fakes and misinformation and identifying bias and propaganda

- Media manipulation and the spread of disinformation
- Consequences of media manipulation for public discourse and democratic processes
- Importance of developing critical thinking skills for discerning facts from fakes

Unit 3: Ethical Considerations in Technology

- Unequal access to technology and digital resources (Digital divide) and social inequality
- Ethical considerations in technological innovation and development
- Balancing technological advancement with societal well-being and ethical values
- Ethical dilemmas in emerging technologies such as AI and biotechnology

Block 4: State, Sovereignty, and Citizenship

Unit 1: Theories of State and Sovereignty

- Historical perspectives on the development of political entities
- Theories regarding the emergence and evolution of the state
- Social contract theory and its ethical justifications for political authority
- State sovereignty versus individual rights in the modern world
- State sovereignty, individual freedom and international norms and obligations

Unit 2: Citizenship and Civic Virtue

- Ethical responsibilities and obligations of citizenship
- Importance of civic education for ethical and citizenship and civic engagement
- Obligations of citizens in upholding democratic values and principles

Unit 3: Accountability and Democracy

- Transparency, accountability, and the rule of law as ethical principles
- Democracy as an ethical principle
- Ethical foundations of democratic legitimacy and governance
- Democracy, Development, Decentralization and Governance

Unit 4: Ethics and Power

- Impact of abuse of power and corruption on social justice.
- Ethical considerations on public policies and governance
- Ethical challenges in decision-making and policy formulation, including issues of justice, equity, and human rights
- Role of ethics in combating corruption and promoting social justice.

References

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SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Multi Disciplinary Course

SGB24CM101MD
BANKING AND INSURANCE
(Credits: 4)

OBJECTIVES
To expose the students to the changing scenario of Indian banking and Insurance.

Course Outcomes:
After the completion of the course, the learners will be able to:
<ol style="list-style-type: none"> 1. To provide a basic knowledge about the theory and practice of banking 2. To provide a basic understanding of Insurance business. 3. To familiarize the students with the changing scenario of Indian Banking and Insurance.

COURSE OUTLINE:
BLOCK 1: BANKING BLOCK 2: BANKING REGULATION BLOCK 3: INSURANCE BLOCK 4: INSURANCE CLAIMS AND REGULATIONS

Block	Unit
Block -1: Banking	Unit -1: Basics of banking Bank- functions -Types - CORE bank solutions- Retail bank product and services-Mergers in banking- Central bank system- functions - Role of RBI -Commercial banks -Credit Creation
	Unit- 2: Banker and Customer Meaning and Definition- Relationship- General and Special- Different Types of Accounts- Cheque- dishonour of cheque – payment in due course – Crossing – Endorsement.

Block-2: Banking Regulation	Unit-1: Banking Practice Recovery of Debts due to Banks and Financial Institutions Act, 1993 (DRT Act), SARFAESI, Payment & Settlements Act, 2007, Banking Ombudsman. Basel reforms- Capital adequacy norms- NPA management
	Unit-2: Account Opening Process in Banks Account opening, filling up of forms, KYC formalities – loan application forms- necessary documents - submission of documents, verification, and account opening - smart card/debit card
Block 3: Insurance	Unit -1: Introduction to insurance Risk-Classification of risk-features of insurable risk- Meaning and functions of Insurance-Importance of Insurance – Principles of life insurance
	Unit -2 Types of insurance Classification of insurance business in India-Life – General - fire, accident, asset, medical, home, commercial travel, rural, and marine -Underwriting-meaning-procedure of life Insurance and Non-Life Insurance-Insurance Premium-Insurance documents.
Block -4: Insurance Claims and Regulations	Unit -1: Insurance Claims Meaning-Importance-types of claims-Procedure of settlement of Life Insurance claims and Non-Life Insurance claim
	Unit-2: Insurance Regulations Privatization of insurance industry-FDI in insurance – Bancassurance - IRDA regulations

PRACTICAL ACTIVITIES: -

1. Collect application forms for opening Account in banks and make a presentation in class.
2. Study the Internet banking and Mobile banking procedure and document it.
3. Collect cheques with different types of crossing and examine the differences.
4. Collect model Insurance Policy documents- Life/ General and identify different conditions and implications

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2. Maheswari S.N. Banking Theory Law and Practice, Kalyani Publishers New Delhi.
3. Sekhar K.C. Banking Theory Law and Practice, Vikas Publishing House, New Delhi.
4. Gordon E. and Natarajan K. Banking Theory Law and Practice, Himalaya Publishing House, Mumbai.
5. Lall Nigam B.M. Banking Law and Practice, Konark Publishers Pvt. Ltd., New Delhi.
6. Radhaswamy M. Practical Banking, Sultan Chand & Sons, New Delhi.
7. O P Agarwal, Principles and practice of insurance.
8. M N Mishra, and S B Mishra: Insurance Principles and Practice, S. Chand Publishers

Semester IV

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Major Discipline Core

SGB24EG204MC

**ENGLISH CRITICAL TRADITION FROM
ARISTOTLE TO F.R. LEAVIS
(Credits 6)**

Course Objectives

1. To provide a critical understanding of the developments in literary criticism from the beginnings to early 20th century.
2. To introduce the students to selected texts/critics prescribed for detailed study whose contribution to this area constitutes a significant benchmark in each era.
3. To provide a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism.

Learning Outcomes

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

1. comprehend significant critical theories and history of thought, ideas, debates and issues which influenced and transformed literary studies.
2. have an enhanced understanding of the historical, racial, political and social contexts within which theoretical discussions on critical theory take place.
3. To critically engage with contemporary critical theory.
4. To understand meaning-making processes in literary texts
5. To read literary and cultural texts through multiple perspectives

COURSE DETAILS

BLOCK 1 Socio-political and Literary Background I

UNIT 1: Classical Period - 500 B.C-Greek criticism- Plato's *Republic*- the ethical value of art Platonic idealism -Plato's attacks on poetry -Schools of rhetoric-Hellenistic Period- Aristotle *Poetics*, -the notion of canon- Greek tragedy- Sophocles, Aeschylus, Euripides, Aristophanes Latin contributions- Horace and Longinus.

Renaissance and Neoclassical Period - Birth of Renaissance criticism 1498- Giorgio Valla's Latin translation of Aristotle's *Poetics*- neoclassicism- influence of Aristotle's *Poetics*-Italian and French influence - Sir Philip Sidney – Dryden-Pope- Johnson -Wit

Enlightenment criticism- Intellectual and historical background- Kant

UNIT 2: Romantic and Victorian-Wordsworth - language and taste-Coleridge - Fancy, Primary and Secondary Imagination - Keats - Negative Capability -- German Romanticism- the Sublime Late nineteenth century- Matthew Arnold-Criticism of life - Aestheticism - Oscar Wilde -Walter Pater - Art for Art's Sake.

BLOCK 2 Socio-political and Literary Background II

UNIT 1: Early twentieth century - Formalisms - Russian Formalism - Shlovsky - the poetics of Modernism - Ezra Pound - T. S Eliot - New Criticism in Britain and United States - Close Reading - John Crowe Ransom - Wimsatt and Beardsley - Intentional and Affective Fallacy William Empson - Ambiguity - Cleanth Brooks - Irony and Paradox - F. R Leavis - Northrop Frye - Myth Criticism

UNIT 2: Indian Aesthetics - School of Alankara and Riti - Dhvani - Vakrokti Bharata - Abhinavagupta - Anandavardhana - Bhattanayaka - Kuntaka

BLOCK 3 Greek Criticism

UNIT 1: Plato: *Republic* – Books II &III
 Aristotle: *Poetics*

UNIT 2: Longinus: *On the Sublime* (Chapters VII to IX)

BLOCK 4 Romantic Tradition

UNIT 1: Philip Sidney: “An Apology for Poetry”

UNIT 2: William Wordsworth: “Preface to the Lyrical Ballads”

BLOCK 5 From the Victorians to the Modernists

UNIT 1: Matthew Arnold: “Function of Criticism in the Present Time”

UNIT 2: Cleanth Brooks: “The Language of Paradox”

UNIT 3: T. S. Eliot: “Tradition and Individual Talent”

UNIT 4: F. R. Leavis: “The Great Tradition”

BLOCK 6 Indian Aesthetics

UNIT 1: S. N. Dasgupta: “The Theory of Rasa”

UNIT 2: Kunjunni Raja: “Theory of Dhvani”

UNIT 3: S. K. De: “Kuntaka: Theory of Poetry: Vakrokti”

Suggested Readings

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Guerin, Wilfred, Earle Labor, Lee Morgan, Jeanne C. Resman, and John R. Willingham. *A Handbook of Critical Approaches to Literature*. New York: OUP, 1985.

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SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Major Discipline Specific Elective Course
SGB24EG201ME
REGIONAL LITERATURES IN TRANSLATION
Credits: 6

Course Objectives

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

Course Outcomes

By the end of the course the learners will,

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

COURSE DETAILS

BLOCK 1:	ESSAY
UNIT 1	G. N. Devy: "Indian Literature in English Translation: An Introduction"
BLOCK 2:	POETRY

UNIT 1	Vaidehi: “She, He and Language”
UNIT 2	Tarannum Riyaz: “Close to My Heart”
UNIT 3	Amrita Pritam: “Empty Space”
UNIT 4	K. Siva Reddy: “A Love Song Between Two Generations”
UNIT 5	K. Satchidanandan: “A Man with a Door”
BLOCK 3:	SHORT FICTION
UNIT 1	Premchand: “Eidgah”
UNIT 2	Mahaswetha Devi: “Draupadi”
BLOCK 4:	NOVEL
UNIT 1	U R Ananthamurthy: <i>Samskara: A Rite for a Dead Man</i>
BLOCK 5:	DRAMA
UNIT 1	Vijay Tendulkar: <i>Silence! The Court is in Session</i>
BLOCK 6:	LIFE WRITING
UNIT 1	Living Smile Vidya: <i>I am Vidya: A Transgender’s Journey</i>

References

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SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Major Discipline Specific Elective Course

SGB24EG202ME
COMPARATIVE LITERATURE
(Credits 6)

Course Objectives

The objectives of this course are to:

1. give a historical overview of the development and scope of comparative literature.
2. familiarize students with the theory of comparative literature.
3. enable students to assess cross-cultural currents in literature and other arts.
4. train students in the methodologies of comparative analysis.

Learning Outcomes

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

1. display an awareness of the major transformations in the concept of comparative literature.
2. assess the cultural similarities and dissimilarities of representations in the literature of different languages.
3. to facilitate dialogues between literary texts located in various cultural contexts.
4. demonstrate the ability to analyse texts across languages and cultures.
5. to employ comparative tools in literary and cultural analysis.
6. assess the flow of forms and concepts across language and national boundaries.

Course Description

The course addresses key concepts and cross currents in comparative literature, with a special focus on flow of ideas and forms that influenced/shaped Malayalam literature. Intertexts are provided to understand the circulation of literary texts, ideas, themes, genres, and methods across borders.

BLOCK 1 Socio-political and Literary Context- I

The origin and growth of the comparative approach –thematology—world literature—national literatures- comparative Indian literature–polyglotism—‘bhasha’ literatures—Sanskrit and Dravidian poetics—colonial contact—print modernity—translation and

comparative aesthetics

—Dialogism—intertextuality—interdisciplinarity—reception—

Reader-response—comparative literary historiography—Comparative Cultural Studies— Comparative cosmopolitanism—the crisis in comparative studies

BLOCK 2 Socio-political and Literary Context- II

The Third World Malayalam literature– Inter-semiotic comparison – The question of adaptations – The translations of the epics – Ezhuthacchan – The lyric impulse and Krishnagatha – Hymns – Poonthanam – Kunjan Nambiar – Colonial modernity-Romanticism – Kumaran Asan – Vallathol Narayana Menon – Modernism –Kesari Balakrishna Pillai - Ayyappa Paniker – M. Govindan –Postmodernism— P.P. Ramachandran – S. Joseph

Required Reading

Susan Basnett. “Introduction: What is Comparative Literature Today and How Comparative Literature Came into Being?”

Hogan, Patrick Colm. “Beauty, Politics, and Cultural Otherness: The Bias of Literary Difference.” *Literary India: Comparative Studies and Aesthetics, Colonialism and Culture*. Ed. Patrick Colm Hogan and Lalita Pandit. State University of New York, 1995. 3-44.

Recommended Reading

Palumbo-Liu, David. “Method and Congruity: The Odious Business of Comparative Literature.” *A Companion to Comparative Literature*. Ed. Ali Behdad and Dominic Thomas. Wiley-Blackwell. 2011.

Ramakrishnan, E. V. “Is There an Indian Way of Thinking about Comparative Literature?”

