

SREENARAYANAGURU

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



Bachelor of Arts

PSYCHOLOGY

PROGRAMME SYLLABUS

June 2024
Admission Onwards

CBCS-UG Regulations 2021

SREENARAYANAGURU OPEN UNIVERSITY

Programme Structure Template -Bachelor of Arts (BA)

Se m es te r	Discipline Core Course (6 Credit each)	Discipline Specific Elective (6 Credit each)	Ancillary Courses (6 Credit each)	Language Core (6 Credit each)	MIL (6 Credit each)	Generic Elective (2 Credit)	Ability Enhancement Compulsory Course (4 Credit each)	Skill Enhancement Course (2 Credit each)	Skill Enhancement Compulsory Course (2 Credit)	Project (6 Credit)	Total Credit per Semester
I	DC-1		AN-A-1	ENG-1 (LC)			AC -1				22
II	DC-2		AN-B-1		MIL-1		AC-2				22
II I	DC-3		AN-A-2	ENG-2 (LC)				SE-1	SC		22
IV	DC-4	DE-1/ DE-2 (any one)	AN-B-2		MIL-2						24
V	DC-5	DE-3/ DE-4/ DE-5/ DE-6 (any two)				GE-1		SE-2			22
VI	DC-6					GE - 2				DP	20
	DC-7										
To tal	42 Cr	18 Cr	24 Cr	12 Cr	12 Cr	4 Cr	8 Cr	4 Cr	2 Cr	6 Cr	132 Cr

DC : Discipline Core Course
DE : Discipline Specific Elective Course
AN-A : Ancillary Course – A

SE : Skill Enhancement Course (Core)
AC-1 : Environmental Studies
AC-2 : Communication course (English or MIL)

AN-B	: Ancillary Course – B	SC	: Humanism and Logic
GE-1	: Generic Electives from English or MIL	MIL	: Modern Indian Languages
GE-2	: Generic Electives from Other Disciplines	DP	: Dissertation / Project
ENG	: English Language Core		

Programme Details

First Semester			
Sl. No.	Type of the Course	Course Code	Course Name
1	Discipline Core	B23PY01DC	Basic Psychological Processes I
2	Ancillary Course	B21HS21AN	History of Indian National Movement I
3	Language Core Course	B21EG01LC	Reading & Writing English
4	Ability Enhancement Compulsory Course (AC-1)	B21ES01AC	Environmental Studies

Second Semester			
Sl. No.	Type of the Course	Course Code	Course Name
1	Discipline Core	B23PY02DC	Basic Psychological Processes II
2	Ancillary Course	B21SO01AN	Development of Sociological Thought
3	Modern Indian Languages (MIL-1) (Learners can choose any one)	B21AR01LC	Functional Arabic
		B21HD01LC	हिंदी गद्य साहित्य और संरचना <i>Hindi Gadya Sahitya Aur Samrachana</i>
		B21ML01LC	മലയാളസാഹിത്യം: കവിത-കഥ-ഉപന്യാസം-നോവൽ <i>Malayalasahithyam: Kavita-Kadha- Upanyasam-Novel</i>

		B21SN01LC	गद्यं नाटकं च <i>Gadyam Natakam Cha</i>
4	Ability Enhancement Compulsory Course (AC-2) (Learners can choose any one)	B21AR01AC	Communication in Arabic
		B21EG01AC	English for Communication
		B21HD01AC	रोज़मर्रा हिंदी <i>Rozmara Hindi</i>
		B21ML01AC	പ്രയോഗികമലയാളം <i>Prayogikamalayalam</i>
		B21SN01AC	व्यावहारिकसंस्कृतम् <i>Vyavaharikasamskarutham</i>

Third Semester			
Sl No	Type of the course	Course Code	Course Name
1	Discipline Core	B23PY03DC	Social Behaviour
2	Ancillary Course	B21HS22AN	History of Indian National Movement II
3	Language Core Course	B21EG02LC	Literature and the Contemporary World
4	Skill Enhancement Compulsory Course (SC)	B21HL01SC	Humanism and Logic
5	Skill Enhancement Course (SE -1)	B23PY01SE	Stress Management

Fourth Semester

SI No	Type of the course	Course Code	Course Name
1	Discipline Core	B23PY04DC	Human Development
2	Discipline-Specific Elective Course (Learners can choose any one)	B23PY01DE	Organisational Behaviour
		B23PY02DE	Educational Psychology
3	Ancillary Course	B21SO02AN	Sociology in India
4	Modern Indian Languages (MIL -2) (Learners can choose any one. The language chosen as MIL-2 should be the same as MIL-1)	B21AR02LC	Literature in Arabic
		B21HD02LC	हिंदी पद्य साहित्य और अनुवाद <i>Hindi Padya Sahitya Aur Anuvad</i>
		B21ML02LC	മലയാളസാഹിത്യ മാതൃകകൾ : ആത്മകഥ, ജീവചരിത്രം, യാത്രാവിവരണം, അനുഭവ സാഹിത്യം <i>Malayalasadahithya Mathrukakal: Aathmakadha, Jeevacharithram, Yathravivarana, Anubhavasahithyam</i>
		B21SN02LC	गद्यकाव्यं महाकाव्यं च <i>Gadyakavyam Mahakavyam Cha</i>

Fifth Semester

SI No	Type of the course	Course Code	Course Name
1	Discipline Core	B23PY05DC	Understanding Psychological Disorders I
2	Discipline-Specific Elective Courses (Learners can	B23PY03DE	Introduction to Counselling
		B23PY04DE	Psychology of Gender

	choose any two)	B23PY05DE	Neuropsychology
		B23PY06DE	Rehabilitation Psychology
3	Generic Electives I (GE-1) (Learners can choose any one. General Electives from Core Discipline cannot be chosen)	B21AR01GE	Modern Standard Arabic
		B21EG01GE	Appreciating Literature
		B21HD01GE	व्यावहारिक हिन्दी <i>Vyavaharik Hindi</i>
		B21ML01GE	ആധുനിക മലയാളസാഹിത്യ ചരിത്രം <i>Aadhunika Malayalasaahithyacharithram</i>
		B21SN01GE	संस्कृतसोपानम् <i>Samskruthasopanam</i>
4	Skill Enhancement Course (SE -2)	B23PY02SE	Psychological Testing

Sixth Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	B23PY06DC	Statistics and Research
2	Discipline Core	B23PY07DC	Understanding Psychological Disorders II
3	Generic Electives II (GE-2) (Learners can choose any one. General Electives from Core	B21PH01GE	Introduction to the Philosophy of Sree Narayana Guru
		B21EC01GE	Economics for Everyday Life
		B21SO01GE	Introduction to Sociology
		B21HS01GE	Modernisation of Kerala

	Discipline cannot be chosen)	B21CA01GE	Computer Systems and Internet Technologies
		B21BB01GE	Entrepreneurship and Startups
		B21CM01GE	Banking
		B23PS01GE	Introduction to Political Science
4	Dissertation / Project Courses (DP)	B23PY01PR	Dissertation / Project

Evaluation:

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

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

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

Semester I

DISCIPLINE CORE

B23PY01DC

BASIC PSYCHOLOGICAL PROCESSES I

Credits: 6

Course Objective:

This course aims to provide learners with an overview of modern psychology's fundamental concepts and principles, including its origins, methods and various areas of study.

Course Outcome:

The course will enable the learners to:

CSO1: Define psychology and realise its nature, goals, origins and methods.

CSO2: Familiarise themselves with the different schools of psychology.

CSO3: Explain the biological basis of human behaviour.

CSO4: Analyse the concepts and principles of sensation, attention and perception and their practical implications.

CSO5: Define learning and describe classical conditioning, operant conditioning, social learning and cognitive learning.

CSO6: Define memory and describe its encoding, storage and retrieval processes and explain models of memory and theories of forgetting.

Course Outline:

Block 1: Introduction to Psychology

Block 2: Schools of Psychology

Block 3: Brain and Behaviour

Block 4: Sensation, Attention and Perception

Block 5: Learning

Block 6: Memory and Forgetting

Course Details:

Block 1: Introduction to Psychology

Unit 1: Definition and Origins

Definition; Nature; Goals; Origins: Greek and Ancient Indian Thought; Branches: Pure and Applied

Unit 2: Methods of Psychology

Steps in conducting psychological research (7 steps); Research methods: Introspection, Observation, Interview, Case-study, Survey, Correlation, Experimental; Ethical Issues in Conducting Psychological Research

Block 2: Schools of Psychology

Unit 1: Early Schools of Psychology

Structuralism; Functionalism; Gestalt; Psychoanalysis (basic tenets, relevance, criticisms)

Unit 2: Later Schools of Psychology

Behaviourism; Humanism and Existentialism; Cognitive Psychology (basic tenets, relevance, criticisms)

Block 3: Brain and Behaviour

Unit 1: Biological Basis of Behaviour

Neurons: Structure and Types; Mechanisms of Neural Transmission (action potential & synaptic transmission); Central Nervous System; Peripheral Nervous System; Endocrine system; Neuroimaging Techniques

Unit 2: Consciousness

Biorhythms; States of Consciousness: Waking and Altered States of Consciousness

Block 4: Sensation, Attention and Perception

Unit 1: Sensation and Attention

Threshold: Absolute Threshold, Difference Threshold, Just Noticeable Difference; Attention: Factors affecting Attention: Subjective and Objective; Attention: Span, Division, Distraction

Practical: set in attention, distraction, division (anyone)

Unit 2: Perception

Bottom-up and Top-down processing; Gestalt Principles of Perception; Perceptual Constancies: Illusions of Size, Shape and Movement; Depth Perception: Monocular and Binocular Cues; Extrasensory Perception

Block 5 Learning

Unit 1: Theories of Learning I

Definition; Basic Principles; Classical Conditioning; Operant conditioning

Unit 2: Theories of Learning II

Social Learning (Observational Learning); Cognitive Learning: Latent Learning, Cognitive Map, Insight Learning, Trial and Error Learning; Physiological Basis of Learning (in brief)

Practical: Substitutional Learning, Knowledge of Results (anyone)

Block 6: Memory and Forgetting

Unit 1: Memory

Definition; Process: Encoding, Storage and Retrieval; Models: Atkinson and Shiffrin and Information Processing Model; Measuring Memory: Recall, Recognition and Relearning; Physiology of Memory (in brief)

Practical: Immediate memory span

Unit 2: Forgetting

Theories of Forgetting: Interference theory, Decay theory, motivated forgetting. Curve of forgetting. Strategies for improving memory

References

- Baron, R.A. (2004). *Psychology*. New Delhi: Pearson Education.
- Bootzin, R., & Bower, G. H. (1991). *Psychology Today- An Introduction*. McGraw Hill Inc.
- Carlson, N. R. (2005). *Foundations of Physiological Psychology*. Pearson Education.
- Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning.
- Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. Pearson Education.
- Coon, D. & Mitterer, J.O. (2007). *Introduction to Psychology: Gateways to Mind and Behaviour*. Thomson Wadsworth.
- Gross, R. D. (1990). *Key Studies in Psychology*. Hodder & Stoughton.
- Kalat, J. W. (2015). *Biological Psychology*. Cengage Learning.
- King, D.B., Viney, W. & Woody, W.D. (2008). *A History of Psychology: Ideas and Context*. Pearson Education.
- Kuppuswamy, B. (1990). *Elements of Ancient Indian Psychology*. Konark Publishers Pvt. Ltd.
- Leahey, T.H. (2005). *A History of Psychology: Main Currents in Psychological Thought*. Singapore: Pearson Education.
- Paranjpe, A. C. (1984). *Theoretical Psychology: The meeting of East and West*. Plenum Press.
- Thomas, Teo. (2005). *The Critique of Psychology: From Kant to Post Colonial Theory*. Springer.

ANCILLARY COURSE

B21HS21AN

HISTORY OF INDIAN NATIONAL MOVEMENT I

Credits: 6

Course Outcomes:

This course is the first part of the course designed to be introduced to the learners of other disciplines as an Ancillary Course. This course covers the history of British Colonialism in India and the anti-colonial national movement up to the Gandhian Era. The course will help the students to understand the inner dynamics that led to the making of India as a Nation.

Course Outline:

Block 1: Foundation of Colonial Rule in India

Block 2: Consolidation of British Power

Block 3: Resistance to British Rule

Block 4: Emergence of National Consciousness in India

Block 5: Early Phase of National Movement

Block 6: World War I and National Movement

Course Details:

Block I: Foundation of Colonial Rule in India

Unit 1. Advent of European Trading Companies

Unit 2. English East India Company & Early Settlements

Unit 3. British in Bengal

Unit 4. Battle of Plassey and Buxar

Block II: Consolidation of British Power

Unit 1. Lord Wellesley and Subsidiary Alliance Unit 2. Land settlements: Permanent - Ryotwari

Unit 3. Dalhousie and Doctrine of Lapse

Unit 4. Macaulay and English Education

Block III: Resistance to British Rule

Unit 1. Economic Impact of British Rule

Unit 2. Revolt of 1857

Unit 3. Impact of the Revolt

Unit 4. Anti-British Revolts after 1857 – Santhals- Bhils- Moplah uprisings

Block IV: Emergence of National Consciousness in India

Unit 1. Nationalism as an Ideology- Anti- Colonial content

Unit 2. Social Reform Movements& New Social Consciousness

Unit 3. Anti-caste Movements – Jyothiba Phule- Narayana Guru

Unit 4. Indian National Congress – Predecessors

Block V: Early Phase of National Movement

Unit 1. Moderates- Political Programmes

Unit 2. Economic Critique of Colonialism – Drain Theory

Unit 3. Growth of Militant Nationalism

Unit 4. Partition of Bengal – Anti-partition Struggle – Swadeshi

Block VI: World War I and National Movement

Unit 1. Impact of World War on National Movement – Lucknow Pact

Unit 2. Home Rule Movement – Tilak and Annie Basant

Unit 3. Rowlath Satyagraha – Amritsar Massacre

Unit 4. Hindu Maha Sabha and Muslim League

Essential Reading:

Sarkar, Sumit, Modern India, 1885-1947 (Delhi: Macmillian, 1985).

Tara Chand, History of Freedom movement in India.

Desai, A.R, Social Background of Indian Nationalism (Mumbai:PopularPrakasan, 1986).

.....,Peasant Struggles in India (Delhi: OUP, 1979).

Bandyopadhyay, Sekhar, From Plassey to Partition and After: A History of Modern India

Chandra, Bipan, Communalism in Modern India (2ndedn.), (Delhi:Vikas, 1987).

Chandra, Bipin, Rise and Growth of Economic Nationalism in India (Delhi: Har-Anand, 2010).

Chandra Bipan et.al, Indias Struggle for Independence, (Penguin Books, 1988)

Dube, Ishita Banerjee, A History of Modern India (Delhi: Cambridge University Press, 2015)

Guha, Ranjit, Elementary Aspects of Peasant Insurgency in Colonial India (Delhi: OUP, 1983).

LANGUAGE CORE COURSE

B21EG01LC

READING AND WRITING ENGLISH

Credits - 6

Course Objectives:

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

Course Outcomes:

Upon completing the course learner will be able to:

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 Outline:

Block 1: Glimpses of Communication

Block 2: Reading- The Effective Skill

Block 3: Language Development

Block 4: Basics of Writing in Communication

Block 5: Summary, Essays and Reports

Block 6: Practice, Practice, Practice

Course Details:

BLOCK 1: Glimpses of Communication

Unit 1: Introduction to Communication

Unit 2: Different Forms and Techniques of Communication

Unit 3: Role of Language in Communication

Unit 4: Barriers and Guidelines for Effective Communication

BLOCK 2: Reading- The Effective Skill

Unit 1: Introduction to Reading

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

Unit 3: Reading Comprehension

Unit 4: Analysing Literature

Essays

“The Dream and the Message” (Chapter 1 of Ignited Minds)– A. P. J. Abdul Kalam

Short Story

The Open Window- H.H. Munro

Poetry

The Blessed Damozel- Dante Gabriel Rossetti

BLOCK 3: Language Development

Unit 1: Parts of Speech

Unit 2: Sentences

Unit 3: Concord

Unit 4: Tenses

Unit 5: Reported Speech

Unit 6: Active and Passive Voice

Unit 7: Sentence Transformation

Unit 8: Common Errors

BLOCK 4: Basics of Writing in Communication

Unit 1: Fundamental Approach to Writing

Unit 2: Process Involved in Answering Questions

Unit 3: Use Vocabulary to Express Thoughts

Unit 4: Prerequisites for Writing

Unit 5: Taking Examination - Routes to Success

BLOCK 5: Summary, Essays and Reports

Unit 1: Summary vs Precis

Unit 2: Writing Abstract

Unit 3: Essays

Unit 4: Reports

Unit 5: Editing and Proofreading

BLOCK 6: Practice, Practice, Practice

Unit 1: Reading Comprehension Passages

Unit 2: 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.

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.

ABILITY ENHANCEMENT COMPULSORY COURSE (AC-1)

B21ES01AC

ENVIRONMENTAL STUDIES

Credits: 4

Course Objectives:

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

Course Outcomes:

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

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

Course Outline:

Block 1: Environment and Natural Resources

Block 2: Ecosystems, Biodiversity and Conservation

Block 3: Social Issues and Sustainable Development

Block 4: Environmental Ethics and Contemporary Environmental Issues

COURSE DETAILS

BLOCK 1: Environment and Natural Resources

Unit 1:	Definition, scope and multidisciplinary nature of environmental studies
Unit 2:	Natural resources
Unit 3:	Forest resources
Unit 4:	Water resources

Unit 5: Land and Mineral resources

Unit 6: Energy resources

BLOCK 2: Ecosystems, Biodiversity and Conservation

Unit 1: Concept, Structure and function of an ecosystem

Unit 2: Basic awareness on various ecosystems

Unit 3: Definition and levels of Biodiversity

Unit 4: Brief note on India as a mega-diversity nation

Unit 5: Threats to biodiversity

Unit 6: Biodiversity conservation at global, national and local levels

BLOCK 3: Social Issues and Sustainable Development

Unit 1: Environment and human health

Unit 2: Epidemiological issues in health

Unit 3: Need for public awareness on aspects related to the environment

Unit 4: Current environment conservation activities

Unit 5: Population growth, population explosion and associated issues

Unit 6: Sustainable development: definition and concept

BLOCK 4: Environmental Ethics and Contemporary Environmental Issues

Unit 1: Concept of Environmental ethics

Unit 2: Overview of solid waste segregation and management

Unit 3: Concept of global warming and climate change

Unit 4: Concept and definition

Unit 5: A brief overview of prominent natural disasters in India

Unit 6: List of important Acts and Rules for the conservation of the environment

References:

Agarwal, K.C. 2001 *Environmental Biology*, Nidi Publ. Ltd. Bikaner.

