

# BACHELOR OF ARTS HISTORY

## 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**



## **B.A. HISTORY**

### **PROGRAMME SYLLABUS**

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

**Version 1.0**

**2022 Admission onwards**  
**CBCS-UG Regulations 2021**  
**June 2021**

**SREENARAYANAGURU OPEN UNIVERSITY**  
**Programme Structure -Bachelor of Arts (BA)**

Semester	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-A-2	ENG-2 (LC)				SE-1	SC		22
IV	DC-4	DE-1 / DE-2 (Any One)	AN-B-2		MIL-2						24
V	DC-5	DE-3 / DE-4 / DE-5 / DE-6 (Any Two)				GE-1		SE-2			22
VI	DC-6					GE-2				DP	20
	DC-7										
<b>Total</b>	<b>42 Cr</b>	<b>18 Cr</b>	<b>24 Cr</b>	<b>12 Cr</b>	<b>12 Cr</b>	<b>4 Cr</b>	<b>8 Cr</b>	<b>4 Cr</b>	<b>2 Cr</b>	<b>6 Cr</b>	<b>132 Cr</b>

DC : Discipline Core Course

DE : Discipline Specific Elective Course

AN-A : Ancillary Course - A

AN-B : Ancillary Course -B

GE-1 : Generic Electives from Other Disciplines

GE-2 : Generic Electives from Other Disciplines

ENG : Language Core

SE

AC-1

AC-2

SC

MIL

DP

: Skill Enhancement Course (Core)

: Environmental Studies

: Communication Course (English or MIL)

: Humanism and Logic

: Modern Indian Languages

: Dissertation / Project

**SREENARAYANAGURU OPEN UNIVERSITY**  
**B.A History -Programme Details (Semester-wise)**

<b>Semester - I</b>			
<b>Sl. No.</b>	<b>Type of the Course</b>	<b>Course Code</b>	<b>Course Name</b>
1	Discipline Core Course	B21HS01DC	Ancient Civilizations
2	Ancillary Course	B21PS01AN	Indian Political System and Democracy
3	Language Core Course	B21EG01LC	Reading and Writing English
4	Ability Enhancement Compulsory Course	B21ES01AC	Environmental Studies

<b>Semester- II</b>			
<b>Sl. No.</b>	<b>Type of the Course</b>	<b>Course Code</b>	<b>Course Name</b>
1	Discipline Core Course	B21HS02DC	History of India-I (From Pre-history to the 7th century CE)
2	Ancillary Course	B21EC01AN	General Economics
3	Modern Indian Language Course -I (Learners can choose any one)	B21AR01LC	Functional Arabic
		B21HD01LC	हिंदी गद्य साहित्य और संरचना (Hindi Gadya Sahitya Aur Samrachana)
		B21ML01LC	മലയാള സാഹിത്യം: കവിത -കഥ - ഉപന്യാസം - നോവൽ (Malayalasaahithyam: Kavita - Kadha - Upanyasam - Novel)
		B21SN01LC	गद्य नाटकं च (Gadyam Natakam Cha)
		B21AR01AC	Communication in Arabic

4	Ability Enhancement Compulsory Course (Learners can choose any one)	B21EG01AC	English for Communication
		B21HD01AC	रोजमर्रा हिंदी (Rozmara Hindi)
		B21ML01AC	പ്രയോഗിക മലയാളം (Prayogikamalayalam)
		B21SN01AC	व्यावहारिकसंस्कृतम् (Vyavaharikasamskrutham)

### Semester - III

Sl. No.	Type of the Course	Course Code	Course Name
1	Discipline Core Course	B21HS03DC	History of Kerala-I (Pre-modern Phase)
2	Ancillary Course	B21PS02AN	Understanding Political System
3	Language Core Course	B21EG02LC	Literature and the Contemporary World
4	Skill Enhancement Compulsory Course	B21UC01SC	Humanism and Logic
5	Skill Enhancement Course	B21HS01SE	Historical Tourism

### Semester - IV

Sl. No.	Type of the Course	Course Code	Course Name
1	Discipline Core Course	B21HS04DC	Medieval Societies
2	Discipline Specific Elective Course (Learners can choose any one)	B21HS01DE	Emergence of Modern World
		B21HS02DE	Situating Independent India
3	Ancillary Course	B21EC02AN	History of Economic Doctrines
4	Modern Indian Language Course – II	B21AR02LC	Literature in Arabic
		B21HD02LC	हिंदी पद्य साहित्य और अनुवाद (Hindi Padya Sahitya Aur Anuvad)