BLOCK 3 Poetry

UNIT 1: Kumaran Assan “The Fallen Flower”

UNIT 2: Ayyappa Paniker “Kurukshetra”

BLOCK 4 Drama

UNIT 1: N. Krishna Pillai *Investment*

UNIT 2: C. J. Thomas *Crime 27 of 1128*

BLOCK 5 Prose and Fiction

UNIT 1: O. Chandu Menon *Indulekha*

UNIT 2: M. T. Vasudevan Nair *The Second Turn*

UNIT 3: Ponkunnam Varkey *The Key of the Store*

BLOCK 6 Literature and Other Arts

UNIT 1: A. Vincent *Bhargavee Nilayam*

UNIT 2: G. Aravindan *Kanchana Sita*

Suggested Reading

- Ahmad, Aijaz. "Indian Literature": Notes towards the definition of a Category." *Theory: Classes, Nations, Literatures*. OUP, 1992. 243-285.
- Aravindan, G., dir. *Kanchana Sita*. Perf. Prem Nazir, Keshav Panicker. Release: 21 Dec. 1978. Film. (Intertext: *Kanchana Sita* by C. N. Sreekantan Nair)
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- Hogan, Patrick Colm and Lalita Pandit, eds. *Literary India: Comparative Studies and Aesthetics, Colonialism and Culture*. State University of New York, 1995.
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Studies in Comparative Literature: Theory, Space & Culture. Creative Books, 2007.

Jantz, Harold S. "The Fathers of Comparative Literature." *Books Abroad* 10.4 (1936): 401-03. JSTOR. Web. < <http://www.jstor.org/stable/40077574>>.

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Menon, O. Chandu. *Indulekha*. 1889. Trans. Anitha Devasia. Oxford UP, 2005. Mohan, Chandra, ed. *Aspects of Comparative Literature: Current Approaches*. India Publishers, 1989.

Nair, Vasudevan. M. T. *The Second Turn*. Trans. of Randaamoozham. 1984. Trans. P. K. Ravindranath. Macmillan, 1996.

Paniker, K. Ayyappa. "Kurukshetra." D.C. Books, 1999. (Intertext: Modernism, T. S. Eliot, The Waste Land).

Pillai, Krishna N. *Investment*. Trans. of *Mudakkumuthal*. Trans. Dr. S. Velayudhan. Kerala Sahitya Academy, 1981. (Intertext: Henrik Ibsen)

Ramakrishnan, E.V. "Is There an Indian Way of Thinking about Comparative Literature?" *The Journal of Contemporary Thought*, Summer Issue – 2012.

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**SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME**

BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Ability Enhancement Course - Hindi

SGB24HD102AC

हिंदी गद्य साहित्य और संरचना

(Hindi Gadya Sahitya Aur Samrachana)

Credits 4

पाठ्यक्रम उद्देश्य (Objectives):

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

पाठ्यक्रम परिणाम (Course Outcomes)

Co -1: गद्य के उद्भव और विकास ,गद्य के विभिन्न प्रकार आदि से परिचय पाना और इनकी विशेषताओं का गहन ज्ञान प्राप्त करना ।

Co -2: गद्य के विभिन्न तत्वों का विश्लेषण करें और छात्रों को महत्वपूर्ण सोच और रचनात्मक कौशल से समृद्ध करें। नाटकों के आस्वादन और उसकी आलोचना करने की क्षमता हासिल करना और एकांकी के बुनियादी तत्व हासिल करना, प्रख्यात नाटककारों के रचनाओं से परिचय पाना ।

Co-3: हिन्दी कथा साहित्य की विशेषताओं का गहन ज्ञान प्राप्त करना और इसकी पारदर्शी चित्र प्राप्त करने में सक्षम होना। हिन्दी कथा साहित्य की उत्पत्ति और विकास और इसके विभिन्न रूपों से परिचय पाना। प्रतिनिधि लेखकों की मुख्य रचनाओं का परिचय करना, एवं उनके शिल्प को समझना, प्रमुख कहानियों का विश्लेषण करना और प्रमुख लेखकों के योगदान का मूल्यांकन करना।

Co -4: छात्रों को उचित शब्दावली के प्रयोग में सक्षम बनाना, बेहतर अभ्यास विकसित करना, हिन्दी भाषा में बेहतर संचार और लेखन कौशल विकसित करना।

पाठ्यक्रम रूपरेखा (Course Outline):

ब्लॉक : 1 गद्य का उदभव और विकास

ब्लॉक : 2 विविध गद्य रूपों का परिचय

ब्लॉक : 3 हिन्दी कहानी का सामान्य परिचय

ब्लॉक : 4 संरचनात्मक व्याकरण

ब्लॉक : 1 गद्य का उदभव और विकास

इकाई 1: गद्य के प्रकार

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

इकाई 3: संस्मरण-रेखाचित्र, एकांकी, व्यंग्य आदि

ब्लॉक : 2 विविध गद्य रूपों का परिचय

इकाई 1: ईदगाह - प्रेमचंद (कहानी)

इकाई 2: सदाचार का तावीज़ - हरिशंकर परसाई (व्यंग्य)

इकाई 3: रज़िया - रामवृक्ष बेनीपुरी (रेखाचित्र)

ब्लॉक : 3 हिन्दी कहानी का सामान्य परिचय

इकाई 1: हिन्दी कहानी का विकास

इकाई 2: हिन्दी के प्रमुख कहानीकार

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

इकाई 4: वापसी - उषा प्रियंवदा

ब्लॉक : 4 संरचनात्मक व्याकरण

इकाई 1: शब्द-विचार

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

इकाई 3: क्रिया, क्रिया विशेषण, संबंधबोधक, समुच्चय बोधक, विस्मयादी बोधक और काल

इकाई 4: व्याकरण के व्यावहारिक प्रयोग, शुद्ध कीजिए, अभ्यासार्थ अनुच्छेद

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- 2.हिंदी कथा साहित्य एक दृष्टि : सत्यकेतु सांस्कृत ।
- 3.हिंदी का गद्य साहित्य : डॉ. रामचन्द्र तिवारी ।
- 4.परिष्कृत हिंदी व्याकरण : बद्रिनाथ कपूर ।

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

SGB24AR102AC
Ability Enhancement Course- Arabic
FUNCTIONAL ARABIC
Credits 4

Course Objectives

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

Course Outcome

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

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

COURSE DETAILS

BLOCK 1: رمضان مبارك

UNIT 1 رمضان مبارك

UNIT 2 رمضان شهر الصوم

UNIT 3 هل قضيت إجازة سعيدة

UNIT 4 قضاء وقت الفراغ

UNIT 5 مسابقة في المعلومات

BLOCK 2: ما رأيك في الواجب المنزلي؟

UNIT 1 ما رأيك في الواجب المنزلي؟

UNIT 2 الحفل التمثيلي

UNIT 3 صلاح الدين

UNIT 4 الوقوف في عرفات

UNIT 5 جولة في المملكة العربية السعودية

BLOCK 3: سعاد توفر

UNIT 1 سعاد توفر

UNIT 2 اليوم الرياضي

UNIT 3 هل تفكر في مستقبلك؟

UNIT 4 رحلة إلى المنطقة الشرقية

UNIT 5 في معرض الفن الإسلامي

BLOCK 4: ما رأيك في مصروف الجيب؟

UNIT 1 ما رأيك في مصروف الجيب؟

UNIT 2 أسأل وأبحث

UNIT 3 عيد الأضحى

UNIT 4 الكلمات المتقاطعة

UNIT 5 من بيوت الله

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

References:

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6. Humisa, Michael, (2004), Introducing Arabic, New Delhi: Good word Books
7. Linguaphone Arabic Course, 2000, London: Linguaphone Institute
8. Mohiyeedin, Veeran, (2005), Arabic Speaking Course, Calicut: Al Huda Books
9. Rahman, S.A., (2003), Let's speak Arabic, New Delhi: Good word Books
10. Rapidex English Speaking Course in Arabic, New Delhi: Pustak Mahal

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Ability Enhancement Course- Malayalam

SGB24ML102AC

മലയാളസാഹിത്യം : കവിത -കഥ - ഉപന്യാസം - നോവൽ

(Malayalasaahithyam: Kavita- Kadha- Upanyasam–Novel)

Credits 4

Objectives

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

Course Outcomes

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

COURSE DETAILS

ബ്ലോക്ക് 1 : കവിത

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

വിശദപഠനം

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

ബ്ലോക്ക് 2 : കഥകൾ

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

വിശദപഠനം

1. ജന്മദിനം - വൈക്കം മുഹമ്മദ്ബഷീർ
2. കോലാട്- മാധവിക്കുട്ടി
3. പാപത്തറ - സാരാ ജോസഫ്
4. ദൽഹി 1981 - എം. മുകുന്ദൻ
5. റെയിൽപ്പാളത്തിലിരുന്ന് ഒരു കുടുംബം ധ്യാനിക്കുന്നു - യു. കെ. കുമാരൻ

ബ്ലോക്ക് 3 : ഉപന്യാസം

ഉപന്യാസ സാഹിത്യത്തിന്റെ വൈവിധ്യം തിരിച്ചറിയുകയും പ്രതിപാദനരീതി പരിചയപ്പെടുകയും ചെയ്യുക. ആശയാവതരണം ഗ്രഹിക്കുക.

വിശദപഠനം

1. കാളിദാസനും കാലത്തിന്റെ ദാസനും - ജോസഫ് മുണ്ടശ്ശേരി
2. ആദർശമാനവികതയുടെ സംഗീതം - കെ. പി. അപ്പൻ (ചരിത്രത്തെ അഗാധമാക്കിയ ഗുരു)
3. സാമന്തസാഹിത്യം - വി. സി. ശ്രീജൻ

ബ്ലോക്ക് 4 : നോവൽ

വിശദപഠനം

1. കൊച്ചുരേത്തി- നാരായൻ

റഫറൻസ്

1. ഡോ. എം. ലീലാവതി, മലയാളകവിതാസാഹിത്യചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
2. എം. അച്യുതൻ, ചെറുകഥ ഇന്നലെ ഇന്ന്, ഡി സി. ബുക്സ്, കോട്ടയം

3. സുകുമാർ അഴീക്കോട്, മലയാള സാഹിത്യ വിമർശനം, ഡി സി.ബുക്സ്, കോട്ടയം
4. കെ. എം. തരകൻ, മലയാള നോവൽ സാഹിത്യം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
5. ഡോ.എം.ലീലാവതി, വർണ്ണരാജി, എൻ.ബി.എസ്. കോട്ടയം
6. ഡോ.കെ.എം. ജോർജ്ജ്, ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ, ഡി സി ബുക്സ്, കോട്ടയം
7. കെ.പി. അപ്പൻ, മാറ്റുന്ന മലയാള നോവൽ, ഡി സി.ബുക്സ്, കോട്ടയം
8. ഡോ. ഷാജി ജേക്കബ്, ആധുനികാനന്തര മലയാള നോവൽ, വിപണി, കല, പ്രത്യയ ശാസ്ത്രം, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം
9. ഡോ.എം.എം.ബഷീർ, മലയാളചെറുകഥാസാഹിത്യചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
10. ഡോ.പി.കെ.രാജശേഖരൻ, അന്ധനായ ദൈവം, ഡി സി.ബുക്സ്, കോട്ടയം
11. പന്മന രാമചന്ദ്രൻ നായർ (എഡി.), മലയാള സാഹിത്യനിരൂപണം, ഡിസി.ബുക്സ്, കോട്ടയം.
12. വി. രാജകൃഷ്ണൻ, ചെറുകഥയുടെ ചരന്തസ്സ്, ഡി സി ബുക്സ്, കോട്ടയം
13. പി. കെ. രാജശേഖരൻ, കഥാന്തരങ്ങൾ, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്
14. എം. എൻ. വിജയൻ , കവിതയും മനശാസ്ത്രവും, ഡി സി.ബുക്സ്, കോട്ടയം

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Ability Enhancement Course- Sanskrit

SGB24SN102AC

गद्यं नाटकं च

(Gadyam Natakam Cha)

Credits 4

लक्ष्यम् (Course Objectives)

संस्कृतमण्डले गद्यकाव्यानां सामान्यपरिचयः।

उद्देश्यानि (Course Outcomes)

1. पञ्चतन्त्राध्ययनेन पशुपक्षिकथापरिचयः, मूल्यबोधनञ्च ।
2. नाट्यशास्त्रस्य नाट्यप्रयोगस्य च सामान्यपरिचयः ।
3. नाटकादिदशरूपकाणां सामान्यज्ञानम् ।
4. प्राचीनसंस्कृतकथासमग्रज्ञानम्।
5. भासकवेः नाट्यप्रयोगपरिज्ञानम् ।

Course Details

प्रथमखण्डः - कथासाहित्यमधिकृत्य सामान्यज्ञानम्।

1. 1. कथासाहित्यम् ।

1. 2. पञ्चतन्त्रकथाः ।

1.3. चन्द्रभूषतिकथा।

द्वितीयखण्डः - अपरीक्षितकारकाद् उद्धृताः कथाः।

2.1. मूर्खब्राह्मणकथा।

2. 2. भारुण्डपक्षिकथा ।

2. 3. मत्स्यमण्डूककथा ।

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

3. 1. रूपकविभागाः ।

3. 2. नाटकसाहित्यं विकासश्च।

3. 3. भासनाटकचक्रम्।

3. 4. नाटकान्तं कवित्वम्।

चतुर्थखण्डः - भासस्य मध्यमव्यायोगस्य सविशेषाध्ययनम् ।

4. 1. व्यायोगस्य सविशेषता।

4. 2. घटोत्कचप्रवेशः।

4. 3. मध्यमस्य रंगप्रवेशः ।

4. 4. भीम - हिटिम्बीसमागमः।

आधारग्रन्थाः Reference

1. पञ्चतन्त्रम् - विष्णुशर्मा।

2. मध्यमव्यायोगः - भासः।

सहायकग्रन्थाः

1. A Short History of Sanskrit literature - T.K Ramacandra Iyer, R.S Vadyar & Sons, Kalpathy

2. Pancatantra of Vishusarma, Chowkhambha Sanskrit series, Varanasi.

3. Sanskrit Drama- A.B. Keith

4. A History of Sanskrit Literature-A.A. Macdonel, Motilal banarsidas, Delhi

5. Indian Kavya Literature, Vol II, Motilal Banarsidas, Delhi.

6. Madhyamavyayoga of Bhasa with English translation -T.K Ramacandra Iyer, Vadyar & Sons Kalpathy.

अन्तर्जालसहायकसामग्र्यः

1.भासनाटकरङ्गावतरणम्- यूट्यूब्

SREENARAYANAGURU OPEN UNIVERSITY

FOUR YEAR UNDERGRADUATE PROGRAMME

BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Value Added Course

SGB24UC101VC

INDIAN KNOWLEDGE SYSTEM

Credits : 2

Course Objectives

The course aims to provide learners with a comprehensive understanding of ancient Indian knowledge systems, encompassing philosophical, scientific, and cultural foundations. By exploring these systems, learners will gain insights into their enduring influence on contemporary thought and practices globally.