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

Barceló, Damià, Kostianoy, Andrey, G., 2020. *The Handbook of Environmental Chemistry*, Book series. Springer (Pub).

Bharucha Erach, *The Biodiversity of India*, Mapin Publishing Pvt. Ltd., Ahmedabad –380 013, India.

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Carla Montgomery, 2020. *Environmental Geology* (11th Edition). McGraw Hill. ISBN 13: 9780078022951

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- Prashant K. Srivastava, Sudhir Kumar Singh, U. C. Mohanty, Tad Murty, 2020. *Techniques for Disaster Risk Management and Mitigation*. Wiley. P 352. ISBN: 978-1-119-35919-7.
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- Townsend C., Harper J, and Michael Begon, *Essentials of Ecology*, Blackwell Science.
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- Wagner K.D., 1998. *Environmental Management*. W.B. Saunders Co. Philadelphia, USA.

Semester II

DISCIPLINE CORE

B23PY02DC

BASIC PSYCHOLOGICAL PROCESSES II

Credits: 6

Course Objective:

To provide the learners with a comprehensive understanding of basic psychological processes, including motivation, emotion, cognition, intelligence, personality, attitudes, aptitudes, values, and interests, and to equip them with practical skills for assessment and application in these areas.

Course Outcomes:

The course will enable the learners to:

CSO1: Define motivation, classify types and explain physiological basis and theories.

CSO2: Understand the elements and theories of emotions.

CSO3: Describe the components of thought, language structure, decision-making and problem-solving.

CSO4: Explain intelligence and creativity theories and understand the concept of IQ, intelligence testing and creativity assessment.

CSO5: Define personality, discuss determinants and approaches, and learn assessment methods.

CSO 6: Define attitudes and describe components and measurement methods for attitudes, values, and interests.

Course Outline:

Block 1: Motivation

Block 2: Emotion

Block 3: Cognition

Block 4: Intelligence & Creativity

Block 5: Personality

Block 6: Attitudes, Aptitudes, Values and Interests

Course Details:

Block I: Motivation

Unit 1: Nature and Classification of Motivation

Definition; Elements: Need, Drive, Incentive; Classification of Motives; Physiological Basis

Practical: Level of Aspiration or Achievement Motivation Scale

Unit 2: Theories of Motivation

Instinct Theories, Drive Reduction Theories, Maslow's Hierarchy of Needs, Arousal Theory: Yerks-Dodson Law.

Block 2: Emotion

Unit 1: Elements and Physiology of Emotions

Definition; Elements: Subjective Experience, Physiological Response, Behavioural Response; Physiological Basis

Unit 2: Theories of Emotion

James-Lange Theory, Cannon-Bard Theory and Schachter-Singer Theory

Block 3: Cognition

Unit 1: Language, Thinking and Reasoning

Components of Thought: Images and Concepts; Types of Concepts: Conjunctive, Disjunctive and Relational Concepts; Prototypes; Language: Nature and Structure of language: Phonemes, Morphemes, Grammar, Syntax; Reasoning: Deductive and Inductive.

Unit 2: Decision-Making and Problem-solving

Decision-making: Elements and Processes; Problem-solving; Strategies of problem-solving: Algorithms, Heuristics, Means-to-End Analysis, Backward Search; Insightful Solutions; Barriers to Effective Problem-solving.

Block 4: Intelligence & Creativity

Unit 1: Intelligence & Creativity

Definition; Determinants; Theories of Intelligence: Spearman, Thurstone, Cattell, Sternberg, Gardner; Emotional Intelligence

Practical: Emotional Intelligence or SPM

Creativity; Features of Creative Thinking; Convergent and Divergent Thinking; Stages of Creative Thought.

Unit 2: Assessment of Intelligence and Creativity

Concept of IQ; Evolution of Intelligence Testing: Stanford-Binet, Wechsler scales; Culture Fair Tests; Assessment of Creativity

Block 5: Personality

Unit 1: Definition and Theories

Definition; Determinants: Biological, Psychological, Social and Cultural; Approaches to Personality: Psychoanalytic (Sigmund Freud & Neo Freudians), Humanistic (Rogers & Maslow) Trait (Allport), Type (Big 5 Factors), Behavioural and Social Learning Approach.

Unit 2: Assessment Methods

Self-Report Inventories: Minnesota Multiphasic Personality Inventory (MMPI), NEO Personality Inventory (NEO-PI-R), Myers-Briggs Type Indicator (MBTI); Projective Tests: Rorschach Inkblot Test, Thematic Apperception Test (TAT); Behavioural Assessments, Behavioural Observation and Rating Scales; Clinical Interviews: Structured Clinical Interview for DSM-5 (SCID) & Mental Status Examination (MSE)

Practical: Type A/B, Extraversion-introversion

Block 6: Attitudes, Aptitudes, Values and Interests

Unit 1: Attitudes and Measurement

Definition; Attributes; Beliefs; Components of Attitudes; Measurement: Likert Scale, Thurstone, Bogardus, Osgood.

Unit 2: Aptitudes

Aptitude: Definition and Testing: clerical, verbal, numerical, abstract, spatial, mechanical and logical; Values: Definition and Measurement; Interest: Definition and Measurement

Practical: Interest Scales

References

- Carlson, N. R. (2005). *Foundations of Physiological Psychology*. Pearson Education.
- Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning.
- Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. Pearson Education.
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ANCILLARY

B21SO01AN

DEVELOPMENT OF SOCIOLOGICAL THOUGHT

Credits: 6

Course Objectives:

The course introduces the students to the sociological thinkers, the social background of their intellectual formation and multitude of ways of thinking available in sociology to analyse the society. This course also has to prepare the students to apply theory to their own everyday life. The students have to develop a sociological imagination to read their social situation sociologically and to reflect about it theoretically.

Course Outcomes:

1. Identifies the foundational themes and its advances in Sociology.
2. Develops an appreciation of the theoretical formulations in Sociology
3. Outlines the contributions of classical thinkers to Sociology

Course Outline:

Block 1: Diversity in Sociological Perspectives

Block 2: Positivism and Social Darwinism of Early Years

Block 3: Georg Simmel

Block 4: Karl Marx

Block 5: Max Weber

Block 6: Emile Durkheim

Course Details:

BLOCK 1 Diversity in Sociological Perspectives

Unit 1 Theory: Meaning, Importance and Characteristics of Social Theory

Unit 2 Paradigms: Positivism, Interpretive Social Science, Critical Social Science.

BLOCK 2 Positivism and Social Darwinism of Early Years

Unit 1 Auguste Comte: Positivist philosophy and law of the three stages

Unit 2 Herbert Spencer: Organismic Analogy, Stages of social evolution

BLOCK 3 Georg Simmel

Unit 1 Formal Sociology, Sociation and Group formation, Size of Group: Monad, Dyad, Triad

Unit 2 Philosophy of Money, Fashion

BLOCK 4 Karl Marx

Unit 1 Dialectical Materialism, Historical Materialism

Unit 2 Modes of Production, Class Conflict, Alienation

BLOCK 5 Max Weber

Unit 1 Verstehen, Social Action

Unit 2 Ideal Types, Religion and Economy

BLOCK 6 Emile Durkheim

Unit 1 Social Fact, Division of Labour

Unit 2 Types of Suicide, Theory of Religion

References:

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MODERN INDIAN LANGUAGES (MIL - 1)

B21AR01LC

FUNCTIONAL ARABIC

Credits: 6

Course Objectives

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

Course Outcome

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

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

COURSE DETAILS

BLOCK 1: رمضان مبارك

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

BLOCK 2: ما رأيك في الواجب المنزلي؟

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

BLOCK 3: سعاد توفر

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

BLOCK 4: ما رأيك في مصروف الجيب

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

BLOCK 5: القاهرة من فوق البرج

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

BLOCK 6: Tutorial

Practice sheets based on Blocks 1-5

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

References:

A. M. Ashiurakis, (2003), Spoken Arabic self-taught, Islamic Book Service

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MODERN INDIAN LANGUAGES (MIL - 1)

B21HD01LC

हिंदी गद्य साहित्य और संरचना

Hindi Gadya Sahitya Aur Samrachana

Credits: 6

पाठ्यक्रम उद्देश्य (Objectives):

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

पाठ्यक्रम परिणाम (Course Outcomes)

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

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

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

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

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

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

ब्लॉक : 1 हिन्दी कहानी का सामान्य परिचय।

इकाई 1: हिन्दी कहानी का विकास।

इकाई 2: हिन्दी के प्रमुख कहानीकार।

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

ब्लॉक : 2 हिन्दी की प्रमुख कथाएँ ।

इकाई 1: ईदगाह – प्रेमचंद

इकाई 2: वापसी – उषा प्रियंवदा

ब्लॉक : 3 गद्य का उद्भव और विकास ।

इकाई 1: गद्य के प्रकार ।

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

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

ब्लॉक : 4 विविध गद्य रूपों का परिचय ।

इकाई 1: सदाचार का तावीज – हरिशंकर परसाई (व्यंग्य)

इकाई 2: रजिया – रामवृक्ष बेनीपुरी (रेखाचित्र)

ब्लॉक : 5 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 ।

ब्लॉक : 6 व्याकरण के व्यावहारिक प्रयोग ।

इकाई 1: शुद्ध कीजिए

इकाई 2: अभ्यासार्थ अनुच्छेद

इकाई 3: अभ्यास के लिए रचना ।

सन्दर्भ ग्रंथ सूची : Reference

- 1.स्वातंत्रयोत्तर हिंदी कहानी : सं .कमलेश्वर ।
- 2.हिंदी कथा साहित्य एक दृष्टि : सत्यकेतु सांस्कृत ।
- 3.हिंदी का गद्य साहित्य : डॉ. रामचन्द्र तिवारी ।
- 4.परिष्कृत हिंदी व्याकरण : बद्रिनाथ कपूर I

MODERN INDIAN LANGUAGES (MIL - 1)

B21ML01LC

മലയാള സാഹിത്യം: കവിത -കഥ - ഉപന്യാസം - നോവൽ

Credits: 6

Course Objectives:

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

Course Outcomes

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

Course Details:

ബ്ലോക്ക് 1 : കവിത

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

വിശദപഠനം

1. വിഷ്ണുക്കുണി- വൈലോപ്പിള്ളിശ്രീധരമേനോൻ
2. എനിക്കുമരണമില്ല- വയലാർ രാമവർമ്മ
3. അമ്പലമണി- സുഗതകുമാരി

4. നാടെവിടെമക്കളേ - അയ്യപ്പപ്പണിക്കർ
5. ആൾമറ - റഫീക്ക് അഹമ്മദ്
6. 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 മുഹമ്മദ് ബഷീർ
2. വെള്ളപ്പൊക്കത്തിൽ - തകഴി ശിവശങ്കരപ്പിള്ള
3. കോലാട് - മാധവിക്കുട്ടി
4. പാപത്തറ - സാറാജോസഫ്
5. ദൽഹി 1981 - എം. മുകുന്ദൻ
6. റെയിൽപ്പാളത്തിലിരുന്ന് ഒരു കുടുംബം ധ്യാനിക്കുന്നു - യു. കെ. കുമാരൻ

ബ്ലോക്ക് 3 : ഉപന്യാസം

ഉപന്യാസസാഹിത്യത്തിന്റെ വൈവിധ്യം തിരിച്ചറിയുകയും പ്രതിപാദനരീതി പരിചയപ്പെടുകയും ചെയ്യുക. ആശയാവതരണം ഗ്രഹിക്കുക.

വിശദപഠനം

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

ബ്ലോക്ക് 4 : നോവൽ

വിശദപഠനം

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

റഫറൻസ്

ഡോ. എം. ലീലാവതി, മലയാള കവിതാ സാഹിത്യ ചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
എം. അച്യുതൻ, ചെറുകഥ ഇന്നലെ ഇന്ന്, ഡിസി. ബുക്സ്, കോട്ടയം
സുകുമാർ അഴീക്കോട്, മലയാളസാഹിത്യ വിമർശനം, ഡിസി. ബുക്സ്, കോട്ടയം
കെ. എം. തരകൻ, മലയാളനോവൽ സാഹിത്യം, കേരളസാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
ഡോ.എം.ലീലാവതി, വർണ്ണരാജി, എൻ.ബി.എസ്. കോട്ടയം
ഡോ.കെ.എം. ജോർജ്ജ്, ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ, ഡിസിബുക്സ്, കോട്ടയം
കെ.പി. അപ്പൻ, മാറുന്ന മലയാള നോവൽ, ഡിസി ബുക്സ്, കോട്ടയം
ഡോ. ഷാജിജേക്കബ്, ആധുനികാനന്തര മലയാള നോവൽ, വിപണി, കല, പ്രത്യയശാസ്ത്രം,
കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം
ഡോ.എം.എം.ബഷീർ, മലയാള ചെറുകഥാ സാഹിത്യചരിത്രം, കേരള സാഹിത്യ അക്കാദമി,
തൃശ്ശൂർ
ഡോ.പി.കെ.രാജശേഖരൻ, അന്ധനായ ദൈവം, ഡിസി ബുക്സ്, കോട്ടയം
പത്മനാഭൻ നായർ എഡി., മലയാള സാഹിത്യ നിരൂപണം, ഡിസി ബുക്സ്, കോട്ടയം.
വി. രാജകൃഷ്ണൻ, ചെറുകഥയുടെ ചരന്തസ്സ്, ഡിസി ബുക്സ്, കോട്ടയം
പി. കെ. രാജശേഖരൻ, കഥാാന്തരങ്ങൾ, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്
എം. എൻ. വിജയൻ, കവിതയും മനശാസ്ത്രവും, ഡി.സി.ബുക്സ്, കോട്ടയം

लक्ष्यम् (Course Objectives)

संस्कृतमण्डले गद्यकाव्यानां सामान्यपरिचयः ।

उद्देश्यानि (Course Outcomes)

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

Course Details

प्रथमखण्डः - कथासाहित्यमधिकृत्य सामान्यज्ञानम्।

1. 1. कथासाहित्यम् ।

1. 2. पञ्चतन्त्रकथाः ।

1.3. चन्द्रभूषतिकथा।

द्वितीयखण्डः - अपरीक्षितकारकाद् उद्धृताः कथाः।

2.1. मूर्खब्राह्मणकथा।

2. 2. भारुण्डपक्षिकथा ।

2. 3. मत्स्यमण्डूककथा ।

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

3. 1. रूपकविभागाः ।

3. 2. नाटकसाहित्यं विकासश्च।

3. 3. भासनाटकचक्रम्।

3. 4. नाटकान्तं कवित्वम्।

चतुर्थखण्डः - भासस्य मध्यमव्यायोगस्य सविशेषाध्ययनम् ।

4. 1. व्यायोगस्य सविशेषता।

4. 2. घटोत्कचप्रवेशः।

4. 3. मध्यमस्य रंगप्रवेशः ।

4. 4. भीम - हिटिम्बीसमागमः।

आधारग्रन्थाः 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 Kalpthy.

अन्तर्जालसहायकसामग्र्यः

1. भासनाटकखण्डगावतरणम्- यूट्यूब

ABILITY ENHANCEMENT COMPULSORY COURSE (AC-2)

B21AR01AC COMMUNICATION IN ARABIC

Credits: 4

Course Objectives:

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

Course Outcomes:

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

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 Details:

BLOCK 1: Greetings and Introduction in Arabic – التحيات والتعارف

UNIT 1	Greetings in Arabic تحيات
UNIT 2	Self-Introduction in Arabic. التعريف بنفسه
UNIT 3	Introduce Others in Arabic. تعريف الآخرين
UNIT 4	Pronouns: الضمائر: هذا، هذه

BLOCK 2: Conversations and Interviews – لقاء ومقابلات

UNIT 1	Interview. - مقابلة
UNIT 2	In the Airport –Conversation – في المطار
UNIT 3	Meet - لقاء
UNIT 4	Question words أدوات الاستفهام

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

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

BLOCK 4: Time- التوقيت.

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

BLOCK 5: Arabian Food – الطعام العربي.

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

Book for study:

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

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

References.

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

ABILITY ENHANCEMENT COMPULSORY COURSE (AC-2)

B21EG01AC

ENGLISH FOR COMMUNICATION

Credits - 4

Course Objectives:

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

Course Outcomes:

Upon completing the course, learners will,

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

Course Details

BLOCK 1: Communication and Language

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

BLOCK 2: Receptive or Passive Skills

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

BLOCK 3: Productive or Active Skills

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

BLOCK 4: Communication and Technology

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

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.

