

BACHELOR OF ARTS IN PHILOSOPHY WITH SPECIALIZATION IN SREENARAYANAGURU STUDIES

Programme SYLLABUS



SREENARAYANAGURU
OPEN UNIVERSITY

SREENARAYANAGURU OPEN UNIVERSITY

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

SREENARAYANAGURU

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

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B.A. PHILOSOPHY
WITH SPECIALIZATION IN
SREENARAYANAGURU STUDIES
PROGRAMME SYLLABUS
(Semester I, II, III, IV, V & VI)

2024 Admission Onwards
CBCS-UG Regulations 2021
June 2021

SREENARAYANAGURU OPEN UNIVERSITY

Programme Structure Template -Bachelor of Arts (BA)

Sem	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
III	DC-3		AN-A2	ENG-2 (LC)				SE-1	SC		22
IV	DC-4	DE-1/ DE-2	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										
Total Credits	42	18	24	12	12	4	8	4	2	6	132

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

Programme Details

Semester- I			
SI NO	Type of the course	Course Code	Course Name
1	Discipline Core Course	B21PH01DC	Introduction to Western Philosophy
2	Ancillary Course	B21SO01AN	Development of Sociological Thought
3	Language Core Course	B21EG01LC	Reading and Writing English
4	Ability Enhancement Compulsory Course	B21ES01AC	Environmental Studies

Semester-II			
SI NO	Type of the course	Course Code	Course Name
1	Discipline Core Course	B21PH02DC	Introduction to Indian Philosophy
2	Ancillary Course	B21HS21AN	History of Indian National Movement – I
		B21AR01LC	Functional Arabic

3	Modern Indian Languages (MIL) (Learners can choose any one)	B21HD01LC	हिंदी गद्य साहित्य और संरचना (Hindi Gadya Sahitya Aur Samrachana)
		B21ML01LC	മലയാള സാഹിത്യം: കവിത -കഥ - ഉപന്യാസം - നോവൽ (Malayala Sahithyam : Kavita- Kadha- Upanyasam- Novel)
		B21SN01LC	गद्यं नाटकं च (Gadyam Natakam Cha)
4	Ability Enhancement Compulsory Course (Learners can choose any one)	B21AR01AC	Communication in Arabic
		B21EG01AC	English for Communication
		B21HD01AC	रोज़मर्रा हिंदी (Rozmara Hindi)
		B21ML01AC	പ്രായോഗികമലയാളം (Prayogikamalayalam)
		B21SN01AC	व्यावहारिकसंस्कृतम् (Vyavaharika Samskrutham)

Semester- III			
SI No	Type of the course	Course Code	Course Name
1	Discipline xCore Course	B21PH03DC	Sreenarayanaguru: A Historical Perspective
2	Ancillary Course	B21SO02AN	Sociology in India

3	Language Core Course	B21EG02LC	Literature and the Contemporary World
4	Skill Enhancement Compulsory Course (SC)	B21UC01SC	Humanism and Logic
5	Skill Enhancement Course	B21PH01SE	Moral Dilemmas and Ethical Decision Making

Semester- IV			
SI No`	Type of the course	Course Code	Course Name
1	Discipline Core Course	B21PH04DC	Contemporary Debates in Philosophy
2	Discipline Specific Elective Courses (DE) (Learners can choose any one.)	B21PH01DE	Language and Literature of Sreenarayanaguru
		B21PH02DE	Sreenarayanaguru and Sustainable Development
3	Ancillary Course	B21HS22AN	History of Indian National Movement – II
4	Modern Indian Languages (Learners can choose any one. The same language should be chosen for MIL- II)	B21AR02LC	Literature in Arabic
		B21HD02LC	हिंदी पद्य साहित्य और अनुवाद (Hindi Padya Sahitya Aur Anuvad)
		B21ML02LC	മലയാള സാഹിത്യ മാതൃകകൾ: ആത്മകഥ, ജീവചരിത്രം, യാത്രാവിവരണം, അനുഭവ സാഹിത്യം. (Malayala Sahithya Mathrukakal:

			Aathmakadha, Jeevacharitram, Yathravivaranam, Anubhavasahithyam)
		B21SN02LC	गद्यकाव्यं महाकाव्यं च Gadyakavyam Mahakavyam Cha

Semester- V			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core Course	B21PH05DC	Philosophy of Sreenarayanaguru
2	Discipline Specific Elective Courses (DE) (Learners can choose any two)	B21PH03DE	SreeNarayanaguru's Philosophy applied in Education, Religion, Ethics and Social Matters
		B21PH04DE	Isavasya Upanishad and Guru Darsana
		B21PH05DE	Sreenarayanaguru Darsana Simplified for Youth
		B21PH06DE	Sreenarayanaguru's Poetry in the Light of Indian Poetics
	Generic Elective Course- I	B21AR01GE	Modern Standard Arabic
		B21EG01GE	Appreciating Literature
		B21HD01GE	व्यावहारिक हिंदी

3	(Learners can choose any one. General Electives from Core Discipline cannot be chosen)		(Vyavaharik Hindi)
		B21ML01GE	ആധുനികമലയാള സാഹിത്യചരിത്രം (Aadhunika Malayala Sahithyacharithram)
		B21SN01GE	संस्कृतसोपानम् (Samskruthasopanam)
4	Skill Enhancement Course (SE)	B21PH02SE	Psychology and Counselling Tools in Guru's Philosophy

Semester- VI			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core Course	B21PH06DC	Logic and Critical Thinking
2	Discipline Core Course	B21PH07DC	Philosophical Reflections in Daiva Dasakam and Atmopadesa Satakam
3	Generic Electives - II (Learners can choose any one)	B21BB01GE	Entrepreneurship and Startups
		B21CA01GE	Computer Systems and Internet Technologies
		B21CM01GE	Banking
		B21EC01GE	Economics for Everyday Life

		B21HS01GE	Modernization of Kerala
		B21SO01GE	Introduction to Sociology
		B23PS01GE	Introduction to Political Science
		B23PY01GE	Essentials of Psychology
4	Dissertation / Project Courses (DP)	B21PH01PR	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

CIE has two components viz. Analytic and Descriptive Assignments for each course. Each Assignment carries 15 marks.

First Semester

B21PH01DC
INTRODUCTION TO WESTERN PHILOSOPHY
CREDITS: 6

Learning Objectives:

- To get exposed to the origin and development of philosophy in the Western tradition
- To familiarize the prominent Greek thinkers and their contributions to philosophy
- To have an awareness of how religion and philosophy are related in the scholastic and Islamic traditions
- To get an acquaintance with the characteristic features of rationalism in modern Western philosophy
- To get acquainted with the features of empiricism in modern Western philosophy
- To get introduced to the critical and dialectical philosophy of Kant, Hegel and Marx

Course Outline:

Block 1. Ancient Greek Philosophy

Block 2. Greek Philosophy: Plato and Aristotle

Block 3. Medieval Philosophy: Western and Islamic

Block 4. Modern Philosophy: Rationalism

Block 5. Modern Philosophy: Empiricism

Block 6. Critical and Dialectical Philosophy

Block 1. Ancient Greek Philosophy

Unit1: Origin and Development of Greek Philosophy

Unit2: Problem of the One and the Many

Thales, Anaximander, Anaximenes, Pythagoras

Problem of Change - Parmenides, Heraclitus

Unit3: Qualitative and Quantitative Thinkers

Unit4: Sophists and Socrates

Block 2. Greek Philosophy: Plato and Aristotle

Unit1: Plato's Metaphysics

Theory of Ideas, Allegory of the Cave

Unit2: Plato's Theory of Knowledge and Justice

Unit3: Aristotle's Metaphysics

Form and Matter, Potentiality and Actuality, Causation

Unit4: Introduction to Aristotle's Ethics and Politics

Eudaimonia, Man is a Political Animal

Block 3. Medieval Philosophy: Western and Islamic

Unit 1: Characteristics of Scholastic Philosophy

Unit 2: Saint Augustine

Theory of Divine Illumination, Problem of evil

Unit 3: Saint Thomas Aquinas

Faith and Reason, Proofs for the Existence of God

Unit 4: Introduction to Islamic Philosophy

Arab Peripatetics (Al Farabi, IbnuSina, IbnuRushd), Illuminationism: Suhrawardi, Critique of Philosophy: Al Gazali

Block 4. Modern Philosophy: Rationalism

Unit 1: Characteristics of Modern Philosophy

Unit2: Rene Descartes

Cogito ergo sum, Metaphysics, Mind-body dualism

Unit3: Baruch Spinoza

Metaphysics, Pantheism, Psychophysical Parallelism

Unit4: Gottfried Wilhelm Leibniz

Theory of Monads, Pre-established Harmony

Block 5. Modern Philosophy: Empiricism

Unit 1: John Locke

Rejection of Innate Ideas, Theory of Knowledge

Unit2: George Berkeley

Rejection of Abstract Ideas, Subjective Idealism

Unit3: David Hume

Impressions and Ideas, Hume's Fork, Hume's Skepticism

Rejection of Soul-substance and Cause-effect Relation

Block 6. Critical and Dialectical Philosophy

Unit 1: Introduction to the Method of Critique

Unit 2: Basic Notions of Kantian Critical Philosophy

Synthetic-analytic distinction, Apriori- aposteriori, Knowledge as synthetic apriori, Copernican revolution, Phenomena and noumena

Unit 3: Hegel's Dialectical Philosophy

Geist, History of Reason, Thought and Being

Unit 4: Marx and Dialectical Materialism

References

- Russell, Bertrand. (2004), *History of Western Philosophy*, London: Routledge.
- Kenny, Anthony. (2006), *An Illustrated Brief History of Western Philosophy*, Malden: Blackwell Publishers Ltd.

- Weber, Alfred. (1897) *History of Philosophy*, trans. Frank Thilly, New York: Charles Scribner's Sons.
- Thilly, Frank. (1982) *A History of Philosophy*, Allahabad: Central Book Depot.
- Copleston, Frederick. (1994) *A History of Philosophy (Vol.I) Greece and Rome*, New York: Image Books.
- Copleston, Frederick. (1994) *A History of Philosophy (Vol. II) Medieval Philosophy*, New York: Image Books.
- Copleston, Frederick. (1994) *A History of Philosophy (Vol. III) Late Medieval and Renaissance Philosophy*, New York: Image Books.
- Copleston, Frederick. (1994) *A History of Philosophy (Vol. IV), Modern Philosophy: From Descartes to Leibniz*, New York: Image Books.
- Copleston, Frederick. (1994) *A History of Philosophy (Vol. V), Modern Philosophy: The British Philosophers from Hobbes to Hume*, New York: Image Books.
- Copleston, Frederick. (1994) *A History of Philosophy (Vol. V), Modern Philosophy: The British Philosophers from Hobbes to Hume*, New York: Image Books.
- Copleston, Frederick. (1994) *A History of Philosophy (Vol. VI), Wolf to Kant*, New York: Image Books.
- Copleston, Frederick. (1994) *A History of Philosophy (Vol. VII), Modern Philosophy: From the Post- Kantian Idealists to Marx, Kierkegaard, and Nietzsche*, New York: Image Books.
- Hossein Nasr, Seyyed. Leaman, Oliver (Ed.) (2001), *History of Islamic philosophy*. Routledge.
- Adamson, Peter. Taylor, Richard C. (Ed.) (2004), *The Cambridge Companion to Arabic philosophy*, Cambridge.

ANCILLARY COURSE
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:

- Abraham, F. (2009). Modern Sociological Theory: An Introduction, New Delhi: OUP.
- Coser, L.A. (2015). Masters of Sociological Thought. (Indian Edition) Jaipur: Rawat Publications.
- Giddens, A. (1977). Capitalism and Modern Social Theory – An analysis of writings of Marx, Durkheim and Weber. Cambridge: Cambridge University Press.
- Haralambos, J. (1988). Introduction to Sociology. New Delhi: Oxford University Press.
- Inkeles, A. (1987). What is Sociology? New Delhi: Prentice Hall.
- Willis, E. (1996), The Sociological Quest: An Introduction to the Study of Social Life. New Jersey: Rutgers University Press.
- Ritzer, G. (2016). Classical Sociological Theory. (6th Indian edition) New Delhi: McGraw Hill.
- Ritzer, G. (2017). Sociological Theory. (5th Indian edition), New Delhi: McGraw.
- Zeitlin, I, (1981). Ideology & Development of Sociological Theory. Englewood Cliffs: Prentice Hall.

B21EG01LC

READING AND WRITING ENGLISH

CREDITS: 6

Course Objectives

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

Course Outcomes

Upon completing the course, learners will,

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

COURSE DETAILS

BLOCK 1: 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
Essay - “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
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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.

B21ES01AC

ENVIRONMENTAL STUDIES

CREDITS: 4

Course Objectives

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

Course Outcomes

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

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

COURSE DETAILS

BLOCK I: 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 II: 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 III: 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 environment
- Unit 4. Current environment conservation activities
- Unit 5. Population growth, population explosion and associated issues
- Unit 6. Sustainable development: definition and concept.

BLOCK IV: 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 environment

References

1. Agarwal, K.C. 2001 *Environmental Biology*, Nidi Publ. Ltd. Bikaner.
2. Agarwal, S.K. 2005. *Green Management*, APH Publishing Corporation, New Delhi.
3. Barceló, Damià, Kostianoy, Andrey, G., 2020. *The Handbook of Environmental Chemistry*, Book series. Springer (Pub).
4. Bharucha Erach, *The Biodiversity of India*, Mapin Publishing Pvt. Ltd., Ahmedabad –380013, India.