Course Outcomes

The course enables the learners to:

- Expose to the philosophical, scientific, and cultural foundations of ancient Indian civilization.
- Familiarise learner with the relevance of the Indian knowledge system in contemporary society.

Course Outline:

Block 1 - Development of Ancient Knowledge

Block 2 - Ancient Indian Knowledge

Course Details:

Block 1 - Development of Ancient Knowledge

Unit 1. Development of Knowledge Systems

An overview of Indian Knowledge System- its importance - vedas and vedangas - ancient education system - Tirukkural

Unit 2 Ancient Indian Philosophy and literature

Six systems of philosophy - Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, Vedanta-Jain, Buddhist, Ajivika, Ajnana, and Charvaka

Unit 3 - Language and Art

Sanskrit - Ithihasa - Panini's work on grammar - Prakrit - Mural Paintings - Sculptures- Gandhara School of Art - Mughal Art - Music

Block 2 - Ancient Indian Knowledge

Unit 1 - Astronomy and Mathematics

Astronomy - Ancient Astronomers - Planetary System-Mathematics- Arithmetic- Algebra- Geometry - Trigonometry - Discovery of zero- Concept of Pi- Indian Numeric System

Unit 2 - Engineering and Architecture

Harappan Civilisation-Architecture-Town Planning - Pottery- Metallurgy- Irrigation and Agriculture - Temples and Stupas -Medieval Developments

Unit 3 - Life and Health

Concept of matter and life - Flora and Fauna-Medicine -Ayurveda-Susruta Samhita-Charaka-Unani-Siddha-Yoga

Suggested Readings

1. Bridget & Raymond Allchin. *The Rise of Civilization in India and Pakistan*. CUP, 1982.
2. A.L. Basham. *The Wonder that was India*. OUP, 1953.
3. A.L. Basham (ed.). *Cultural History of India*. OUP, India, 1975.
4. Bina Gupta. *An Introduction to Indian Philosophy: Perspectives on Reality, Knowledge, and Freedom*. Routledge, 2012.
5. Eliot Deutsch and Rohit Dalvi. *The Essential Vedanta: A New Source Book of Advaita Vedanta*. World Wisdom, 2004.
6. Ganeri, Jonardon. *The Lost Age of Reason: Philosophy in Early Modern India 1450-1700*. Oxford University Press, 2011.
7. Gier, Nicholas F. *The Virtue of Nonviolence: From Gautama to Gandhi*. SUNY Press, 2004.
8. Gopinath, P. *Buddhist Logic and Epistemology: Studies in the Buddhist Analysis of Inference and Language*. Studies of Classical India, vol. 10, Springer, 2012.
9. Halbfass, Wilhelm. *India and Europe: An Essay in Understanding*. SUNY Press, 1988.
10. D. D. Kosambi. *An Introduction to the Study of Indian History*. Popular Books Depot, Mumbai, 1956.
11. D. D. Kosambi. *The Culture and Civilization in Ancient India: A Historical Outline*. Routledge and K. Paul London, 1965.

12. Matilal, Bimal Krishna. *Perception: An Essay on Classical Indian Theories of Knowledge*. Oxford University Press, 1986.
13. McDermott, James P. (editor). *The Philosophy of Mahatma Gandhi for the Twenty-First Century*. Lexington Books, 2008.
14. P. T. Raju. *The Philosophical Traditions of India*. Motilal Banarsidass Publishers, 2004.
15. Siderits, Mark. *Buddhism as Philosophy: An Introduction*. Ashgate Publishing, 2007.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Value Added Course
SGB24UC102VC

ENVIRONMENT, CLIMATE CHANGE AND SUSTAINABLE DEVELOPMENT
(Credits: 2)

Course Objectives

1. To familiarise the meaning and scope of environmental studies, climate and weather.
2. To examine the major threats to natural resources such as forests, water, land, and minerals.
3. To inculcate the need for responsible utilization and conservation of resources that does not endanger future generations.
4. To examine social movements and initiatives aimed at environmental protection.
5. To familiarise with UN Sustainable Development Goals (SDGs) and International resolutions on climate change.

Course Outcomes

1. Learner will be acquainted with environmental studies and the topics it encompasses such as climate patterns and weather conditions. They will also gain familiarity with the meaning, scope, and focus of the field of environmental studies.
2. Learner will be able to identify the major hazards and challenges faced by the natural resources including forests, water sources, land, and minerals that provide us vital environment services. They will also acquire the ability to recognize threats endangering these important resources.
3. Learner will become aware of the need for accountable and sustainable utilization and protection of resources so that the availability of these resources is not depleted for future generations. They will comprehend the importance of responsible use that does not endanger intergenerational resource access.
4. Learner will obtain knowledge allowing them to critically analyse social movements and initiatives that are aimed at safeguarding the environment. They will also be able to discuss

the impacts of the efforts by groups to promote ecological conservation through organized endeavours and campaigns.

5. Learner will demonstrate understanding of UN Sustainable Development Goals related to the environment and climate change as well as major international agreements and resolutions designed to address climate change issues.

Course Outline

Block 1: Environment and Natural Resources

Block 2: Environmental Mitigation and Sustainable Development

COURSE DETAILS

BLOCK 1 Environment and Natural Resources

Unit 1: Environment

Definition, scope, and multidisciplinary nature of environmental studies, Concepts of climate and weather.

Unit 2: Renewable and non-renewable resources

Definition and classification of renewable and non-renewable resources with examples - Solar, Wind, Hydropower, Bioenergy, Tidal, Geothermal, Nuclear, Hydrogen and Ocean energy.

Unit 3: Major Threats to the Natural Resources

Threats to Forest Resource: Over-exploitation, timber extraction, deforestation, mining in forest areas, dams and their effects on forest ecosystems, resettlement of people.

Threats to Water Resource: Overexploitation of surface and groundwater, water pollution, water logging, floods and drought.

Threats to Land and Mineral Resources: Land degradation, man induced landslides, soil erosion and desertification; Minerals - Use and exploitation, environmental effects of extracting mineral resources.

BLOCK 2 Environmental Mitigation and Sustainable Development

Unit 1: Solutions to the Contemporary Environmental Threats

Conservation strategies for Forest Resource - Reforestation, Afforestation, Social forestry, and agroforestry.

Conservation and management of water resources – Treatment and reuse of wastewater, rainwater harvesting and groundwater recharging, watershed management, Coastal Regulation Zone.

Segregation and Management of Solid Waste - Concepts of sanitary disposal of solid waste, Basic awareness on plastics and microplastics in environment; e-waste management, zero waste concept; Reduce, Reuse and Recycle (3RS).

Unit 2: Movements for Protection of Environment

History of environmental movements in India - Chipko movement, Narmada Bachao Andolan; Current environment conservation activities - Swachh Bharat Abhiyan, Haritha Keralam Mission, Role of eco-club, nature club.

Unit 3: UN Sustainable Development Goals

Definition and concept; overview and listing of 17 sustainable development goals (SDGs); International agreements, Ozone Layer protection, Green House Effect and solution to Global Warming, resolutions and treaties on climate change – G20 Summit, UNFCCC, Kyoto Protocol, Montreal Protocol, Paris Agreement, Copenhagen Accord.

References

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Agarwal, S.K. 2005. *Green Management*, APH Publishing corporation, New Delhi.

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Carla Montgomery, 2020. *Environmental Geology* (11th Edition). McGraw Hill. ISBN13: 9780078022951

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Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, *Environmental Encyclopedia*, Jaico Publ. House, Mumabai, 1196p

Daly, H.E. 1997. *Beyond Growth: The Economics of Sustainable Development*. Beacon Press.

Daniel, D. Chiras and Reganold, John, P. 2009. *Natural Resource Conservation: Management for a Sustainable Future*, Addison Wesley, Boston.

Divan, Sand Rosencranz.A. 2001. *Environmental Law and Policy in India*. Oxford University Press, New Delhi.

Erach Barucha, 2021. *Text Book for Environmental Studies*, for undergraduate courses of all branches of higher education for University Grants Commission, New Delhi and Bharathi Vidyapeeth Institute of Environmental Education and Research, Pune p. 288.

Heywood, V.H & Waston, R.T. 1995. *Global Biodiversity Assessment*. Cambridge Univ.Press. 1140p.

Jadhav, H & Bhosale, V.M. 1995. *Environmental Protection and Laws*. Himalaya Pub. House, Delhi, 284 p.

Mckinney, M.L. & School, R.M. 1996. *Environmental Science Systems & Solutions*, Web enhanced edition. 639p.

Odum, E.P. 1971. *Fundamentals of Ecology*. W.B. Saunders Co. USA, 574p. Poonia and Sharma, 2018. *Environmental Engineering*, Khanna Books, ISBN: 9789386173577, 9386173573

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

Sharma B.K., 2001. *Environmental Chemistry*. Geol Publ. House, Meerut.

Townsend C., Harper J, and Michael Begon, *Essentials of Ecology*, Blackwell Science. Trived. R.K., *Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards*, Vol I and II, Enviro Media (R). Wanger K.D., 1998.

Environmental Management. W.B. Saunders Co. Philadelphia, USA. 499 p.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Skill Enhancement Course

SGB24EG201SE

ENGLISH FOR BUSINESS AND PROFESSIONAL COMMUNICATION

Credits 4

Course Objectives

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

Course Outcomes

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

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

COURSE DETAILS

BLOCK 1: Basics of Communication and Technology-Based Communication

Unit 1

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

Unit 2

Effective Emails – Formal and Informal Email Structures – Professional Tone and Etiquette – Common Email Mistakes and How to Avoid Them

Unit 3

Presentation Skills – Preparation of Slides, Visuals, Audio-Video Materials – Body Language and Delivery Techniques – Engaging with the Audience

Unit 4

Participating in Webinars and Live Discussions – Effective Participation Strategies –Platform-Specific Tips (e.g., Zoom, Teams) – Managing Online Communication Tools

BLOCK 2: Transactional / Technical Writing and Jobs and Careers

Unit 1

Internal Business Correspondences – Memos – Circulars – Notices – Agendas

Unit 2

External Business Correspondences – Sales Letters – Problem Letters – Goodwill Messages – Advertisements – Press Releases

Unit 3

Preparing a Resume and Cover Letter Types of Resumes – Crafting a Professional Cover Letter – Tailoring Applications for Specific Jobs

Unit 4

Facing an Interview – Types of Interviews (Phone, Video, In-Person) – Common Interview Questions and Techniques – Post-Interview Etiquette

Unit 5

Participating in Group Discussions – Etiquette and Language – Group Dynamics and Roles –Techniques for Effective Communication and Persuasion

BLOCK 3: Digital and Social Media Communication

Unit 1

Social Media Platforms and Their Uses – Professional Networking (LinkedIn, Twitter) – Content Creation and Sharing

Unit 2

Digital Marketing Communication – Email Marketing Campaigns – Online Advertising

Unit 3

Managing Professional Online Presence – Personal Branding – Online Reputation Management – Professional Ethics and Legal Considerations

BLOCK 4: Professional Development and Networking

Unit 1

Building Professional Relationships – Effective Networking Techniques – Personal branding and self-presentation –Leveraging social media for professional growth

Unit 2

Leadership and Management Communication – Communication Styles of Effective Leaders – Team Communication and Collaboration – Feedback and Performance Reviews

Unit 3

Professional Writing and Presentation Skills – Advanced Business Writing – Public Speaking and Presentation

Unit 4

Digital Literacy and Online Communication – Cyber Etiquette – Practicing digital professionalism – Addressing cyberbullying, privacy concerns, and ethical dilemmas in the digital sphere