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ABILITY ENHANCEMENT COMPULSORY COURSE (AC-2)

B21HD01AC

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

इकाई 3: नाम और घरेलू वस्तुओं से परिचय पाना, योजकों को समझना और उनका उपयोग करना।

एकवचन/बहुवचन स्त्रीलिंग /पुलिंग आदि का प्रयोग समझना | दैनिक दिनचर्या के बारे में प्रश्न पूछें और उत्तर दें। विभिन्न दैनिक गतिविधियों की सूची बनाएं और उन्हें समझाएं। समय के बारे में जानें और सप्ताह के दिनों को पहचानें।

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

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

ब्लॉक 2: शुभकामनाएँ, अभिलाषाएँ एवं कहानी ।

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

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

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

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

ब्लॉक:3 मेरी छुट्टी, दोस्त और यात्रा

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

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

इकाई 3: 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, जहां-वहां, जिधर-उधर, जब तक –तब तक आदि का प्रयोग समझना।

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

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

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

इकाई 3: अगर-तो, ताकि का प्रयोग समझना।

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

सन्दर्भ ग्रंथ सूची

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

2. Every day Hindi : डॉ. सुंगोक होंग।

3. सरल सामान्य हिंदी: रजित कुमार त्रिपाठी।

B21ML01AC

**പ്രായോഗികമലയാളം
PRAYOGIKAMALAYALAM**

Credits 4

Course Objectives:

- മാതൃഭാഷയിലുള്ള ആശയവിനിമയശേഷി മെച്ചപ്പെടുത്തുകയും ഫലപ്രദമാക്കുകയും ചെയ്യുക
- മാതൃഭാഷയിൽ പ്രാവീണ്യം നേടുന്നതിനാവശ്യമായ പരിശീലനം നേടുക
- മലയാളഭാഷയുടെ വ്യത്യസ്തങ്ങളായ പ്രയോഗമേഖലകളെ പരിചയപ്പെടുക
- വ്യത്യസ്തങ്ങളായ നാല് പ്രയോഗമേഖലകളിലൂടെ ഭാഷ തെറ്റുകൂടാതെ പ്രയോഗിക്കാനുള്ള ശേഷി ആർജ്ജിക്കുക
- മലയാളഭാഷയെ കൂടുതൽ അടുത്തറിയാനും പഠിക്കാനും പ്രയോഗിക്കാനും സാധിക്കുക

Course Outcomes:

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

മലയാളശൈലി (മൂന്നാം അദ്ധ്യായം) - കുട്ടികൃഷ്ണമാരാർ

ശൈലിയെപ്പറ്റി ചില ചിന്തകൾ (സമാലോചന) - എസ്. ഗുപ്തൻ നായർ

ഭാഷയും ആശയവിനിമയവും (ഭാഷയും മനഃശാസ്ത്രവും) - ഡോ. കെ. എം. പ്രഭാകരവാര്യാർ

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

വാർത്താമൂലകങ്ങൾ, വാർത്താഘടന (വാർത്ത വോള്യം 2) - ജോയി തിരുമൂലപുരം

പംക്തിയെഴുത്തിന്റെ രാഷ്ട്രീയം (പത്രാനന്തര വാർത്തയും ജനാധിപത്യവും) - എൻ. പി. രാജേന്ദ്രൻ

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

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

റഫറൻസ്

- 1.പ്രൊഫ. പത്മനാഭൻ 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, വ്യുത്താത പത്രപ്രവർത്തനം, മാളുബെൻ, തിരുവനന്തപുരം.
- 5.പി. കെ അനിൽകുമാർ, പ്രഭാഷണകലയിലെ വചനവഴികൾ, സൈന്ധവ ബുക്സ്, കൊല്ലം.
- 6.പി. പവിത്രൻ, മാതൃഭാഷയ്ക്കു വേണ്ടിയുള്ള സമരം, മലയാള ഐക്യവേദി,ചെറുതൂരുത്തി
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.

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।

खण्डः2: प्रसारमाध्यमानां भाषा

2. 1. वार्ता: एवं विकीपीडिया

- i. DD News Vartah
 - ii. AIR News
 - iii. DD Vartavali
 - iv. Sanskrit Newspaper- Sudharma
 - v. Sanskrit Wikipedia
2. 2. संस्कृते विज्ञापनचित्राणि
 - i. Sanskrit songs
 - ii. Sanskrit films
 2. 3. संस्कृतगानानि, चलच्चित्राणि च
 2. 4. संस्कृते क्रीडा

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. प्रत्याहिनकाः 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. सङ्गणकाधारिता: लेखागारा:।

- 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:

खण्ड: 1: श्रवणम्

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

खण्ड: 2: प्रसारणमाध्यमानां भाषा

a) वार्ता: एवं विक्कीपीडिया च।

- i. DD News Vartah (<https://youtu.be/e0l7YReMhkc>),
- ii. AIR News (<https://airlive.page.link/installapp>);
- iii.DDVartavali

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

iv. Sanskrit Newspaper- Sudharma

(<http://epapersudharmasanskritdaily.in>)

v. Sanskrit Wikipedia

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

b) संस्कृते विज्ञापनचित्राणि

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

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

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

c) संस्कृतगानानि, चलच्चित्राणि च

- i. Sanskrit songs (<https://sa.wikiquote.org/>)
- ii. Sanskrit films (https://en.wikipedia.org/wiki/Sanskrit_cinema)

d) संस्कृते क्रीडा

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

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

खण्ड: 3: भाषणम् ।

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

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

खण्ड: 4: सङ्गणकयुगे संस्कृताध्ययनम्।

1. प्रत्याहिनिका: संस्कृतानुप्रयोगाः।

- i. App for greetings in Sanskrit-
Sanskreet 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

Semester III

DISCIPLINE CORE COURSE

B23PY03DC

SOCIAL BEHAVIOUR

Credits: 6

Course Objective:

This course aims to provide the learners with a comprehensive understanding of social behaviour, including the foundations of social psychology, social cognition and perception, self and relationships, attitudes and stereotypes, social influence, and group dynamics.

Course Outcomes:

The course will enable the learners to:

CSO1: Compare social psychology with sociology and general psychology; understand major theories.

CSO2: Explain the components and errors in social cognition and understand the processes and factors involved in social perception.

CSO3: Appreciate the evolution and components of self-concept and apply theories of self-evaluation and social identity.

CSO4: Explain attitude formation and its components; assess the impact of stereotypes, prejudice, and discrimination.

CSO5: Describe the mechanisms of conformity, compliance, and obedience, and evaluate the domains of prosocial behaviour and aggression.

CSO6: Understand the nature, types and functions of groups, and analyse the impact of group behaviour on performance, decision-making, and intergroup relations.

Course Outline:

Block 1: Foundations of Social Psychology

Block 2: Social Cognition and Social Perception

Block 3: Self, Relationships and Communication

Block4: Attitudes, Stereotypes, Prejudice and Discrimination

Block 5: Social Influence

Block 6: Group Dynamics

Course Details:

Block 1: Foundations of Social Psychology

Unit 1: What is Social Psychology?

Definition and Scope; Origin and Development; Comparison with Sociology and General Psychology; Major Theoretical Perspectives: Cognitive, Behavioural, Evolutionary

Unit 2: Research Methods in Social Psychology

Research in Social Psychology; Methods: Advantages and Limitations; Ethical Issues in Social Psychology Research

Block 2: Social Cognition and Social Perception

Unit 1: Social Cognition

Definition, Components: Schema, Heuristics, Priming and Automatic Processing. Errors in Social Cognition and Ways to Combat the Errors, Affect in Social Cognition: How Thoughts Shape Feelings and Feelings Shape Cognition

Unit 2: Social Perception

Definition; Concepts and Factors; Attribution: Theories (Correspondent Inference and Kelley's Theory) and Errors; Verbal and non-verbal communication; Impression Formation and Management; Role of Context in Social Perception

Block 3: Self, Relationships and Communication

Unit 1: The Self in Social Context

Evolution of the Concept; Components; Self Awareness: Subjective, Objective and Symbolic; Self-evaluation: Social Comparison Theory & Self-evaluation Maintenance Model; Social Identity: Components and Issues (Gender Issues in focus).

Unit 2: Interpersonal Relationships and Communication

Interpersonal Relations: Internal and External Determinants and Theories; Communication: Models, Effective Communication Skills, Barriers; Conflict Resolution Styles and Techniques

Block 4: Attitudes, Stereotypes, Prejudice and Discrimination

Unit 1: Attitudes

Definition; Components; Functions; Attitude Formation; Attitude and Behaviour: LaPierre Study; Persuasion: Strategies and Resistance to Persuasion; Theory of Cognitive Dissonance.

Unit 2: Stereotypes, Prejudice and Discrimination

Stereotypes: Definition, Nature, Types; Prejudice: Definition and Origins, Role of Prejudice in Gender and

Communal Issues, Countering the Effects of Prejudice; Discrimination: Definition, Types, Discrimination based on Caste, Religion and Gender in Indian context; Hostile and Benevolent Sexism in Indian Context

Block 5: Social Influence

Unit 1: Conformity, Compliance and Obedience

Conformity: Definition and Research (Asch's Experiment), Biases and Factors Affecting Conformity; Compliance: Definition and Underlying Principles (Cialdini) and Tactics; Obedience: Definition and Research (Milgram).

Unit 2: Prosocial Behaviour and Aggression

Prosocial Behaviour: Definition, Types, Steps, Factors Affecting Prosocial Behaviour and Theories (Empathy Altruism Model, Negative Stage Relief Model, Empathic Joy Hypothesis and Genetic Determinism); Aggression: Definition and Determinants (Social, Personal and Situational), Strategies to Reduce Aggression.

Block 6: Group Dynamics

Unit 1: Understanding Groups

Definition, Nature; Types and Functions of Groups, Group Formation: Rules, Norms and Cohesion in Groups

Unit 2: Group Behaviour

Social Loafing, Consequences of Belonging in a Group: Performance, Decision Making, Cooperation and Conflict; Nature of Intergroup Relations: Prejudice, Intergroup Conflict, Intervention Techniques.

References

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- Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.
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- Schneider, F.W., Gruman, A., Coult, L.M. (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. Sage Publication.
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ANCILLARY COURSE

B21HS22AN

HISTORY OF INDIAN NATIONAL MOVEMENT - II

Credits: 6

Course Outcomes

This course is the second part of the course designed to be introduced to the learners of other disciplines as Ancillary course. The course covers the history of anti-colonial National movement of India from the Gandhian phase up to independence. The course will provide learners an idea about the long-term dynamics of our National movement and help them to imbibe the ideals of democracy and secularism.

Course Outline:

Block I: Gandhiji and National Movement

Unit 1. Advent of Gandhiji – Method of struggle

Unit 2. Ahimsa and Satyagraha – Hind Swaraj

Unit 3. Non- cooperation and Khilafat

Unit 4. Revolutionary Terrorists- Participation of Women

Block II: Mass Struggles

Unit 1. Civil Disobedience movement – Poorna Swaraj

Unit 2. Gandhi- Irwin Pact – Round Table Conference

Unit 3. Emergence of Communist Party

Unit 4. Organisation of peasants and workers

Block III: Towards Independence

Unit 1. Second World war and the National movement

Unit 2. Quit India struggle

Unit 3. Indian National Army – INA Trials

Unit 4. Peasant Struggles- Telangana- Thebaga revolts

Block IV: Prelude to Partition

Unit 1. Challenges of Communalism

Unit 2. Two Nation Theory – R.S.S and Muslim League

Unit 3. Cabinet Mission Plan

Unit 4. Independence & Partition – Partition Scars

Block V: Legacy of National Movement - I

Unit 1. Formation of Indian Republic

Unit 2. Integration of Native States

Unit 3. Indian Constitution & the Idea of India

Unit 4. Preamble and basic principles

Block VI: Legacy of National Movement- II

Unit 1. Ideals of Secularism & Democracy

Unit 2. Nehru and New India

Unit 3. Concept of Development – Mixed Economy- Five year plan

Unit 4. Nehru's Foreign Policy – Non-alignment

References:

Sarkar, Sumit, Modern India, 1885-1947 (Delhi: Macmillian, 1985).

Tara Chand, History of Freedom movement in India.

Desai, A.R, Social Background of Indian Nationalism (Mumbai: PopularPrakasan, 1986).

.....,Peasant Struggles in India (Delhi: OUP, 1979).

Bandyopadhyay, Sekhar, From Plassey to Partition and After A History of Modern India

Chandra, Bipan, Communalism in Modern India (2nd ed.), (Delhi: Vikas, 1987).

Chandra, Bipin, Rise and Growth of Economic Nationalism in India (Delhi: Har-Anand, 2010).

Chandra Bipan et.al, Indian Struggle for Independence. (Penguin Books, 1988)

Dube, Ishita Banerjee, A History of Modern India (Delhi: Cambridge University Press, 2015)

Guha, Ranjit, Elementary Aspects of Peasant Insurgency in Colonial India (Delhi: OUP, 1983).

LANGUAGE CORE COURSE

B21EG02LC

LITERATURE AND THE CONTEMPORARY WORLD

Credits: 6

Course Objectives:

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

Course Outcomes:

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

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

Course Outline:

Block 1: Climate Change

Block 2: Technology and Human Life

Block 3: Gender

Block 4: Human Rights

Block 5: Ethics and Culture

Block 6: Globalised Society

COURSE DETAILS

BLOCK 1: Climate Change

Unit 1 Margaret Atwood: “The Moment”

Unit 2 Thunberg: “Almost everything is Black and White” (Speech at Parliament Square, London, 31 October, 2018)

BLOCK 2: Technology and Human Life

Unit 1 Gareth Southwell: “Artificial Intelligence”

Unit 2 Ambrose Bierce: “Moxon’s Master”

BLOCK 3: Gender

Unit 1 Sarah Joseph: “The Masculine of Virgin”

Unit 2 Malala Yousafzai: “A Daughter is Born”

BLOCK 4: Human Rights

Unit 1 Vijayarajamallika: “Injuries”

Unit 2 Jawaharlal Nehru: “A Tryst with Destiny”

BLOCK 5: Ethics and Culture

Unit 1 John Lennon: “Imagine”

Unit 2 Rabindranath Tagore: “Housewife”

BLOCK 6: Globalised Society

Unit 1 Pablo Neruda: “The United Fruit Company”

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

References

Morrison, Jago. Contemporary Fiction. Routledge, 2003.

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

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

SKILL ENHANCEMENT COMPULSORY COURSE (SC)

B21HL01SC HUMANISM AND LOGIC

Credits: 2

Course Objectives:

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

Course Outcomes:

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

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

Course Outline:

Block 1: Humanism

Block 2: Introduction to Logic

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".

Human as species- Jathilakshanam, Jatinirnayam _ Environmental concerns: Gandhi, Thoreau, Deep Ecology

BLOCK 2: Introduction to Logic

Unit 1 Introduction: A Very Brief History of Logic

Traditional logic and symbolic logic

_What is logic? Definitions - process of reasoning - inductive, deductive and abductive reasoning _

Propositions and arguments - recognising arguments.

Truth and validity

Unit 2: Fundamentals of Traditional and Symbolic Logic

Categorical Propositions: The four kinds of categorical propositions - Quality, quantity and distribution -

Standard form - The traditional square of opposition_ Logical connectives:

symbols for conjunction, negation, disjunction, material implication and equivalence

Unit 3: Logic and Language

The basic functions of language: Informative - Expressive - Directive – Ceremonial

Performative - Emotively neutral language_ Definitions: What are definitions - Kinds of

definitions: Stipulative - Lexical – Precising - Theoretical - Persuasive

Unit 4: Logic and Science

Hypothetico - models of explanations - Covering Law model

References

Copi, M. Irving. Cohen, Carl. Kenneth, McMahon (2014). Introduction to Logic, Pearson Education: London

Morris R Cohen. Ernest Nagel (1934). An introduction to Logic and Scientific Method, London: George Routledge and Sons, Ltd.

Priest, Graham (2017). Logic: A Very Short Introduction. Oxford: Oxford University Press.

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Basheer, Vaikkam Muhammad. "Oru Manushyan." Sampoorna Krithikal Vol 1. DC, 1994.

Guru, Narayana. Sampoorna Krithikal. Narayana Gurukulam, 2002.

Dharmapada (apramadavarga)

The Quran (49/13, 17/70, 2/256)

Devaraja, N. K. Humanism in Indian Thought. Indus, 1988.

Khan, Maulana Wahiduddin. The Prophet of Peace: Teachings of The Prophet Muhammad. Penguin, 2009.

Butler, Judith. The Force of Nonviolence: An Ethico- Political Bind, Verso, 2021.

Selected works of Karl Marx and Friedrich Engels - Relevant Volumes

Vernon Pratt et al. Environment and Philosophy. Routledge, 2000.

Rajagopalachari, C. Kural: The Great Book of Thiruvalluvar, Bharatiyavidya Bhavan, 1993.

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Mascaro, Juan. The Upanishads. Penguin, 2005.

Damien, Keown. Buddhism, Oxford UP, 2013.

Ruthven, Malise. Islam. Oxford UP, 2012.

Naess, Aene. The Ecology of Wisdom. Counterpoint, 2010.

Thoreau, Henry David. Walden. Empire, 2018.

Gandhi, Mahatma. Hind Swaraj. Rajpal, 2009.

Guha, Ramachandra. Environmentalism: A Global History. Penguin, 2016.

Sainsbury. R.M. Paradoxes. Cambridge UP, 2009.

SKILL ENHANCEMENT (SE-1)

B23PY01SE STRESS MANAGEMENT

Credits: 6

Course Objectives:

This course aims to equip learners with the knowledge and skills necessary to effectively understand, manage and mitigate stress.

Course Outcomes:

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

CSO1: Gain a comprehensive understanding of various stressors and their impact on psychological functioning and physical health, as well as learn about the different responses to stress.

CSO2: Develop practical coping strategies to manage stress and explore the various techniques for building resilience to stress and enhancing well-being through self-care practices and positive coping strategies.