5. Boero. G. and A. Silberston. 1995. *Environmental Economics*. St.Martins Press, Inc., NewYork.
6. Carla Montgomery, 2020. *Environmental Geology* (11th Edition). Mc Graw Hill.ISBN13: 9780078022951
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8. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, *Environmental Encyclopedia*, Jaico Publ. House, Mumabai, 1196p
9. Daly, H.E. 1997. *Beyond Growth: The Economics of Sustainable Development*. Beacon Press.
10. Daniel, D. Chiras and Reganold,John,P. 2009. *Natural Resource Conservation: Management for a Sustainable Future*, Addison Wesley, Boston.
11. Divan, Sand Rosencranz.A. 2001. *Environmental Law and Policy in India*. Oxford University Press, New Delhi.
12. Erach Barucha, 2021. *Text Book for Environmental Studies, for undergraduate courses of all branches of higher education for University Grants Commission*, New Delhi and Bharathi Vidyapeeth Institute of Environmental Education and Research, Pune p. 288.
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14. Jadhav, H & Bhosale, V.M. 1995. *Environmental Protection and Laws*. Himalaya Pub.House, Delhi 284 p.
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16. Odum, E.P. 1971. *Fundamentals of Ecology*. W.B. Saunders Co. USA, 574p.
17. Poonia and Sharma, 2018. *Environmental Engineering*, Khanna Books, ISBN:9789386173577, 9386173573
18. 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.
19. Sharma B.K., 2001. *Environmental Chemistry*. Geol Publ. House, Meerut.
20. Townsend C., Harper J, and Michael Begon, *Essentials of Ecology*, Blackwell Science.
21. Trivedi R.K., *Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards*, Vol I and II, Enviro Media (R).
22. Wanger K.D., 1998. *Environmental Management*. W.B. Saunders Co. Philadelphia, USA.499p.

Second Semester

B21PH02DC
INTRODUCTION TO INDIAN PHILOSOPHY
CREDITS: 6

Learning Objectives:

- To get introduced to the peculiarities of Indian philosophical tradition compared to other traditions of philosophy.
- To get an awareness of the role of the Vedic scriptures in the Indian Philosophical tradition.
- To get exposed to the diversities of thought existing in Indian philosophical tradition.
- To familiarize the Tarka-sastra in Indian philosophy.
- To get acquainted with one of the ancient theories of evolution and the yoga theory.
- To engage with the different interpretations of Vedanta philosophy.

Course Outline:

Block 1. General Introduction

Block 2. Early Schools of Indian Philosophy

Block 3. Nyaya Vaisesika

Block 4. Samkhya-Yoga

Block 5. Mimamsa School

Block 6. Vedanta Schools

Block 1. General Introduction

Unit1: Characteristics of Indian Philosophy

Unit2: The Vedas and Upanishads: A Brief Account

Unit3: Polytheism- Monotheism- Henotheism and Monism

Unit 4: Ṛta and Ṛna

Block 2. Early Schools of Indian Philosophy

Unit1: Charvaka Epistemology

Rejection of Inference, Metaphysics

Unit2: Jainism

Syadvada, Anekantavada, Categories in Jainism

Unit3: Buddhism: Important Teachings

Four noble truths, Eight-fold path, Pratityasamutpadavada

Unit 4: Anatmavada, Kshanikavada and Nirvana in Buddhism

Block 3. Nyaya Vaisesika

Unit1: Nyaya conception of Knowledge and Perception

Validity and Invalidity of Knowledge - Prama and Aprama, Pratyaksha

Unit2: Nyaya Theory of Inference

Unit 3: Upamana, Sabda and Anyathakhyativada of Nyaya

Unit 4: Vaisesika

Padarthas, Atomism, Asatkaryavada

Block 4. Samkhya-Yoga

Unit 1: Samkhya

Prakriti and Purusa

Unit2: Theory of Evolution and Satkaryavada in Samkhya Philosophy

Unit3: Yoga

Chittavritti and Chittabhumi

Unit4: Ashtanga yoga

Block 5. Mimamsa School

Unit 1: PurvaMimasa: An Introduction

Unit2: Theory of Knowledge in Mimamsa Philosophy

Unit3: Self, Salvation and God

Block 6. Vedanta Schools

Unit 1: Theory of Knowledge in Advaita Vedanta of Sankara

Unit 2: Metaphysical Teachings in Shankara Vedanta

Unit 3: Visistadvaita of Ramanuja

Chit and achit – Saguna Brahman, Brahmaparinamavada, Bondage and Liberation

Unit 4: Other Major Schools of Vedanta Philosophy

Dvaita of Madhva, Dvaitadvaita of NimbarkaandShuddhadvaita of Vallabha

References

- Radhakrishnan, S. (1999) *Indian Philosophy* (Vol. I and II). Delhi Oxford.
- Hiriyanna, M. (1994) *Outlines of Indian Philosophy*, Delhi: Motial
- Sharma, C.D. *A Critical Survey of Indian Philosophy*, (1960) Delhi: MotilalBanarsidass Publishers.
- Chatterjee, S &Datta. D.M (1984) *An Introduction to Indian Philosophy*, 8th ed., University of Calcutta.
- Dasgupta, S.N (2004), *A History of Indian Philosophy*, vol.1, Delhi: MLBD Publishers.
- Mohanty, J.N. (1992) *Reason and Tradition in Indian Thought*, Oxford: Calrendon Press.
- Raju, P.T. (1985) *Structural Depths of Indian Thought*, Albany, NY: State University of New York Press.
- Pandey, S. L. (1983) *Pre-Samkara Advaita Philosophy*, (2nd ed.) Allahabad: DarsanPeeth.
- Mohanty, J.N. (2002) *Essays on Indian Philosophy*, (2nd ed) ed. by P. Bilimoria, UK: Oxford University Press.

Ancillary Course I
B21HS21AN
HISTORY OF INDIAN NATIONAL MOVEMENT - I
Credit: 06

Course Objectives:

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 Outcomes:

The course enables the learners to:

- understand the foundation and consolidation of British colonial rule in India
- evaluate various forms of resistance against British rule and its impact on Indian society
- explain the emergence of national consciousness in India

Course Outline:

Block I: Foundation of Colonial Rule in India

Block II: Consolidation of British Power

Block III: Resistance to British Rule

Block IV: Emergence of National Consciousness in India

Block V: Early Phase of National Movement

Block VI: 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 and 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 and New Social Consciousness
- Unit 3. Anti-Caste Movements – Jyotiba 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 Besant
- Unit 3. Rowlatt Satyagraha – Amritsar Massacre
- Unit 4. Hindu Mahasabha and Muslim League

Essential Reading:

1. Bandyopadhyay, Sekhar, *From Plassey to Partition and After a History of Modern India*, New Delhi: Orient Blackswan Private Limited, 2014.
2. Chandra, Bipan, *Communalism in Modern India* (2nd edn.), Delhi: Vikas, 1987.
3. Chandra, Bipin, *Rise and Growth of Economic Nationalism in India*, Delhi: Har-Anand, 2010.
4. Chandra Bipan et.al, *India's Struggle for Independence*, Penguin Books, 1988.
5. Desai, A.R, *Social Background of Indian Nationalism*, Mumbai: PopularPrakasan, 1986.
6., *Peasant Struggles in India*, Delhi: OUP, 1979.
7. Dube, Ishita Banerjee, *A History of Modern India*, Delhi: Cambridge University Press, 2015.
8. Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India* Delhi: OUP, 1983.
9. Sarkar, Sumit, *Modern India, 1885-1947*, Delhi: Macmillian, 1985.
10. Tara Chand, *History of Freedom Movement in India*, Publication division, 2019.

MODERN INDIAN LANGUAGE COURSES (MIL - 1)

(Learners can choose any one. The same language should be chosen for MIL- II)

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, learners 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 أسأل وأبحث

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 وداعا 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 the Education Ministry, Kingdom of Saudi Arabia.

References:

1. A. M. Ashiurakis, (2003), *Spoken Arabic self-taught*, Islamic Book Service
2. Ali, Sayed, (2003), *Let's converse in Arabic*, New Delhi: UBS publishers
3. Ali, Sayed, *Teach Yourself Arabic*, Kazi Publishers
4. Faynan, Rafi 'el Imad, (1998), *The Essential Arabic*, New Delhi: Good word Books

5. Hashim, Abul, (1997), *Arabic made easy*, New Delhi: Kitab Bhavan
6. Humisa, Michael, (2004), *Introducing Arabic*, New Delhi: Good Word Books
7. *Linguaphone Arabic Course*, 2000, London: Linguaphone Institute
8. Mohiyeedin, Veeran, (2005), *Arabic Speaking Course*, Calicut: Al Huda Books
9. Rahman, S.A., (2003), *Let's speak Arabic*, New Delhi: Good word Books
10. *Rapidex English Speaking Course in Arabic*, New Delhi: Pustak Mahal

Modern Indian Languages I (MIL)

(Learners can choose any one. The same language should be chosen for MIL- II)

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 उदभव 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 तावीज़ - हरिशंकर परसाई (व्यंग्य)

इकाई 2: रज़िया - 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 ।

Modern Indian Languages I (MIL)

(Learners can choose any one. The same language should be chosen for MIL- II)

B21ML01LC

മലയാളസാഹിത്യം : കവിത -കഥ - ഉപന്യാസം - നോവൽ

(Malayalasadhithyam: Kavita- Kadha- Upanyasam-Novel)

Credits: 6

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 എന്നനിലയിൽ 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. വിഷുക്കണി- വൈലോപ്പിള്ളിശ്രീധരമേനോൻ
2. എനിക്കുമരണമില്ല- വയലാർ രാമവർമ്മ
3. അമ്പലമണി- സുഗതകുമാരി
4. നാടെവിടെമക്കളേ - അയ്യപ്പപ്പണിക്കർ
5. ആശ്മന - റഫീക്ക്അഹമ്മദ്
6. ഇൻസ്റ്റലേഷൻ - വീരാൻകുട്ടി

ബ്ലോക്ക് 2 :കഥകൾ

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

വിശദപഠനം

1. ജന്മദിനം - വൈക്കംമുഹമ്മദ്ബഷീർ
2. വെള്ളപ്പൊക്കത്തിൽ - തകഴിശിവശങ്കരപ്പിള്ള
3. കോലാട് - മാധവിക്കുട്ടി
4. പാപത്തറ - സാരാജോസഫ്
5. ദൽഹി 1981 - എം. മുകുന്ദൻ
6. റെയിൽപ്പാളത്തിലിരുന്ന്ഒരു കുടുംബംധ്യാനിക്കുന്നു - യു. കെ. കുമാരൻ

ബ്ലോക്ക് 3 :ഉപന്യാസം

ഉപന്യാസസാഹിത്യത്തിന്റെവൈവിധ്യംതിരിച്ചറിയുകയുംപ്രതിപാദനരീതിപരിചയിക്കുകയുംചെയ്യുക.ആശയാവതരണംഗ്രഹിക്കുക.

വിശദപഠനം

1. സത്യവുസൗന്ദര്യം - കുട്ടികൃഷ്ണമാരാർ (സാഹിത്യവിദ്യ)
2. കാളിദാസനുംകാലത്തിന്റെദാസൻ - ജോസഫ്ജേക്കബ്ബ്
3. ആദർശമാനവികതയുടെസംഗീതം - കെ. പി. അപ്പൻ (ചരിത്രത്തെഅഗാധമാക്കിയഗുരു)

4. സാമന്തസാഹിത്യം - വി. സി. ശ്രീജൻ

ബ്ലോക്ക് 4 : നോവൽ

വിശദപഠനം

1. എ മൈനസ്ബി- കോവിലൻ
2. കൊച്ചുരേത്തി- നാരായൻ

റഫറൻസ്

1. ഡോ. എം. ലീലാവതി, *മലയാള കവിതാ സാഹിത്യ ചരിത്രം*, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
2. എം. അച്യുതൻ, *ചെറുകഥ ഇന്നലെ ഇന്ന്*, ഡിസി.ബുക്സ്, കോട്ടയം
3. സുകുമാർ അഴീക്കോട്, *മലയാളസാഹിത്യ വിമർശനം*, ഡിസി. ബുക്സ്, കോട്ടയം
4. കെ. എം. തരകൻ, *മലയാളനോവൽ സാഹിത്യം*, കേരളസാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
5. ഡോ.എം. ലീലാവതി, *വർണ്ണരാജി*, എൻ.ബി.എസ്. കോട്ടയം
6. ഡോ. കെ.എം. ജോർജ്ജ്, *ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ*, ഡിസിബുക്സ്, കോട്ടയം
7. കെ.പി. അപ്പൻ, *മാറുന്ന മലയാള നോവൽ*, ഡിസി.ബുക്സ്, കോട്ടയം
8. ഡോ. ഷാജി ജേക്കബ്, *ആധുനികാനന്തര മലയാള നോവൽ*, വിപണി, കല, പ്രത്യയശാസ്ത്രം, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം
9. ഡോ.എം.എം. ബഷീർ, *മലയാള ചെറുകഥാ സാഹിത്യചരിത്രം*, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
10. ഡോ.പി.കെ. രാജശേഖരൻ, *അന്ധനായ ദൈവം*, ഡിസി.ബുക്സ്, കോട്ടയം
11. പത്മനാഭൻ നായർ എഡി., *മലയാള സാഹിത്യ നിരൂപണം*, ഡിസി. ബുക്സ്, കോട്ടയം.
12. വി. രാജകൃഷ്ണൻ, *ചെറുകഥയുടെ ചരന്തസ്സ്*, ഡിസിബുക്സ്, കോട്ടയം
13. പി. കെ. രാജശേഖരൻ, *കഥാന്തരങ്ങൾ*, മാതൃഭൂമിബുക്സ്, കോഴിക്കോട്
14. എം. എൻ. വിജയൻ, *കവിതയും മനശാസ്ത്രവും*, ഡി.സി.ബുക്സ്, കോട്ടയം

Modern Indian Languages I (MIL)

(Learners can choose any one. The same language should be chosen for MIL- II)

B21SN01LC

गद्य नाटकं च

(Gadyam Natakam Cha)

CREDITS: 6

लक्ष्यम् (Course Objectives)

संस्कृतमण्डले गद्यकाव्यानां सामान्यपरिचयः ।

उद्देश्यानि (Course Outcomes)

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

Course Details

प्रथमखण्डः - कथासाहित्यमधिकृत्य सामान्यज्ञानम्।

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

द्वितीयखण्डः - अपरीक्षितकारकाद् उद्धृताः कथाः।

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

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

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

चतुर्थखण्डः - भासस्य मध्यमव्यायोगस्य सविशेषाध्ययनम् ।

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

आधारग्रन्थाः 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. भासनाटकरङ्गावतरणम्- यूट्यूब

ABILITY ENHANCEMENT COMPULSORY COURSE

(Learners can choose any one)

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, learners will be able to,

1. Identify the basic structure of the 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

Reference.