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- Angell, Pamela. *Business Communication Design*. Irwin, 2004.
- Arnold, George T. *Media Writer's Handbook: A Guide to Common Writing and Editing Problems. Fourth Edition*. Tata McGraw, 2010.
- Basu, B.N. *Technical Writing*. Prentice, 2007.
- Bhatia, Vijay, Stephen Bremner. *The Routledge Handbook of Language and Professional Communication*. Routledge, 2014.
- Bovee, Courtland and John Thill. *Business Communication Today*. Prentice, 2005.
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- . *Work Communication: Mediated and Face-To-Face Practices*. Palgrave, 2015. Guirdham, Oliver, Maureen Guirdham. *Communicating Across Cultures at Work*. London: Palgrave, 2017.
- Kaul, Asha. *Business Communication. Second Edition*. PHI, 2010.
- Koneru, Aruna. *Business Communication and Report Writing*. ICFAI U P, 2006. Krizan, A.C. et al. *Effective Business Communication*. Cengage, 2008.
- Murphy, Herta A., Herbert W. Hilderbrandt, and Jane P. Thomas. *Effective Business Communication*. McGraw, 1997.
- Quintanilla, Kelly M., Shawn T. Wahl. *Business and Professional Communication*. Sage. 2017 <https://learnenglish.britishcouncil.org/business-english>
<https://www.skillsyouneed.com/ips/interview-skills.html>
<https://www.businessenglishresources.com/2016/09/07/how-to-teach-presentation-skills/>
https://www.google.co.in/books/edition/ENGLISH_FOR_PROFESSIONAL_COMMUNICATIONS/ke5qBgAAQBAJ?hl=en&pgbpv=1&dq=Professional+English+Communication&printsec
(Zainudeen, Shahiza Ahmed. English for Professional Communication. googlebooks.com)

Semester V

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Major Discipline Core Course
SGB24EG305MC
ENGLISH LANGUAGE AND LINGUISTICS
Credits 6

Course Objectives

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

Course Outcomes

Upon completing the course learners will,

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

COURSE DETAILS

BLOCK 1: Introduction to Language and Linguistics

- | | |
|--------|--|
| UNIT 1 | Theories Related to the Origin of Language – Human Language as Opposed to Animal Communication – Speech and Writing. |
| UNIT 2 | Branches of Linguistics – Psycho-Linguistics, Ethno-Linguistics, Socio-Linguistics, Neurolinguistics. |
| UNIT 3 | Language Varieties – Idiolect – Dialect – Isogloss – Register – Pidgin, Creole - Bilingualism – Diglossia. |
| UNIT 4 | Approaches to the Study of Linguistics – Synchronic and Diachronic |

- Descriptive and Prescriptive – Traditional and Modern.
 UNIT 5 Concepts of Langue, Parole – Competence, Performance.

BLOCK 2: Phonetics and Phonology

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

BLOCK 3: Morphology

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

BLOCK 4: The Sentence

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

BLOCK 5: Sentence Transformations

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

BLOCK 6: Syntax and Select Concepts

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

References

- Abercrombie, D. *Elements of General Phonetics*. Edinburgh University Press, 1967.
- Akmajian, A; Demers, R.A.; Farmer, A.K. and Harnish, R.M. *Linguistics: An Introduction to Language and Communication*, MIT, 2001.
- Aronoff, M., K. Fudeman. *What is Morphology?* Blackwell, 2005.
- Azar, Betty S., Hagen, Stacy A. *Understanding and Using English Grammar*. Pearson Education ESL, 5th edition, 2016.
- Bauer, L. *Introducing Linguistic Morphology*. Edinburgh University Press, 1988.
- Burton-Roberts, N. *Analysing Sentences: An Introduction to English Syntax*. CUP, 1986.
- Carnie, Andrew. *Syntax: A Generative Introduction*. Wiley- Blackwell, 2013.
- Catford, J. C. *A Practical Introduction to Phonetics*. Oxford University Press, 1988.
- Cowan, Ron. *The Teacher's Grammar of English with Answers: A Course Book and References Guide*. Cambridge University Press, 2008.
- Dykes, Barbara. *Grammar for Everyone: Practical Tools for Learning and Teaching Grammar*. Acer Press, 2007.
- Fudge, E.C. (ed.). *Phonology*. Harmondsworth: Penguin, 1973.
- Haspelmath, M. *Understanding Morphology*. London: Arnold, 2002.
- Ladefoged, P. 1975. *A Course in Phonetics*. Harcourt Brace Jovanovich, 1975.
- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press, 1981.
- O'Grady, W; Dobrovolsky, M. and Aronoff, M. *Contemporary Linguistics: An Introduction*. 5th Edition. St. Martin's Press, 2004.
- Pattanyak, D. P. *Multilingualism and Mother tongue Education*. Oxford University Press, 1981.
- Sapir, Edward. *Language*. Harcourt, Brace and World, Inc, 1921.
- Scrivener, Jim. *Teaching English Grammar*. Macmillan Education, 2010.
- Tallerman, M. *Understanding Syntax*. London: Arnold, 2005.
- Yule, George. *The Study of Language*. Cambridge University Press, 2005.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Major Discipline Core Course
SGB24EG306MC
ENGLISH LITERATURE FROM 1900 TO 1945
(Credits 06)

Objectives

The Objectives of this course are to:

1. to introduce ‘Modernism’ as a set of responses to problems posed by the conditions of modernity.
2. familiarize students with the socio-cultural impulses that shaped the twentieth century English society
3. introduce and examine the various movements that dominated the literature, culture, and arts of the century and which produced significant shifts in the patterns of thought and living
4. acquaint the students with the poets, novelists, dramatists, essayists, prose writers and critics of the age
5. raise critical questions relating to British literature during and after the first world war, in the period of “high modernism”.

Learning Outcomes

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

1. demonstrate an understanding of how the age affected the literature and the various genres of the period.
2. understand in what demonstrable ways literary modernism was a response to the experience of the first world war.
3. have a knowledge of the major movements and conventions that influenced British literature of the Modernist period.
4. Identify the experimental techniques adopted in the literary output of this period.

5. evaluate critically the texts in terms of its stylistic and formal features

BLOCK 1 Socio-political and Literary Contexts (Poetry and Drama)

- UNIT 1: Georgian and Edwardian periods – The Irish Question – World Wars I & II and the inter-war years – Depression Years – Decline of political power – The End of the Empire
- UNIT 2: Poetry: Edwardian Poets – John Masefield – Walter de la Mare – A.E. Housman – Georgians – Robert Bridges – Symbolist Movement – Irish Literary Revival – W.B. Yeats – Poets of World War I – Wilfred Owen, Siegfried Sassoon, Rupert Brooke – Imagism – Modernist Poetry – T.S. Eliot – the Poets of the thirties – Oxford Poets, Pylon Poets -W. H. Auden, Louis MacNeice, Stephen Spender et. al.– Surrealism – Dylan Thomas – New Apocalypse
- UNIT 3: Drama: The New Drama – influence of Ibsen – Problem Play – Bernard Shaw – John Galsworthy – James Barrie – The Well-Made Play – Poetic Drama – T.S. Eliot, Christopher Fry – Irish Dramatic Movement – Abbey Theatre – W.B. Yeats, J. M. Synge, Sean O’Casey

BLOCK 2 Socio-political and Literary Contexts (Prose and Novel)

- UNIT 1: Prose: Criticism – T.S. Eliot, Virginia Woolf, I.A. Richards, William Empson, F.R. Leavis, Raymond Williams, – Hilaire Belloc, G.K. Chesterton, Max Beerbohm, Bertrand Russell, A.G. Gardiner, Aldous Huxley, George Orwell, E.V. Lucas – Biography – Lytton Strachey – Periodicals – the little magazine.
- UNIT 2: Novel: Edwardian Novelists – John Galsworthy – Rudyard Kipling – H.G. Wells – Psychological Novel – D.H. Lawrence – Stream-of-consciousness –Dorothy Richardson, James Joyce, Virginia Woolf – Joseph Conrad – E.M. Forster – George Orwell – Somerset Maugham – Detective Novel

Recommended Reading (Relevant sections from the following books)

- Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. 2nd ed. New York: Routledge, 2001. Print.
- Daiches, David. *A Critical History of English Literature*. Vol. 4. 1960. 2nd ed. New Delhi: Allied, 2005.
- Poplawski, Paul. *English Literature in Context*. 2nd ed. Cambridge: Cambridge UP, 2017. Print.
- Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed. Oxford: Oxford UP, 2004. Print.

BLOCK 3 Poetry

UNIT 1: Poetry (Detailed study)

Wilfred Owen “Dulce et Decorum Est”

W. B. Yeats “The Second Coming,” “Sailing to Byzantium”

T. S. Eliot “The Waste Land”

W. H. Auden “In Memory of W. B. Yeats”

Dylan Thomas “Poem in October”

UNIT 2: Poetry (Non-detailed study)

Stephen Spender “The Pylons”

Siegfried Sassoon “A Subaltern”

John Masefield “Sea Fever”

BLOCK 4 Drama

UNIT 1: Drama (Detailed study)

Bernard Shaw *Pygmalion*

UNIT 2: Drama (Non-detailed study)

J.M.Synge *Riders to the sea*

T. S. Eliot *Murder in the Cathedral*

BLOCK 5 Prose and Fiction

UNIT 1: Prose

Raymond Williams “When was Modernism”

(<http://txtbk.info/arhistory/files/RaymondWilliamsWhenwasModernism.pdf>)

George Orwell “The Politics of the English Language”

UNIT 2: Fiction - Novel

James Joyce *A Portrait of an Artist as a Young Man*

E. M. Forster *Howards End*

UNIT 3: Short Story

Arthur Conan Doyle “The Adventure of the Dancing Men”

D. H. Lawrence “The Odour of Chrysanthemums”

UNIT 4: Short Story

Katherine Mansfield “Prelude”

Somerset Maugham “Rain”

BLOCK 6 Critical Responses

This is a set of critical reading related to modules/blocks 2 and 3. They 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

Fraser, G.S. “Chapter I.” *The Modern Writer and His World: Continuity and Innovation in Twentieth Century Literature*. London: Derek Verschoyle, 1953. Print.

George Lukacs “The Ideology of Modernism” Virginia Woolf “Modern Fiction”

Suggested Readings

Bradbury, Malcolm. *The Social Context of Modern English Literature*. New York: Schocken, 1971. Print.

Childs, Peter. *The Twentieth Century in Poetry: A Critical Survey*. London: Routledge, 1999. Print. Ford, Boris, ed. *The New Pelican Guide to English Literature*. Vol. 7 (*From James to Eliot*) and Vol. 8 (*From Orwell to Naipaul*). London: Penguin, 1997. Print.

Head, Dominic. *The Cambridge Introduction to Modern British Fiction*. Cambridge:

Cambridge UP, 2002. Print.

Innes, Christopher. *Modern British Drama: The Twentieth Century*. UK: Cambridge UP, 2002.

Print. Leavis, F.R. *New Bearings in English Poetry*. Harmondsworth: Penguin, 1963. Print.

Levenson, Michael, ed. *The Cambridge Companion to Modernism*. 1999. Cambridge: Cambridge UP, 2003. Print.

Malcolm, Cheryl Alexander and David Malcolm. *A Companion to the British and Irish Short Story*. Oxford: Wiley-Blackwell, 2008. Print.

Perkins, David. *A History of Modern Poetry: From the 1890s to the High Modernist Mode*.

Cambridge: Harvard UP, 1976. Print.

---. *A History of Modern Poetry: Modernism and After*. Cambridge: Harvard UP, 1987. Print.

Schoene, Berthold. *The Cosmopolitan Novel*. Edinburgh: Edinburgh UP, 2009. Print. Thomas,

C.T. Introduction. *Twentieth Century Verse: An Anglo-American Anthology*. 1979. New Delhi: Macmillan, 1990. Print.

Waugh, Patricia, ed. *Revolutions of the Word: Intellectual Contexts for the Study of Modern Literature*. London: Arnold, 1997. Print.

Williams, Raymond. *Drama from Ibsen to Brecht*. 1965. Rev. ed. London: Penguin, 1973. int

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Major Discipline Specific Elective Course

SGB24EG503ME

EUROPEAN FICTION

Credits 6

Course Objectives

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

Course Outcomes

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

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

COURSE DETAILS

BLOCK 1: LITERARY CONTEXTS I

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

BLOCK 2: LITERARY CONTEXTS II

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

BLOCK 3: SHORT STORY

UNIT 1 Anton Chekhov: “The Lottery Ticket”

UNIT 2 Franz Kafka: “A Report to an Academy

BLOCK 4: NOVELLA

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

BLOCK 5: NOVEL

UNIT 1 Hermann Hesse: *Siddhartha*

BLOCK 6: NOVEL

UNIT 1 Kazantzakis: *Zorba, the Greek*

References

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

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

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

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

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Major Discipline Specific Elective Course

SGB24EG504ME
AMERICAN LITERATURE
Credits 6

Course Objectives

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

Course Outcomes

Upon completing the course, the learners,

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

COURSE DETAILS

BLOCK 1: Background Study

UNIT 1 Native Americans and colonialism – Colonial literature – Puritanism and New England – Literature of the Revolutionary period – Post-Independence Era and Nationalism – Transcendentalism – Rise of Literary Realism – Civil War – Modernism – Jazz Age and Harlem Renaissance – Great Depression and

literature – Post-War Literature – Developments in Poetry, Fiction, Drama – American Multiculturalism and Contemporary Literature.