Course Outline:

Block 1: Introduction to Stress

Block 2: Coping with Stress and Building Resilience

Course Details:

Block 1: Introduction to Stress

Unit 1: Stress and Stressors

Definition; Nature; Types of Stressors: Environmental Stressors (Catastrophes, Major Life Changes, Hassles), Psychological Stressors (Pressure, Uncontrollability, Frustration, Conflict), Social Factors (Poverty, Job stress), Personality (Type A, B), Cognitive and Cultural Factors

Unit 2: Responding to stress

Emotional Response; Physiological Response: Fight or Flight, GAS, Brain – Body Factors; Behavioural Response; Effects of Stress on Psychological Functioning and Physical Health

Block 2: Coping with Stress and Building Resilience

Unit 1: Coping with Stress

Problem-focused Coping: Time Management, Prioritisation, and Problem-solving Skills; Emotion-focused Coping: Relaxation techniques (Deep Breathing, Meditation, Progressive Muscle Relaxation & Physical exercise); Cognitive Approach: Identifying Negative Thought Patterns and Replacing them with Positive Ones)

Unit 2: Building Resilience

Building Resilience to Stress through Self-care and Positive Coping Strategies; New Age Strategies: Mindfulness, Forest bathing, Yoga walking, Grounding.

References

- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. Routledge.
- Cooper, C.L., Quick, J.C., & Gavin, J.H. (2019). *The Stress Management Handbook: Strategies for Health and Inner Peace*. Kogan Page.
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- Greenberg, J. S. (2002). *Comprehensive stress management*. McGraw-Hill.
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- Palmer, S., & Cooper, C. (2019). *How to Deal with Stress: Change your Thinking, Change your Behaviour, Increase Confidence, Reduce Stress*. Kogan Page.
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- Smith, M.J., Segal, J. (2019). *The Mayo Clinic Guide to Stress-free Living*. Da Capo Lifelong Books.

Semester IV

DISCIPLINE CORE

B23PY04DC

HUMAN DEVELOPMENT

Credits: 6

Course Objective:

This course aims to provide the learners with a comprehensive understanding of human development across the lifespan, including key theories, developmental stages, and the physical, cognitive, and socio-emotional changes that occur from prenatal development to old age.

Course Outcomes:

The course will enable the learners to:

CSO1: Explain the scope, methods, and major issues in human development.

CSO2: Understand the stages of prenatal development, influences on neonatal health, and key characteristics and developmental milestones in infancy.

CSO3: Describe the various modalities of development that occur during childhood.

CSO4: Explain the various modalities of development that characterise adolescence.

CSO5: Understand the factors affecting the development during adulthood.

CSO6: Discuss the challenges and psychological issues faced by older adults.

Course Outline:

Block 1: Introduction

Block 2: Prenatal Development and Infancy

Block 3: Childhood

Block 4: Adolescence

Block 5: Adulthood

Block 6: Older Adults

Course Details:

Block 1: Introduction

Unit 1: Scope and Methods

~Origin and History; Characteristics; Domains: Physical, Cognitive, Psycho-social; Issues: Nature vs. Nurture, Stability vs. Change, Continuity vs. Discontinuity; Developmental Research: Longitudinal, Cross-sectional, Sequential and Micro Genetic Studies.

Unit 2: Theories

Biological Theories: Genetic and Evolutionary, Psychodynamic Theories: Freud, Melanie Klein and Erikson, Cognitive Theories: Piaget, Vygotsky and Information Processing, Socioecological Theories: Bronfenbrenner's Ecological Systems Theory

Block 2: Prenatal Development and Infancy

Unit 1: Prenatal and Neonatal Development

Stages: Germinal, Embryonic and Fetal period; Prenatal Diagnostic Tests; Environmental and Other Influences; Genetic and Chromosomal Disorders; Neonatal Health and Responsiveness; Newborn: Reflexes and Perception

Unit 2: Infancy

Characteristics; Domains: Physical, Motor, Cognitive Development; Issues.

Block 3: Childhood

Unit 1: Physical and Motor Development

Developmental Tasks; Factors Affecting Development; Nutritional and Health Considerations during Early Childhood

Unit 2: Cognitive Development

Concepts Developed; Emotional Development; Language Development: Milestones and Theories of Language Acquisition; Social Development: Peer Relationship and Socialisation; Moral Development

Block 4: Adolescence

Unit 1: Physical and Motor Development

Developmental Tasks; Characteristics: Puberty and Physical Changes & Hormonal Influences and Sexual Maturation; Factors Affecting Physical and Motor Development

Unit 2: Cognitive Development

Emotional Development; Language Development; Social Development; Moral Development; Concerns of the Stage: Peer Relationship in Adolescence, Parent-Adolescent Relationship: Autonomy vs. Connectedness, Risk-Taking Behaviour and Psychological Well-being

Block 5: Adulthood

Unit 1: Physical and motor development

Characteristics; Factors Affecting Physical and Motor Development; Issues of Transition: Role Transition, Identity Consolidation and Intimacy

Unit 2: Cognitive Development

Emotional Development; Language Development; Social Development; Moral Development; Ageing and Well-being: Physical Health, Social Support and Successful Ageing

Block 6: Older Adults

Unit 1: Older Adults and Ageing

Older Adults in Society: Stereotyping, Policy Issues in an Ageing Society; Theories of Ageing: Biological Theories, Activity Theory, Socio-Emotional Selectivity Theory, Selective Optimisation with Compensation Theory

Unit 2: Facing Death

Psychological Issues: Confronting One's Death; Patterns of Grieving; Death and Bereavement across the Lifespan; Finding Meaning and Purpose in Life and Death

References

- Berk, L. E. (2010). *Child Development*. Prentice Hall.
- Feldman, R.S.& Babu.N. (2011). *Discovering the Lifespan*. Pearson .
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of Development: The Psychology of Childhood*. Psychology Press.
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- Santrock, J.W. (2012). *Life Span Development*. New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

DISCIPLINE-SPECIFIC ELECTIVE

B23PY01DE

ORGANISATIONAL BEHAVIOUR

Credits: 6

Course Objective:

This course aims to provide the learners with a comprehensive understanding of the principles, theories, and practices of organisational behaviour, including individual and group dynamics, motivation, leadership, organisational culture, change and management.

Course Objectives:

The course will enable the learners to:

CSO1: Understand the definition, scope, historical evolution and importance of organisational behaviour and identify different organisational structures and designs.

CSO2: Explain the key concepts and strategies to enhance employee motivation and job satisfaction in the workplace.

CSO3: Delineate the nature and function of group behaviour and understand the various strategies to enhance team performance and resolve conflicts.

CSO4: Evaluate various leadership theories and styles and their impact.

CSO5: Assess the components and impact of organisational culture and understand the strategies to manage and sustain a positive organisational culture.

CSO6: Understand the models of organisational change, organisational development, and the strategies to manage resistance to change and promote effective organisational development initiatives.

Course Outline:

Block 1: Fundamentals of Organisational Behaviour

Block 2: Employee Motivation and Job Satisfaction

Block 3: Group Behaviour and Team Dynamics

Block 4: Leadership and Management

Block 5: Organisational Culture

Block 6: Organisational Change and Development

Course Details:

Block 1: Fundamentals of Organisational Behaviour

Unit 1: Fundamentals of Organisational Behaviour

Definition; Scope; Historical Evolution of OB; Importance of OB in the Workplace; Challenges and Opportunities; Organisational Structure: Common Organisational Designs (Simple, Bureaucracy, Matrix) & New Design Options (Virtual Organisation, Boundaryless Organisation, Leaner Organisation)

Unit 2: The Individual

Factors of Individual Differences; Theories: Maslow's Hierarchy of Needs, Herzberg's Two Factor Theory, Expectancy Theory, Equity Theory, Self-determination Theory; Strategies for Managing Individual Differences.

Block 2: Employee Motivation and Job Satisfaction

Unit 1: Employee Motivation

Nature; Key Concepts: Behaviour, Performance, Ability, Situation and Motivation; Developing Motivation: Role of Self-esteem, Intrinsic Motivation and Need for Achievement; Theories of Work Motivation: Content Theory (Maslow and Herzberg) and Process Theory (Vroom, Adam and Locke)

Unit 2: Job Satisfaction

Measuring Job Satisfaction; Factors: Job Involvement, Organisational Commitment and Perceived Organisational Support; Impact: Performance, Customer Satisfaction, Absenteeism, Turnover and Workplace Deviance; Strategies to Enhance Job Satisfaction and Employee Engagement: Incentive Systems and Employee Recognition Programs

Block 3: Group Behaviour and Team Dynamics

Unit 1: Group Behaviour

Nature; Function and Types of Groups; Group Formation: Role Differentiation, Status Differentiation, Norms Formations and Group Cohesiveness; Factors Affecting Group Performance.

Unit 2: Team Building and Performance

Characteristics of Effective Teams, Team Building Activities and their Importance; Overcoming challenges in Team Dynamics: Conflict Resolution & Negotiation, Decision Making and Managing Communication.

Block 4: Leadership and Management

Unit 1: Leadership Theories and Styles

Definition; Theories: Trait Theories, Behavioural Theories (Ohio State and Michigan studies), Contingency Theories (Fiedler's contingency model and Situational Leadership Theory, Path-goal Theory)

Unit 2: Leadership in Practice

Leadership Qualities; Types of Leaders; Themes in Leadership; Leader Emergence vs. Leader Effectiveness; Leadership Development and Succession Planning

Block 5: Organisational Culture

Unit 1: Understanding Organisational Culture

Definition and Components; Types; Functions and Impact of Organisational Culture on Performance

Unit 2: Managing and Changing Organisational Culture

Assessing Organisational Culture; Strategies for Changing and Sustaining Organisational Culture.

Block 6: Organisational Change and Development

Unit 1: Organisational Change

Concept; Models of Change Management: Lewin's Change Model, Kotter's Eight-step Change Model; Resistance to Change and Strategies to Overcome it.

Unit 2: Organisational Development

Characteristics; Objectives; Modes: Sensitivity Training, Survey Feedback, Process Consultation, Team Building, Ingroup Development, Appreciation Inquiry.

References

- Chadha, N.K. (2007). *Organisational Behavior*. Galgotia Publishers.
- Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations*. Dorling Kindersley.
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Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley

Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. Sage.

DISCIPLINE-SPECIFIC ELECTIVE

B23PY02DE

EDUCATIONAL PSYCHOLOGY

Credits: 6

Course Objective:

This course aims to provide the learner with a thorough understanding of the principles, theories, and practices of educational psychology, focusing on how these concepts can be applied to enhance teaching, learning, and classroom management.

Course Outcomes:

The course will enable the learners to:

CSO1: Understand the definition, scope, historical development, and key issues in educational psychology, and apply various research methods in educational settings.

CSO2: Elucidate major behaviourist, cognitive, constructivist, and sociocultural theories, and apply these theories to educational practices.

CSO3: Describe strategies for effective classroom management and apply various assessment techniques to evaluate student learning and create positive learning environments.

CSO4: Appreciate individual differences and classroom diversity and implement inclusive education strategies to support diverse learners, including those with special educational needs.

CSO5: Understand the principles and types of educational assessment and utilise various assessment methods to evaluate and improve student performance.

CSO6: Evaluate the impact of digital technologies on education and develop strategies to promote psychological well-being and social-emotional learning in educational settings.

Course Outline:

Block 1: Foundations of Educational Psychology

Block 2: Major Theories and Approaches

Block 3: Classroom Management and Assessment

Block 4: Inclusive Education: Dealing with Classroom Diversity

Block 5: Assessment and Evaluation

Block 6: Contemporary Issues in Educational Psychology

Course Details:

Block 1: Foundations of Educational Psychology

Unit 1: Introduction to Educational Psychology

Definition; Scope; Historical Development and Key Figures; Debates and Issues: Role of Play, Role of a Teacher, Education & Schooling, Education as Dialogue.

Unit 2: Research Methods in Educational Psychology

Quantitative and qualitative research methods, Experimental, correlational, and observational studies, Ethical considerations in educational research

Block 2: Major Theories and Approaches

Unit 1: Behaviourist and Cognitive

Behaviourist Theories: Classical and Operant conditioning; Cognitive: Piaget's Theory of Cognitive Development (Stages and Processes) and Information Processing Theory: Memory, Attention, and Problem-solving

Unit 2: Constructivist and Socio-cultural

Social Learning Theory: Modelling and Observational Learning and Vygotsky's Socio-cultural Theory: Zone of Proximal Development and Scaffolding; Constructivist Approaches: Active Learning and Discovery Learning

Block 3: Classroom Management and Assessment

Unit 1: Classroom Management

Issues Related to Classroom Management; Discipline and Control: Behavioural Objective Myth, Law and Order Myth, the Myth of Irresponsible Youth; Approaches: Proactive vs. Reactive Strategies; Techniques for Creating a Positive Learning Environment; Handling Behavioural Issues.

Unit 2: Classroom Assessment

Uses and Abuses of Psychological Testing; IQ Controversy; Issues Related to Classroom Assessment and Evaluation; Alternatives to Traditional Assessment

Block 4: Inclusive Education: Dealing with Classroom Diversity

Unit 1: Understanding Individual Differences

Intelligence Theories and Assessment: Implications for Education; Addressing Classroom Diversity: Gender, Socio-economic Status, Caste, Regional, Ethnic and Linguistic Diversity.

Unit 2: Towards an Inclusive Classroom

Challenges and Strategies of Accommodating Diverse Learners; Types of Special Educational Needs: Learning Disabilities, ADHD, Autism Spectrum Disorders, Legal and Ethical Aspects of Special Education

Block 5: Assessment and Evaluation

Unit 1: Principles of Educational Assessment

Purpose and Types of Assessment: Formative, Summative, Diagnostic, and Norm-referenced vs. Criterion-referenced; Developing and Using Rubrics and Checklists

Unit 2: Evaluating Student Performance

Standardised Testing: Advantages and Limitations in Educational Settings; Alternative Assessment Methods: Portfolios, Performance Assessments, and Self-assessment; Using Assessment Data to Inform Instruction and Improve Learning Outcomes.

Block 6: Contemporary Issues in Educational Psychology

Unit 1: Technology in Education

Impact of Digital Technologies on Teaching and Learning; Educational Software; Online and Blended Learning Environments; Challenges and Opportunities of Integrating Technology in the Classroom

Unit 2: Psychological Well-being and Education

Mental Health Issues in Students: Identification and Support; Role of Schools in Promoting Psychological Well-Being; Programs and Interventions for Enhancing Social-Emotional Learning

References

- Bartlett, S., & Burton, D. (2012). *Introduction to Education Studies*. Sage.
- Combs, A. (1979). *Myths in Education: Beliefs that Hinder Progress and their Alternatives*. Allyn & Bacon.
- Lahey R.B. Graham J. E., (2000). *An Introduction to Educational Psychology*. Tata McGraw Hill Publishers.
- Leicester, M. (2008). *Creating an Inclusive School*. Continuum International Publishing Group.
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- Sutherland, M. (1988). *Theory of Education*. Longman.
- Woolfolk, A. (2013). *Educational Psychology*. Pearson.

ANCILLARY COURSE

B21SO02AN

SOCIOLOGY IN INDIA

Credits: 6

Course Objectives:

The course primarily focuses on outlining the social and historical origin of the discipline in the Indian subcontinent. The course intends to introduce different streams of thought on Indian society. The course instruction materials need to introduce the social background of the authors and should attempt to contextualise their major concepts. It may include the biography, institutional history, and contribution of the sociologist under discussion.

Course Outcomes:

1. Familiarise the context in which sociology as a discipline emerged in India.
2. Explains the different perspectives on Indian society
3. Outlines the theoretical perspectives to study Indian society.

Course Outline:

Block 1: Emergence of Sociology in India

Block 2: Indological and Textual Perspectives

Block 3: Structural Functionalism

Block 4: Marxism

Block 5: Synthesis of Textual and Field Views

Block 6: Subaltern Perspectives

Course Details:

BLOCK 1 Emergence of Sociology in India

Unit 1-Development of Sociology and Social Anthropology of India: Social and colonial debates

Unit 2- Bombay and Lucknow Schools of Sociology

BLOCK 2 Indological and Textual Perspectives

Unit 1 G.S. Ghurye

Unit 2 Louis Dumont

BLOCK 3 Structural Functionalism

Unit 1 M.N. Srinivas

Unit 2 S.C. Dube

BLOCK 4 Marxism

Unit 1 D. P Mukherji

Unit 2 A.R. Desai: Social Background of Indian Nationalism, State and Society

BLOCK 5 Synthesis of Textual and Field Views

Unit 1 Irawati Karve

Unit 2 A.M. Shah: The Household and Family in India

BLOCK 6 Subaltern Perspective

Unit 1 B.R. Ambedkar

Unit 2 David Hardiman

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B21AR02LC
LITERATURE IN ARABIC

Credits: 6

Course Objectives

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

Course Outcome

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

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

COURSE DETAILS

BLOCK 1: Conversations in Arabic

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

BLOCK 2: Reading on classical texts in Arabic

UNIT 1	13 سورة الحجرات: الآيات من 9 إلى
UNIT 2	الأحاديث المختارة من كتاب "الأربعون النووية"

BLOCK 3: Reading on Modern Essays in Arabic

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

BLOCK 4: Appreciating Short Story

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

BLOCK 5: Appreciating Poetry.