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

ABILITY ENHANCEMENT COMPULSORY COURSE
B21EG01AC
ENGLISH FOR COMMUNICATION
CREDITS - 4

Course Objectives

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

Course Outcomes

Upon completing the course, learners will,

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

COURSE DETAILS

BLOCK 1: Communication and Language

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

UNIT 2: Barriers of Communication through Languages – Formal and Informal
Communication – Communication Etiquettes – Written Versus Oral Communication

UNIT 3: The Four Skills of Communication – LSRW – The Fifth Skill of Cultural Awareness –
Bilingualism

UNIT 4: Significance of English as a Global Language – Communication in English – English
in India

BLOCK 2: Receptive or Passive Skills

UNIT 1: Learning to Listen – Listening Etiquettes – Problems Affecting Effective Listening – Developing Listening Skills

UNIT 2: Listening to the Media – Enhancement of Listening Through the Internet: TED Talks – Music with Lyrics on YouTube

UNIT 3: Ready to Read – Enhancing Vocabulary – Scanning and Skimming

UNIT 4: Print and Online Reading – Online Resources for Literary Reading

BLOCK 3: Productive or Active Skills

UNIT 1: Speaking it Out – Speaking to the Mirror – Understanding Your Audience – Overcoming Inhibitions

UNIT 2: Audio Chats to Enhance Speaking – The Practice of Self-Recording – Online Pronunciation Aids

UNIT 3: The Written Word – The Writing Process - Writing Plan-Drafts and Revisions – The Well Written Sentence – Diction – Meaning, Clarity and Simplicity – Figurative Language – Collocations – Punctuations

UNIT 4: Conventions of Social Media Writing – Linguistic Checks – Online Tools to Help

BLOCK 4: Communication and Technology

UNIT 1: Origins of Technology in Language – The Evolution of Writing – Print and Publication – Technology in Language – Systems of Sound and Motion Recording

UNIT 2: Evolution of Electronic and Digital Technology – Language and the Cyberspace – Language and ICT – Technical Terms Commonly Used in ICT– The Internet: Aspects of Efficiency and Economy

UNIT 3: Authenticity of New Media – Misuse and Abuse in Cyber Space

UNIT 4: Contributing to Social Media – Appropriate and Upright Conduct on Social Media Platforms

References

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Lyons, Liz, Ben Heasley. *Study Writing*. 2nd Edition. Cambridge UP, 2008.

- Kenneth, Anderson, Tony Lynch, Joan Mac Lean. *Study Speaking*. New Delhi: CUP, 2008.
- Langan, J. *English Skills with Reading* (3rd Ed.). McGraw Hill. New York. 1995.
- Lynch, Tony. *Study Listening*. New Delhi. CUP, 2008.
- Marks Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
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- Mukhopadhyay, Lina et al. *Polyskills: A Course in Communication Skills and Life Skills Foundation*, 2012.
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- Robert, Barraas. *learners Must Write*. London: Routledge, 2006.
- Swan, Michael. *Practical English Usage*. Oxford University Press, 2005.

ABILITY ENHANCEMENT COMPULSORY COURSE

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 समझता है।
2. वाक्यों, संवादों आदि के अनुवाद करने में सक्षम बनता है और कहानी कहने या किसी घटना के वर्णन करने में सक्षम बनता 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 'कहां' जोड़कर प्रश्न पूछना। वाक्य संरचना समझें और 'होना' क्रिया का प्रयोग समझें। वहाँ 'क्या है' और 'क्या नहीं' के बारे में समझना। 'प्रत्यय जैसे 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)

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

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

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

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

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

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

सन्दर्भ ग्रंथ सूची

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

ABILITY ENHANCEMENT COMPULSORY COURSE

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പ്രായോഗികമലയാളം (Prayogikamalayalam)

Credits 4

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 Outcome

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

Course Details

ബ്ലോക്ക് 1 – എഴുത്ത്

വിശദപഠനം

മലയാളശൈലി (മൂന്നാം അദ്ധ്യായം) - കുട്ടികൃഷ്ണമാരാർ

ശൈലിയെപ്പറ്റി ചില ചിന്തകൾ (സമാലോചന) - എസ്. ഗുപ്തൻ നായർ

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

ബ്ലോക്ക് 2 - പ്രഭാഷണം

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

വിശദപഠനം

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

ബ്ലോക്ക് 3 - മാധ്യമങ്ങൾക്കുവേണ്ടിയുള്ള രചന

വിശദപഠനം

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 പൂസ്കരത്തിൽ)

ബ്ലോക്ക് 4 - വിവർത്തനം

മലയാളഭാഷയുടെയും സാഹിത്യത്തിന്റേയും 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. കുറുപ്പുവാര്യർ

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, വൃത്താന്ത പത്രപ്രവർത്തനം, മാളുബെൻ, തിരുവനന്തപുരം.

5.പി. കെ അനിൽകുമാർ, പ്രഭാഷണകലയിലെ വചനവഴികൾ, സൈന്ധവ ബുക്സ്, കൊല്ലം.

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

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

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

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

ABILITY ENHANCEMENT COMPULSORY COURSE

(Learners can choose any one)

B21SN01AC

व्यावहारिकसंस्कृतम्

(Vyavaharikasamskrutham)

CREDITS: 4

लक्ष्यम् - (Course Objectives:)

1. संस्कृतभाषायाः अनुसञ्चरणे प्रचोदनम् ।
2. संस्कृतभाषायाम् उपलब्धानां प्रसारणमाध्यमानां विषयावगमनम् ।
3. भाषाध्ययने उपयुक्तानां संस्कृतानुप्रयोगाणां जालस्थानानां च अवगमनम् ।
4. निरर्गले भाषणे कौशलोपार्जनम् च।

उद्देश्यानि (Course Outcomes:)

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

Course Details

खण्डः1: श्रवणम्

1. 1. वर्णानामुच्चारणम्
1. 2. शब्दसम्पत्तिः

1. 3. कथाश्रवणम्

1. 4. सम्भाषणकार्यशाला- प्राथमिका।

खण्डः 2: प्रसारमाध्यमानां भाषा

2. 1. वार्ता: एवं विक्कीपीडिया

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. प्रत्याह्निका: संस्कृतानुप्रयोगाः।

i. App for greetings in Sanskrit-

ii. Online Spoken Sanskrit Dictionary

4. 2 सङ्गणकाधारिता: साम्प्रदायिककोशाः

i.Amarakosha App

ii.Shabdakalpadruma App

4. 3. भाषाध्ययने उपयुक्ताः संस्कृतानुप्रयोगाः

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

ii. Shabdroopmala App

4. 4. सङ्गणकाधारिताः लेखागाराः।

i. Sanskrit e- books App - Sanskrit Pustakalaya

ii. Internet archive

References

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

Web Resources:

खण्डः 1: श्रवणम्

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

खण्डः 2: प्रसारणमाध्यमानां भाषा

a) वार्ता: एवं विकीपीडिया च।

- i. DD News Vartah (<https://youtu.be/e0l7YReMhkc>),
- ii. AIR News (<https://airlive.page.link/installapp>);
- iii. DDVartavali
(<https://www.youtube.com/playlist?list=PLxx0m3vtiqMZGmsUEVeTAuWIXqc9fTMHy>);
- iv. Sanskrit Newspaper- Sudharma
(<http://epapersudharmasanskritdaily.in>)
- v. Sanskrit Wikipedia
(<https://sa.wikipedia.org/wiki/>)

b) संस्कृते विज्ञापनचित्राणि

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

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

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

c) संस्कृतगानानि, चलचित्राणि 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 Samskrit, 25th June 2019

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

खण्ड: 4: सङ्गणकयुगे संस्कृताध्ययनम्।

1. प्रत्याह्निका: संस्कृतानुप्रयोगाः।

i. App for greetings in Sanskrit-

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

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

2. साम्प्रदायिककोशः

i. Amarakosha App

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

ii. Shabdakalpadruma App

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

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 4. लेखागाराः।

1. Sanskrit e- books App -

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

2. Internet archive: www.archive.org

Third Semester

B21PH03DC

SREENARAYANAGURU: A HISTORICAL PERSPECTIVE

CREDITS: 6

Learning Objectives:

- To get a vivid picture of the life of SreeNarayanaguru whose philosophy is based on universal humanism.
- To understand SreeNarayanaguru as a saint, philosopher, mystic poet, social reformer and practitioner of Advaita Vedanta.
- To know the socio-cultural setting of Kerala during the 19th and early 20th centuries.
- To study the impact of social interventions of SreeNarayanaguru, in abolishing social evils and the revolutionary steps taken like the consecration of the Aruvippuram Shiva idol.
- To study Guru's messages, conversations and meetings held with Great personalities.
- Examine the contributions made by SreeNarayanaguru in developing Kerala as a modern society.

Course Outline:

Block 1. Birth, Early Life, Ascetic Life and Enlightenment of Guru

Block 2. The Age and Social Settings

Block 3. Social Reform Movements

Block 4. Guru's Compositions, Proclamations, Messages and Meetings with Great Personalities.

Block 5. Establishment of Ascetic Order, Sivagiri Pilgrimage, Important Disciples and Followers.

Block 6. Influence of Guru on the Development of Modernity in Kerala.

**BLOCK 1: BIRTH, EARLY LIFE, ASCETIC LIFE AND
ENLIGHTENMENT OF GURU**

Unit 1. Birth and early life of Guru

- Year of birth (1855), different versions on the year of birth. the place of birth, Parents and

family

Unique behaviour of the child, Childhood days

Unit 2. Education of Guru

- Early education.
 - Brief account of the education system prevailed in Travancore. Higher education of Guru under Kummampilly Raman Pillai Asan, Life at VaranapallyTharavadu, Classmates of Guru, Perunelli Krishnan Vaidyan, VelatheriKesavanVaidyan etc.
- Sri Krishna Darsanam first poem of Guru

Unit 3. Leaving home as a wisdom seeker

- Return of Guru to Chempazhanthy Starting of ‘Kudipallikudam’ at Chempazhanthy and Anjengo (Anjuthengu). Local people started addressing Guru as ‘Nanu Asan’. Friendship with Sri Chattampi Swamikal Meeting with Thycaud Ayyavu and started practicing ‘Raja Yoga’. Regular visit to a Tamil Bookstall in Chalai Bazar and learning Tamil language. Marriage arranged by family in Guru’s absence and leaving home as a wisdom seeker.

Unit 4. Ascetic life and enlightenment

- Beginning of the ascetic life of Guru as an ‘awadootha’ in Kerala and Tamil Nadu. The lesser-known period of guru’s life. Guru attaining deeper insights into ‘Saiva Siddhantha’.

Penance at Marathua Mala cave. Unique geographical beauty of the place. events during Guru’s penance. Enlightenment of Guru. Arrival in Aruvippuram. Continuation of penance at Kodithookki Mala Cave at Aruvippuram. Sivalingadasa Swamikal, first disciple of Guru. Flow of devotees to meet Guru at Arivippuram.

BLOCK 2: THE AGE AND SOCIAL SETTINGS

Unit 1. Socio-Political scenario of Travancore during 19th and early 20th centuries.

- The socio-political scenario of Travancore, Cochin and Malabar during 19th and early 20th centuries, an Introduction.
- Feudal system, slavery, primitive practices, cruel judicial system and punishment, Taxation policies.

Unit 2. Caste System and Untouchability

- Caste system, Untouchability, practices like ‘Pulapedu’ and ‘Mannapedu’

Unit 3. Revolts and rebellions

- Introduction of English education, Activities of Christian Missionaries
- Revolts and rebellions, Achipudava and Mookuthi samaram (1858) Channar Revolution (1813-1859) Story of Nangeli.

Unit 4. Early movements in social reforms.

Vaikunda Swamikal (1809-1851)

Arattupuzha Velayudha Panicker (1825- 1874)

Malayali Memorial (1891)

Villuvandi Samaram (1893)

Ezhava Memorial (1896)

BLOCK 3: SOCIAL REFORM MOVEMENTS

Unit 1. Consecration of Siva idol at Aruvippuram.

- Consecration of Siva idol at Aruvippuram (1888) and its impact in the Kerala society - Kumaran Asan’s first meeting with Guru (1891) Visit to Bengaluru with Kumaran Asan and meeting with Dr.Palpu (1895)

Unit 2. Foundation of SNDP Yogam

- Formation of Aruvippuram Kshetrayogam (1898)
 - Foundation of Sree Narayana Dharma Paripalana Yogam (SNDP) in 1903
- Birth of other social organizations in Kerala.

Nair Service Society (NSS)

Yoga Kshema Sabha

Sadhu Jana Paripalana Yogam etc...