BLOCK 2: Poetry

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

BLOCK 3: Short Fiction

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

BLOCK 4: Drama

- UNIT 1 Eugene O’ Neil *Emperor Jones*

BLOCK 5: Novels

- UNIT 1 Mark Twain *Huckleberry Finn*

BLOCK 6: Essays and Non-Fiction

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

References

- Ashton, Jennifer, ed. *The Cambridge Companion to American Poetry Since 1945*. New York: Cambridge U P, 2013.
- Bercovitch, Sacvan, ed. *The Cambridge History of American Literature*. New York: Cambridge U P, 2004.
- Berke, Amy et.al. *Writing the Nation: A Concise Introduction to American Literature 1865 to Present*. Georgia: University of North Georgia Press, 2015.
- Duvall, John N, ed. *The Cambridge Companion to American Fiction after 1945*. New York: Cambridge U P, 2011.

- Gray, Richard. *A History of American Literature*. UK: Wiley-Blackwell, 2012.
- Kalaidjian, Walter. *The Cambridge Companion to American Modernism*. New York: Cambridge U P, 2006.
- Miller, Joshua L. *The Cambridge Companion to the American Modernist Novel*. New York: Cambridge U P, 2015.
- Parrish, Timothy, ed. *The Cambridge Companion to American Novelists*. New York: Cambridge U P, 2013.
- Richardson, Mark. *The Cambridge Companion to American Poets*. New York: Cambridge U P, 2015.
- Shucard, Alan et al. *Modern American Poetry 1865-1950*. Harcourt: Brace & World, 1962.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Minor Discipline Course
SGB24HS202MI
HISTORY OF BRITAIN II
Credits 6

Course Objectives

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

Course Outcomes

By the end of the course the learners will,

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

COURSE DETAILS

BLOCK 1: Political and Economic Revolutions

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

BLOCK 2: New Economic Ideology

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

BLOCK 3: Consolidation of British Empire

- | | |
|--------|-----------------------------|
| Unit 1 | Colonialism and Imperialism |
|--------|-----------------------------|

- Unit 2 Orientalism
- Unit 3 Major trends and writings – Rudyard Kipling
- Unit 4 Utilitarianism, Evangelicals – J.S.Mill

BLOCK 4: The Victorian Age

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

BLOCK 5: Socialist Movement and Postmodernism

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

BLOCK 6: English Language Indian English Writers

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

References:

- G.M. Trevelyan. *English Social History*. Booksway, 2014.
- E.H. Carter, Mears, et.al. *A History of Britain*, Stacey, 2012.
- Simon Jenkins. *A Short History of England*. Profile, 2018.
- Kenneth O Morgan (Ed). *The Oxford History of Britain*, Oxford UP, 2010.
- Winston Churchill. *A History of English-Speaking Peoples*. Bloomsbury, 2014.
- Robert Bucholz and Newton Key. *Early Modern England, 1485-1714*. Wiley, 2003.
- Emilie Amt, (Ed.). *Medieval England, 1000-1500: A Reader*. Toronto UP, 2008.
- R.E. Pritchard. *Shakespeare's England: Life in Elizabethan and Jacobean Times*. History Press, 2003.
- A.L. Rowse. *The Elizabethan Renaissance: The Life of the Society*. Ivan, 2000.
- Richard Bailey. *Images of English: A Cultural History of the Language*, Cambridge UP, 2009.
- Eric Brown. *English History, A Concise Overview of the History of*

England from Start to End. Guy, 2019.
Ania Loomba. *Colonialism/ Postcolonialism.* Routledge, 2016.

Semester VI

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Major Discipline Core Course
SGB24EG307MC
INDIAN WRITING IN ENGLISH
CREDITS: 6

Course Objectives

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

Course Outcomes

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

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

COURSE DETAILS

BLOCK 1:	Background Study
UNIT 1	Brief Historical Context of Colonial Encounter
UNIT 2	Indian English Poetry
UNIT 3	Indian English Prose
UNIT 4	Indian English Novel
UNIT 5	Indian English Short Story
UNIT 6	Indian English Drama
BLOCK 2:	Non- Fiction

UNIT 1	Aurobindo Ghose: “The Poets of Dawn” -1 (from <i>Future Poetry</i>)
UNIT 2	Meenakshi Mukherjee: “The Anxiety of Indianness”
BLOCK 3:	Poetry
UNIT 1	Henry Derozio: “The Harp of India” Sarojini Naidu: “Coromandel Fishers”
UNIT 2	Kamala Das: “The Old Playhouse”
UNIT 3	Meena Kandaswamy: “Aggression”
BLOCK 4:	Short Fiction
UNIT 1	Nirad C. Chaudhari: “Money and the Englishman”
UNIT 2	R. K. Narayan: “The Antidote”
BLOCK 5:	Fiction
UNIT 1	Amitav Ghosh: <i>The Hungry Tide</i>
BLOCK 6:	Drama
UNIT 1	Rabindranath Tagore: <i>Chitra</i> (One Act Play)

References

- Bharucha, N.E. and Vrinda Nabar, Eds. *Mapping Cultural Spaces: Postcolonial Indian Literature in English*. Vision Books, 1998.
- Bhatnagar, Vinita, Dhondiyal. *Readings in Indian English Literature: Nation, Culture and Identity*. Harman, 2001.
- Das, Sisir Kumar. *A History of Indian Literature*. Sahitya Akademi, 1993.
- Iyengar, K.R. Srinivasa and Prema Nandakumar. *Indian Writing in English*. Sterling, 1983.
- Iyenger, K.R. Srinivasa. *Indian Writing in English*. Sterling, 2012.
- King, Bruce. *Modern Indian Poetry in English*. OUP India, 2005.
- Mehrotra, A.K. *A Concise History of Indian Literature in English*. Palgrave, 2009.
- Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 2009.
- Nanavati, U.M. and Prafulla C. Kar, Eds. *Rethinking Indian English Literature*. Pencraft, 2000.
- Paranjape, Makarand R. *Indian English Poetry*. Macmillan, 1993.
- Raveendran, P. P. “Genealogies of Indian Literature.” *Economic and Political Weekly*. Vol. 41. no. 25. June 24-26, 2006. pp. 2558-56
- Walsh, William. *Indian Literature in English*. Longman, 1990.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Major Discipline Core Course
SGB24EG308MC
ENGLISH LITERATURE FROM 1946 TO THE PRESENT
(Credits: 06)

Course Objectives

The objectives of this course are to:

1. familiarize the students with the socio-cultural impulses and dominant literary trends from the post-war period to the present
2. introduce and examine the various movements that dominated the literature, culture and arts of the century and which produced significant shifts in the pattern of thought and living
3. introduce the students to the poets, novelists, dramatists, prose writers of the post-war period to the present

Learning Outcomes

1. demonstrate an understanding of how the age affected the literature and the various genres
2. demonstrate a knowledge of the major movements that influenced post-war English literature
3. evaluate critically the texts in terms of their stylistic and formal features

Course Description

BLOCK 1 Socio-political Background - I

UNIT 1: World War II and its aftermath- Depression years- Decline of political power- The End of the Empire-Mass culture- Welfare State- Cold war- Thatcher's England- Literature and Media in the twentieth century- Role of BBC- Impact of technology and globalization- voice of the marginalized

UNIT 2: Poetry – Neo-Romanticism-Movement Poetry– Philip Larkin, Thom Gunn,

Jennings–new poets of the 50’s – Ted Hughes – Heaney, Geoffrey Hill - decolonization and writing by expatriate settlers in English - cultural encounters and subsequent reflections - globalization and its aftermath - human rights and refugee crisis

BLOCK 2 Socio-political Background -II

Unit-1 Drama

Post-war drama – kitchen-sink drama – the angry young men – Osborne – Theatre of the Absurd– Beckett, Pinter, Bond- contemporary socio- cultural realities and theatrical responses

Unit 2: Prose and Fiction

New modes of fiction writing- responses to the post-war scenario decolonization and new socio-cultural and political reality- the art of postmodern fiction impact of technology and other complexities of the world

BLOCK 3 Poetry (Detailed)

UNIT 1: Carol Ann Duffy: “Anne Hathway”

Philip Larkin: “Church Going”

UNIT 2: Seamus Heaney: “Tollund Man”

“Punishment”

Ted Hughes: “Pike”

“Hawk Roosting”

BLOCK 4 Poetry (Non-detailed)

UNIT 1: Thom Gunn: “ On the Move”

Elizabeth Jennings: “ One Flesh”

UNIT 2: Geoffrey Hill: “In Memory of Jane Frazer”

Simon Armitage: “A Vision”

Benjamin Zephaniah: “Rong Radio Station”

BLOCK 5 Drama

UNIT 1: Detailed

Samuel Becket: *Waiting for Godot*

UNIT 2: Non-detailed

John Osborne: *Look Back in Anger*

Arnold Wesker: *The Kitchen*

BLOCK 6: Prose

Non-detailed

Zadie Smith: "Speaking in Tongues" from the collection *Imaginary Homelands*

Salman Rushdie: "Outside the Whale" from the collection *Changing my Mind*

Fiction

Non - detailed

William Golding: *Lord of the Flies*

Kazuo Ishiguro: *Never Let Me Go*

Kingsley Amis: *Lucky Jim*

Angela Carter: *Nights at the Circus*

Suggested Readings

Alegre, Sara Martin. *Post-War English Literature: 1945-1990*. Universitat Oberta Catalunya. Gent.uab.cat.

Brown, John Russell. Ed. *Modern British Dramatists: A Collection of Critical Essays*. New Jersey: Prentice-Hall, 1968.

Childs, Peter. *The Twentieth Century in Poetry: A Critical Survey*. London: Routledge, 1999. Print

Geddes, Gary. *Twentieth Century Poetry and Poetics*, Toronto: OUP, 1985. Print.

Hamilton, Ian & Jeremy Noel-Tod. *The Oxford Companion to Modern Poetry*. UK: OUP, 2013

Head, Dominic. *The Cambridge Introduction to Modern British Fiction*. Cambridge: Cambridge UP, 2002. Print.

Innes. Christopher. *Modern British Drama: The Twentieth Century*. Cambridge: Cambridge UP, 2002. Print.

Lane, David. *Contemporary British Drama: Edinburgh Critical Guides Literature*. Edinburgh: Edinburgh UP, 2010. Print.

Levenson, Michael, ed. *The Cambridge Companion to Modernism to Modernism*. 1999. Cambridge: Cambridge UP, 2003. Print.

Morrison, Jago. "Angela Carter: Genealogies." *Contemporary Fiction*: London: Routledge, 2003. 155-78. Print.

Perkins, David. *A History of Modern Poetry: Modernism and After*. Cambridge: Harvard UP, 1987. Print.

Sheppard, Robert. *The Poetry of Saying: British Poetry and its Discontents, 1950- 2000*. Liverpool: Liverpool UP, 2005. Print.

Taylor, Mark, Batty, Juliette Taylor – Batty. *Samuel Beckett's Waiting for Godot, London: Continuum, 2008. Print.*

Tew, Philip. *The Contemporary British Novel*. 2004. 2nd ed. London: Continuum, 2011. Print.

Thomas, C. T. Introduction. *Twentieth Century Verse: An Anglo American Anthology*. 1979. New Delhi: Macmillan, 1990. Print.

Thwaite, Anthony. *Poetry Today: A Critical Guide to British Poetry, 1960-1995*. 1966. London: Routledge, 2013. Print.