	(Learners can choose any one. The same language should be chosen for MIL- II)	B21ML02LC	മലയാള സാഹിത്യ മാതൃകകൾ: ആത്മകഥ, ജീവചരിത്രം, യാത്രാവിവരണം, അനുഭവ സാഹിത്യം (Malayala Sahithyamathrukakal: Aathmakadha, Jeevacharitram, Yathravivaranam, Anubhavasahithyam)
		B21SN02LC	महाकाव्यं गद्यकाव्यं च (Mahakavyam Gadyakavyam Cha)

Semester - V			
Sl. No.	Type of the Course	Course Code	Course Name
1	Discipline Core Course	B21HS05DC	History of India- II (From 10th to 18th Century CE)
2	Discipline Specific Elective Course (Learners can choose any two)	B21HS03DE	Kerala Renaissance: Problems & Perspectives
		B21HS04DE	Contemporary World
		B21HS05DE	Gender in Indian History
		B21HS06DE	Trends in Historical Thought and Writing
3	Generic Elective Course -I (Learners can choose any one. General Electives from Core Discipline cannot be chosen)	B21AR01GE	Modern Standard Arabic
		B21EG01GE	Appreciating Literature
		B21HD01GE	व्यवहारिक हिंदी (Vyavaharik Hindi)
		B21ML01GE	ആധുനികമലയാള സാഹിത്യ ചരിത്രം (Aadhunika Malayala Sahithyacharithram)
		B21SN01GE	संस्कृतसोपानम् (Samskruthasopanam)
4	Skill Enhancement Course	B21HS02SE	Doing Oral History

Semester- VI			
Sl. No.	Type of the Course	Course Code	Course Name
1	Discipline Core Course	B21HS06DC	Making of Modern Kerala
2	Discipline Core Course	B21HS07DC	History of India-III (Making of Indian Nation)
3	Generic Elective Course - II (Learners can choose any one. General Electives from Core Discipline cannot be chosen))	B21BB01GE	Entrepreneurship and Startups
		B21CA01GE	Computer Systems and Internet Technologies
		B21CM01GE	Banking
		B21EC01GE	Economics for Everyday Life
		B21PH01GE	Introduction to the Philosophy of Sreenarayanaguru
		B21SO01GE	Introduction to Sociology
		B23PY01GE	Essentials of Psychology
		B23PS01GE	Introduction to Political Science
4	Dissertation / Project (DP)	B21HS01PR	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 30:70.

# Semester - I



## **DISCIPLINE CORE COURSE**

**B21HS01DC**

### **ANCIENT CIVILIZATIONS**

**Credits: 6**

#### **Course Objectives:**

The course offers a study of early social and state formations across the world through a survey of the prominent civilizations of the ancient period such as Egypt, Mesopotamia, Persia, China, Europe, and America. The focus is on the early urban experience of human society across the globe.

#### **Course Outcomes:**

The course enables the learners:

- To develop an understanding of the origins and features of ancient civilizations.
- To identify the nature of early social formations.
- To get an outline of the antecedents of urbanism and early social/political systems.

#### **Course Outline:**

Block 1: Egyptian Civilization

Block 2: Mesopotamian and Persian Civilizations

Block 3: Chinese Civilization

Block 4: Greek Civilization

Block 5: Roman Civilization

Block 6: Latin American Cultures

#### **Course Details:**

### **BLOCK 1: EGYPTIAN CIVILIZATION**

#### **Unit 1: River system and Geography**

River Nile and Regular Floods - Desert, Sea and Sense of Security - 'Gift of the Nile'

#### **Unit 2: Stages of Egyptian History**

Old Kingdom - Middle Kingdom - New Kingdom

#### **Unit 3: Evolution of Religion**

Early Polytheism - Amun, Ra, Osiris and Solar Cult - Upheaval under Akhenaten

#### **Unit 4: Intellectual Contributions**

Egyptian Philosophy - Egyptian Science - Mathematics and Medicine - Hieroglyphic System