Unit 3. Abolition of social evils and establishment of temples

- Abolition of social evils and practices based on superstitions like animal and bird sacrifice at temples, ‘Kettukalyanam’ etc.
- Establishment of temples, Shiva at Aruvippuram, Goddess at Mannanthala, Sri Jagannatha Temple, Thalasseri, Deepam at Karamukku, Mirror at Kalavankodam and at Ullala
- Guru’s concept on temples. (Sarada Matam, aesthetic sense)
- Guru’s efforts for social uplift, wisdom and learning, establishment of schools for formal and non-formal education, Establishment of Libraries, institution for vocational education and skill development. Making Sivagiri as the headquarters of Guru and consecration of a temple dedicated to Goddess of wisdom and learning Sri Sarada at Sivagiri. Establishment of Advaita Ashram with no deity or temple and Sanskrit School in Aluva.

Unit 4. Vaikom Satyagraha and All Religions Conference in Aluva

- Gurus strong support to Vaikom Sathyagraha, Panthibhojanam, Mishra Bhojanam, Mishra Vivaham etc...

All Religious conference at Aluva (1924), Welcome speech by Satyavratha Swamikal at this conference.

BLOCK 4: GURU’S COMPOSITIONS, PROCLAMATIONS, MESSAGES, MEETINGS WITH GREAT PERSONALITIES.

Unit 1. Introduction to Guru’s works

- Introduction to Guru’s works, Guru as a poet, Classification of Guru’s poems. ‘StotraKritikal’ (Prayers and Hymns)
- Guru’s ‘Darshanika Kritikal’ (Philosophical works)
- Guru’s ‘Udbodhanatmaka Kritikal’ (Moral Messages), Translations and Gadya Kritikal (Prose) Works.

Major commentators of Guru’s works.

Prof. Balarama Panikkar, Prof. G. Balakrishnan Nair, Prof. M.H. Sastrikal, Nataraja Guru, Nitya Chaitanya Yati, Guru Muni Narayana Prasad.

Unit 2. Proclamations and Messages of Guru

- Proclamations and Messages of Guru. Guru’s conversations anecdotes and sense of humour.
- Aruvippuram Message (‘JatiBhedam.....’) Proclamation of NamukkuJatiyilla’

Mottos from Guru’s works- ‘Oru Jati Oru Matham Oru Daivam Manuhyanu’, ‘Mathamethayalum Manushyan Nannayal Mathi’, Vidyakundu Swathantravuka’, ‘Sankhatana Kondu Saktharaka’

‘Vywasayam kondu Abhivridhipeduka’, ‘Madyam Vishamanu.....Vadikkanum Jayikkanumalla.....etc.

Unit 3. Meeting with Mahatma Gandhi and other great people

- Meetings with Mahatma Gandhi-
- Meeting with Rama Maharshi at ThiruvannaMalai-
- Meetings with Rabindra Nath Tagore.

BLOCK 5: ESTABLISHMENT OF ASCETIC ORDER, SIVAGIRI PILGRIMAGE, IMPORTANT DISCIPLES AND FOLLOWERS.

Unit 1. Sree Narayana Dharma Sangham and Narayana Gurukulam

- Formation of Sree Narayana Dharma Sangham and its activities and establishments
- Establishment of Narayana Gurukulam by Nataraja Guru. Contributions of Narayana Gurukulam in spreading the Unitive Philosophy of SreeNarayanaguru and his vision of Oneness in Global platform.

Unit 2. Sivagiri Pilgrimage and Mahasamadhi of Guru

- Origin and objectives of Sivagiri Pilgrimage, Guru’s visit to Sri Lanka
- Last days of Guru and the Mahasamadhi of Guru

Unit 3. Important Sanyasin Disciples of Guru:

Sivalingadasa Swami

Bodhananda Swami

Satyavrata Swami

Vidyananda Swami

John Dharma Theertha Swami

Atmananda Swami

Ananda Theertha Swami

Chaithanya Swami

Nataraja Guru

Ernest Kirk.

Unit 4. Important (Householder disciples) and followers of Guru:

Dr. P. Palpu

Kumaran Asan

T.K. Madhavan

Sahodaran Ayyappan

Mithavaadi Krishnan

Mulloor S. Padmanabha Panicker

Moorkoth Kumaran

C.V. Kunhiraman

C. Kesavan

Kottukoikkal Velayudhan

Kuttipuzha Krishna Pillai

BLOCK 6: INFLUENCE OF GURU ON DEVELOPMENT OF MODERNITY IN KERALA

Unit 1. Guru's Influence on

Demography

Society

Economics

Politics

Environment

Unit 2. Guru's influence on Kerala Model Development.

Unit 3. Gurus influence on

Culture

Education

Arts

Literature

Unit 4. Important literary works based on Guru's life and teachings

Screen Plays on Guru

Films made on Guru.

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ANCILLARY COURSE
SOCIOLOGY IN INDIA
B2ISO02AN
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

References

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B.A. ENGLISH LANGUAGE AND LITERATURE
LANGUAGE CORE B21EG02LC
LITERATURE AND THE CONTEMPORARY WORLD
CREDITS: 6

Course Objectives

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

Course Outcomes

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

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

COURSE DETAILS

BLOCK 1: Climate Change

UNIT 1 Margaret Atwood: "The Moment"

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

BLOCK 2: Technology and Human Life

UNIT 1 Gareth Southwell: "Artificial Intelligence"

UNIT 2 Ambrose Bierce: “Moxon’s Master”

BLOCK 3: Gender

UNIT 1 Sarah Joseph: “The Masculine of Virgin”

UNIT 2 Malala Yousafzai: “A Daughter is Born”

BLOCK 4: Human Rights

UNIT 1 Vijayarajamallika: “Injuries”

UNIT 2 Jawaharlal Nehru: “A Tryst with Destiny”

BLOCK 5: Ethics and Culture

UNIT 1 John Lennon: “Imagine”

UNIT 2 Rabindranath Tagore: “Housewife”

BLOCK 6: Globalised Society

UNIT 1 Pablo Neruda: “The United Fruit Company”

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

References

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SKILL ENHANCEMENT COMPULSORY COURSE (SC)

B21UC01SC

HUMANISM AND LOGIC

CREDITS: 2

Course Objectives

- To introduce the science and art of reasoning
- To develop analytical skill in reasoning and capacity to argue effectively
- Give an understanding of the role of logic in other disciplines
- 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

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

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Dharmapada (apramadavarga)

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

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B21PH01SE

MORAL DILEMMAS AND ETHICAL DECISION-MAKING

CREDITS:2

Learning Objectives:

- To make learners familiar with ethical theories and principles.
- To understand the ethical approaches in decision making.
- To discuss core ethical problems such as how one can know what is right or wrong.
- To familiarize the learners with Indian ethics and the ethical ideas given by SreeNarayanaguru.
- To enable learners to apply Guru's basic ethical concepts and approaches to solving practical problems of day today life including family life and social life.
- To familiarize learners with the basic values and concepts of our life.
- To equip learners to communicate effectively when making, clearing and depicting the concept of ethics and in the application of a code of conduct.

Course Outline:

Block 1. Introduction: Ethics helps one to take decisions at crucial situations

Block 2. Healthy family provide direction in all departments of life

Block 1: Introduction: Ethics Helps One to Take Decisions at Crucial Situations

Unit 1. Ethical theories- Consequentialism, Deontological theory and virtue ethics

Ethical Principles: Autonomy, Beneficence, Non- maleficence and Justice, Professional Ethics, Ethical Dilemma, ethical decision- making, casuistry.

Unit 2. Indian Ethics Individual and Social,

An introduction to Indian Ethics,

Individual and social ethics, Rita, Dharma, Karma and Nishkama Karma, Jaina

Ethics and Buddhist ethics.

Unit 3. Ethical decision making,

SreeNarayanaguru's common ethical codes

Unit 4. Compassion and ahimsa,

The best of what humanity has to offer to humans as well as other creatures (Atmopadesa Satakam and Jeevakarunya Panchakam)

Block 2: Healthy Families Provide Direction in All Departments of Life

Unit 1. Family should be strong and healthy: SreeNarayanaguru's perspective.

Unit 2. The code of the ethics for the house holder, importance of freedom in the development of individual and society.

Unit 3. Self-realization and Ethical action

Unit 4. Vision of equality, 'otherness' and non-duality as the basis of ethics Atmopadesa Satakam 21-27)

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Fourth Semester

B21PH04DC
CONTEMPORARY DEBATES IN PHILOSOPHY
CREDITS:6

Learning Objectives

- To get exposure to the various philosophical responses to and critiques of the Enlightenment philosophy, especially in the twentieth century.
- To have an ability to understand the converging and diverging points of the classical, modern and twentieth -century philosophical traditions.
- To get an awareness of major schools of thoughts and movements in the twentieth century in political philosophy, social and cultural theory and their critique of various power structures in society, culture and politics.
- To understand the philosophical theories and concepts in the socio-cultural-political contexts of human life.
- To realize the strong inter-sectional reality of human-social life through an interdisciplinary and cross-disciplinary approach.
- To get a hold on major modern Indian thinkers and contemporary debates in India.

Course Outline:

Block 1: Phenomenology, Existentialism and Hermeneutics

Block 2: Logical Positivism and Analytic Tradition

Block 3: Structuralism, Post-structuralism and Post-Modernism

Block 4: Feminism and Post-Marxism

Block 5: Inclusion and Exclusion

Block 6: Contemporary Indian Debates

Block 1: Phenomenology, Existentialism and Hermeneutics

Unit 1: Critique of Enlightenment

Unit 2: Phenomenology

Consciousness and intentionality of Husserl

Unit 3: Existentialism

General Characteristics, Three stages of existence in Kierkegaard, Heidegger's Ontology,

Sartre's Existence Precedes Essence

Unit 4: Hermeneutics

Hermeneutic circle, Text and reader

Block 2: Logical Positivism and Analytic Tradition

Unit 1: Linguistic Turn

Unit 2: Verification Principle in Logical Positivism

Unit 3: Karl Popper's Falsificationism

Unit 4: Language Games in Wittgenstein

Block 3: Structuralism, Post-structuralism and Post-Modernism

Unit 1: Linguistic sign of Saussure

Unit 2: Deconstruction of Derrida

Unit 3: Foucault: Knowledge/Power

Unit 4: Critique of Metanarratives in Lyotard

Block 4: Feminism and Post-Marxism

Unit 1: Feminism as a Philosophical Perspective

Unit 2: Introduction to Critical Theory

(First and second generation)

Unit 3: Habermas' Communicative Rationality

Unit 4: Critique of Ideology

Block 5: Inclusion and Exclusion

Unit 1: Multi-culturalism

Unit 2: Gender as a Social Construct

Unit 3: Identity

(Gender, caste, linguistic, cultural, religious, national and ethnic identities) intersectionality, subjectivity

Unit 4: Federalism & Rights and Justice

Block 6: Contemporary Indian Debates

Unit 1: Characteristics of Modern Indian Thought

Unit 2: Major Modern Indian Thinkers: An Introduction

Swami Vivekananda, Aurobindo, Periyar, M.N Roy, Ambedkar

Unit 3: Humanism and Liberation

Unit 4: Democratic Constitutionalism

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B21PH01DE
LANGUAGE AND LITERATURE OF SREENARAYANAGURU
CREDITS:6

Learning Objectives:

- To understand Guru as a poet.
- To recognize the spiritual and philosophical sensibility of Guru's works.
- To reveal and appreciate the aesthetic merits of Guru's poetry.
- To identify the subtle nuances of Guru's poetic diction.

Course Outline:

- Block 1. Introducing Guru as a poet.
- Block 2. Poetic Diction.
- Block 3. Devotional poems.
- Block 4. Poetry and mysticism.
- Block 5. Figurative language, metre and imagery.
- Block 6. Guru's influence in Malayalam literature.

Block 1: Introducing Guru as a Poet

- Unit 1. An introduction to Narayanaguru's poetry.
- Unit 2. Classification of Guru's Poetry.
- Unit 3. Guru's Literary Milieu.
- Unit 4. The Critical Acclaim Guru Received as a Poet.

Block 2: Poetic Diction

- Unit 1. Poetic diction as a basic component of poetry
- Unit 2. The trilingual scholarship of Guru.

Unit 3. Guru's use of plain speech.

Unit 4. The prevalence of Tamil in Guru's diction.

Block 3: Devotional Poems

Unit 1. The devotional poems of Narayana Guru.

Unit 2. The deities Guru worshiped.

Unit 3. Anthropomorphism in Guru's devotional poems.

Unit 4. The aesthetics of devotional poetry.

Block 4: Guru as a Mystic Poet

Unit 1. Mysticism and poetry.

Unit 2. The tradition of Bhakti poetry in India.

Unit 3. Tamil Sidha poetry.

Unit 4. Guru's influence on Asan.

Block 5: Imagery, Metre and Rhythm in Guru's Poetry

Unit 1. Figurative language and poetry.

Unit 2. Smiles and metaphors in Guru's poetry.

Unit 3. Use of metre and rhythm in Guru's poetry.

Unit 4. Influence of Sanskrit devotional poetry on Guru.

Block 6: The Literary Legacy of Narayanaguru

Unit 1. Influence of Guru in Malayalam literature.

Unit 2. Poems in praise of Narayana Guru.

Unit 3. Depiction of Guru in fiction.

Unit 4. Guru's ideas and ideals as a source of inspiration for later writers.

References:

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B21PH02DE

SREENARAYANAGURU AND SUSTAINABLE DEVELOPMENT

CREDIT: 6

Objectives:

- To create awareness of sustainable development in general and to elucidate how far Guru's philosophy has influenced sustainable development in relation to Kerala's economic and industrial sectors.
- To study the concept of sustainable development with reference to the teachings of SreeNarayanaguru and the goals set by the United Nations.
- To study SreeNarayanaguru's vision on equality, education, cleanliness, responsible consumption, well-being, happiness, economic growth, strong organizations, etc.
- To know the aims and objectives of the Sivagiri pilgrimage.
- To understand SreeNarayanaguru's contribution to the socio-economic development of Kerala based on sustainable practices.