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

BLOCK 6: TUTORIAL

Practice sheets based on Block 1-5

References:

Qur'aanul Kareem

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B21HD02LC

हिंदी पद्य साहित्य और अनुवाद

Hindi Padya Sahitya Aur Anuvad

Credits: 6

पाठ्यक्रम उद्देश्य (Objectives):

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

पाठ्यक्रम परिणाम (course outcomes)

- Co. 1 : प्राचीन और मध्यकाल की कविता के विभिन्न रूपों का विश्लेषण करता है।
- Co. 2 : समाज और साहित्य के बीच संबंध तथा हिन्दी साहित्य और समाज में प्राचीन और मध्यकालीन कवियों द्वारा निभाई गई भूमिका को समझता है। उस काल के प्रख्यात हिन्दी लेखकों के माध्यम से संत कविताओं की विभिन्न शाखाओं का ज्ञान प्राप्त करता है।
- Co 3 : सामाजिक सांस्कृतिक चेतना, को आत्मसात करता है और तुलसीदास, कबीरदास, बिहारी जैसे कवियों से परिचय प्राप्त करता है।
- Co 4 : आधुनिक काल की विशेषताओं को समझता है और आधुनिक काल के कवियों के बारे में परिचय प्राप्त करता है।
- Co 5 : आधुनिक काल की विभिन्न काव्य शैलियों से परिचित होता है। हाइकु कविताओं के बारे में ज्ञान प्राप्त करता है।
- Co 6 : अनुवाद के बारे में ज्ञान प्राप्त करता है और उसका प्रयोग करने में दक्षता प्राप्त करता है।

पाठ्यक्रम रूपरेखा (COURSE Outline)

- ब्लॉक : 1 प्राचीन और मध्यकालीन रचनाएँ।
- ब्लॉक : 2 छायावाद की – कविताएँ।
- ब्लॉक : 3 प्रगतिवादी कविता।
- ब्लॉक : 4 समकालीन कविता।
- ब्लॉक : 5 हाइकु कविताएँ।
- ब्लॉक : 6 अनुवाद।

ब्लॉक : 1 प्राचीन और मध्यकालीन रचनाएँ।

इकाई – 1 : कबीर – 2 दोहे
इकाई – 2 : तुलसी – 2 दोहे
इकाई – 3 : सूरदास – एक पद

ब्लॉक : 2 छायावाद की – कविताएँ ।

इकाई – 1 : निराला – ‘भिक्षुक’
इकाई – 2 : प्रसाद - ‘किरण’

ब्लॉक : 3 प्रगतिवादी कविता ।

इकाई – 1 : नागार्जुन – ‘प्रेत का बयान’ ।

ब्लॉक : 4 समकालीन कविता ।

इकाई – 1 : अरुण कमल – ‘वक्त’ ।

ब्लॉक : 5 हाइकू कविताएँ ।

इकाई – 1 : सुरंगामा यादव – ‘काटे जंगल’ ।

ब्लॉक : 6 अनुवाद ।

इकाई 1-अनुवाद :- अर्थ , परिभाषा एवं स्वरूप
इकाई 2- अनुवाद का महत्व और उद्देश्य
इकाई 3- अंग्रेजी से हिन्दी में और हिन्दी से अंग्रेजी में अनुवाद अभ्यास ।

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- 2.मध्यकालीन हिन्दी काव्यभाषा – राम स्वरूप चतुर्वेदी ।
- 3.प्राचीन एवं मध्यकालीन काव्य – डॉ : सुषमा दुबे , डॉ . के .दुबे , डॉ. राजकुमार ।
- 4.अनुवाद की समस्याएं – जी .गोपीनाथ , एस कंद स्वामी ।
- 5.अनुवाद की प्रक्रिया तकनीक और समस्याएं - -डा.श्रीनारायण समीर

മലയാള സാഹിത്യമാതൃകകൾ : ആത്മകഥ, ജീവചരിത്രം, യാത്രാവിവരണം, അനുഭവ സാഹിത്യം

Malayala Sahithya Mathrukakal: Aathmakadtha, Jeevacharitam, Yathravivaranam, Anubhavasahithyam

Credits: 6

Course Objectives:

- ആത്മകഥാസാഹിത്യത്തിന്റെ ചരിത്രത്തെക്കുറിച്ച് സാമാന്യമായ അറിവ്.
- ജീവചരിത്ര മാതൃകകളുടെ പരിചയം.
- യാത്രാവിവരണ സാഹിത്യം എന്ന വിവരണാത്മക സാഹിത്യശാഖയുമായുള്ള പരിചയം.
- അനുഭവ സാഹിത്യ മാതൃകകളുമായി ബന്ധപ്പെട്ട അറിവ്.

Course Outcome:

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

Course Outline:

ബ്ലോക്ക് 1: ആത്മകഥ

ബ്ലോക്ക് 2: ജീവചരിത്രം

ബ്ലോക്ക് 3: യാത്രാവിവരണം

ബ്ലോക്ക് 4: സ്വത്വ-അനുഭവ സാഹിത്യം

Course Details:

ബ്ലോക്ക് 1: ആത്മകഥ

രചയിതാവ് സ്വന്തം ജീവിതത്തെക്കുറിച്ച് സ്വയം നിർവ്വഹിക്കുന്ന ആഖ്യാനം എന്ന നിലയിൽ ആത്മകഥ എന്ന സാഹിത്യവിഭാഗത്തെ പരിചയപ്പെടുത്തുക, മലയാളത്തിൽ

പ്രസിദ്ധീകരിക്കപ്പെട്ട ആത്മകഥകളിൽ നിന്നും കാലികപ്രസക്തിയുള്ളതും പ്രതിനിധാനസ്വഭാവമുള്ളതുമായ

ചില കൃതികളെ അടിസ്ഥാനമാക്കി വിശദപഠനം നടത്തുക

എന്നതുമാണ് ഈ മൊഡ്യൂളിൽ ഉദ്ദേശിക്കുന്നത്. ആത്മകഥാസാഹിത്യത്തിന്റെ ചരിത്രത്തെക്കുറിച്ച് സാമാന്യമായ അറിവ് ഉണ്ടാകണം. ആത്മകഥയിലെ ആത്മം എന്ന സങ്കല്പത്തിലെ വ്യക്തി, ആത്മകഥയിലെ കർത്തൃത്വം, പ്രതിനിധാനങ്ങൾ, ലിംഗഭേദം, രാഷ്ട്രീയം എന്നിവ മനസ്സിലാക്കുക.

വിശദപഠനത്തിന്

1. ആശുപത്രിയിൽ - ജീവിതപ്പാത, ചെറുകാട്
2. ഇരുന്നൂണ്ട ഓണം - ചിദംബരസ്തരണ, ബാലചന്ദ്രൻ ചുള്ളിക്കാട്
3. ദലിതൻ - കെ. കെ. കൊച്ചു (ആദ്യത്തെ രണ്ട് അദ്ധ്യായങ്ങൾ.)

ബ്ലോക്ക് 2: ജീവചരിത്രം

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

വിശദപഠനത്തിന്

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

ബ്ലോക്ക് 3: യാത്രാവിവരണം.

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

വിശദപഠനത്തിന്

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

കാക്കനാടൻ.

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

ബ്ലോക്ക് 4: അനുഭവ സാഹിത്യം

ഓർമ്മ, സംഭാഷണങ്ങൾ, വ്യക്തികളുമായുള്ള സംഭാഷണത്തെ ആസ്പദമാക്കി എഴുതപ്പെട്ട അനുഭവസാഹിത്യങ്ങൾ, സ്വതന്ത്രമായി ബന്ധപ്പെട്ട ആഖ്യാനങ്ങൾ, ജീവിതരേഖകൾ എന്നിവ വിശദപഠനത്തിന്

1. എന്നെ പാണനെന്ന് വിളിക്കരുത് - എതിർ, എം.കുഞ്ഞാമൻ
2. ദരിദ്രന്റെ ക്രിസ്തസ് - പച്ചവിരൽ, ദയാഭായി
3. വരുമോ വസന്തം - ഒരു മലയാളി ഹിജഡയുടെ ആത്മകഥ, ജെറീന

റഫറൻസ്

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

- 18.ഡോ. ജോർജ്ജ് വർഗ്ഗീസ്, സ്റ്റീഫൻ ഹോക്കിങ്, ഡി.സി ബുക്സ്, കോട്ടയം.
- 19.ജ്യോതിഭായി പരിയാടത്ത്, മയിലമ്മ ഒരു ജീവിതം, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്.
- 20.മാധവിക്കുട്ടി, കേരള സഞ്ചാരം, ഡി. സി ബുക്സ്, കോട്ടയം.
- 21.വി. മുസഫിർ അഹമ്മദ്, മരുഭൂമിയുടെ ആത്മകഥ , കറന്റ് ബുക്സ്, തൃശ്ശൂർ.
- 22.രാജൻ കാക്കനാടൻ, ഹിമവാന്റെ മുകൾത്തട്ടിൽ, ഡി. സി ബുക്സ്, കോട്ടയം.
- 23.എം. കുഞ്ഞാമൻ, എതിർ, ഡി.സി ബുക്സ്, കോട്ടയം.
24. കെ. എ. ബീന , നദി തിന്നുന്നവീട്, കറന്റ് ബുക്സ്, തൃശ്ശൂർ.
- 25.ഭാസ്കരൻ, ജാനു, ഡി. സി ബുക്സ്, കോട്ടയം
- 26.ദയാഭായി, പച്ചവിരൽ, ഡി. സി ബുക്സ്, കോട്ടയം.
- 27.വിജയരാജമല്ലിക, മറ്റൊരു പെണ്ണല്ല ഞാൻ, പാപ്പാത്തി
28. ജെറീന, ഒരു മലയാളി ഹിജഡയുടെ ആത്മകഥ, ഡി. സി ബുക്സ്, കോട്ടയം

गद्यकाव्य महाकाव्यं च ।

Gadyakavyam Mahakavyam Cha

Credits: 6

लक्ष्यम् (Course Objectives)

- भारतीयकाव्यशास्त्रे परिचयप्रदानम्।
- इतिहासपुराणानां विषये उद्बोधनम् ।

उद्देश्यानि (Course Outcomes)

- महाकाव्यमधिकृत्य उद्बोधनम् ।
- महाकाव्यस्वरूपस्य, काव्यसौन्दर्यतत्त्वस्य चाऽवबोधनम्।
- इतरभाषासाहित्ये महाभारतस्य स्वाधीनताऽवगमनम् ।
- संस्कृतसाहित्ये लक्ष्मणसूरिणः योगदानावगमनम् ।
- संस्कृतगद्यसाहित्यपरिचयः।

Course Details

खण्डः 1 महाकाव्यपरिचयः।

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

खण्डः 2 कुमारसम्भवम् – पञ्चमसर्गः।

2. 1. पार्वत्याः तपश्चर्योद्यमः – श्लोकाः 1 – 17.
2. 2. महत्तरस्तपश्चर्याविशेषः – श्लोकाः 18 -29.
2. 3. ब्रह्मचारिप्रवेशः, सखीद्वारा पार्वत्याः इङ्गितनिवेदनं च – श्लोकाः – 30 –61.

2. 4. ब्रह्मचारिकृता शिवनिन्दा, पार्वत्या तन्निरासः, फलोदयश्च – श्लोकाः – 62 – 86.

खण्डः 3 गद्यपरिचयः ।

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

खण्डः 4भारतसङ्ग्रहः – आदिपर्वणः समग्रमध्ययनम् ।

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

आवश्यकग्रन्थाः -

- कुमारसम्भवम् - *Kumarasambhava of Kalidasa* (with the commentary of Mallinatha), Vasudev Laxmansastri Pansikar (Ed.), Mumbai, 1908
- संस्कृतसाहित्येतिहासः – आचार्यलोकमण्डाहालः। चौखम्बा कृष्णदास अकादमी, वाराणसी।
- भारतसङ्ग्रहः- *Bharatasangraha*, M Lakshmanasuri, TheKuppuswamiSastri Research Institute, Madras, 1966.

सहायकग्रन्थाः -

- *A Companion to Sanskrit Literature*, Banergy S.C, Motilal Banarsidas Publishers, Delhi, 1989
- *A History of Sanskrit Literature*, Macdonell A .A, Motilal Banarsidas Publishers, Delhi, 1990.
- *A History of Sanskrit Literature*, A.B. Keith, Motilal Banarsidas Publishers, Delhi, 1993
- *Glimpses of Sanskrit literature*, A.N.D Haksar, ICCR & New age International limited publishers.
- *History of Classical Sanskrit Literature*, M. Krishnamachariar, Motilal Banarsidas Publishers, Delhi, 1990

- *Indian Kavya Literature*, A.K Warder. Motilal Banarasedass, Delhi, 1972.
- *Panorama of Sanskrit literature*, Dr.Satyavrat,1998
- *Samskritasahityacaritram* (Malayalam), KunjunniRaja & M.S Menon (Ed.), Kerala Sahitya Academy, Trissur, 1991
- *A Short History of Sanskrit Literature*, T K RamachandraAiyar, RS Vadhyar& Sons,
- Palakkad
- *Kumara Sambhava* (Edition with Malayalam commentary), Kuttikrishna

Additional References (E-resources)

www.kalidasacademy.com

www.poetrynook.com

www.resanskrit.com

www.ancient.cu

www.worldcat.org

Semester V

DISCIPLINE CORE

B23PY05DC

UNDERSTANDING PSYCHOLOGICAL DISORDERS I

Credits: 6

Course Objective:

This course aims to provide the learners with an in-depth understanding of psychological disorders, including their definitions, classifications, etiologies, theoretical perspectives, and clinical features across various categories of mental health conditions.

Course Outcomes:

The course will enable the learners to:

CSO1: Define mental disorders and discuss the historical emergence and issues of the concept and the legal framework of clinical practice.

CSO2: Understand the causes of mental disorders and analyse various theoretical perspectives on mental health.

CSO3: Describe the clinical features and types of neurodevelopmental and neurocognitive disorders.

CSO4: Identify and explain the clinical features of dissociative disorders, somatic symptom disorders, and trauma- and stressor-related disorders.

CSO5: Understand the clinical features and types of anxiety disorders and obsessive-compulsive and related disorders.

CSO6: Define, classify and describe the clinical features of feeding and eating disorders, and elimination disorders.

Course Outline:

Block 1: Introduction to Mental Disorders

Block 2: Etiology and Theoretical Perspectives

Block 3: Neurodevelopmental and Neurocognitive Disorders

Block 4: Dissociative, Somatic Symptom and Trauma & Stressor Related Disorders

Block 5: Anxiety and Obsessive-compulsive Disorders

Block 6: Feeding and Eating Disorders and Elimination Disorders

Course Details:

Block 1: Introduction to Mental Disorders

Unit 1: Mental Disorders

Definition; Historical Emergence of the Concept; Issues in Defining Normality and Abnormality; Mental Health Laws, Policies and Regulations in the Indian Context.

Unit 2: Classification and Diagnosis

Classification Systems: DSM, ICD, RDoC; Diagnostic Assessment Techniques; Critiques of Classification and Diagnosis

Block 2: Etiology and Theoretical Perspectives

Unit 1: Etiology of Mental Disorders

Causes: Necessary, Sufficient and Contributory Causes; Biological Factors: Genetics, Brain chemistry, and Neurobiology; Psychological Factors: Trauma, Stress and Personality Traits; Environmental Factors: Childhood Experiences, Socio-economic Status and Cultural Influence; Necessary, Sufficient and Contributory causes

Unit 2: Theoretical Perspectives

Biological; Psychodynamic; Behavioural; Cognitive; Humanistic-existential; Socio-cultural

Block 3: Neurodevelopmental and Neurocognitive Disorders

Unit 1: Neurodevelopmental Disorders

Definition; Types; Clinical Features of Autism Spectrum Disorder, Attention Deficit/Hyperactivity Disorder, Intellectual Disability.

Unit 2: Neurocognitive Disorders

Definition; Types; Clinical Features of Alzheimer's Disease, Parkinson's disease, Major or Mild Neurocognitive Disorder Due to Traumatic Brain Injury

Block 4: Dissociative, Somatic Symptom and Trauma & Stressor Related Disorders

Unit 1: Dissociative Disorder and Somatic Symptom & Related Disorders

Definition; Types; Clinical Features of Dissociative Identity Disorder, Dissociative Amnesia and Somatic Symptom Disorder

Unit 2: Trauma & Stressor-Related Disorders

Definition; Types; Clinical Features of Reactive Attachment Disorder and Post-traumatic Stress Disorder

Block 5: Anxiety and Obsessive-compulsive Disorders

Unit 1: Anxiety Disorders

Definition; Types; Clinical Features: Specific Phobia, Panic Disorder, Generalised Anxiety Disorder

Unit 2: Obsessive-compulsive and Related Disorders

Definition; Types; Clinical Features: Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, Hoarding Disorder

Block 6: Feeding and Eating Disorders and Elimination Disorders

Unit 1: Feeding and Eating Disorders

Definition; Types and Clinical Features

Unit 2: Elimination Disorders

Definition; Types and Clinical Features

References

- Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
- Brewer, K. (2001). *Clinical Psychology*. Heinemann Educational Publishers
- Butcher, J. N., Hooley, J.M., & Mineka, S.M. (2015). *Abnormal Psychology*. Pearson Higher Ed.
- Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. (2008). *Abnormal Psychology*. Pearson.
- David Barlow H. & Durand V. Mark. (2013). *Abnormal Psychology*. Cengage Learning.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A Dimensional Approach*. Cengage learning
- Riskind, J.H., Manos, M.J. & Alloy, L. B. (2004). *Abnormal Psychology: Current Perspectives*. McGraw Hill.
- Sarason, I.G., & Sarason, R.B. (2005). *Abnormal Psychology: The Problem of Maladaptive Behaviour* Prentice Hall of India.

DISCIPLINE-SPECIFIC ELECTIVE

B23PY03DE

INTRODUCTION TO COUNSELLING

Credits: 6

Course Objective:

This course aims to provide the learners with a foundational understanding of counselling principles, processes, theories, techniques, and applications across diverse contexts and populations.

Course Outcomes:

The course will enable the learners to:

CSO1: Understand the basics, historical perspectives and goals of counselling.

CSO2: Comprehend the importance and fundamentals of the counselling relationship.

CSO3: Appreciate the major theoretical approaches and essential counselling techniques.

CSO4: Gain insight into the processes and tools for assessment, testing and diagnosis in counselling.

CSO5: Understand developmental considerations and common issues in counselling different age groups.

CSO6: Describe the counselling process in diverse contexts and for specific issues.

Course Outline:

Block 1: Foundations of Counselling

Block 2: The Counselling Relationship

Block 3: Theories and Techniques

Block 4: Assessment, Testing and Diagnosis in Counselling

Block 5: Counselling Across the Lifespan

Block 6: Specialised Areas in Counselling

Course Details:

Block 1: Fundamentals of Counselling

Unit 1: Introduction to Counselling

Definition; Nature; Historical Perspectives; Goals; Counselling and Related Fields: Guidance, Counselling & Psychotherapy.