#### **Unit 5: Social and Economic Life**

Social Classes - Agriculture, Trade and Industry - Egyptian Women

#### **Unit 6: Egyptian Art**

Basic characteristics - Pyramids and Temples - Sculpture

## **BLOCK 2: MESOPOTAMIAN AND PERSIAN CIVILIZATIONS**

### **Unit 1: Political History**

The Sumerians - Babylonians - Akkadians/Chaldeans

### **Unit 2: Sumerian Origins**

City States- Religion - Society and Economy

### **Unit 3: Babylonians**

Hammurabi - Code of Law - Literature

### **Unit 4: Assyrians and Akkadians**

Nebuchadnezzar - Religious System - Intellectual Achievements

### **Unit 5: Persian Empire**

Cyrus and Darius - Persian system of Government - End of the Persian Empire

### **Unit 6: Persian Culture**

Urban Centers and System of Roads - Persian Architecture - Zoroastrianism

## **BLOCK 3: CHINESE CIVILIZATION**

### **Unit 1: Formative Phase**

Peking Man - Neolithic Culture - Yellow River Valley

### **Unit 2: Chang Culture**

Political Structure - Economy - Social Classes

### **Unit 3: Chou Dynasty**

Classical Age - Urbanism - Intellectual Achievements

### **Unit 4: Religion and Philosophy**

Confucian Philosophy - Lao tse and Taoism - Buddhism

### **Unit 5: Script and Literature**

Chinese Script - Literature - Education System

### **Unit 6: Chinese Legacy**

Art and Architecture - Great Wall of China - Chinese Painting

## **BLOCK 4: GREEK CIVILIZATION**

### **Unit 1: Homeric Age**

Iliad and Odyssey - Cretan Civilization -Early Greek Religion

### **Unit 2: City States**

Feature of a City-state -Athens and Democracy -Spartan Militarism

### **Unit 3: End of Greek Culture**

Persian Wars - Decline of Athenian Democracy - Peloponnesian Wars

### **Unit 4: Alexander's Empire**

Macedonian Conquest - Alexander the Great - Macedonian Empire

### **Unit 5: Greek Philosophy**

Sophists - Plato and Aristotle - Socrates

### **Unit 6: Greek Legacy**

Science and Medicine - Literature and History - Greek Art

## **BLOCK 5: ROMAN CIVILIZATION**

### **Unit 1: Early Rome**

Geographical Background - Founding of Rome - Roman Monarchy

### **Unit 2: War and Conflict**

Patricians and Plebeians - Punic Wars - Slavery in Rome

### **Unit 3: Rise of the Empire**

Julius and Augustus Caesar - Later Emperors - Pax Romana

### **Unit 4: Decline of Rome**

Civil War - Barbarian Conquest - Decline of Trade

### **Unit 5: Roman Legacy**

Republicanism - Roman law - Urbanism and Trade

### **Unit 6: Roman Heritage**

Philosophy - Literature - Art

## **BLOCK 6: LATIN AMERICAN CULTURES**

### **Unit 1: Early Cultures**

Olmec Culture - Teotihuacan Civilization - Toltec Culture

### **Unit 2: Mayan Civilization**

Chichen Itza - Terraced Pyramids - Spanish Invasion

### **Unit 3: Mayan Legacy**

Calendar - Writing System - Religion

### **Unit 4: Aztecs Society - Tenochtitlan**

### **Unit 5: Aztecs - Knowledge and Technology**

### **Unit 6: Incas - Agriculture and Craft - Religion**

## **Essential Readings:**

Burns, Edward McNall, Philip Ralph, Robert E Lerner, *World Civilizations*, 3 Vols, Goyal Publishers, New Delhi, 2019.

Dudley. D, *Roman Society*, Penguin Books, Harmondsworth, 1970.

E.M, Wood, *Peasant, Citizen and Slave: The Foundations of Athenian Democracy*, Verso, London, 1988.

John, Boardman, et al. (eds.), *Oxford History of the Classical World*, Oxford University Press, Oxford, 1986.

Kemp, Barry. J, *Ancient Egypt*, Routledge, London, 1989.

Mierop, Mare Van de, *The Ancient Mesopotamian City*, Clarendon, Oxford, 1997.

Needham, Joseph, *Science and Civilization in China*, Cambridge University Press, London, 1954.

Postgate, J.N, *Early Mesopotamia: Society and Economy at the Dawn of History*, Routledge, London, 1992.