Course Outline:

Block 1. Introduction to Sustainable Development

Block 2. SreeNarayanaguru's Philosophy Applied in the Field of Sustainable Development.

Block 3. Guru's Vision in Education.

Block 4. Guru's Contribution on the Industrial and Economic Growth.

Block 5. Guru on Equality, Responsible Consumption

Block 6. Guru on Peace, Justice, Partnership for Goals, Strong Institutions

Block 1: Introduction to Sustainable Development

Unit 1: Concept of Sustainable Development and United Nation's Vision on Sustainable Development.

Unit 2: Indian tradition and philosophical foundation on sustainable development. The concept of 'vasudhaivakutumbakam' and 'ananda' in Indian philosophy.

Unit 3: Changes in parameters of measuring development. The concepts of Gross Domestic Product (GDP) and Gross National Products (GNP). Gross National Happiness, Four pillars of GNH.

Unit 4: Concept of ‘Samsara Sagara’ and ‘SamvidSagara’ in Vedanta.

Block 2: Sreenarayanaguru’s Philosophy Applied in the Field of Sustainable Development

Unit 1: UN’s Sustainable Development Goals and Guru’s Unitive Vision of Happiness

Unit 2: Guru’s teachings on Cleanliness and Well-being with reference to ‘PanchaSudhi’ and temple consecration movement.

Unit 3: Grass root level literacy through Volunteers.

Unit 4: Ayurveda and Guru

Block 3: Guru’s Vision on Education

Unit 1: Guru’s Messages on Education.

Unit 2: Educational institutions established as a result of Guru’s vision.

Unit 3: Establishment of institutions for vocational education and skill development.

Unit 4: Sivagiri Free Industrial and Agriculture Gurukulam

Block 4: Guru’s Contributions on the Industrial and Economic Growth

Unit 1: The Role of Industry in Guru’s Vision of Economic Growth

Unit 2: First Industrial and Agriculture fair conducted at Kollam.

Unit 3: The First Lottery - Dharma Shodathi.

Unit 4: Formation of different Industrial and commercial firms inspired by Guru’s vision.

Block 5: Guru on Equality, Responsible Consumption

Unit 1: ‘One Caste One Religion One God for mankind’ – Guru’s Vision of Oneness.

Unit 2: Guru on Women Education

Unit 3: Mishra Bhojanam and Mishra Vivaham.

Unit 4: Guru on Responsible Consumption with reference to Sivagiri pilgrimage and Narayana Smriti/Dharma.

Block 6: Guru on Peace, Justice, Partnership for Goals and Strong Institutions

Unit 1: Guru on Peace and Compassion

Unit 2: Secular Spirituality and World-peace

(Atmopadesa Satakam; Verse 71 and Verse 49)

Unit 3: “Strengthen through organization”

Unit 4: Guru’s influence on the formation of Trade unions

References:

English

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Ancillary Course- II
B21HS22AN
History of Indian National Movement - II
Credit: 6

Course Objectives:

This course is the second part of the course designed to be introduced to the learners of other disciplines as an Ancillary course. The course covers the history of the 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 Outcomes:

The course enables the learners to:

- gain an understanding of the role of Mahatma Gandhi and his methods of struggles in the course of national movement
- analyse the events leading up to Indian independence and the challenges posed by communalism and partition
- evaluate the long -term impact of the national movement on the formation of the Indian Republic

Course Outline:

Block I: Gandhiji and National Movement

Block II: Mass Struggles

Block III: Towards Independence

Block IV: Prelude to Partition

Block V: Legacy of National Movement - I

Block VI: Legacy of National Movement - II

Course Details:

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 the 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- Tebhaga revolts

Block IV: Prelude to Partition

- Unit 1. Challenges of Communalism
- Unit 2. Two Nation Theory – RSS 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 the 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 plans
- Unit 4. Nehru's Foreign Policy – Non-Aligned Movement

References:

1. Bandyopadhyay, Sekhar, *From Plassey to Partition and After a History of Modern India*, New Delhi: Orient Blackswan Private Limited, 2014.
2. Chandra, Bipan, *Communalism in Modern India* (2nd edn.), Delhi: Vikas, 1987.
3. Chandra, Bipin, *Rise and Growth of Economic Nationalism in India*, Delhi: Har-Anand, 2010.
4. Chandra Bipan et.al, *India's Struggle for Independence*, Penguin Books, 1988.
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8. Dube, Ishita Banerjee, *A History of Modern India*, Delhi: Cambridge University Press, 2015.
9. Guha, Ramachandra, *India After Gandhi* (Picador India, 2008).
10. Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi: OUP, 1983.
11. Sarkar, Sumit, *Modern India, 1885-1947*, Delhi: Macmillian, 1985.
12. Tara Chand, *History of Freedom Movement in India*, Publication division, 2019.

Modern Indian Languages II (MIL))

(Learners can choose any one. The same language should be chosen for MIL- II)

B21AR02LC

LITERATURE IN ARABIC

CREDITS:6

Course Objectives

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

Course Outcome

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

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

COURSE DETAILS

BLOCK 1: Conversations in Arabic

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

BLOCK 2: Reading on classical texts in Arabic

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

BLOCK 3: Reading on Modern Essays in Arabic

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

BLOCK 4: Appreciating Short Story

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

BLOCK 5: Appreciating Poetry.

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

BLOCK 6: TUTORIAL

Practice sheets based on Block 1-5

References:

1. Qur'aanul Kareem
2. Imam Annavavi, Al Arba'una annvavi
3. Muhammed Bin Isma'il Al Bukhaari, Sahihu l-Bukhaari
4. Jubran Khalil Jubran, Dam'athun wa-btisaamatun
5. Ali At-thanthaawi, Maqaalatun fi Kalimaatin, Second Collection, Daaru l-Manaar, Jidha, Ed:1, 2000
6. Gassaan Kanafani, Aalamun Laysa Lanaa (Collection of short stories), Ramal Publications, Qubrus.
7. Muhammed Ibrahim Salim, Diwanu l-Imaami s-safi'i, Maktabatu Binu Sinaa. Cairo
8. Ahmad Matar, Al Majmu'atu S-si'riyya, Daaru l-Hurriyya, Beirut, 2011
9. Personal Site of Nizar Qabbani - <https://nizarq.com/ar/poem131.html>

Modern Indian Language (Hindi)

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

पाठ्यक्रम रूपरेखा (COURSE Outline)

ब्लॉक : 1 प्राचीन और मध्यकालीन रचनाएँ ।

ब्लॉक : 2 छायावाद की - कविताएँ ।

ब्लॉक : 3 प्रगतिवादी कविता ।

ब्लॉक : 4 समकालीन कविता ।

ब्लॉक : 5 हाइकू 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- अंग्रेज़ी से हिन्दी में और हिन्दी से अंग्रेज़ी में अनुवाद अभ्यास ।

संदर्भ- Reference

1. हिंदी काव्य की तांत्रिक पृष्ठभूमि - डॉ. विश्वम्भरन उपाध्य ।
2. मध्यकालीन हिंदी काव्यभाषा - राम स्वरूप चतुर्वेदी ।
3. प्राचीन एवं मध्यकालीन काव्य - डॉ: सुषमा 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

Modern Indian Languages II (MIL))

(Learners can choose any one. The same language should be chosen for MIL- II)

B21ML02LC

മലയാള സാഹിത്യമാതൃകകൾ: ആത്മകഥ, ജീവചരിത്രം,
യാത്രാവിവരണം, അനുഭവസാഹിത്യം.

(Malayala Sahithyamathrukakal: Aathmakadha, Jeevacharitram, Yathravivaranam,
Anubhavasahithyam)

Credits: 6

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 Details

ബ്ലോക്ക് -1 ആത്മകഥ

രചയിതാവ് സ്വന്തം ജീവിതത്തെക്കുറിച്ച് സ്വയം നിർവ്വഹിക്കുന്ന

ആഖ്യാനം എന്ന നിലയിൽ ആത്മകഥ എന്ന സാഹിത്യവിഭാഗത്തെ പരിചയപ്പെടുത്തുക, മലയാളത്തിൽ പ്രസിദ്ധീകരിക്കപ്പെട്ട ആത്മകഥകളിൽ നിന്നും കാലികപ്രസക്തിയുള്ളതും പ്രതിനിധാന സ്വഭാവമുള്ളതുമായ ചില കൃതികളെ അടിസ്ഥാനമാക്കി വിശദപഠനം നടത്തുക എന്നതുമാണ് ഈ മൊഡ്യൂളിൽ ഉദ്ദേശിക്കുന്നത്. ആത്മകഥാസാഹിത്യത്തിന്റെ ചരിത്രത്തെക്കുറിച്ച് സാമാന്യമായ അറിവ് ഉണ്ടാകണം. ആത്മകഥയിലെ ആത്മം എന്ന സങ്കല്പത്തിലെ വ്യക്തി, ആത്മകഥയിലെ കർത്തൃത്വം, പ്രതിനിധാനങ്ങൾ, ലിംഗഭേദം, രാഷ്ട്രീയം എന്നിവ മനസ്സിലാക്കുക.

വിശദപഠനത്തിന്

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

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 സിജ)- 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 സാഹിത്യീയമൂല്യം പഠനവിധേയമാക്കുക.

വിശദപഠനത്തിന്

1. നിലാവ് കോരിക്കുടിച്ച കള്ളിമുൾച്ചെടികൾ (മരുഭൂമിയുടെ ആത്മകഥ)- വി. മുസഫിർ മുഹമ്മദ്.
2. വഴിയമ്പലത്തിലും പുൽക്കുടിലിലും (ഹിമവാന്റെ മുകൾത്തട്ടിൽ)- രാജൻ കാക്കനാടൻ.
3. ചീവീടുകൾ ചിലയ്ക്കാൻ മറക്കുമ്പോൾ (നദി തിന്നുന്ന ദ്വീപ്) - കെ. എ. ബീന.

ബ്ലോക്ക് -4. അനുഭവ സാഹിത്യം

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

വിശദപഠനത്തിന്

1. എന്നെ പാണനെന്ന് വിളിക്കരുത് (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 പ്രിയസി*. ജെ, ഡി.സി ബുക്സ് , കോട്ടയം.

17. വി. ബാബുസേനനൻ, ബെർട്രാൻറ് റസ്സൽ -
18. ഡോ. ജോർജ് വർഗ്ഗീസ്, സ്റ്റീഫൻ ഹോക്കിങ്, ഡി.സി ബുക്സ് , കോട്ടയം.
19. ജ്യോതിഭായി പരിയാടത്ത്, മയിലമ്മ ഒരു ജീവിതം, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്.
20. മാധവിക്കുട്ടി, കേരള സഞ്ചാരം, ഡി. സി ബുക്സ് , കോട്ടയം.
21. വി. മുസഫിർ അഹമ്മദ്, മരുഭൂമിയുടെ ആത്മകഥ, കറന്റ് ബുക്സ് , തൃശൂർ.
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, തൃശൂർ.
25. ഭാസ്കരൻ, ജാനു, ഡി. സി ബുക്സ് , കോട്ടയം
26. ദയാഭായി, പച്ചവീരൻ, ഡി. സി ബുക്സ് , കോട്ടയം.
27. വിജയരാജമല്ലിക, മറ്റൊരു പെണ്ണല്ല ഞാൻ, പാപ്പാത്തി
28. ജെറീന, ഒരു മലയാളി ഹിജഡയുടെ ആത്മകഥ, ഡി. സി ബുക്സ്, കോട്ടയം.

Modern Indian Languages (MIL))

(Learners can choose any one. The same language should be chosen for MIL- II)

B21SN02LC

महाकाव्यं गद्यकाव्यं च

MAHAKAVYAM GADYAKAVYAM 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 4 भारतसङ्ग्रहः - आदिपर्वणः समग्रमध्ययनम् ।

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

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*, Banerjee 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 Banarasidass, Delhi, 1972.
- *Panorama of Sanskrit literature*, Dr. Satyavrat, 1998
- *Sanskritasahityacaritram* (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

Fifth Semester

B21PH05DC
PHILOSOPHY OF SREENARAYANAGURU
CREDITS- 6

Learning Objectives

- To get an outlook of the Independent philosophic inquiry of Sreenarayanaguru
- To get a comparative sense between Indian philosophy and Guru's philosophy
- To get an exposure to the epistemological notions in Guru's philosophy
- To familiarise the relation between mysticism and philosophy in Guru

Course Outline

Block 1. Vedanta as the Background of Guru's Philosophy

Block 2: Structural Key to Guru Philosophy

Block 3: Mysticism in Guru Philosophy

Block 4: Epistemology in Guru Philosophy

Block 5: The Elements of Ananda and Wonder in Guru's Philosophy

Block 6: The Self and Non-Self in Spiritual Progress

Block 1. Vedanta as the Background of Guru's Philosophy

Unit 1. Introduction to Vedanta

Atman, Brahman, Consciousness, Sat, Cit, Ananda.

Unit 2. House of Vedanta (Methodology)

Unit 3. The search, individual and the world.

Unit 4. Maya - The undefinable effects of Maya, the source, transcending maya.

Block 2. Structural Key to Guru's Philosophy

Unit 1. Guru Philosophy reconciles the two rival positions.

Unit 2. Guru Philosophy based on personal experiences.

Unit 3. Tree structure evidenced in verse - 51 of Atmopadesa Satakam.

Unit 4. Other instances from Guru Literature suggesting structure.

Block 3. Epistemology in Guru's Philosophy

Unit 1. Origin of knowledge.

Unit 2. Methods of knowledge.

Unit 3. Validity of Knowledge.

Unit 4. Structure of knowledge.

Block 4: Elements of Ananda and Wonder in Guru's Philosophy

Unit 1. Scientific status of Sankar's Advaita and Revalued Advaita of Guru

Unit 2. Ascent, wonder and proof in Guru Philosophy

Unit 3. The place of paradox and mystery in Guru Philosophy

Unit 4. The element of Ananda in Guru Philosophy

Block 5. Mysticism in Guru's Philosophy

Unit 1. Mystical writings of Sree Narayana Guru - a brief study

Unit 2. Reason and Mysticism.