Unit 2: Counselling Process

Stages of Counselling: Assessment and Goal Setting; Developing a Treatment Plan; Building a Therapeutic Alliance; Ending the Counselling; Variables Affecting the Counselling Process.

Block 2: The Counselling Relationship

Unit 1: Fundamentals of the Counselling Relationship

Importance of the Counselling Relationship; Initiating the Relation: Assuring Confidentiality, Assessing Expectations, Collecting Information, Identifying Problems, Beginning Intervention, First Session Review; Counselling Environment

Unit 2: The Counsellor

Counsellor as a Therapeutic Person: Counsellor's Values and Therapeutic Process, Skills and Qualities Necessary for Effective Counselling, Roles and Responsibilities of a Counsellor; Professional Issues and Code of Conduct; Ethical and Legal Considerations in Counselling

Block 3: Theories and Techniques

Unit 1: Theoretical Approaches to Counselling

Psychodynamic Approaches: Freud, Jung, and Adler; Humanistic Approaches: Rogers and Maslow; Behavioural and Cognitive-behavioural Approaches: Skinner, Bandura, and Beck.

Unit 2: Counselling Techniques

Active Listening; Empathy Building; Cognitive Restructuring; Behavioural Activation; Problem-solving; Relaxation Techniques; SOLER

Block 4: Assessment, Testing and Diagnosis in Counselling

Unit 1: Assessment and Testing in Counselling

Need for Assessment; Difference Between Assessment and Testing; Tools of Assessment: Counselling Interview, Behavioural Observation, Case Study, Rating Scale, Checklists, Self-Assessment, Relational Assessment, Behavioural Assessment, Cognitive Assessment.

Unit 2: Diagnosis in Counselling

The Diagnostic Process and its Implications for Treatment; Difference Between Diagnosis and Assessment; Formulating a Diagnosis: Steps, Differential Diagnosis and Use of Clinical Interviews, Mental Status Examinations and Psychological Tests in Diagnosis

Block 5: Counselling Across the Lifespan

Unit 1: Child and Adolescent Counselling

Developmental Considerations in Counselling Children and Adolescents; Common Issues: Behavioural Problems, Anxiety, Depression, and Trauma; Interventions: Play therapy and Family therapy

Unit 2: Adult and Geriatric Counselling

Counselling Young Adults: Career, Relationships, and Identity Issues; Counselling Middle-aged Adults: Midlife Crises, Stress, and Health Issues; Counselling Older Adults: Retirement, Loss, and Cognitive Decline

Block 6: Specialised Areas in Counselling

Unit 1: Counselling in Diverse Contexts

Counselling in Multicultural Settings; Counselling in Educational Settings; Counselling in Organisational Settings

Unit 2: Counselling for a Specific Issue

Addiction Counselling; Trauma and Crisis Counselling; Marriage and Family Counselling; Grief and Bereavement Counselling

References

- Belkin, G. S. (1998). *Introduction to Counselling*. W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions*. Pearson.
- Charles, J.O'Leary. (1999). *Counselling Couples and Families*. Sage Publications.
- Corey, G. (2009). *Counselling and Psychotherapy; Theory and Practice*. Cengage Learning.
- Geldard, K & Geldard, D. (2003). *Counselling Skills in Everyday Life*. Palgrave Macmillan.
- George, R.L. (1995). *Theory and Practice of Counselling*. Pearson.
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance*. Pearson.
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- Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. Tata McGraw Hill.
- Patterson, L.E. & Welfel, E.R. (2000). *The Counselling Process*. Brooks/Cole.
- Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counselling and Psychotherapy: Systems, Strategies, and Skills*. Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases*. Cengage Learning.
- Sharry, J. (2004). *Counselling Children, Adolescents and Families*. Palgrave MacMillan.
- Watts, A. W. (1975). *Psychotherapy: East and West*. Vintage.

DISCIPLINE-SPECIFIC ELECTIVE

B23PY04DE

PSYCHOLOGY OF GENDER

Credits: 6

Course Objective:

This course aims to provide the learners with a comprehensive understanding of the psychology of gender, covering foundational theories, developmental processes, societal influences, mental health implications, interpersonal dynamics, and contemporary issues, to foster critical analysis and informed perspectives on gender-related phenomena.

Course Outcomes:

The course will enable the learners to:

CSO1: Understand the key concepts and theories in gender psychology.

CSO2: Comprehend the complexities of gender identity development and learn strategies to support gender-diverse individuals in various contexts.

CSO3: Analyse the influence of family, peers, education, and occupation on gender socialisation and propose strategies for promoting gender equity in these domains.

CSO4: Identify gender-specific mental health issues and discuss the specific interventions.

CSO5: Evaluate the impact of gender on interpersonal relationships and sexual health, fostering awareness of diverse gender experiences and dynamics.

CSO6: Critically examine gender-based violence, social movements, and global perspectives on gender equality, facilitating their engagement in advocacy and policy initiatives for social change.

Course Outline:

Block 1: Foundations of Gender Psychology

Block 2: Gender Identity and Expression

Block 3: Gender and Socialisation

Block 4: Gender and Mental Health

Block 5: Gender, Relationships, and Sexuality

Block 6: Contemporary Issues in Gender Psychology

Course Details:

Block 1: Foundations of Gender Psychology

Unit 1: Introduction

Definition and Concepts of Gender, Sex, and Sexuality; Historical Perspectives on Gender Roles and Identities, Key Theories in Gender Psychology: Social Constructionism, Feminist Theory and Queer Theory

Unit 2: Biological and Psychological Perspectives

Biological Basis of Sex Differences: Genetics, Hormones and Brain Structure; Psychological Theories of Gender Development: Psychoanalytic, Cognitive-Developmental and Social Learning Theories; Intersectionality and the Influence of Race, Class and Culture on Gender

Block 2: Gender Identity and Expression

Unit 1: Gender Identity Development

Stages and Processes of Gender Identity Development; Transgender and Non-Binary Identities: Understanding and Supporting Diverse Experiences; Gender Dysphoria: Diagnosis, Treatment, and Ethical Considerations

Unit 2: Gender Expression and Roles

Societal Norms and Expectations Regarding Gender Expression; the Impact of Media and Culture on Gender Roles; Gender Non-conformity and Breaking Stereotypes

Block 3: Gender and Socialisation

Unit 1: Family and Peer Influences

Role of Family in Gender Socialisation: Parenting Styles and Sibling Dynamics; Peer Influences on Gender Behaviour and Attitudes; Gender Socialisation in Childhood and Adolescence

Unit 2: Educational and Occupational Influences

Gender Biases in Educational Settings: Curriculum, Teacher Expectations and Peer Interactions; Gender Differences in Academic Achievement and Career Choices; Strategies for Promoting Gender Equity in Education and the Workplace

Block 4: Gender and Mental Health

Unit 1: Gender Differences in Mental Health

Prevalence and Types of Mental Health Issues Among Different Genders; Gender-Specific Risk Factors for Mental Health Disorders; Coping Mechanisms and Help-Seeking Behaviours

Unit 2: Gender and Psychotherapy

Gender-Sensitive Approaches to Psychotherapy; Addressing Gender-Related Issues in Therapeutic Settings; Role of the Therapist in Supporting Gender-Diverse Clients.

Block 5: Gender, Relationships, and Sexuality

Unit 1: Gender and Interpersonal Relationships

Gender Dynamics in Romantic Relationships: Communication, Power and Conflict; Friendship Patterns and Gender Differences; Impact of Gender on Parenting and Family Relationships

Unit 2: Gender and Sexuality

Sexual Orientation and Gender Identity: Understanding the Spectrum; Influence of Gender on Sexual Behaviour and Attitudes; Addressing Sexual Health and Rights

Block 6: Contemporary Issues in Gender Psychology

Unit 1: Gender and Violence

Gender-Based Violence: Prevalence, Causes and Consequences; Strategies for Prevention and Support for Survivors; Role of Policy and Advocacy in Addressing Gender Violence

Unit 2: Gender and Social Change

Impact of Social Movements on Gender Equality: Feminism, LGBTQ+ Rights; Gender and Global Perspectives: Cross-Cultural Differences and International Efforts; Future Directions in Gender Research and Policy (Indian Context in Specific)

References

- Bosson, J.K., Vandello, J.A., & Buckner, C.E. (2018). *The Psychology of Sex and Gender*. Sage Publications.
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DISCIPLINE-SPECIFIC ELECTIVE

B23PY05DE

NEUROPSYCHOLOGY

Credits: 6

Course Objective:

This course aims to provide the learners with a comprehensive understanding of neuropsychology, covering foundational principles, assessment techniques, various neuropsychological disorders, rehabilitation strategies, psychosocial aspects, and contemporary advancements, enabling them to apply knowledge in clinical practice and research contexts.

Course Outcomes:

The course will enable the learners to:

CSO1: Understand the historical development, theoretical frameworks and basic concepts essential for understanding neuropsychological functioning.

CSO2: Appreciate the principles and techniques of neuropsychological assessment.

CSO3: Acquire knowledge of neurodegenerative disorders, such as traumatic brain injury and stroke.

CSO4: Discuss neurodevelopmental disorders and paediatric neuropsychology, gaining insights into assessment, intervention, and the impact of such disorders on cognitive and social functioning.

CSO5: Understand the principles and strategies of neuropsychological rehabilitation.

CSO6: Appreciate the neuropsychological aspects of mental health disorders, explore advances in neuroimaging techniques, and discuss genetic and epigenetic influences on brain function.

Course Outline:

Block 1: Foundations of Neuropsychology

Block 2: Neuropsychological Assessment

Block 3: Neuropsychological Disorders

Block 4: Developmental Neuropsychology

Block 5: Neuropsychological Rehabilitation

Block 6: Contemporary Issues and Applications

Course Details:

Block 1: Foundations of Neuropsychology

Unit 1: Introduction to Neuropsychology

Definition; Scope; Historical Development and Key Figures; Theoretical Frameworks and Models

Unit 2: Neuroanatomy and Neurophysiology

Structure and Function of the Central Nervous System; Major Brain Regions and their Functions, Neurotransmitters and Neural Pathways

Block 2: Neuropsychological Assessment

Unit 1: Principles of Neuropsychological Assessment

Goals and Purposes; Types of Neuropsychological Tests and Tools; Standardised Testing Procedures and Interpretation of Results; Landmark Cases

Unit 2: Assessment of Cognitive Functions

Assessment of Memory, Attention, and Executive Functions; Assessment of Language, Visuospatial Skills and Motor Functions; Integrating Test Results into a Comprehensive Neuropsychological Report

Block 3: Neuropsychological Disorders

Unit 1: Neurodegenerative Disorders

Clinical Features, Diagnosis, Treatment and Intervention: Alzheimer's Disease, Parkinson's Disease, Huntington's Disease

Unit 2: Traumatic Brain Injury and Stroke

Mechanisms; Types; Cognitive, Emotional and Behavioural Consequences of TBI; Assessment and Rehabilitation of Stroke-related Cognitive Impairments

Block 4: Developmental Neuropsychology

Unit 1: Neurodevelopmental Disorders

Clinical Features, Diagnosis, Treatment and Intervention: Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD) and Learning Disabilities; Assessment and Intervention Strategies for Neurodevelopmental Disorders; Impact of Neurodevelopmental Disorders on Cognitive and Social Functioning

Unit 2: Paediatric Neuropsychology

Brain Development in Childhood and Adolescence; Common Paediatric Neurological Conditions: Cerebral Palsy, Epilepsy and Genetic Disorders; Neuropsychological Assessment and Intervention in Children

Block 5: Neuropsychological Rehabilitation

Unit 1: Principles of Neuropsychological Rehabilitation

Goals and Approaches in Neuropsychological Rehabilitation; Cognitive Rehabilitation Techniques and Strategies; Multidisciplinary Approaches to Neuropsychological Rehabilitation

Unit 2: Psychosocial Aspects of Neuropsychological Rehabilitation

Emotional and Behavioural Consequences of Neurological Disorders; Counselling and Psychotherapy for Individuals with Brain Injuries; Family Support and Community Reintegration

Block 6: Contemporary Issues and Applications

Unit 1: Neuropsychology of Mental Health Disorders

Neuropsychological Aspects of Schizophrenia, Mood Disorders, and Anxiety Disorders; Assessment and Management of Cognitive Deficits in Mental Health Conditions; Integrating Neuropsychology into Psychiatric Treatment

Unit 2: Advances in Neuropsychology

Neuroimaging Techniques: MRI, fMRI, PET, and CT scans; Genetic and Epigenetic Influences on Brain Function and Behaviour; Emerging Trends and Future Directions in Neuropsychology

References

- Anderson, V., Northam, E., Hendy, J., & Wrennall, J. (2001). *Developmental Neuropsychology: A Clinical Approach*. Psychology Press.
- Heilman, K.M. & Valenstein. E. (2012). *Clinical Neuropsychology*. Oxford University Press.
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- Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of Neuropsychology*. Wadsworth.

DISCIPLINE-SPECIFIC ELECTIVE

B23PY06DE

REHABILITATION PSYCHOLOGY

Credits: 6

Course Objective:

This course aims to provide the learners with the foundational knowledge, assessment skills, intervention techniques and contextual understanding necessary for effective practice in rehabilitation psychology, emphasising ethical, legal and cultural considerations.

Course Outcomes:

The course will enable the learners to:

CSO1: Understand the historical development, theoretical frameworks, and ethical principles underpinning rehabilitation psychology practice.

CSO2: Comprehend various psychological assessments and formulate diagnoses, preparing them for clinical practice in rehabilitation settings.

CSO3: Discuss the cognitive-behavioural and psychosocial interventions tailored to individuals with disabilities, enhancing their ability to promote adaptive functioning and well-being.

CSO4: Gain insights into paediatric and geriatric rehabilitation, enabling them to effectively address age-specific psychological needs and support families and caregivers.

CSO5: Develop expertise in neuropsychological rehabilitation and interventions for physical and sensory disabilities.

CSO6: Explore the evolution of rehabilitation practices in India, understand traditional approaches, and analyse the legal and policy framework, facilitating culturally sensitive and contextually relevant interventions.

Course Outline:

Block 1: Foundations of Rehabilitation Psychology

Block 2: Psychological Assessment and Diagnosis

Block 3: Intervention Strategies and Techniques

Block 4: Rehabilitation Across the Lifespan

Block 5: Rehabilitation in Specific Populations

Block 6: Rehabilitation in the Indian Context

Course Details:

Block 1: Foundations of Rehabilitation Psychology

Unit 1: Introduction to Rehabilitation Psychology

Definition; Scope and Relevance; Historical Development; Theoretical Frameworks and Models.

Unit 2: Ethical and Legal Considerations

Ethical Principles and Standards; Legal Issues and Disability Rights; Confidentiality, Informed Consent and Professional Boundaries

Block 2: Psychological Assessment and Diagnosis

Unit 1: Psychological Assessment in Rehabilitation

Types of Assessments: Cognitive, Emotional, and Behavioural; Standardised Tests and Assessment Tools; Conducting Comprehensive Assessments and Interpreting Results

Unit 2: Diagnosis and Case Formulation

Common Psychological Conditions in Rehabilitation Settings; Diagnostic Criteria and Differential Diagnosis; Developing Case Formulations and Treatment Plans

Block 3: Intervention Strategies and Techniques

Unit 1: Cognitive and Behavioural Interventions

Cognitive-behavioural Therapy (CBT) Techniques; Behavioural Modification and Reinforcement Strategies; Skills Training and Problem-Solving Approaches

Unit 2: Psychosocial Interventions

Counselling and Psychotherapy for Individuals with Disabilities; Family Therapy and Support Groups; Community-Based Interventions and Social Skills Training

Block 4: Rehabilitation Across the Lifespan

Unit 1: Paediatric Rehabilitation

Psychological Aspects of Childhood Disabilities; Interventions for Developmental Disorders and Learning Disabilities; Working with Families and Caregivers in Paediatric Rehabilitation

Unit 2: Geriatric Rehabilitation

Psychological Aspects of Ageing and Disability; Interventions for Cognitive Decline, Mobility Issues and Chronic Illness; Promoting Independence and Quality of Life in Older Adults

Block 5: Rehabilitation in Specific Populations

Unit 1: Neuropsychological Rehabilitation

Brain Injury and Neuropsychological Disorders; Cognitive Rehabilitation Techniques and Strategies; Multidisciplinary Approaches in Neuropsychological Rehabilitation

Unit 2: Physical and Sensory Disabilities

Psychological Impact of Physical and Sensory Disabilities; Interventions for Mobility Impairments; Chronic Pain, and Sensory Deficits; Assistive Technology and Adaptive Strategies

Block 6: Rehabilitation in the Indian Context

Unit 1: Introduction

Evolution; Traditional Approaches; Role of Family and Community; Community-based Rehabilitation; Barriers and Challenges.

Unit 2: Legal Framework and Key Institutions

Legal and Policy Framework and Regulatory Approaches; Role of Governmental Bodies; Non-governmental Organisations; Rehabilitation Council of India

References

- Corthell, D.S. (1997). *Traumatic Brain Injury and Vocational Rehabilitation*. University of Wisconsin Press.
- Frank, R.G. & Elliott, T.R. (2000). *Handbook of Rehabilitation Psychology*. American Psychological Association.
- Golden, C.J. & Charles, C.T. (1981). *Diagnosis & Rehabilitation in Clinical Psychology*. Spring Field.
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GENERIC ELECTIVES (GE - 1)

B21AR01GE MODERN STANDARD ARABIC

Credits: 2

Course Objectives:

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

Course Outcomes:

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

Course Details

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

Units:

Unit- 1: Arabic Language, characteristics of Arabic Language

Unit- 2: Modern Standard Arabic and Colloquial Arabic

Unit- 3: Arabic Alphabets, basic structure of sentences in Arabic,

Unit- 4: Question words, prepositions, name of days and months, date and time, cardinal and ordinal numbers, colors, parts of the body and common phrases.