Waugh, Patricia, ed. *Revolutions of the Word: Intellectual Contexts for the Study of Modern Literature*. London: Arnold, 1997. Print.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Major Discipline Specific Elective Course

SGB24EG505ME
LITERATURE AND THE CONTEMPORARY WORLD
CREDITS: 6

Course Objectives

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

Course Outcomes

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

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

COURSE DETAILS

BLOCK 1: Climate Change

UNIT 1 Margaret Atwood: "The Moment"

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

BLOCK 2: Technology and Human Life

UNIT 1 Gareth Southwell: "Artificial Intelligence"

UNIT 2 Ambrose Bierce: “Moxon’s Master”

BLOCK 3: Gender

UNIT 1 Sarah Joseph: “The Masculine of Virgin”

UNIT 2 Malala Yousafzai: “A Daughter is Born”

BLOCK 4: Human Rights

UNIT 1 Vijayarajamallika: “Injuries”

UNIT 2 Jawaharlal Nehru: “A Tryst with Destiny”

BLOCK 5: Ethics and Culture

UNIT 1 John Lennon: “Imagine”

UNIT 2 Rabindranath Tagore: “Housewife”

BLOCK 6: Globalised Society

UNIT 1 Pablo Neruda: “The United Fruit Company”

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

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SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Major Discipline Specific Elective Course
SGB24EG506ME
POSTCOLONIAL LITERATURES
(Credits 6)

Course Objectives

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

Course Outcomes

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

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

COURSE DETAILS

BLOCK 1: Introduction - Literary Contexts

UNIT 1 Colonialism

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

BLOCK 2: Essays

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

BLOCK 3: Poetry

UNIT 1 Gabriel Okara: "Piano and Drums" UNIT 2
Nissim Ezekiel: "Background Casually"

UNIT 3 A.D. Hope: "Australia"

UNIT 4 Derek Walcott: "A Far Cry from Africa"

UNIT 5 Margaret Atwood: "Journey to the Interior"

BLOCK 4: Drama

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

BLOCK 5: Short Story

UNIT 1 Chimamanda Ngozi Adichie: "The Thing around Your Neck"

BLOCK 6: Novels

UNIT 1 Jean Rhys: *Wide Sargasso Sea*

References

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

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- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *The Post-Colonial Studies Reader*. London: Routledge, 2006.
- . "Introduction", *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 2006.
- Bhabha, Homi. *The Location of Culture*. London: Routledge, 1994.
- . *Nation and Narration*. London: Routledge, 1998.
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- . *Colonial and Postcolonial Literature*. Oxford: Oxford University Press, 1995
- Castle, Gregory. *Postcolonial Discourses: An Anthology*. Oxford: Blackwell, 2001. Print.
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- . *Orientalism*. London: Penguin, 1991
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- Young, Robert J.C. *Postcolonialism: An Historical Introduction*. Oxford: Blackwell, 2001.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Minor Discipline Course
SGB24JL202MI
NEWS REPORTING AND EDITING
(Credits 6)

Course Objectives

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

Course Outcomes

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

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

COURSE DETAILS

BLOCK 1: BASICS OF JOURNALISM

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

BLOCK 2 : REPORTING

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

BLOCK 3 : SPECIALISED REPORTING

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

BLOCK 4 : WRITING FOR MEDIA

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

BLOCK 5 : NEWS EDITING

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

BLOCK 6 : HEADLINING AND PAGE LAYOUT

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

References

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

Semester VII

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Advanced Discipline Specific Course

SGB24EG401AM
LITERARY THEORY
(Credits 6)

Learning Objectives

The objectives of this course are to:

1. represent the important theoretical schools that have radically changed the perception of literature as a cultural phenomenon.
2. familiarize the students with the basic premises of the foundational schools of modern thought, particularly on the construction of the subject, language, and socio-cultural formations.
3. discuss the intellectual milieu in Europe that led to the emergence of theories of structuralism, post structuralism, psychoanalysis, feminism, new historicism, ecocriticism
4. familiarize the students with the primary conceptual apparatus of these systems of thought
5. enable the students to analyze literary phenomena using the theoretical tools provided by the above schools

Learning Outcomes

At the end of the course it is expected that the students

1. would sharpen their analytical and critical faculties drawing inspiration from the readings provided
2. gain an idea of the evolution of critical thinking in Europe and India in the 20th and 21st century
3. understand the function of language in the construction and analysis of literary and cultural phenomena
4. gain an insight into the interconnected nature of these major schools of thought leading to a shift from the paradigmatic to the syntagmatic

BLOCK 1 Structuralism

UNIT 1: Major Theorists

Ferdinand de Saussure, Claude- Levi-Strauss, Roland Barthes, Gerard Genette

UNIT 2: Major Concepts

Structure, Sign, Signifier, Signified, Semiology, Semiotics, Langue and Parole, Mythemes,

Structuralist Narratology.

For Further Reading

Roland Barthes: “Structuralist Activity”

Gerald Gennet: “Structuralism and Literary Criticism”

Ferdinand de Saussure’s “Theory of Signs”

BLOCK 2 Post-Structuralism/ Deconstruction

UNIT 1: Major Theorists

Jacques Derrida, Roland Barthes, Michel Foucault, The Yale School.

UNIT 2: Major Concepts

Deconstruction of Sign, Decentering, Logocentrism, Aporia, Supplement, Knowledge, Power, Discourse.

For Further Reading

Jacques Derrida: “Structure, Sign and Play in the Discourse of Social Sciences” Roland Barthes: “Death of the Author “

Paul de Man: “Semiology and Rhetoric”

BLOCK 3 Psychoanalysis

UNIT 1: Major Theorists

Sigmund Freud, Jacques Lacan, Slavoj Žižek

UNIT 2: Key Concepts

Id, Ego, Superego, Dream Mechanism, Oedipus Complex, Unconscious, Mirror Stage, Imaginary, Symbolic and Real, Ego Formation and Constructions of Selfhood , Jouissance, Unconscious is structured like a Language.

For Further Reading

Lacan – “Mirror Stage”

BLOCK 4 Feminism

UNIT 1: Major Theorists

Virginia Woolf, Kate Millet, Elaine Showalter, Helene Cixous, Adrienne Rich.

UNIT 2: Major Concepts

Gynocriticism, Ecriture Feminine, Womanism, The Language Problem in Feminism, Marxist Feminism, French Feminism, Lesbian Feminism, Black Feminism, Dalit Feminism, Post-feminism.

For Further Reading

Elaine Showalter: "Towards a Feminist Poetics"

Bell hooks: "Black Women: Shaping Feminist Theory" Chapter 1 of *Feminist Theory From Margin to Centre*

BLOCK 5 Cultural Materialism/New Historicism

UNIT 1: Major Theorists

Raymond Williams, Jonathan Dollimore, Stephen Greenblatt, Louis Montrose

UNIT 2: Major Concepts

Neo-Marxism, Culture: New Definitions, Thin and Thick Descriptions, Textuality and Historicity, Texts, Contexts, and Co-texts, Rereading the Renaissance and Shakespeare, The Politics of Representation and Power

For Further Reading

Louis Montrose: "Professing the Renaissance: The Poetics and Politics of

Culture" Stephen Greenblatt: "The Power of Forms in the English

Renaissance" Raymond Williams: "Culture is Ordinary"

BLOCK 6 Ecocriticism

UNIT 1: Major Theorists

Jonathan Bate, Cheryll Glotfelty, Laurence Coupe, Patrick D Murphy, William Rueckert

UNIT 2: Major Concepts

Anthropocentrism, Shallow Ecology vs Deep Ecology, The Crisis of Humanism, Nature/Culture, Green Studies, Environmental Imagination, Ecofeminism

For Further Reading

Cheryll Glotfelty: "Introduction: Literary Studies in an age of Environmental Crisis" (From The Ecocriticism Reader)

Preeti Rajan Ghosh: Towards an Understanding of Environmental Aesthetics.

Dietrich, Gabriele: "Women Ecology and Culture". *Gender and Politics in India*: Ed. Nivedita Menon New Delhi: OUP 1999. 72- 95.

Suggested Readings

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- Barthes, Roland. *Elements of Semiology*. Trans. Richard Howard. Evanston: Northwestern UP, 1972. Print.
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- Bloom, Harold, et al. *Deconstruction and Criticism*. New York: Seabury, 1979. Print.
- Branch, Michel P. and Slovic, Scotts, eds, *The ISLE Reader: Ecocriticism: 1993-2003* (University of Georgia Press, 2003).
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- Felman, Shoshana, ed. *Literature and Psychoanalysis: The Question of Reading Otherwise*. 1977. Baltimore: Johns Hopkins UP, 1982. Print.
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- Genette, Gérard. *Narrative Discourse: An Essay in Method*. Trans. Jane Lewin. Ithaca: Cornell UP, 1980. Print.

- Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale UP, 1979. Print.
- Glotfelty, Cheryll and Fromm, Harold. eds, *The Ecocriticism Reader: Landmarks in Literary Ecology* (University of Georgia Press, 1966).
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- Humm, Maggie. *The Dictionary of Feminist Theory*. 2nd ed. Hemel Hempstead: Harvester Wheatsheaf, 1995. Print.
- Irigaray, Luce. *Speculum of the Other Woman*. Trans. Gillian C. Gill. Ithaca, N.Y: Cornell UP, 1985. Print.
- Jameson, Fredric. *Marxism and Form: Twentieth-Century Dialectical Theories of Literature*. 1971. New Jersey: Princeton UP, 1974. Print.
- Jefferson, Ann and David Robey, eds. Chapter 6. *Modern Literary Theory: A Comparative Introduction*. London: Batsford, 1982. Print.
- Kristeva, Julia. *Desire in Language: A Semiotic Approach to Literature and Art*. Rev.ed. New York: Columbia UP, 1982. Print.
- . *Revolution in Poetic Language*. 1974. New York: Columbia UP, 1984. Print.
- Leitch, Vincent B. *Deconstructive Criticism: An Advanced Introduction*. New York: Columbia UP, 1982. Print.
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- Moreno, Marta Cerenzo. *Critical Approaches to Shakespeare: Shakespeare for all Time*. Madrid: UNED, 2014. Print.
- Propp, Vladimir. *The Morphology of the Folktale*. 1968. Trans. Laurence Scott. Austin: U of Texas P, 2009. Print.
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Snodgrass, Mary Ellen. *Encyclopedia of Feminist Literature*. New York: Facts on File, 2006. Print. Spivak, Gayatri Chakravorty, *In Other Worlds: Essays in Cultural Politics*. Routledge, 1987. Print.

Todorov, Tzvetan. *The Fantastic: A Structural Approach to a Literary Genre*. 1970. Trans. Richard Howard. Ithaca: Cornell UP, 1975. Print.

Woolf, Virginia. *A Room of One's Own*. London: Hogarth P, 1929. Print.

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---. *Women and Writing*. 1979. Ed. and Intro. Michèle Barrett. San Diego: A Harvest Book, 1979. Print.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Advanced Discipline Specific Course

SGB24EG402AM
SHAKESPEARE STUDIES

(Credits 6)

Course Objectives

1. to give an overview of the socio-political and historical events which were instrumental in patterning elizabethan consciousness
2. to help students appreciate shakespeare as a pioneering figure in defining the course of english drama
3. to look into shakespeare's contributions to enriching the english language
4. to identify the discourses met within the plays and to familiarize the learners with significant critical responses

Learning Outcomes

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

1. evaluate the significance of the socio-political and historical events which shaped the perspective of the Elizabethan Age
2. relate the texts selected for study to the genres/ subgenres they belong to and identify and explain their formal/ stylistic/ literary features
3. identify discourses addressed in the plays and critically evaluate them
4. analyze the similarities and differences between the various types of drama attempt critical reviews of Shakespearean plays based on contemporary theoretical perspectives and their reworking/ adaptations.

Course Details

BLOCK 1 Socio-political and Literary Background

UNIT 1: Historical Context and Authorship

Social and political environment of Elizabethan England and its reflection in Shakespearean plays – biographical details of the author – production of plays – sources, actors, theatre, collaborators, audience – structure of the Shakespearean plot – editions and emendations – folios and quartos, Hemminge and Condell, later editions – literary elements.

UNIT 2: Dramatic Elements and Themes

Senecan influence, character types, women, use of the supernatural, blank verse, imagery, quibbles, soliloquy and aside, irony (verbal, situational and prophetic), disguise

BLOCK 2 Literary Analysis and Language Enrichment

UNIT 1: Thematic Classification and Language Enrichment

Thematological classification of plays – Tragedies, comedies, romances, problem plays, histories and Roman plays – Shakespeare's enrichment of the English Language – Words, phrases and quotable quotes – Discourses encountered – Humanism, Imperialism, Feudalism, Patriarchal dominance, Homosexuality

UNIT 2: Critical Perspectives and Sonnet Studies

Shakespearean criticism – John Keats, Charles Lamb, A.C. Bradley, T.S. Eliot, Wilson Knight, William Empson, Leslie Stephen, Frank Kermode, Terry Eagleton, Jonathan Dollimore.

Poetry: Structure of the Shakespearean sonnet - Dedication of the sonnets - Identity of the 'Dark Mistress' and the 'Rival Poet' - Stock themes of the sonnets.

BLOCK 3 Detailed Study of Plays and Sonnets

UNIT 1: Plays (Detailed Study)

Hamlet

Twelfth Night

UNIT 2: Poetry (Detailed Study)

Sonnets:

18 "Shall I compare thee to a summer's day"

55 “Not marble nor the gilded monuments”

BLOCK 4 Detailed Study of Plays and Sonnets

UNIT 1: Plays (Non-detailed study)

Anthony and Cleopatra
The Tempest

UNIT 2: Poetry (Non-detailed Study)

Sonnets:

130 “My mistress’ eyes are nothing like the sun”

144 “Two loves I have of comfort and despair”

BLOCK 5 Modern Adaptations and Re-workings of Shakespeare

UNIT 1: Tom Stoppard *Rosencrantz and Guildenstern are Dead* (Non-detailed study)

UNIT 2: Howard Jacobson *Shylock is My Name* (Non-detailed study)

UNIT 3: Akira Kurosawa *Ran* (Non-detailed study)

BLOCK 6 Critical Responses

This is a set of critical reading related to modules/ blocks 2 and 3. They 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

Barber, Cesar Lombardi. *Shakespeare's Festive Comedy: A Study of Dramatic Form and its Relation to Social Custom*. Princeton: Princeton UP, 1972.

Bloom, Harold. “Shakespeare’s Universalism.” *Shakespeare: The Invention of the Human*. 1998. New York: The Berkley Publishing Group, 1999. 1-20.

Bradley, A. C. Introduction. *Shakespearean Tragedy*. Foreword by John Bayley. London: Penguin, 1991 (1904). 19-22.