Unit 3. Mysticism in *Janani Navaratna Manjari*.

Unit 4. Mysticism in *Kali Natakam*

Block 6. The Self and Non-Self in Spiritual

Unit 1. Guru's methodology in finding the self Atmopadesa satakam verses 10, 11 & 12

Unit 2. Axiological Field of interest analyzed in Atmopadesa satakam verses 36-42

Unit 3. Dualities merged into the neutrality of the absolute consciousness verses – 73 and 89 of Atmopadesa Satakam

Unit 4. Atmas self-manifestation as “The Known”

Unit 5. The science of science

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- Prasad, Muni Narayana (2017), *The Philosophy of Narayana Guru*, New Delhi: D.K. Printworld.
- Natarajaguru (2005), *Unitive Philosophy*, New Delhi: D.K. Printworld.
- Sachidananda, Swamy (2013), *Jagadguru Sree Narayana Guru Devan*, Chalakkudy.
- Mangad Balachandran (2015), *Sree Narayana Guru: A Comprehensive Study*, Varkala: Sivagirimutt.
- Satyanarayana, G. (ed) (2006), *The Philosophy of Sree Narayana Guru*, Hyderabad.
- Karthikeyan, (2014), *Guru: The Son of Kerala Renaissance*, Varkala: Sivagirimutt.
- Sivadas, Sathyabai etl (2019), *Interfaith Harmony*, Hyderabad.
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- Prasad, Muni Narayana (2017), *Complete works of Sree Narayana Guru*, New Delhi: D.K. Printworld.

B21PH03DE

**SREE NARAYANAGURU'S PHILOSOPHY APPLIED IN EDUCATION, RELIGION,
ETHICS AND SOCIAL MATTERS**

CREDITS: 6

Learning Objectives:

- To understand the religious and educational philosophy of SreeNarayanaguru.
- To apply the social ideals of Guru in the context of human life.
- To create practical contexts for applying life-building messages of Guru.
- To read Guru as an awakener of modern society.
- To critically evaluate Guru's religion as rooted in socio-ethical values.
- To analyze the ethical impact of Guru's philosophy on contemporary society.

Course Outline

Block 1. The Impact of Guru on Society and Religion

Block 2. Liberation through Education

Block 3. Aims of Education Sree Narayana Guru's Vision

Block 4. Education for National Development

Block 5. Sivagiri Pilgrimage: A Vehicle for Mass Education

Block 6. Sree Narayana Guru's One World Vision and World Peace.

Block 1: The Impact of Guru on Society and Religion

Unit 1. Casteism and Racism, Guru's role

Unit 2. Jathi Mimamsa and Jathi Lakshanam

Unit 3. One Religion of Guru. Athmopadesha Sathaka - 43-49.

Unit 4. Psychology of Religion's identity.

Block 2: Liberation through Education

Unit 1. Concept of educational philosophy.

Unit 2. Education during the period of Guru.

Unit 3. Sree Narayana Guru as a Philosopher and Educationist.

Unit 4. Relation Between Philosophy and Education.

a) How Philosophy determines education in terms of Aims, Curriculum methods, Discipline, Text Book and Role of Teacher.

b) Educational Philosophy and Philosophy of Education.

Block 3: Aims Of Education in Sree Narayana Guru's Vision

Unit 1. Sree Narayana Guru's vision on the significance of education in perfecting man to a harmonium Integral growth and Right living.

Unit 2. Para Vidhya - The knowledge of the Absolute

Apara Vidhya - The Knowledge of the World.

Unit 3. Pancha Dharma

Not hurting anyone (Ahimsa)

Being truthful (Satyam)

Not Correcting (Asthiyam)

Giving up liquor (Madhya Varjanam) and

Being chaste (yebhicharanam)

Unit 4. Women Education.

Block4: Education for National Development

Unit 1. Interaction of Sree Narayana Guru its cultural and economic development through Agricultural and Industries.

Unit 2. Emancipation of women and gender equality.

Unit 3. Temples as educational centers

Establishment of Educational centers and organization.

Unit 4. Guru's views on environmental education.

Block 5: Sivagiri Pilgrimage: A Vehicle for Mass Education

Unit 1. Background and the origin of Sivagiri Pilgrimage,

Gurus visit to Kottayam and the request made by Vallabhassery Govindan Vaidyar and T.K. Kittan
Writer Conversation held with Guru by Vallabhassery and Kittan

Unit 2. Panchasudhi (Five Purities) Purity of the body, of the Food, of the Mind, of the

Word, of the Deed.

Five Purities of Buddhism

Observance (Vratha) for Pilgrimage

Dress code for Sivagiri Pilgrimage

Unit 3. Aims of Sivagiri Pilgrimage

AshtaLakshyas

1) Education

2) Cleanliness

3) Piety

4) Organization

5) Agriculture

6) Trade

7) Handicrafts

8) Technical Training

Unit 4. Sivagiri Pilgrimage today

The scale and reach of pilgrimage

The organization of the pilgrimage

Programs and schedule of the pilgrimage

Prominent personalities attended the pilgrimage

Notable speeches delivered at the conventions

Block 6: Sree Narayana Guru's One World Vision and World Peace.

Unit 1. Sree Narayana guru's one world vision on humanitarianism and spirituality.

Unit 2. Need for one world Government.

Unit 3. Need for one world Economy.

Unit 4. Need for one world education.

Reference:

- Yati, Nitya chaitanya (1984), *Narayana Guru: A Brief Biographical Sketch*, Varkala: Narayana Gurukulam.
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- Nancy Yeilding (2019), *Narayana Guru - A Life of Liberating Love*, New Delhi: DK Print World.
- Basu, Durga Das (2019) *Introduction to Constitution of India*, Lexis Nexis.

B21PH04DE
ISAVASYA UPANISHAD AND GURU DARSANA
CREDITS- 6

Objectives:

- To introduce the philosophy of Isavasya Upanishad and to see how the philosophy of Sree Narayanaguru is rooted in it.
- To make a critical appraisal of renunciation and enjoyment in one's life.
- Compare the concepts of vidya and avidya in the Upanishad and Gurudarsana.
- To understand Isavasya Upanishad as a source of human inter-subjectivity.
- To apply the Upanishadic teachings in concrete life situations and bring out its contemporary relevance in human society.

Course Outline:

Block 1 Upanishads: An introduction

Block 2 Renunciation and Enjoyment

Block 3 Action and Freedom

Block 4 Active and Inactive Nature of Reality

Block 5 Vidya and Avidya

Block 6 Work and Knowledge

Block 1 Upanishads: An Introduction

Unit 1. Meaning of the term Upanishad

Unit 2. Dialectical Methods in Upanishads

Unit 3. Dialectical method in Guru

Unit 4. Structure and Content of Isavasya Upanishad: A Brief Outline.

Block 2: Renunciation and Enjoyment

Unit 1. The Concept of the World

Unit 2. The Concept of Renunciation; Non-covetousness (verse 1)

Unit 3. Zest in Life - Non- clingingness to life (verse 2)

Unit 4. Guru's Concept on Life and Renunciation

Block 3: Action and Freedom

Unit 1. The cause of delusion and grief – understanding the elusive nature of the self (verse 4)

Unit 2. The means of knowing the self

Unit 3. Universal love- sarvatma bhava (verse 5)

Unit 4. The rationale for Guru's vision of oneness of existence.

Block 4: The Active and Inactive Nature of Reality

Unit 1. The self and the not self.

Unit 2. Being and becoming.

Unit 3. Integration of knowledge- synthesis of experience (verses 9-14).

Unit 4. Integration of knowledge in Guru: Isavasya Upanisad

Block 5: Vidya and Avidya

Unit 1. Combining Vidya and Avidya

Unit 2. Education as assimilation of ideas.

Unit 3. Relevant explanations from Guru's concept of knowledge (vidya).

Unit 4. The relevance of value education (verses 9-14).

Block 6: Work and Knowledge

Unit 1. Synthesis of work and knowledge (Karma and Jnana).

Unit 2. The face of truth, meaning of truth.

Unit 3. Interpretation of death, the message of fearlessness (verses 15-18).

Unit 4. Guru's vision of the immortal nature of the self.

References:

- Deussen, P. (1908). *The Philosophy of the Upanishads*. Harvard: T&T Clark.
- Guru, N. (2010). *Dialectics*. New Delhi: DK Print World Pvt Ltd.
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B21PH05DE

SREENARAYANAGURU DARSANA SIMPLIFIED FOR YOUTH

CREDITS - 6

Objectives:

- Value-based orientation to the learners with a well-oriented goal in life
- To develop a proper view of the meaning of life
- Inculcate awareness of the value and meaning of human life
- Help the learners to understand the nature of the world of which they are intrinsically a part.
- To instill self-confidence in the life of a learners to apply the moral virtues in the practical context of human lives

Course Outline:

Block 1 Introduction

Block 2 Who am I? Whence is this World?

Block 3 Some Guidelines towards a Virtuous Life

Block 4 Glimpses of Morality

Block 5 Major Moral Instructions

Block 6 The Goal of Life

Block 1: Introduction

Unit 1. What is Philosophy

Unit 2. Philosophy in the East

Unit 3. Wisdom

Unit 4. Philosophy in the West

Block 2: Who Am I? Whence is This World?

Unit 1. How and why does the world emerge?

Unit 2. Birth and Death

Unit 3. Why the world?

Unit 4. Dharma and Karma

Block 3: Some Guidelines Towards a Virtuous Life

Unit 1. Lives of great men as guidelines for virtuous life

Unit 2. Personal efforts and chance elements.

Unit 3. Conscience

Unit 4. Self-restrain

Block 4: Glimpses of Morality

Unit 1. What is Right understanding (samyag-dristi)?

What is Right mindedness (samyag-sankalpa)?

Unit 2. What is Right speech (samyag-vak)?

What is Right action (samyag-karma)?

Unit 3. What is Right living (samyag-ajiva)?

What is Right attentiveness (samyag-smriti)?

Unit 4. What is Right concentration (samyag-samadhi)?

Kindness of life.

Block 5: Major Moral Instructions

Unit 1. Fivefold Purities

Five great sacrifices

Unit 2. Instructions in the Taittiriya Upanishad:

The three da's.

Unit 3. Moral Teachings in Christianity

Ten Commandments

Unit 4. Moral Teachings in Qur'an

Block 6: The Goal of Life

Unit 1. Happiness

Unit 2. Freedom

Unit 3. Emotion

Unit 4. Religion and Prayer

References:

- Balachandran, M. (2019). *Sree Narayana Guru: The Mystical Life and Teachings*. Thrissur: Kerala sahitya Akademi.
- Guru, N. (2005). *Unitive Philosophy*. New Delhi: DK Print world Pvt Ltd.
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SREENARAYANAGURU'S POETRY IN THE LIGHT OF INDIAN POETICS

CREDITS – 6

Objectives:

- To analyse the aesthetical and poetic experience of Guru's language, literature and culture.
- To understand the Indian aesthetical value system through Guru's literature.
- To appreciate literary and aesthetic texts.
- To make learners realize language and poetry as instruments of consciousness.

Course Outline:

Block 1. Poetics and Poetic Vision of Narayanaguru

Block 2. The Real aesthete of Guru's poems –Kavyaprayojanam

Block 3. Rasa Theories and its Tools for Analyzing Guru's Poems

Block 4. An Analysis of Guru's Poetry in the Light of Dhvani

Block 5. Concepts of Alankaras and Various Alankaras in Guru's Poems

Block 6. Concepts of Chandas and Meter

Block 1: Poetics and Poetic Vision of Narayanaguru

Unit 1. Guru's World of Poetry

- The poetic inspiration of Guru- How it is closely linked with the Upanishadic tradition of singing the experience of non-duality
- Guru's act of translating the experience into his mother-tongue with the aid of languages like Sanskrit and Tamil.

Unit 2

General Introduction to the Concept of Eastern literature and poetics (Getting acquainted with various terminology (Kriyakalpam, Alankaram, alankarashastram, Kavyameemamsa, Sahithyam, Sahithyameemamsa etc) in Poetics as defined by Scholars like Bhamakan, Dandi, Anandavardhanan, Rajashekaran etc.).

Unit 3

Definitions of Terminology- Poet (Kavi) – General Introduction – definition of

‘kavathe’(കവീതേ) in ShabdhaKalpadrumam, (ശബ്ദകല്പദ്രുമം)- The detailed study of Bhattadhauta’s Karika– about poet(kavi), concept of Rishi, Darshanam and Varnanam (ഋഷി, ദർശനം, വർണ്ണനം)

- Anandvardhan’s sloka in Dhwanyalokam. The key-terms introduced can be used as analytical tools for explaining Guru’s poetry and poetic genius

Unit 4.

Definitions of Terminology- Poem (Kavyam)- General introduction- Definition of Karika’s on kavyam and literature by Acharya Dandi-

- Definition of Kavyam in Rasagandadharam by Jagganatha Panditharajan

Block 2: The Real Aesthetic of Guru’s Poems - Kavyaprayojanam

Unit 1

Definitions of terminology: aesthete –Sahrudayan Concept of aesthete by Abhinavaguptha and Rajashekharan is discussed –in the light of these definitions analyses who is the actual aesthete of guru’s poems.

Unit 2

Definitions of terminology - Poetic genius -Definitions of Bhattadhauda, Vamanan, Abhinavagupthan, Rajashekharan is discussed.

Unit 3.

Introduction to Vyuthpathi and Abhyasa, Guru’s vyuthpathi and Abhyasa analysed on the basis of Indian philosophy, Indian poetics and Dravidian poetic tradition.

Unit.4.