BLOCK 2: Use of Arabic in different occasions

Unit 1: Self-introduction, Greetings in Arabic

Unit 2: In airport, in railway station and in traveling office

Unit 3: In market, in hotel, and in textile shop

References:

- M. Ashiurakis, (2003), Spoken Arabic self taught, Islamic Book Service
- Abdul Hamid Madani, Cheriya mundam, (2004), Arabian Gulf file Samsarabhasha, Calicut: Al Huda Books
- Abdul Hamid, V.P. & Abdul Halim, N.K., (2005), Arabic for Various situations, Calicut: Al Huda Books
- Ali, Sayed, Teach Yourself Arabic, Kazi Publishers
- Ali, Syed, (2003), Let us Converse in Arabic, New Delhi: USB Publishers.
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- Faynan, Rafi 'el Imad, (1998), The Essential Arabic, New Delhi: Good word Books
- Hashim, Abul, (1997), Arabic made easy, New Delhi: Kitab Bhavan
- Humisa, Michael, (2004), Introducing Arabic, New Delhi: Good word Books
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- Mohyideen, Veeran, (2008), Functional Arabic, Calicut: Arabnet
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GENERIC ELECTIVES (GE - 1)

B21EG01GE

APPRECIATING LITERATURE

Credits: 2

OBJECTIVES:

- To kindle interest in reading literature.
- To help students to understand, learn from and enjoy literary texts, especially poetry.
- To enable the student to read and respond creatively, drawing on their own imagination and experience.
- To appreciate reading as a social experience.

COURSE OUTCOMES:

Upon completing the course students will:

- Be able to appreciate poems aesthetically.
- Engage in close analysis and understand the literary devices that enhance the beauty of the poem.
- Learn to consider literature as a communal experience.
- To inculcate a deeper admiration of the cultural diversity expressed in the poems.
- Be familiar with how literature reveals the human condition through its various strategies.

COURSE DETAILS:

BLOCK 1: Introducing Literary Texts: 1

Unit 1:	O Henry: "The Last Leaf"
Unit 2:	William Blake: "The Tyger"
Unit 3:	Alfred Lord Tennyson: "The Oak"
Unit 4:	Wallace Stevens: "Anecdote of the Jar"
Unit 5:	Emily Dickinson: "Because I could not Stop for Death"
Unit 6:	Baburao Bagul: "Why I hid My Caste"

BLOCK 2: Introducing Literary Texts: 2

Unit 1:	Arthur Conan Doyle: "The Adventure of the Dancing Men"
Unit 2:	Kamala Das: "Looking Glass"

- Unit 3: Maya Angelou: “I know Why the Caged Bird Sings.”
- Unit 4: W. H. Auden: “Unknown Citizen”
- Unit 5: Jayanta Mahapatra: “Hunger”
- Unit 6: Ted Hughes: “Hawk Roosting”

References

- Corcoran, Neil. *The Cambridge Companion to Twentieth-Century English Poetry*, CUP, 2007
- Gilkes, Martin. *A Key to Modern English Poetry*, Blackie Son, 1937.
- Hadfield, Andrew, Garrett A. Sullivan and Patrick Cheney. *Early Modern English Poetry; A Critical Companion*, OUP, 2007.
- Hamilton, Ian. *The Oxford Companion to Twentieth-century Poetry in English*, OUP, 1996
- Pandey, Surya Nath. *Contemporary Poets in English*, Rawat Publications, 2007.
- Patke, Rajeev S. *Postcolonial Poetry in English*, OUP, 2006.
- Sen, Sudeep. *The Harpercollins Book of English Poetry*, HarperCollins, 2012.
- Surendran, K. V. *Indian English Poetry: New Perspectives*, Sarup Sons, 2002

GENERIC ELECTIVES (GE - 1)

B21HD01GE

व्यावहारिक हिंदी

Vyavaharik Hindi

Credits: 2

पाठ्यक्रम का उद्देश्य (Course Objectives):

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

पाठ्यक्रम परिणाम (Course Outcome):

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

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

Course Details

BLOCK 1 मानक हिन्दी का उच्चारण और बातचीत

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

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

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

इकाई 4 : किसी वरिष्ठ कवि से साक्षात्कार

इकाई 5 : फिल्म अभिनेता से साक्षात्कार

BLOCK 2 : रचनात्मक कार्य (पल्लवन) एवं भाषण कला

इकाई 1 : कहानी पूरी करना- एक राज था..

इकाई 2 : घर में एक अंधी रहती थी...

इकाई 3 : एक दिन....

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

इकाई 5 : भाषण का अभ्यास

References

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

GENERIC ELECTIVES (GE - 1)

B21ML01GE

ആധുനികമലയാളസാഹിത്യചരിത്രം

Aadhunika Malayala Sahithyacharithram

Credits: 2

Course Objectives:

1. ആധുനികമലയാളസാഹിത്യത്തെക്കുറിച്ച്സാമാന്യമായഅറിവ്നേടുക
2. സാഹിത്യപ്രസ്ഥാനങ്ങളുടെലഘുചരിത്രംമനസ്സിലാക്കുക
3. മലയാളത്തിലെശ്രദ്ധേയരായഎഴുത്തുകാരെയുംഅവരുടെകൃതികളെയുംപരിചയപ്പെടുക
4. കവിത , ചെറുകഥ, നോവൽഎന്നിസാഹിത്യരൂപങ്ങളെപരിചയപ്പെടുക
5. ആധുനികസാഹിത്യരൂപങ്ങളുടെആരംഭചരിത്രത്തെമനസ്സിലാക്കുക

Course Outcome:

1. ആധുനികസാഹിത്യപ്രസ്ഥാനങ്ങളുടെ ലഘുചരിത്രത്തെക്കുറിച്ച്അറിവ്നേടുന്നു.
2. മലയാളത്തിലെസാഹിത്യപ്രസ്ഥാനങ്ങളെക്കുറിച്ച്ധാരണലഭിക്കുന്നു
3. ആധുനികമലയാളകവിതയുടെസവിശേഷതകൾമനസ്സിലാക്കുന്നു.
4. മലയാളനോവലിന്റേചരിത്രത്തെക്കുറിച്ച്അറിവുനേടുന്നു.
5. മലയാളചെറുകഥയുടെചരിത്രത്തെക്കുറിച്ച്ധാരണലഭിക്കുന്നു.
6. മലയാളത്തിലെശ്രദ്ധേയരായഎഴുത്തുകാരെയുംഅവരുടെകൃതികളെയുംപരിചയപ്പെടുന്നു.

Course Outline

ബ്ലോക്ക് 1: ആധുനികമലയാളകവിത

ബ്ലോക്ക് 2: നോവലുംചെറുകഥയും

COURSE DETAILS

ബ്ലോക്ക് 1: ആധുനികമലയാളകവിത

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

യൂണിറ്റ് 2: ബാലാമണിയമ്മ, പി കുഞ്ഞിരാമൻനായർ , ചങ്ങമ്പുഴ

യൂണിറ്റ് 3: ഇടശ്ശേരി , വൈലോപ്പിള്ളി , എൻ. വികൃഷ്ണവാരിയർ,

യൂണിറ്റ് 4: പി.ഭാസ്കര, വയലാർ, അയ്യപ്പപ്പണിക്കർ

ബ്ലോക്ക് 2: നോവലും ചെറുകഥയും

യൂണിറ്റ് 1: മലയാളനോവലിന്റെ പശ്ചാത്തലം - ആദ്യകാലനോവലുകൾ

യൂണിറ്റ് 2: വൈക്കം മുഹമ്മദ് ബഷീർ, എസ്.കെ.പൊറക്കാട്, എം.ടി.വാസുദേവൻനായർ

യൂണിറ്റ് 3: ഉറൂബ്, കാക്കനാടൻ, ഒ. വിവിജയൻ സാരാജോസഫ് .

യൂണിറ്റ് 4: ചെറുകഥ - ചെറുകഥയുടെ പശ്ചാത്തലം - ആദ്യകാലകഥകൾ
കാരുർ, തകഴി, കേശവദേവ്, പൊൻകുന്നം വർക്കി, ടി .പത്മനാഭൻ ,
മാധവിക്കുട്ടി, കാക്കനാടൻ, സാരാജോസഫ്, സക്കറിയ,

റഫറൻസ്

1. കെ. എം. ജോർജ്ജ് (എഡി) ,ആധുനികസാഹിത്യചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ , ഡിസിബുക്സ് കോട്ടയം
2. എരുമേലി പരമേശ്വരൻപിള്ള, മലയാളസാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ, കറന്റ് ബുക്സ്
3. കൽപ്പറ്റ ബാലകൃഷ്ണൻ, മലയാളസാഹിത്യചരിത്രം,
4. ഡോ. എം.ലീലാവതി, കവിതാസാഹിത്യചരിത്രം, കേരളസാഹിത്യഅക്കാദമി
5. എം.അച്യുതൻ, ചെറുകഥ ഇന്നലെ ഇന്ന്, ഡി. സി., ബുക്സ്, കോട്ടയം
6. എൻ. അജയകുമാർ, ആധുനികത മലയാളകവിതയിൽ, കറന്റ് ബുക്സ്, കോട്ടയം.
7. തായാട്ടുശങ്കരൻ, ആശാൻ - നവോത്ഥാനത്തിന്റേ കവി, എൻ.ബി.എസ്., കോട്ടയം.
8. പവിത്രൻപി., ആശാൻ കവിത ആധുനികാനന്തരപഠനങ്ങൾ,
സാംസ്കാരിക പ്രസിദ്ധീകരണവകുപ്പ്, തിരുവനന്തപുരം
9. ഡോ. വത്സലൻ വാതുശ്ശേരി, കഥയുടെ ന്യൂക്ലിയസ്, ഒലീവ് പബ്ലിക്കേഷൻസ്,
കോഴിക്കോട്.
10. ഡോ. പി. കെ. രാജശേഖരൻ, കഥാാന്തരങ്ങൾ, ഡി. സി. ബുക്സ്, കോട്ടയം.
11. ഡോ. എം. എം. ബഷീർ, ചെറുകഥാസാഹിത്യചരിത്രം, കേരളസാഹിത്യഅക്കാദമി,
തൃശ്ശൂർ.
12. പി. കെ. ബാലകൃഷ്ണൻ, ചന്തുമേനോൻ ഒരുപഠനം, ഡി.സി.ബുക്സ്, കോട്ടയം
13. ഡോ. കെ. ഭാസ്കരൻനായർ, ദൈവനീതിക്ക് ദാക്ഷിണ്യമില്ല , എസ്.പി.സി. എസ്, കോട്ടയം
14. കെ.എം.തരകൻ, മലയാളനോവൽ സാഹിത്യചരിത്രം, കേരളശാസ്ത്രസാഹിത്യപരിഷ്
15. എം. അച്യുതൻ, നോവൽ പ്രശ്നങ്ങളും പഠനങ്ങളും „എൻ ബിഎസ്“ , കോട്ടയം
16. കെ. പി. അപ്പൻ, മാറുന്ന മലയാളനോവൽ „ഡി.സി.ബുക്സ്“ , കോട്ടയം

GENERIC ELECTIVES (GE - 1)

B21SN01GE

संस्कृतसोपानम्

Samskruthasopanam

Credits: 2

लक्ष्यम् (Course Objectives)

संस्कृतभाषायाः अध्ययनाय अलब्धावसराणां अनायासेन संस्कृतप्रवेशाय अवसरप्रदानम्।

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

उद्देश्यम् (Course Outcomes)

1. संस्कृताध्ययनस्य प्रारंभाय अवश्यमध्येतव्यानां सुबन्तानां तिङन्तानाञ्च परिचयप्रदानम्।

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

2. छात्राणां पदसम्पदः प्रवृद्धिः (Enrichment of vocabulary.)

3. अन्यासां भारतीयभाषाणामपि पदसम्पदां अवगमने सौकर्यप्रदानम्

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

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

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

5. सुसम्पन्ने संस्कृतसाहित्ये परिचयप्रदानम्।

(To familiarize the richness of Sanskrit Literature)

6. काव्यास्वादनक्षमतोत्पादनम्।

Development of skill to enjoy the beauty of kavyas.

Course Details

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

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

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

(Declensions of masculine and neutral sabdas - *bala, hari, guru, pitr* and *rajan* in masculine; *phala, vari, dadhi, madhu and jagat* in neutral)

1.2. स्त्रीलिङ्गशब्दाः सर्वनामशब्दाश्च -

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

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

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

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

And *asmad and yushmad* sabdas.)

1.3. तिङन्तपरिचयः (Conjugations) -

भूधातुः (परस्मैपदी) दशलकारेषु।

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

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

अवगमनाय)

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

**BLOCK 2 - काव्यपरिचयः - रघुवंशमहाकाव्यम् (महाकविः कालिदासः) प्रथमसर्गः 1 – 54 श्लोकाः।
निर्दिष्टश्लोकाः।**

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

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

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

2. 2. दिलीपस्य गुणवर्णना- श्लोकाः 13 – 30

(The qualities of Dileepa – verses 13 to 30)

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

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

2.4. वसिष्ठाश्रमवर्णना - श्लोकाः 48 – 54)

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

References:

1. रघुवंशमहाकाव्यम् - कालिदासः प्रथमः सर्गः)

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

सहायकग्रन्थाः -

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

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

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

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

सहायकग्रन्थाः -

1. रघुवंशमहाकाव्यम् - With Sanjeevini Vyakhya of Mallinatha

Pandurang Jawaji, Bombay.

2. कालिदाससाहित्यसर्वस्वम् - सुधांशु चतुर्वेदी (मलयालम्)

Current Books, Kottayam.

SKILL ENHANCEMENT (SE-2)

B23PY02SE

PSYCHOLOGICAL TESTING

Credits: 6

Course Objective:

This course aims to develop learners' proficiency in developing and administering psychological tests and accurately interpreting test results across diverse contexts.

Course Outcomes:

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

CSO1: Gain a comprehensive understanding of the principles, history and types of psychological tests and acquire practical skills in developing and constructing psychological tests while adhering to reliability, validity, and standardisation principles.

CSO2: Demonstrate competency in administering psychological tests according to standardised protocols, accurately interpret test results and effectively communicate findings across various contexts.

Course Outline:

Block 1: Understanding Psychological Testing

Block 2: Test Administration and Interpretation

Course Details

Block 1: Understanding Psychological Testing

Unit 1: Introduction to Psychological Testing

Definition and Purpose; Historical Overview; Types of Psychological Tests.

Unit 2: Test Development and Construction

Test Construction Principles (Reliability, Validity & Standardisation); Item Development Techniques (Item Writing & Item Analysis); Test Format and Administration Guidelines (e.g., Multiple Choice, Essay, Performance Based).

Block 2: Test Administration and Interpretation

Unit 1: Test Administration Procedures

Ethical Considerations; Standardised Test Administration Protocols; Practical Aspects of Test Administration (Setting, Timing, Instructions).

Unit 2: Test Interpretation and Reporting

Basic Concepts in Test Interpretation (Norms, Scores, Profiles); Interpretation of Test Results in Various Contexts; Test Reporting

References

- Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. Pearson.
- Gregory, R. J. (2004). *Psychological Testing: History, Principles, and Applications*. Pearson Education India.
- Kline, P. (2000). *The Handbook of Psychological Testing*. Psychology Press.
- Miller, L. A., & Lovler, R. L. (2018). *Foundations of Psychological Testing: A Practical Approach*. Sage Publications.
- Rajamanickam, M. (2004). *Experimental Psychology with Advanced Experiments*. Concept Publishing Company.
- Urbina, S. (2014). *Essentials of Psychological Testing*. John Wiley & Sons.

Semester VI

DISCIPLINE CORE

B23PY06DC

STATISTICS AND RESEARCH

Credits: 6

Course Objective:

This course aims to equip the learners with a comprehensive understanding of research design, sampling techniques, research instruments, data collection, data analysis, and effective reporting of research findings in the field of psychology.

Course Outcomes:

The course will enable the learners to:

CSO1: Define and explain the importance of research design and distinguish between various types of research designs.

CSO2: Understand the significance of sampling in research and differentiate between probability and non-probability sampling methods.

CSO3: Identify different types of research instruments and the process of standardisation and data collection.

CSO4: Familiarise themselves with the methods and techniques of quantitative data analysis.

CSO5: Familiarise themselves with the methods and techniques of qualitative data analysis.

CSO6: Apply the principles of academic writing, structure research papers effectively, and utilise proper citation and referencing styles to produce high-quality research reports.

Course Outline:

Block 1: Research Design

Block 2: Sampling

Block 3: Research Instruments and Data Collection

Block 4: Methods and Techniques of Quantitative Data Analysis

Block 5: Methods and Techniques of Qualitative Data Analysis

Block 6: Reporting the Findings

Course Details:

Block 1: Research Design

Unit 1: Fundamentals of Research Design

Definition and Importance of Research Design; Elements of a Good Research Design: Internal and External

Validity

Unit 2: Types of Research Designs

Descriptive Designs: Case Studies, Surveys, Observational Studies; Correlational Designs: Cross-Sectional, Longitudinal, and Time-Series Studies; Experimental and Quasi-Experimental Designs: Pretest-Post-Test, Repeated Measures and Mixed Designs

Block 2: Sampling

Unit 1: Introduction

Definition and Importance of Sampling in Research; Population Vs. Sample, Sampling Frame and Sampling Error; Determining Sample Size and Dealing with Sampling Bias

Unit 2: Sampling Techniques

Probability Sampling Methods: Simple Random Sampling, Stratified Sampling, Cluster Sampling and Systematic Sampling; Non-Probability Sampling Methods: Convenience Sampling, Purposive Sampling, Quota Sampling and Snowball Sampling

Block 3: Research Instruments and Data Collection

Unit 1: Introduction

Types of Research Instruments: Questionnaires, Interviews, Observation Checklists and Standardised Tests; Criteria for Selecting Appropriate Instruments for Research; Reliability and Validity of Research Instruments

Unit 2: Data Collection

Concept; Need; Nature: Qualitative and Quantitative; Types: Nominal, Ordinal or Rank, Equal-interval and Ratio Scale; Methods: Primary Data and Secondary Data; Ethical Considerations.