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- Brown, Paul. "'This Thing of Darkness I Acknowledge Mine:' *The Tempest* and the Discourse of Colonialism." *Political Shakespeare: Essays in Cultural Materialism*. Ed. Bryson, Bill. *Shakespeare: The World as Stage*. London: Harper Collins. 2007.
- Dollimore, Jonathan. "Introduction: Shakespeare, Cultural Materialism and the New Historicism." *Political Shakespeare: New Essays in Cultural Materialism*. Ed. Jonathan Dollimore and Alan Sinfield. Ithaca: Cornell UP, 1985. 2-17.
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- Greer, Germaine. *Shakespeare's Wife*. New York: Harper Perennial, 2009.
- Hazlitt, William. *Characters of Shakespeare's Plays*. 1817. South Australia: U of Adelaide, 30 Dec. 2014. <<https://ebooks.adelaide.edu.au/h/hazlitt/william/characters-of-shakespeares-plays/chapter9.html>>.
- Howlett, Kathy M. *Framing Shakespeare on Film: How the Frame Reveals Meaning*. Ohio: Ohio UP, 2000.
- Johnson, Samuel. *Preface to Shakespeare* (Paragraphs 1-60). 1765. East Sussex: Read HowYouWant, 2008.
- Jones, Ernest. "The Psycho-Analytical Solution." *Hamlet and Oedipus*. New York: Norton, 1976. 45- 70.
- Kennedy, William J. "Shakespeare and the Development of English Poetry." *The Cambridge Companion to Shakespeare's Poetry*. Ed. Patrick Cheney. Cambridge: Cambridge UP, 2007. 14-32.
- Kermode, Frank. Introduction. *Shakespeare's Language*. New York: Ferrar, Straus and Giroux, 1998. 3-24.
- Spurgeon, Caroline F. E. *Shakespeare's Imagery and What it Tells Us*. 1935. Cambridge: Cambridge UP, 2004.
- Stern, Tiffany. "The Theatre of Shakespeare's London." *The New Cambridge Companion to Shakespeare*. Ed. Margreta de Grazia. Cambridge: Cambridge UP, 2010. 45-60.
- Taylor, Gary. "Shakespeare Plays on Renaissance Stages." *The Cambridge Companion to Shakespeare on Stage*. Ed. Stanley Wells and Sarah Tandon. Cambridge: Cambridge UP, 2002. 1-20.

Wells, Stanley and Lena Cowen Orlin, eds. *Shakespeare: An Oxford Guide*. Indian ed. New Delhi: Oxford UP, 2007.

Wilson, John Dover. *What Happens in Hamlet*. 1935. Cambridge: Cambridge UP, 2003.

SREENARAYANAGURU OPEN UNIVERSITY

FOUR YEAR UNDERGRADUATE PROGRAMME

BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

SGB24EG401IN

Internship

Guidelines

The University shall have a course of Internship for BA (Honours) English Language and Literature 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 English 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.

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

Date:

Signature of the Reporting Officer

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

Date:

Signature of the Learner

Counter Signature of the Reporting officer

Sreenarayanaguru Open University	
Attendance Certificate	
Name of the Learner :	
Enrollment No. :	
Programme :	
Name of the Course :	
Name of the Institution:	
Details of attendance <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>	
Date	Time of engagement

Date:

Signature of the Reporting Officer

Sreenarayanaguru Open University

Performance Appraisal

Name of the Learner :

Enrollment No. :

Programme :

Name of the Course :

Name of the Institute/ Company:

Performance indices

Please write your reflection in sentences against each index shown below. You need not enter marks in the performance sheet.

Promptness:

Aptitude:

Discipline:

Personal management:

*I certify that the particulars given above are my reflections on the engagements of
..... (Name of the learner who worked under my supervision).*

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 BA (Honours)
English Language and Literature programme*

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 BA (Honours) English Language and Literature programme. 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 Institute/Company) endorse the above declaration.

Date

**Name and Signature of the
Reporting Officer**

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
SGB24EG401PR
Dissertation/Project
Credits: 6

Course Objectives

The course has the following objectives:

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

Learning Outcomes

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

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

Guidelines

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

Format

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

Recommended Structure

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

Recommended Total Pages

A maximum of 20-25 pages

Layout, Formatting, and Printing

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

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

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

Page Margins of 2.5 cms on each side
Spiral bound, double-sided printing

Plagiarism

Plagiarised works are strictly discouraged by the University.

(Specimen Page)

DISSERTATION TITLE

In partial fulfilment of the requirement of the degree of Four Year Undergraduate Programme in English Language and Literature (Honours)

Submitted by:

FULL NAME OF THE LEARNER

Learner Registration Number

**FOUR YEAR UNDERGRADUATE PROGRAMME IN
ENGLISH LANGUAGE AND LITERATURE
(HONOURS)**

Under the Supervision of:

NAME OF THE SUPERVISOR



Name of the Learner Support Centre

SCHOOL OF LANGUAGES

SREENARAYANAGURU OPEN UNIVERSITY

KOLLAM

MONTH AND YEAR OF SUBMISSION

DECLARATION

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

Name of the Learner:

Learner Registration Number:

Programme Name:

Year of Admission:

Learner Support Centre:

Signature of the Learner:

CERTIFICATE

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

Name of the Supervising Faculty:

Designation of the Supervising Faculty:

Learner Support Centre:

Signature & Office Seal:

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
SGB24UC401FR
Foundational Skills for Research and Writing
(Credits 4)

COURSE DETAILS

BLOCK 1 Understanding Research Basics

UNIT 1: Distinguishing Research from Inquiry - Causative premises of inquiry - Formal and informal inquiry - Questions and answers.

UNIT 2: Research Types and Design - Primary and secondary - Research etymology - Driving reasons and questions for organised research - Significance and steps - Design of research.

BLOCK 2 Bibliographic and Literature Review

UNIT 1: Bibliographic sources for research and annotation - Locating sources for a bibliography.

UNIT 2: Reviewing Literature - Primary & secondary sources - Convergence and divergence - Identifying research gaps - Establishing significance of research.

BLOCK 3 Writing Formats and Citation Styles

UNIT 1: Synopsis - Executive summary - Abstract writing - Conventions and practices

UNIT 2: Citing and citation styles - Managing references - Different style sheets

BLOCK 4 Research Ethics and Publication

UNIT 1: Research ethics - Intellectual property rights - Copyrights and plagiarism.

UNIT 2: Publication procedures - Benchmarks for publication - Research gate & scopus.

Suggested Readings

Ballenger, Bruce, P. (2012). *The Curious Researcher: A Guide to Writing Research Papers*. 7th edition. Boston, M.A.: Pearson.

Booth, Wayne, C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup and William T. Fitzgerald (2016). *The Craft of Research*. Chicago: The University of Chicago Press.

The Chicago Manual of Style Online. Chicago: The University of Chicago Press 2017. 17th edn.

Fink, Arlene (2005). *Conducting research literature reviews: From the Internet to paper*. 2nd edition. Thousand Oaks, CA: Sage.

Lipson, Charles (2018) *Cite Right. A Quick Guide to Citation Styles—MLA, APA, Chicago, the Sciences, Professions and More*. Chicago: The University of Chicago Press.

Mavodza, Judith. (2016) *Citation Tracking in academic libraries: An Overview*. Oxford, UK: Chandos Publishing.

Reale, Micelle. (2019) *Inquiry and Research: A Relational Approach in the Classroom*. American Library Association.

Ridley, Diana. (2012). *The Literature Review: A Step- by- Step Guide for Students*. 2nd edition. Los Angeles, CA: Sage.

Snyder, Hannah (2019). Literature review as a research methodology: An overview and guidelines, *Journal of Business Research* volume 104, pp. 333-339. <https://doi.org/10.1016/j.busres.2019.07.039>

Semester VIII

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Advanced Discipline Specific Course
SGB24EG403AM
CULTURAL STUDIES
(Credits 6)

Course Objectives

1. Understand the basic concepts, foundational philosophies and varied approaches in CS.
2. Examine, problematise and theorise the concept of culture and its sites of production.
3. Enable an overview of the interdisciplinary dynamics of CS that cut across disciplines.
4. Comprehend meaning making processes involved in everyday life experiences.
5. To understand the relationship between language, culture, representation, and consumption.
6. Understand the workings of power, inequality, marginality, hegemony and how cultural discourses produce consensus and resistance.

Course Outcomes

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

1. evaluate how representations are shaped/impacted by race, gender, ability, caste, class, language, nationality, ethnicity, identity, region, religion, hegemonies, marginalities, etc.
2. demonstrate a critical understanding of the cultural history and factors involved in the production, distribution and consumption of literary artifacts and cultural phenomena.
3. understand the relationship between power and knowledge, and the construction of meaning.
4. get familiarised with interpretative strategies employed in CL for ‘remapping humanities.’
5. undertake critical readings of contemporary cultural texts and discourses.

BLOCK 1 Cultural Studies: Theory

UNIT 1: Theoretical Foundations

Theodor W. Adorno – Mikhail Bakhtin – Walter Benjamin—Raymond Williams—Frederick Jameson— Stuart Hall – Richard Hoggart – Max Horkheimer — Jürgen Habermas – Michael Foucault— Arjun Appadurai – Homi K. Bhabha – Pierre Bourdieu – Judith Butler – Rey Chow – Michel de Certeau – Gilles Deleuze – Paul Gilroy –Antonio Gramsci – Felix Guattari Toby Miller – Antonio Negri – Jacques Ranciere – Slavoj Žižek – John Berger – Agency and structure – Citizenship – Counter-culture – Subculture and youth – Cultural relativism – Cultural materialism – Cultural reproduction – Culture industry – Ethnic/ethnicity

UNIT 2: Contemporary Issues and Diversity

Ethnocentrism – Nationalism – Popular culture – Visual culture-
LGBTQAI+ – Lavender linguistics – Disability studies

BLOCK 2 Cultural Studies: Methodology

UNIT 1: Theorists and Approaches

Martin Lister – Giorgio Agamben – Zygmunt Bauman – James Clifford – John Fiske – Michael Hardt – Henry Jenkins – Janice Radway – Edward Soja – Paul du Guy

UNIT 2: Techniques and Analysis

Multiculturalism— Theorisation of the Everyday– Legitimation and validation of hegemonies—
Function of common sense, proverbs, and popular sayings —Manufacturing consent—
Collaboration – Content analysis – Cultural consumption

BLOCK 3 Themes and Studies

UNIT 1: Cultural Practices and Social Dynamics

The politics of food and clothing - Figurations of the popular - Cultural democratisation –
Manufacturing tradition - Nationalisms - Ethnography – Focus groups – Qualitative and quantitative
analysis – Race/racialisation – Reflexivity – Relativism – Self-help culture

UNIT 2: Identity and Social Constructs

Stereotyping – Politics of representation – Categories of caste and class – Marginalisation and resistances

– Masculinity/Femininity – Sexualities and gender politics

BLOCK 4 Media Theory

UNIT 1: Fundamentals of Media Theory

Marshall McLuhan – Andrew L. Shapiro – Andrew Barry – James Boyle – Representation – Narrative – Code – Theories of production – Gatekeeping – Agenda setting – Polysemy – Audience – Branding – Censorship Construct – Marketing – Mass media – Media education – Media literacy

UNIT 2: Media Landscape and Dynamics

Production values – Media systems – Public sphere – Augmented reality – Old media – New media

BLOCK 5 Digital Media Dynamics and Contemporary Issues

UNIT 1: Digital Media Dynamics

Cyberculture – Cybertext – Metamedia – Virtual communities – Technological determinism – Soft determinism – Interactivity – Collective intelligence

UNIT 2: Contemporary Digital Media Issues

Digital rhetoric – Non-linear media – Residual media – Social media – Multiple publics – Free speech – Post-truth

BLOCK 6 Visual Culture

UNIT 1: Theoretical Perspectives

John Berger – Laura Mulvey – Gyorgy Kepes – William Ivins – Jr. W.J.T. Mitchell – Giuliana Bruno – Stuart Hall – Lisa Cartright – Pal Miklos – Nicholas Mirzoeff – Martin Jay – Johannes Fabian – Visualism – Mediascape – Media influence – Digital communities— Visual anthropology – Visual ethics – Visual rhetoric – Visual mediation – Visual representation – Visual competence – Theory of art – Institutional theory – Social network theory

UNIT 2: Visual Culture Applications and Analysis

Mediology – Complexity theory – High art – Implied viewer—Graphic narratives Digital

Humanities.