Kavyaprayojanam - General introduction to Kavyaprayojanam in Vedas and Upanishads - Mammada’s karika on kavyaprayojanam in Kavyaprakasham (കാവ്യപ്രയോജനം) -

Concept of Bharatha Muni.

Guru’s poetry is analysed in the light of these concepts. The major functions of poetic, Didacticism (ഉപദേശം) as a function of poetry should be studied with reference to Guru’s didactic poems.

Block 3: Rasa Theories as a Tool for Analyzing Guru’s Poems

Unit 1. Introduction to Rasa concept in Indian Poetics

Unit 2. The Theory of Rasa and its definition- according to Bharatha's NatyaSastra

Unit.3.

Introduction to Bhattadautha's Anuvyavasayavadam and Abhinavaguptha's Abhivyakthivadam on Rasa theory, General awareness of Bhakhi rasa by Madhusoodhanasaraswathi.

Unit 4. Rasa in the poetry of Narayanaguru is analysed in the light of Indian rasa theory.

Block 4: Concepts of Dhvani and Analysis of Guru's Poems

Unit 1. Introduction to the theory of Dhvani- i.e. Obliqueness in poetic language.

Unit 2. Concept of Dhvani according to ancient Scholars - Bharatha Muni, Bhamahan, Udbhadan, Vamanan

Unit 3. Guru's Devotional hymns analysed in the light of Uthbhadan's karika in Kavyalankarasangraham

Unit 4. General introduction to Sphodam -Definition of Dhvani from Dhwanyalokam by Anandavardhana.

Block 5: Concepts of Alankaras and Various Alankaras in Guru's Poems

Unit 1

General introduction to the Importance of alankaras in Eastern literature. Concepts of Acharya Dandi, Udhbhadan and Rudradan

Unit 2. Position of alankaras in poetic diction- Guru's poems analysed in the light of Alankara.

Unit 3. Concepts of alankara in Guru's poems is discussed in the light of Arthalankara by Anandavardhanan.

Unit 4. Prasam and novel expressions of metaphor made by Guru as a poet

Block 6: Concepts of Chandas and Meters

Unit 1. Concept of metre in oriental literature and vividness of metre in Guru's poems.

Unit 2. Concept of 'chandhas' and 'syllabi' in oriental poetry is analysed and compared with Guru's Poems.

Unit 3. Metre and rhythm - Rhythm and emotion- Vedic metres - Use of Sanskrit and Dravidian metres. Santha Rasa evoked by metres like Simhendra Mukham and Mathebham. The variety of metres used by Guru- How a metre like 'Viyogini' evokes pity or Karuna rasa.

Unit 4. Influence of Dravidian Poetics and Diction in Guru's Poems.

References:

- K., K. R. (1977). *Indian theories of Meaning*. Madras: The Adayar Library and Research centre.
- K.C, P. (1959). *Indian Aesthetics Vol 1*. Varanasi: Chowkhamba Sanskrit series office.
- Krishnamoorthy, K. (1964). *Essays in Sanskrit Criticism*. Dharwar: Karnataka University.
- Krishnamoorthy, K. (1977). *Vakrokti Jeevita*. Dharwar: Karnataka University.
- Raghavan, V. (1975). *The Number of Rasa-s*. Madras: The Adayar Library and Research Center.
- Sankaran, A. (1973). *Some Aspects of Literary Criticism in Sanskrit or The Theories of Rasa and Dhvani*. New Delhi: Oriental books.
- V., R. (1973). *Studies in some concepts of alankarashastra, Revised ed*. Madras: The Adayar Library and Research Centre.

GENERIC ELECTIVES - I

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

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 memorize usages, 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

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

Unit-4: In hospital, in home and walk-in-interview

References:

1. M. Ashiurakis, (2003), *Spoken Arabic self taught*, Islamic Book Service
2. Abdul Hamid Madani, Cheriya mundam, (2004), *Arabian Gulf file Samsarabhasha*, Calicut: Al Huda Books
3. Abdul Hamid, V.P. & Abdul Halim, N.K., (2005), *Arabic for Various situations*, Calicut: Al Huda Books
4. Ali, Sayed, *Teach Yourself Arabic*, Kazi Publishers
5. Ali, Syed, (2003), *Let us Converse in Arabic*, New Delhi: USB Publishers.
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7. Faynan, Rafi 'el Imad, (1998), *The Essential Arabic*, New Delhi: Good word Books
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9. Humisa, Michael, (2004), *Introducing Arabic*, New Delhi: Good Word Books
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11. Mace, John, (1996), *Arabic Today: A student, business and professional course in spoken and written Arabic*, Edinburgh: Edinburgh University Press.
12. Mohiyeedin, Veeran, (2005), *Arabic Speaking Course*, Calicut: Al Huda Books
13. Mohyideen, Veeran, (2008), *Functional Arabic*, Calicut: Arabnet
14. Rahman, S.A., (2003), *Let's speak Arabic*, New Delhi: Good word Books

GENERIC ELECTIVE (ENGLISH)-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, learners 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 - I

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

B21HD01GE

व्यवहारिक 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 - I

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

B21ML01GE

ആധുനിക മലയാളസാഹിത്യചരിത്രം

(Aadhunika Malayalasaahithyacharithram)

CREDITS: 2

Course Objectives

- ആധുനിക മലയാളസാഹിത്യത്തെക്കുറിച്ച് സാമാന്യമായ അറിവ് നേടുക
- സാഹിത്യ പ്രസ്ഥാനങ്ങളുടെ ലഘുചരിത്രം മനസ്സിലാക്കുക
- മലയാളത്തിലെ ശ്രദ്ധേയരായ എഴുത്തുകാരെയും അവരുടെ കൃതികളെയും പരിചയപ്പെടുക
- കവിത, ചെറുകഥ, നോവൽ എന്നീ സാഹിത്യരൂപങ്ങളെ പരിചയപ്പെടുക
- ആധുനിക സാഹിത്യരൂപങ്ങളുടെ ആരംഭചരിത്രത്തെ മനസ്സിലാക്കുക

Course Outcomes

- ആധുനിക സാഹിത്യ പ്രസ്ഥാനങ്ങളുടെ ലഘുചരിത്രത്തെക്കുറിച്ച് അറിവ് നേടുന്നു.
- മലയാളത്തിലെ സാഹിത്യ പ്രസ്ഥാനങ്ങളെക്കുറിച്ച് ധാരണ ലഭിക്കുന്നു
- ആധുനിക മലയാളകവിതയുടെ സവിശേഷതകൾ മനസ്സിലാക്കുന്നു.
- മലയാള നോവലിന്റെ ചരിത്രത്തെക്കുറിച്ച് അറിവു നേടുന്നു.
- മലയാള ചെറുകഥയുടെ ചരിത്രത്തെക്കുറിച്ച് ധാരണ ലഭിക്കുന്നു.
- മലയാളത്തിലെ ശ്രദ്ധേയരായ എഴുത്തുകാരെയും അവരുടെ കൃതികളെയും പരിചയപ്പെടുന്നു.

COURSE DETAILS

ബ്ലോക്ക് 1 : ആധുനികമലയാളകവിത

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

യൂണിറ്റ് 2 : ബാലാമണിയമ്മ, പികുഞ്ഞിരാമൻനായർ, ചങ്ങമ്പുഴ

യൂണിറ്റ് 3 : ഇടശ്ശേരി, എൻ. വികൃഷ്ണവാരിയർ,

യൂണിറ്റ് 4: പി. ഭാസ്കരൻ, വയലാർ, അയ്യപ്പപ്പണിക്കർ

ബ്ലോക്ക് 2 : നോവലും ചെറുകഥയും

യൂണിറ്റ് 1 : മലയാളനോവലിന്റെ പശ്ചാത്തലം - ആദ്യകാലനോവലുകൾ

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

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

യൂണിറ്റ് 4 : ചെറുകഥ - ചെറുകഥയുടെ പശ്ചാത്തലം - ആദ്യകാലകഥകൾ
കാരുർ, തങ്കച്ചി, കേശവദേവ്, പൊൻകുന്നം വർക്കി, ടി. പത്മനാഭൻ,
മാധവിക്കുട്ടി, കാക്കനാടൻ, സാറാ ജോസഫ്, സക്കറിയ

റഫറൻസ്

1. കെ. എം. ജോർജ്ജ് (എഡി), ആധുനികസാഹിത്യചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ, ഡി. സി. ബുക്സ്, കോട്ടയം.
2. എരുമേലി പരമേശ്വരൻപിള്ള, മലയാളസാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ, കറന്റ് ബുക്സ്, തൃശ്ശൂർ.
3. കൽപ്പറ്റബാലകൃഷ്ണൻ, മലയാളസാഹിത്യചരിത്രം
4. ഡോ. എംലീലാവതി, കവിതാസാഹിത്യചരിത്രം, കേരളസാഹിത്യഅക്കാദമി, തൃശ്ശൂർ.
5. എം. അച്യുതൻ, ചെറുകഥ ഇന്നലെ ഇന്ന്, ഡി. സി., ബുക്സ്, കോട്ടയം.
6. എൻ. അജയകുമാർ, ആധുനികത മലയാളകവിതയിൽ, കറന്റ് ബുക്സ്, കോട്ടയം.
7. തായാട്ട് ശങ്കരൻ, ആശാൻ - നവോത്ഥാനത്തിന്റെ കവി, എൻ.ബി.എസ്.,

കോട്ടയം.

8. പവിത്രൻപി., *ആശാൻകവിത* *ആധുനികാനന്തരപഠനങ്ങൾ*, സാംസ്കാരികപ്രസിദ്ധീകരണവകുപ്പ്, തിരുവനന്തപുരം.
9. ഡോ. *വത്സലൻവാതുശ്ശേരി*, *കഥയുടെ ന്യൂക്ലിയസ്*, ഒലീവ് പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്.
10. ഡോ. പി. കെ. രാജശേഖരൻ, *കഥാന്തരങ്ങൾ*, ഡി. സി. ബുക്സ്, കോട്ടയം.
11. ഡോ. എം. എം. ബഷീർ, *ചെറുകഥാസാഹിത്യചരിത്രം*, കേരളസാഹിത്യഅക്കാദമി, തൃശ്ശൂർ.
12. പി. കെ. ബാലകൃഷ്ണൻ, *ചന്തു മേനോൻ ഒരുപഠനം*, ഡി.സി.ബുക്സ്, കോട്ടയം
13. ഡോ. കെ. ഭാസ്കരൻനായർ, *ദൈവനീതിക്ക് ദാക്ഷിണ്യമില്ല*, എസ്. പി. സി. എസ്, കോട്ടയം
14. കെ. എം. തരകൻ, *മലയാളനോവൽ സാഹിത്യചരിത്രം*, കേരളശാസ്ത്രസാഹിത്യപരിഷ്, തിരുവനന്തപുരം
15. എം. അച്യുതൻ, *നോവൽ പ്രശ്നങ്ങളും പഠനങ്ങളും*, എൻ. ബി. എസ്, കോട്ടയം.
16. കെ. പി. അപ്പൻ, *മാറുന്ന മലയാള നോവൽ*, ഡി. സി. ബുക്സ്, കോട്ടയം.

GENERIC ELECTIVES - I

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

B21SN01GE

संस्कृतसोपानम्

(Samskrutasopanam)

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. पुलिङ्ग - नपुंसकलिङ्गशब्दाः- बाल, हरि, गुरु, पितृ, राजन् (पुलिङ्गे)।

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

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

1.2. स्त्रीलिङ्गशब्दाः सर्वनामशब्दाश्च -

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

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

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

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

And asmad and yushmad sabdas.)

1.3. तिङन्तपरिचयः (Conjugations) -

भूधातुः (परस्मैपदी) दशलकारेषु।

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

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

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

BLOCK 2 - काव्यपरिचयः - रघुवंशमहाकाव्यम् (महाकविः कालिदासः) प्रथमसर्गः 1 – 54

श्लोकाः। त् निर्दिष्टश्लोकाः।

(Poetry – Raghuvamsa mahakavya of Kalidasa, 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)

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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.

B21PH02SE
PSYCHOLOGY AND COUNSELLING TOOLS IN GURU'S PHILOSOPHY
CREDITS: 2

Learning Objectives:

- To generate interest in Sreenarayanaguru's psychology.
- To give an exposition of Sreenarayanaguru's conception of mind and self.
- To point out the psychological aspects in Guru's teachings and practices.
- To reveal the psychological insights of Guru's works.
- To highlight the counselling tools in the works of Guru.
- To learn what life skills can be gained by studying Sreenarayanaguru's philosophy.

Course Outline:

Block 1. Introduction to Psychology

Block 2. Counselling Tools in Sreenarayanaguru's Philosophy

Block 1: Introduction to Psychology

Unit 1. Meaning and Definitions of Psychology

Indian Psychology - Concept of Mind, Indian Perspectives. Sreenarayanaguru's perspectives on 'Mind'. Understanding the 'self' – Self-actualization.

Unit 2. Sree Narayana Guru's non-controversial way of life- An example for others. Reformation through temples and worship, Psychological insights in Sreenarayanaguru's work with special reference to Daivadasakam, Darsanamala and Atmopadesa Satakam.

Unit 3. Absolute Approaches of Sreenarayanaguru - His Interventions on Individual enhancement, Personal hygiene, Vocationalization, Removal of superstitious beliefs. Fear: a natural emotion, Self-reliance and freedom from individual slavery

Block 2: Counselling Tools in Sreenarayanaguru's Philosophy

Unit 1. Counselling – Meaning and definition, Types

Unit 2. Characteristics of a counsellor, Sreenarayanaguru: An effective counsellor.

Unit 3. Counselling tools – Meaning. The major tools and techniques employed in counselling.