Block 4: Methods and Techniques of Quantitative Data Analysis

Unit 1: Introduction to Quantitative Data Analysis

Overview; Basic Principles; Types of Quantitative Data (Categorical and Continuous); Introduction to Statistical Software

Unit 2: Statistical Techniques for Quantitative Data Analysis

Data Processing: Editing, Coding, Classification and Tabulation; Descriptive Statistics: Definition, Measures of Central Tendency, Measures of Variability, Graphical Representation of Data; Inferential Statistics: Definition, Population vs. Sample, Sampling Distribution, Hypothesis Testing: Null and Alternative

Hypotheses, Type I And Type II Errors, Common Statistical Tests: T-Tests, ANOVA, Chi-Square Tests, Correlation, and Regression Analysis; Software: JMP, SAS, SPSS, Sudaan, Tableau

Block 5: Methods and Techniques of Qualitative Data Analysis

Unit 1: Introduction to Qualitative Data Analysis

Overview of Qualitative Methods; Philosophical Underpinnings of Qualitative Research; Principles of Qualitative Data Coding and Management; Data Coding Methods (open coding, axial coding, selective coding).

Unit 2: Methods and Techniques of Qualitative Data Analysis

Methods: Content Analysis, Narrative Analysis, Discourse Analysis, Grounded Theory, Thematic Analysis, Phenomenological Analysis; Challenges; Software: NVivo, Atlas.ti, Ethnograph, MAXQDA

Block 6: Reporting the Findings

Unit 1: Introduction

Principles of Academic Writing: Clarity, Conciseness, Coherence, and Cohesion; Structure of Academic Papers: Introduction, Literature Review, Methodology, Results, Discussion, Conclusion; Citation and Referencing Styles (APA, MLA, Chicago)

Unit 2: Academic/Report Writing

Purpose And Types of Research Reports: Theses, Dissertations, Journal Articles and Technical Reports; Steps In Writing a Research Report: Planning, Drafting, Revising, Editing, and Proof-reading; Presenting Data Effectively: Tables, Figures, and Appendices

References

- Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. Prentice Hall
- Chadha, N.K. (1991). *Statistics for Behavioural and Social Sciences*. Reliance Publishing House.
- Chadha, N.K. (2009) *Applied Psychometry*. Sage Publication.
- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. Hodder Arnold.
- Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Application*. Pearson Education.
- Kerlinger, F.N.& Lee, H.B. (1999). *Foundations of Behavioural Research*. Wadsworth.
- King, B.M. &Minium, E.W, (2007). *Statistical Reasoning in the Behavioural Sciences*. John Wiley & Sons.
- Mangal, S.K. (2012). *Statistics in Psychology and Education*. PHI Learning Pvt. Ltd.
- Murphy, K.R. & Davidshofer, C. O. (2004). *Psychological Testing: Principles & Applications*. New Jersey: Prentice Hall.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.

DISCIPLINE CORE

B23PY07DC

UNDERSTANDING PSYCHOLOGICAL DISORDERS II

Credits: 6

Course Objective:

This course aims to provide the learners with an understanding of various psychological disorders, including their definitions, clinical features, diagnostic criteria, and treatment interventions.

Course Outcomes:

The course will enable the learners to:

CSO1: Describe the clinical features, diagnosis, and treatment of schizophrenia and other related spectrum disorders.

CSO2: Understand depressive and bipolar disorders and explain their clinical features and types.

CSO3: Understand the clinical features and types of substance-related and addictive disorders, as well as sleep-wake disorders.

CSO4: Identify and describe the clinical features of various personality disorders across clusters A, B, and C, and understand their diagnostic criteria and treatment interventions.

CSO5: Explain the clinical features and types of sexual dysfunction, gender dysphoria, and disruptive, impulse-control, and conduct disorders.

CSO6: Understand the clinical features and types of paraphilic disorders and other mental disorders.

Course Outline:

Block 1: Schizophrenia and Other Spectrum Disorders

Block 2: Depressive and Bipolar Disorders

Block 3: Substance-Related and Addictive Disorders and Sleep-wake Disorders

Block 4: Personality Disorders

Block 5: Dysfunction, Gender Dysphoria and Disruptive, impulsive control and conduct disorders

Block 6: Paraphilic Disorders and Other Mental Disorders

Course Details:

Block 1: Schizophrenia and Other Spectrum Disorders

Unit 1: Schizophrenia

Definition and Overview; Historical Context and Evolution of Diagnostic Criteria; Clinical Features and Symptoms; Diagnosis and Assessment; Treatment and Intervention.

Unit 2: Other Spectrum Disorders

Clinical Features: Schizotypal Disorder, Delusional Disorder, Schizophreniform Disorder, Schizoaffective Disorder

Block 2: Depressive and Bipolar Disorders

Unit 1: Depressive Disorders

Definition; Types; Clinical Features: Major Depressive Disorder, Persistent Depressive Disorder, Premenstrual Dysphoric Disorder

Unit 2: Bipolar and Related Disorders

Definition; Types; Clinical Features: Bipolar I, Bipolar II, Cyclothymic Disorder

Block 3: Substance-Related and Addictive Disorders and Sleep-wake Disorders

Unit 1: Substance-Related and Addictive Disorders

Definition; Types; Clinical Features: Alcohol-Related Disorders, Stimulant-Related Disorders

Unit 2: Sleep-wake disorders

Definition; Types; Clinical Features: Insomnia, Narcolepsy, Parasomnia

Block 4: Personality Disorders

Unit 1: Personality Disorder

Definition and Overview; Historical Context and Evolution Of Diagnostic Criteria; Clinical Features and Symptoms; Diagnosis and Assessment; Treatment and Intervention

Unit 2: Types of Personality Disorder

Clinical Features: Cluster A (Paranoid, Schizoid, Schizotypal), Cluster B (Antisocial, Borderline, Histrionic, Narcissistic), Cluster C (Avoidant, Dependant, Obsessive-Compulsive) Personality Disorders

Block 5: Sexual Dysfunction, Gender Dysphoria and Disruptive, impulsive control and conduct disorders

Unit 1: Sexual Dysfunction and Gender Dysphoria

Definition; Types; Clinical Features: Sexual Dysfunction and Gender Dysphoria

Unit 2: Disruptive, Impulsive Control and Conduct Disorders

Definition; Types; Clinical Features: Conduct Disorder, Antisocial Personality Disorder, Kleptomania

Block 6: Paraphilic Disorders and Other Mental Disorders

Unit 1: Paraphilic Disorders

Definition; Types; Clinical Features: Sexual Masochism, Pedophilic, Fetishistic Disorders

Unit 2: Other Mental Disorders

Medication-induced Disorders and Other Conditions that may be a Focus of Clinical Attention

References

- Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
- Brewer, K. (2001). *Clinical Psychology*. Heinemann Educational Publishers
- Butcher, J. N., Hooley, J.M., & Mineka, S.M. (2015). *Abnormal Psychology*. Pearson Higher Ed.
- Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. (2008). *Abnormal Psychology*. Pearson.
- David Barlow H. & Durand V. Mark. (2013). *Abnormal Psychology*. Cengage Learning.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A Dimensional Approach*. Cengage learning
- Riskind, J.H., Manos, M.J. & Alloy, L. B. (2004). *Abnormal Psychology: Current Perspectives*. McGraw Hill.
- Sarason, I.G., & Sarason, R.B. (2005). *Abnormal Psychology: The Problem of Maladaptive Behaviour* Prentice Hall of India.

GENERIC ELECTIVES (GE - 2)

B21PH01GE

INTRODUCTION TO THE PHILOSOPHY OF SREENARAYANAGURU

Credits: 2

Course Objectives:

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

Course outline

Block 1: Vedanta as Background of Guru's Philosophy

Block 2: Guru and Social Reformation

Course Details:

Block 1: Vedanta as Background of Guru's Philosophy

Unit 1. Introduction to Vedanta

Unit 2. Revalued Advaita philosophy of Sreenarayanaguru

Unit 3. Reason and mysticism in Guru's philosophy

Unit 4. Guru's vision of oneness: one caste, one religion, one God for mankind

Block 2: Guru and Social Reformation

Unit 1. Liberation through education

Unit 2. Abolition of social evils

Unit 3. Guru on gender equality and women empowerment

Unit 4. Guru's vision of Unity through social organisations

References:

English

Nataraja Guru, The Word of the Guru, The Life and Teachings of Guru Narayana, DK Printworld, New Delhi, 2003

Hiriyanna, M. (1994) *Outlines of Indian Philosophy*, Delhi: Motil

Narayana Prasad, Muni, Narayana Guru, Complete Works, National Book Trust, New Delhi, 2006

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Balachandran, Mangad, *Sree Narayana Guru The Mystical Life and Teachings*, Kerala Sahitya Academy, Thrissur, 2019

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GENERIC ELECTIVES (GE - 2)

B21EC01GE

ECONOMICS FOR EVERYDAY LIFE

Credits: 2

Course Objectives:

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

Course Outcomes:

- To introduce basic economic concepts to the students
- To familiarize students with micro and macro approaches to economics
- To expose students to contemporary economic ideas

Course Details

Block 1: Basic Concepts and Methods of Economics

Unit1 Economic Problem and Scarcity

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

Unit2 Opportunity Cost

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

Unit3 Approaches to Economic analysis

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

Block 2: Micro Economic and Macro Economic Concepts

Unit 1 Micro Economic Concepts

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

Unit 2 Macro Economic Concepts

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

Unit 3: Contemporary Economics

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

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GENERIC ELECTIVES (GE - 2)

B21SO01GE

INTRODUCTION TO SOCIOLOGY

Credits: 2

Course Objectives:

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

Course Outcomes:

1. Comprehends the origin and scope of Sociology
2. Familiarise the basic concepts in Sociology
3. Analyses the significance of social institutions and social groups in society.

Course Outline:

Block 1: Understanding Sociology

Block 2: Basic Concepts in Sociology

Course Details

Block 1: Understanding Sociology

Unit 1: Socio – Political background of the emergence of Sociology – Scientific Revolution, Twin Revolution, Enlightenment and Renaissance.

Unit 2: Sociology – Definition, Nature and Scope

Unit 3: Sociological Imagination, Sociology and Common Sense

Block 2: Basic Concepts in Sociology

Unit 1: Society, Community, Association and Organisation - Definition and Characteristics

Unit 2: Social Institutions – Family, Marriage, Religion - Meaning, Definition and Characteristics.

Unit 3: Social Groups - Definition and Characteristics, Role and Status - Meaning and Nature

References:

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GENERIC ELECTIVES (GE - 2)

B21HS01GE

MODERNISATION OF KERALA

Credits: 2

Course Objectives:

The course aims:

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

Course Outcomes:

The course would enable the learners:

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

Course outline

Block 1: Towards Modernity

Block 2: Socio-Religious Reform Movements

COURSE DETAILS

BLOCK 1: TOWARDS MODERNITY

Unit 1: Prelude to Social Reform

Unit 2: Colonial Administration- Modernity

Unit 3: Missionary intervention LMS-CMS-BEM- Channar agitation

Unit 4: Print and Early Newspapers

Unit 5: Western Education - Early Educational efforts

Unit 6: Malayalam Literature and New Social Consciousness

BLOCK 2: SOCIO-RELIGIOUS REFORM MOVEMENTS

Unit: 1: Vaikunda Swamy and Samatva Samajam

Unit 2: Sree Narayana Guru and SNDP Yoga

Unit 3: Ayyankali and SJP Yogam- Poikayil Appachan and PRDS

Unit 4: V.T.Bhattathiripad and Yoga Kshema Sabha

Unit 5: Makthi Tangal, Vakkam Moulavi and Aikya Sangam

Unit 6: Chattambi Swamikal, Mannath Padmanabhan and NSS

Unit 7: Women question in the Social-reform Movements in Kerala

References:

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GENERIC ELECTIVES (GE - 2)

B21CA01GE

COMPUTER SYSTEMS AND INTERNET TECHNOLOGIES

Credits: 2

Course Outcomes:

- To understand the working of a computer
- To know about computer connectivity
- To make aware of cloud and wireless technologies
- To familiarise cyber etiquette

Course outline:

Block 1: Computer System Fundamentals

Block 2: Internet Technologies

Course Details:

Block 1: Computer System Fundamentals

Unit 1: Fundamentals of Computers: types of computers, Software and hardware, Storage-HDD, SSD, Portable devices, mobile devices, selecting a system specification based on requirements

Unit 2: Operating System Concepts: components, common operating systems, RTOS, mobile OS, files and file system, BIOS and booting, remote connections

Unit 3: Choosing and installing operating system: Proprietary vs open-source OS, Partitioning, installation and troubleshooting

Unit 4: System Security and Protection: malware, firewall, antivirus, phishing, clickjacking, spamming,

Unit 5: Managing Web and Email: password policies, captcha, two-way authentication, browsing history, cookies and session management, ad and pop-up blocking practices, Email usage

Block II: Internet Technologies

Unit 1: Networking Concepts: networking hardware, connections-bandwidth, speed, interfaces, IP address and MAC address

Unit 2: Cloud Computing Concepts: types and services; applications of cloud computing- online data storage backup and recovery, Big-data analysis, Development and Testing, E-commerce application, cloud computing in education; IoT and wearable devices

Unit 3: Wireless and Mobile Technologies: Bluetooth, Wifi, Wi-max, Zigbee; Mobile communication GPS, GPRS, GSM, 3G, 3.5G, Features of 4G & 4G LTE, VoLTE, 5G

Unit 4: Web Pages creation and hosting: web client, web servers, HTTP request-response, web page creation and web hosting

Unit 5: Cyber Literacy and Etiquette: search engine usage - Google Scholar; social media platforms - relevance and use; social media interaction; credibility and fact-checking in cyberspace

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GENERIC ELECTIVES (GE - 2)

B21BB01GE

ENTREPRENEURSHIP AND STARTUPS

Credits: 2

Course Objectives:

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

Course Outcomes:

1. Encourage students to see entrepreneurship as a desirable and practical career option and to develop the necessary skills and motivation.
2. Enables students to learn about project design, evaluation, financing and implementation.
3. Motivate students to self-employ.

Course outline

Block 1: Concepts of Entrepreneur

Block 2: Startups

Course Details:

Block 1: Concepts of Entrepreneur:

Meaning - Definitions- Characteristics of entrepreneur -Types of entrepreneurs - Qualities of an entrepreneur- Role of entrepreneurs in the economic development - Women Entrepreneurs – Recent developments- Problems & Remedies, Entrepreneurship – Meaning – Definition - Entrepreneurial Development Programmes (EDP) - Objectives of EDP - Phases of EDP

Block 2: Startups

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

Project appraisal - Project Report-Requirements of a good report - General Principles of a Good Report-Performance of a Project Report.

References

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- Peter F. Drucker. *Innovation and Entrepreneurship*. (Module I)
- Sangram Keshari Mohanty, *Fundamentals of entrepreneurship*, New Delhi, PHI. (All Modules)
- K. Swapna, John S. Moses and Y. Sarada, *Startup Management*, Himalaya Publishing House (All Modules)
- Peter Thiel, *Zero to One: Notes on Startups, or How to Build the Future* — Crown Publishing Group, (Module II)
- Deirdre Sartorelli, *Startup Smart, A handbook for entrepreneurs* – (Module II)
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- Renu Arora & S.K. Sood: *Fundamentals of Entrepreneurship and Small Business*. (Module I)
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GENERIC ELECTIVES (GE - 2)

B21CM01GE

BANKING

Credits: 2

Course Objectives:

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

Course Outcomes:

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

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

Course Outline:

Block - 1 Banking Theory

Block- 2 E-Banking

Course Details:

Block 1: Banking Theory

Unit-1: Introduction to Banking

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

Unit-2: Types of Banks and Banking

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

Unit-3: Indian Banking System

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

Unit-4: Development Banks

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

Unit-5: Central Banks

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

Block 2: E-Banking

Unit-1: Introduction to E-Banking

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

Unit-2: E-Banking Services

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

Unit-3: CORE Banking

EFT-RTGS-NEFT-IFSC-E-Purse-Virtual Banking-SWIFT-UPI-Mobile Banking- Internet banking

Unit-4: E-Banking Security

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

Unit-5: Electronic signature

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

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GENERIC ELECTIVE

B23PS01GE

INTRODUCTION TO POLITICAL SCIENCE

Credits: 2

Course Objective

This course provides learners with a foundational understanding of Political Science by introducing them to its basic concepts and essential principles. Learners will explore the meaning, nature, and scope of Political Science, tracing its evolution and growth as a discipline. The course will also examine various traditional and modern approaches to studying Political Science.

Course Learning Outcomes

- Learners will be able to understand and articulate the meaning, nature, and scope of Political Science, as well as its evolution and various approaches.
- Learners will be able to define and differentiate the concepts of liberty, including its various kinds and safeguards.
- Learners will be able to comprehend and analyze the significance and types of equality and justice, with a special emphasis on social justice.

Course Outline

Block 1 Political Science: An Introduction

Block II Basic Concepts in Political Science

Course Details:

Block 1 Political Science: An Introduction

Unit 1: Political Science: Meaning, Nature and Scope

Unit 2: Evolution and Growth of the Discipline

Unit 3: Approaches to the Study of Political Science- Traditional, Modern and Contemporary

Block II Basic Concepts in Political Science

Unit 1: Liberty – Definition, Kinds of liberty, Safeguards of liberty

Unit 2: Equality – Meaning and Significance – Types of Equality

Unit 3: Justice – Meaning and Significance – Social Justice

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