Recommended Reading

- Abbas, A, Erni, J (eds). *Internationalizing Cultural Studies*. Malden, MA: Blackwell.2005.
- Adams, Rachel, and David Savran. *The Masculinity Studies Reader*. Blackwell, 2009.
- Adorno, Theodor W. and Horkheimer, Marx. 1944. "The Culture Industry: Enlightenment as Mass Deception." *Dialectics of Enlightenment: Philosophical Fragments*. Ed. Gunzelin Schmid Noerr. Trans. Edmund Jephcott. Stanford: Stanford UP, 2002. 94- 136. Print.
- Berger, John. Section 1. *Ways of Seeing*. London: BBC and Penguin, 1972. 7-33. *Waysofseeing.com*. Web. <<http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf>>.
- Butler, Judith, "Subject of Sex/Gender/Desire." *Gender Trouble: Feminism and the Subversion of Identity*. 1999. New York and London: Routledge, 2002. 3-44. *Wordpress.com*. Web. <https://selforganizedseminar.files.wordpress.com/2011/07/butler-gender_trouble.pdf>.
- Carole M. Cusack: "The Gods on Television: Ramanand Sagar's Ramayan", in *Politics and Popular Piety in Late Twentieth-Century India* by Alex Norman and Cusack, 2012.
- Castells, Manuel. "The Network Society." *The Network Society from Knowledge to Policy*. Ed. Manuel Castells and Gustavo Cardoso. Massachusetts: John Hopkins Centre for Transatlantic Relations, 2005. 3-22. Print. *Umass.edu*. Web. <https://www.umass.edu/digitalcenter/research/pdfs/JF_NetworkSociety.pdf>.
- Gay, Paul du. "What is Culture?" *Doing Cultural Studies: The Story of the Sony Walkman*. 1997. London: Sage, 2003. 5-7. Print.
- Hall, Stuart. "Encoding/Decoding." *Culture, Media, Language: Working Papers in Cultural Studies 1972-79*. Eds. Stuart Hall, et. al. London: Unwin Hyman, 1980. 117-127. Print. *Georgetown.edu*. Web. <<http://www9.georgetown.edu/faculty/irvinem/theory/SH-Coding.pdf>>.
- Pinney, Christopher. "The Politics of Popular Images from Cow Protection to M. K Gandhi 1890- 1950." *The Indian Public Sphere: Readings in Media History*. Ed. Arvind Rajagopal. New York: Oxford UP, 2009. 65-87.
- Prasad, M. Madhava. "The Absolutist Gaze: Political Structure and Cultural Form." *Ideology of the Hindi Film: A Historical Construction*. 1998. New Delhi: Oxford UP, 2006. 53- 87. Print.
- R Nandakumar: "The Missing Male: The Female Figures of Ravi Varma and the Concepts of Family, Marriage and Fatherhood in Nineteenth Century Kerala." *South Indian Studies*,

No.1, Jan-June, 1996.

Storey, John. "What is Popular Culture?" in *Cultural Theory and Popular Culture*, 1-16

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Discipline Specific Course

SGB24EG401DS

ENGLISH FOR ACADEMIC PURPOSES

(Credits 4)

Course Objectives

1. introduce writing skills
2. facilitate students in recognising their strength and weakness in writing tasks
3. train students to recognize genres in writing
4. provide a critical perspective into the dynamics of writing with classroom practice
5. familiarise basics of research writing
6. develop a perspective on academic writing

Learning Outcomes

1. recognise the dynamics in the process of writing
2. evolve a critical perspective on writing practice
3. cultivate the temperament to evolve a distinct style of writing
4. examine critically one's own practice of writing

Course Description

BLOCK I: Introduction to Academic Writing

- UNIT 1: Basic features of Academic writing- Develop writing skills -Elements of writing- Mechanics of writing
- UNIT 2: Different academic writing genres-Paragraphs- Essay-Reports-Book review Textual analysis - Case studies- Proposals- Research papers- Researching resources for writing - Critical reading – Creative and logical thinking - Documentation - Drafting – Revising

BLOCK II: Elements of Writing

- UNIT 1: Error detection-Punctuation - Writing Mechanics

UNIT 2: Vocabulary and Spelling - Tone and Style Effective Academic Writing

BLOCK III: Different Kinds of Written Documents

- UNIT 1 Pre-writing techniques – paragraph writing – types of paragraphs – topic sentence- inductive deductive approaches
- UNIT 2 Definitions- descriptions – recommendations – reports – essays descriptive-argumentative

BLOCK IV: Research Writing and Practical Application

- UNIT 1 Identification of a research problem and the choice of subject - selecting sources — documentation - bibliography - plagiarism
- UNIT 2 Responding to writing genres – Finding topics by asking questions - Brainstorming - making plans - developing ideas by questioning and writing— conceptualizing responses for questions -structuring ideas – writing samples -paragraphs – non sequiturs – jargon – evolution of argument
- UNIT 3 Writing short answers – responding to essay questions – writing with focus – writing to the point – Blue print for research article – argument in one sentence – title – writing – rewriting – numbered drafts– reasoning in writing – chiselling – proof reading – the academic essay – evolution of style – Practice writing research papers on various topics

For Further Reading:

Elbow, Peter. “Reflections on Academic Discourse.” *Everyone can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing*. Oxford UP. 2000. pp. 235 – 256.

---. “Can Personal Expressive Writing do the Work of Academic Writing?” pp. 315 – 318. Gibaldi, Joseph. *MLA Handbook for writers of Research Papers*, New Delhi: EWP, 2009 (8th edition). Wyrick, Jean. “The Thesis Statement.” *Steps to Writing Well*. 11th Ed. Wadsworth. 2011. pp. 31 – 46.

---. “Drafting and Revising: Creative Thinking, Critical Thinking.” *Steps to Writing Well*. 11th Ed. Wadsworth. 2011. pp. 95 – 124.

Reading List

Anderson, Jonathan, B.H. Durston and M.Pcole. *Thesis and Assignment Writing*, New Delhi: Wiley Eastern, 1970.

Anderson, Marilyn. et al. *Critical Thinking Academic Writing and Presentation Skills*. 2nd Ed. Pearson. 2010.

Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 2nd Ed. Routledge. 2003.

DiYanni, Robert., Pat C. Hoy II. *The Scribner Handbook for Writers*. Allyn and Bacon. USA.

1995.

Elbow, Peter. *Everyone can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing*. Oxford UP. 2000.

Kothari, C.R. *Research Methodology: Methods and Techniques*, Delhi: New Age International Ltd.1985.

Woolf, Judith. *Writing about Literature: Essay and Translation Skills for University Students of English and Foreign Literature*. Routledge. 2005.

Wyrick, Jean. *Steps to Writing Well*. 11th Ed. Wadsworth. 2011.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Discipline Specific Course
SGB24EG402DS
ENGLISH LANGUAGE TEACHING
(Credits 4)

Objectives

The objectives of this course are:

- to examine the historical and current theories of L1 and L2 acquisition
- to create critical awareness of approaches and methodologies and the underlying principles in the ESL context
- to understand learner problems and learner factors in developing proficiency in language skills
- to evaluate critically syllabi, teaching materials, and evaluation procedures

Learning Outcomes

At the end of this course, students should:

- have acquired knowledge of the historical and current theories in ELT
- be able to assess critically the implications of the various approaches, methods, techniques
- have developed the ability to critically evaluate syllabi, teaching materials, and evaluation procedures

Course Details

BLOCK 1: The English Language Teaching: Theories, Approaches and Methods

- | | |
|--------|---|
| UNIT 1 | Key concepts in ELT – Acquisition/ Learning – Teaching/ Learning – Bilingualism/ Multilingualism – Teacher-oriented/Learner-oriented – significance of ESL and EFL – Explanation and comparison of L1 and L2 acquisition – Interlanguage – ESP - Theoretical Frameworks and Methodologies – Behaviourism, Cognitivism, Chomsky’s Contributions - Universal Grammar/Language Acquisition Device (LAD) – Constructivism |
| UNIT 2 | Traditional methods – Use of Grammar Translation method, Direct method, Audio-Lingual method, Suggestopedia, Silent Way - Community Language Learning - CLT - Linguistic competence and communicative competence - Krashen’s Monitor Model (Natural Method) - Task Based Teaching - Critical Pedagogy |

BLOCK 2: Teaching Strategies, Classroom Practices, and Learner Factors

- | | |
|--------|--|
| UNIT 1 | Teaching LSRW skills - Identifying problems with regard to developing specific language skills - Teaching of language through literature - Classroom practice teaching |
|--------|--|

- UNIT 2 Teaching Aids - ICT in Language teaching - authentic materials and e-resources
Learner factors

BLOCK 3: Assessment and Evaluation Methods

- UNIT 1 Purposes of assessment – criteria of good test – concepts of validity, reliability, objectivity and practicality
UNIT 2 Continuous assessment and external assessment

BLOCK 4: Evaluation Tools and Test Design

- UNIT 1 Types of tests – Summative and formative tests – Tools of evaluation
UNIT 2 Question paper design

Recommended Reading

- Brown, H. Douglas. *Principles of Language Learning and Teaching*. 4th ed. New York: Longman, 2000. Print.
- Brumfit, Christopher and Keith Johnson, eds. *The Communicative Approach to Language Teaching*. 1979. Oxford UP, 1987. Print.
- Gleason, J. B. and N. Ratner, eds. *Psycholinguistics*. 2nd ed. New York: Harcourt, 1997. Print.
- Krishnamurthy, N. and T. Sriraman. *English Teaching in India*. T. R. Publications, 1994. Print.
- Larsen-Freeman, D. and M. Long. *An Introduction to Second Language Acquisition Research*. Ed. C. N. Candlin. New York: Longman, 1991. Print.
- . *Techniques and Principles in Language Teaching*. 1986. 2nd ed. New York: Oxford UP, 2000. Print.
- Mitchell, R. and F. Myles. *Second Language Learning Theories*. London: Arnold, 1998. Print.
- Nagaraj, Geetha (2010) *English Language Teaching : Approaches Methods and Techniques*. Orient Black swan
- Nunan, D. *Second Language Teaching and Learning*. Boston: Heinle & Heinle, 1999. Print. Prabhu, N. S. *Second Language Pedagogy*. London: Oxford UP, 1987. Print.
- Richards, J. C. and Theodore. S. Rogers. *Approaches and Methods in Language Teaching*. 1986. 2nd ed. New York: Cambridge UP, 2001. Print.
- Stern, H. H. *Fundamental Concepts of Language Teaching*. London: Oxford UP, 1983. Print.
- Tickoo, M. L. *Teaching and Learning English: A Source Book*. New Delhi: Orient Longman, 2003. Print.

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE
Additional Advanced Major Discipline Specific Course
SGB24EG401AA
ENGLISH FOR PROFICIENCY IN COMPETITIVE EXAMINATIONS
Credits 6

Course Objectives

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

Course Outcomes

Upon completing the course, the learners:

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

COURSE DETAILS

BLOCK 1 Introduction

- | | |
|--------|--|
| UNIT 1 | Types of Competitive Exams – Skills Tested in Competitive Exams – Which Exam for What Purpose |
| UNIT 2 | Relevance of Competitive Exams and English Proficiency – Competitive Exams in India –International Competitive Exams |

BLOCK 2: Question Types

- | | |
|--------|--|
| UNIT 1 | Types of Questions Asked – Individual Tasks – Integrated Tasks |
|--------|--|

UNIT 2 Objective Questions – Descriptive Questions – Cloze Tests – Reasoning

BLOCK 3: Language Skills

UNIT 1 Listening: Types of Listening – Types of Listening Tasks Asked in
Competitive Examinations

Speaking: Subskills of Speaking – Types of Speaking Tasks Asked
in Competitive Examinations

UNIT 2 Reading: Types of Reading – Types of Reading Tasks Asked in
Competitive Examinations

Writing: Types of Writing – Types of Writing Tasks Asked in Competitive
Examinations

BLOCK 4: Integrated Language Skills

UNIT 1 Integrated Language Skills – How They Can Be Used in Competitive
Examinations – Conversations – Comprehension Passages

UNIT 2 Letters – Précis – Jumbled Paragraphs/ Sentences – Error Spotting in
Sentences/ Paragraphs/ Passages

BLOCK 5: Grammar

UNIT 1 Grammar – Parts of Speech: Nouns – Pronouns – Adjectives – Verbs – Adverbs
– Conjunctions – Prepositions – Interjections – Articles – Common Errors to
Be Avoided

UNIT 2 Tenses: Present Tense and its Subdivisions – Past Tense and its Subdivisions
– Future Tense and its Subdivisions – Degrees of Comparison – Concord –
Direct and Indirect Speech – Question Tag – Clauses

BLOCK 6: Vocabulary and Verbal Reasoning

UNIT 1 Homophones/Homonyms/Homographs/Antonyms/Synonyms – Affixes –
Idioms and Phrases – One Word Substitution – Wrong Usages to be Avoided
– Singular/Plural – Compound Words – Word Relations – Easily Confused
Words – Commonly Used Foreign Words and Expressions – Abbreviations –
Acronyms

UNIT 2 Verbal Reasoning – Verbal Puzzles – Verbal Coding Exercises –
Jumbled Words (Spelling)

References

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

SREENARAYANAGURU OPEN UNIVERSITY
FOUR YEAR UNDERGRADUATE PROGRAMME
BA (HONOURS) ENGLISH LANGUAGE AND LITERATURE

Additional Advanced Major Discipline Specific Course

SGB24EG402AA
LITERATURE AND THE ENVIRONMENT
Credits: 6

Course Objectives

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

Course Outcomes

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

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

COURSE DETAILS

BLOCK 1: Introduction

UNIT 1	Pramod K. Nayar	“Ecocriticism.”
--------	-----------------	-----------------

BLOCK 2: Poetry

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

BLOCK 3: Prose

UNIT 1 Rachel Carson "A Fable for Tomorrow"

BLOCK 4: Short Fiction

UNIT 1 Alice Munro "Walker Brothers Cowboy"

BLOCK 5: FICTION

UNIT 1 Yann Martell *Life of Pi*

BLOCK 6 - Drama

UNIT 1 William Shakespeare *As You Like It*

References

- Bate Jonathan. *Romantic Ecology: Wordsworth and the Environmental Tradition*. London: Routledge, 1991.
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