Unit 4. Various life skills to be acquired through practising Sreenarayanaguru's Philosophy - Self-awareness, Empathy, Critical thinking and Problem solving. Practical session – Stimulated activities and situations based on Sreenarayanaguru's life and philosophy are to be presented by the instructor and to be implemented in order to enhance the above mentioned skills among the learners

References:

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- Bhaskaran, D. T. (2012). *SreeNarayanaguru Vaikhari*. Ernakulam: CICC Book House.
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Sixth Semester

B21PH06DC
Logic and Critical Thinking
CREDITS: 6

Learning outcomes:

Upon finishing the course, learner will be able to:

- get the basics of logic in both Indian and western traditions
- identify methods and forms of formal logic and reasoning
- differentiate between formal and informal reasoning and the difference between formal languages and informal languages.
- identifying and analyse various forms of arguments as well the fallacies committed in written and rhetorical scenarios.
- develop a critical attitude towards the information which is received on every day basis
- apply critical thinking to detect fake news, propaganda, bias and conspiracy theories

Course Outline:

Block 1: Nature of Logic

Block 2: Traditional Logic: Indian and Western

Block 3: Mediate Inference

Block 4: Symbolization

Block 5: Critical Thinking

Block 6: Pragmatics of Critical Thinking

Block 1: Nature of Logic

Unit 1: Introduction to Logic

Definition, nature, and scope of Logic

Logic: Science or Art? Logic: Positive Science or Normative Science? Laws of thought

Unit 2: Terms

Words, names, and Terms

Usage of words, concepts and terms in the context of logic

Classification of Terms: Singular, General, Collective, Positive, Negative, Absolute, Relative, Abstract, and Concrete Terms

Connotation and Denotation

Unit 3: Basic Logical Concepts

Proposition and Sentence- Classification

Deductive and Inductive arguments

Truth, Validity, and Soundness

Block 2: Traditional Logic: Indian and Western

Unit 1: Nyaya: Inference

Definition and significance of Anumāna as a method of knowledge acquisition

Constituents of Inference: Hetu, Paksha, Sādhya, Vyāp̥thi.

Five Members of Inference

Unit 2: Categorical Propositions

Structure of a categorical proposition

Division of proposition based on Quality and quantity

Distribution of Terms

Euler's circle

Unit 3: Immediate Inference of Opposition

Traditional Square of Opposition

Block 3: Mediate Inference

Unit 1: Categorical Syllogism

Nature of Categorical Syllogism

Syllogistic Rules and Fallacies

Figure and Mood

Unit 2: Hypothetical and Disjunctive Syllogisms

Classifications

Unit 3: Dilemma

Kinds of Dilemma

Block 4: Symbolization

Unit 1: Symbolic Logic; An Overview

History and utility of symbolic logic

Unit 2: Statements and Logical Connectives

Simple and Compound Statements

Negation, Conjunction, Disjunction, Implication

Unit 3: Truth Tables

Construction of basic Truth Tables

Block 5: Critical Thinking

Unit 1 Understanding Critical Thinking

Introduction to the concept of critical thinking and its importance in various aspects of life.

Critical thinking skills: analysis, evaluation, inference, and interpretation.

Unit 2 Logical Fallacies and Cognitive Biases

Fallacies as hindrance to critical thinking. Logical fallacies: Ad hominem and straw man. Cognitive biases. Biases in processing and interpreting information.

Unit 3 - Argumentation and Persuasion

Influence of language, rhetoric, and persuasive techniques in beliefs and behaviours.

Block 6: Pragmatics of Critical Thinking

Unit 1 - Truth and Post-truth

Philosophical examination of Belief, Opinion, Knowledge, Skepticism, Relativism, Truth, Post-truth.

Unit 2 - Information Literacy and Media Analysis

Strategies for detecting fake news, misinformation, bias and propaganda in media sources.

Techniques for evaluating the credibility and reliability of information sources.

Unit 3 - Problem-Solving and Decision making

Problem-solving techniques and decision-making processes informed by critical thinking.

REFERENCES

- Baggini, J and Peter S. Fosl (2002). *The Philosopher's Toolkit*. Wiley-Blackwell.
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B21PH07DC

Philosophical Reflections in Daiva Dasakam and Atmopadesa Satakam

CREDITS: 6

Course Objectives:

- To analyse the philosophy of Sree Narayanaguru
- To reveal Indian philosophical wisdom through Daivadasakam and Atmopadesa Satakam
- To enhance the social accountability of the learner.
- To create research aptitude.

Course Outline:

Block 1: DaivaDasakam: A Universal Prayer

Block 2: Advaitic Thought as Reflected in Daivadasakam

Block 3: Philosophical Terms Used in Atmopadesa Satakam

Block 4: Implications of ‘Atmopadesa Satakam’ in Practical Life

Block 5: Imagery in ‘Atmopadesa Satakam’

Block 6: Philosophical Heights in ‘Atmopadesa Satakam’

Block 1: Daivadasakam: A Universal Prayer.

Unit 1. Prayer of secular culture

Unit 2. Prayer through spiritual upliftment

Unit 3. Causational Theory as Reflected in Daivadasakam

Block 2 Advaitic Thought as Reflected in Daivadasakam

Unit 1. Philosophic Vision in Daiva dasakam

Unit 2. Maya or Samsara in Daiva Dasakam

Unit 3. Oneness as Reflected in Daiva Dasakam

Unit 4. Prayer of Self-realization

Block 3: Philosophical Terms Used in Atmopadesa Satakam

Unit 1. Arivu (Consciousness), Atma (Self) Verse 10, 27.

Unit 2. Triputi, Verse 4, 14, 52.

Unit 3. Para, Aparā, Verse 15.

Unit 4. Sama, Anya, Verse 36, 40.

Block 4: Implications of Atmopadesa Satakam in Practical Life

Unit 1. Oneness and Otherness, Verse 23 -26.

Unit 2. Oneness of Religious Life, Verse 44, 49.

Unit 3. 'Priyam' as a Unifying Principle, Verse 21, 22.

Unit 4. Paths of Contemplation, Verse 7, 29.

Block 5: Imagery in Atmopadesa Satakam

Unit 1. Parayude Pal (Milk of wisdom), Verse 15.

Unit 2. Sea Metaphor, Verse 75.

Unit 3. Rope and Garland, Verse 20.

Unit 4. Metaphor of Five Elements, Verse 77.

Block 6: Philosophical Heights in Atmopadesa Satakam

Unit 1. Transformation of Everything into Consciousness, verse 50.

Unit 2. Three Petaled Awareness - Unified into One Absolute, verse 52.

Unit 3. Search for the self, verse 87, 88.

Unit 4. Self-realization, verse 100.

References:

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- ദൈവദശകം. പ്രൊഫ. എം. കെ. സാനു
- ദൈവദശകം. എസ്.എൻ. റാവു
- ദൈവദശകം. പ്രൊഫ. എം.എച്ച്. ശാസ്ത്രി
- ദൈവദശകം. ഡോ. ഗീതാസ്വരാജ്
- ദൈവദശകം. സ്വാമിഗീതാനന്ദ
- ദൈവദശകം. എം.വി. പ്രതാപൻ
- ദൈവദശകം. ജി. ബാലകൃഷ്ണൻനായർ
- പ്രാർത്ഥനഎന്ത്? എങ്ങനെ?എന്തിന്? സ്വാമിമുനിനാരായണ പ്രസാദ്

Sree Narayanagurudev the man of millennium, Sachidananda swami

GENERIC ELECTIVES - II

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

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 the student to learn about project design, evaluation, financing and implementation.
3. Motivate students to self-employ.

Course Outline

Block 1: Entrepreneurship

Block 2: Startups

Block 1: Entrepreneurship:

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

Block 2: Startups

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

References

1. Dr. C.B. Gupta, Dr. N.P. Srinivasan, *Entrepreneurship Development in India* –, Sultan Chand and Sons. (All Modules)
2. P. Saravanavel, Kay, Ess, Pee, Kay, *Entrepreneurial Development Principles, Policies and Programmes* –(All Modules)
3. Peter F. Drucker, *Innovation and Entrepreneurship*. (Module I)
4. Sangram Keshari Mohanty, *Fundamentals of entrepreneurship*, New Delhi, PHI. (All Modules)
5. K. Swapna, John S. Moses and Y. Sarada, *Startup Management*, Himalaya Publishing House (All Modules)
6. Peter Thiel, *Zero to One: Notes on Startups, or How to Build the Future* – Crown Publishing Group, (Module II)
7. Deirdre Sartorelli, *Startup Smart, A handbook for entrepreneurs* – (Module II)
8. Vasanth Desai, *Small Business Entrepreneurship*, Himalaya Publishing House. (All Modules)
9. Renu Arora & S.K. Sood: *Fundamentals of Entrepreneurship and Small Business*. (Module I)
10. Abha Mathur, *Entrepreneurship*, Taxman Publishing (All Modules)

GENERIC ELECTIVES - II

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

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 I: 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, WI-FI, 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

References:

1. Sinha, Pradeep K., and Priti Sinha. *Computer fundamentals*. BPB publications, 2010.
2. White, Ron, and Timothy Edward Downs. *How computers work*. Que, 1998.
3. Comer, Douglas E. *The Internet book: everything you need to know about computer networking and how the Internet works*. Chapman and Hall/CRC, 2018.
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GENERIC ELECTIVES - II

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

B21CM01GE

BANKING

CREDITS: 2

Course Objectives

- To familiarize the learners with banking and different types of banks.
- To enable the learners to acquire knowledge about the Indian banking system and development banks.
- To familiarize the learners with e-banking and e-banking services.
- 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:

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

Course Details

Block - 1 Banking Theory

Unit-1: Introduction to Banking

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

Unit-2: Types of Banks and Banking

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

Unit-3: Indian Banking System

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

Unit-4: Development Banks

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

Unit-5: Central Banks

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

Block- 2 E-Banking

Unit-1: Introduction to E-Banking

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

Unit-2: E-Banking Services

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

Unit-3: CORE Banking

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

Unit-4: E-Banking Security

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

Unit-5: Electronic signature

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

References

- Sundaram K.P.M and Varshney P.N. *Banking Theory Law and Practice*, Sultan Chand & Sons, New Delhi.
- Maheswari S.N. *Banking Theory Law and Practice*, Kalyani Publishers New Delhi.
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- Lall Nigam B.M. *Banking Law and Practice*, Konark Publishers Pvt. Ltd., New Delhi.
- Radhaswami M. *Practical Banking*, Sultan Chand & Sons, New Delhi.
- Dekock. *Central Banking*, Crosby Lockwood Staples, London.

GENERIC ELECTIVES - II

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

B21EC01GE

ECONOMICS FOR EVERYDAY LIFE

Credits: 2

Objectives:

This course is offered to familiarize Learners 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 Learners to apply economics to real life situations.

Course Outcomes:

1. To introduce basic economic concepts to the Learners
2. To familiarize Learners with micro and macro approaches to economics
3. To expose Learners to contemporary economic ideas

Course Outline

BLOCK 1 BASIC CONCEPTS AND METHODS OF ECONOMICS

BLOCK 2 MICRO ECONOMICS AND MACRO ECONOMIC CONCEPTS

Block 1: Basic Concepts and Methods of Economics

Unit-1 Economic Problem and Scarcity

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

Unit-2 Opportunity Cost

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

Unit- 3 Approaches to Economic Analysis

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

Block 2: Micro Economic and Macro Economic Concepts

Unit-1 Micro Economic Concepts

Demand and supply-demand function - law of demand - Expansion and contraction of demand curve –

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

Unit-2 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

REFERENCES

1. Pindyck, R.S., Rubinfeld, D. L., & Mehta, P. L. (2013) *Microeconomics* (Seventh edition), Pearson Education Prentice Hall.
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GENERIC ELECTIVES - II

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

B21HS01GE

MODERNIZATION 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 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:

1. K.N. Ganesh, *Keralathinte Innalekal*, Kerala Bhasha Institute, Thiruvananthapuram, 1995.
2. K.E.N. Kunjahammed, *Keraleeya Navodhanathinte Charithravum Varthamanavum*, Lead Books, Calicut, 2012.
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5. Awaya, Toshie, "Women in the Nambutiri Caste Movement" in T. Mizushima and H. Yanagisawa (ed.), *History and Society in South India*, Tokyo, 1996.
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GENERIC ELECTIVES - II

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

B2ISO01GE

INTRODUCTION TO SOCIOLOGY

Credits: 2

Course Objectives:

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

Course Outcomes:

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

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GENERIC ELECTIVES - II

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

B23PS01GE

INTRODUCTION TO POLITICAL SCIENCE

Credits: 2

Course Objectives

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

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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GENERIC ELECTIVES - II

(Learners can choose any one. Generic Electives from Core Discipline cannot be chosen)

B23PY01GE

Essentials of Psychology

Credits: 2

Course Objective:

The course aims to provide the learners with an understanding of the evolution of psychology as a distinct academic discipline and its nature and scope.

Course Outcomes:

The course will enable the learners to:

CSO1: Understand the basics of psychology and its relevance in the Indian context.

CSO2: Appreciate psychology's diverse branches and explicate the contemporary debates.

Course Outline:

Block 1: Introduction to Psychology

Block 2: Frontiers of Psychology

Course Details:

Block 1: Introduction to Psychology

Unit 1: What is Psychology?

Definition; Scope; Historical Overview; Major Theoretical Perspectives

Unit 2: Psychology in the Indian Context

Origin and Modern History; Indian Healing Tradition; Current Trends and Debates; Legal and Regulatory Framework

Block 2: Frontiers of Psychology

Unit 1: Branches and Practice

Pure and Applied Branches; Role of a Psychologist; Key Studies; Ethical Considerations

Unit 2: Contemporary Debates in Psychology

Persistent Questions in Psychology; De-colonising Psychology; Reconceptualising Paradigms of Mental Health; Intersectionality and Identity; Impact of Technology and Responsible AI

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