Trigger, Bruce, *Ancient Egypt: A Social History*, Cambridge University Press, Cambridge, 1983.

## **Suggested Readings:**

Alfred.C, *The Egyptians*, (3rd revised edition), Thames and Hudson, London, 1998.

Andrews, Antony, *Greek Society*, Pelican, Harmondsworth, 1991.

Aufrecht. W, E, Mirauand, N.A, Gauley, S, W, (ed.), *Urbanism in Antiquity: Mesopotamia to Crete*, Sheffield Academic Press, Sheffield, 1997.

Bender, Barbara, *Farming in Prehistory, From Hunter-Gatherer to Food Producer*, St. Martin's Press, London, 1975

Childe, Gordon, *The Bronze Age*, Cambridge University Press, Cambridge, 1930.

Childe Gordon, *What Happened in History*, Penguin, Harmondsworth, 1962.

Daniel, Glyn, *First Civilization: The Archaeology of their Origins*, Thames and Hudson, London, 1968.

David and Oates, John, *The Rise of Civilization*, Elsevier/ Phaidon; 1st Edition, Oxford, 1976.

Fagan, Brian, M, and Durrani, Nadia, *People of the Earth: An Introduction to World History*, Routledge, USA, 2015.

Finley. M.I, *The Ancient Greeks*, Penguin Books, Harmondsworth, 1963.

Hall. N.R, *The Ancient History of the Near East*, Methuen & Co, London, 1950.

Hammond, M, *The City in the Ancient World*, Harvard University Press, Harvard, 1972.

Karlovsky.L. and Sabloff, J(eds.), *Ancient Civilizations: A Study of the Near Eastern and Mesoamerican Civilizations*, Columbia University, New Edition, New York, 1995

Li, Liu and Xingcan, Chan, *The Archaeology of China: From Late Paleolithic to Early Bronze Age*, Cambridge University Press, New York, 2012.

Murrey. A Margaret, *Splendor that was Egypt: General Survey of Egyptian Culture and Civilization*, Sidgwick and Jackson Ltd.London, 1949.

P.Bellwood, *First Farmers*, Blackwell Press, London, 2005.

Pollock, Susan, *Ancient Mesopotamia: An Eden that Never Was*, Cambridge University Press, Cambridge, 1999.

Redman.C, *The Rise of Civilization*, Charles L Redman, San Francisco, 1978.

Sasson, J.M, (ed.), *Civilizations of the Ancient Near East*, Charles Scribner, New York, 1990.

Tarn. W.W, *Hellenistic Civilization*, Oxford University Press, New York, 1952.

Trigger, Bruce, *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press, Cambridge, 2003.

**ANCILLARY COURSE**  
**B21PS01AN**  
**INDIAN POLITICAL SYSTEM AND DEMOCRACY**

**Credits: 6**

**Course Objectives:**

The course is designed to expose learners to the philosophical, theoretical and functional aspects of the Indian Political system. It introduces the learner to the principles governing Indian democracy. It also familiarises the learner with the structure of the Indian constitution.

**Course Outcomes:**

- The learner will be introduced to the basic ideas of the Indian political system.
- The learner will be exposed to the institutional structure and functions of Indian democracy.
- The course will familiarise the learner with the structure and working of the Indian constitution.

**Course Outline:**

Block-1: Philosophy of the Constitution  
Block-2: Rights of Individuals and Directives to the State  
Block-3: Political Institutions and the Indian Political System  
Block-4: Political Process and the Indian Political System  
Block-5: Understanding the Dimensions of Indian Federal System  
Block-6: India and the Issues of Global Relevance

**Course Details:**

**BLOCK-1: PHILOSOPHY OF THE CONSTITUTION**

Unit-1: Legacy of the national movement and making of the constitution  
Unit-2: Salient Features of the Indian Constitution  
Unit-3: The Preamble to the Indian Constitution- Philosophical basis  
Unit-4: Indian Multiculturalism and the Idea of 'Unity in Diversity'

**BLOCK-2: RIGHTS OF INDIVIDUALS AND DIRECTIVES TO THE STATE**

Unit-1: Fundamental Rights and its role in the strengthening of Indian democracy  
Unit-2: Fundamental Duties  
Unit-3: Directives Principles of State Policy  
Unit-4: Human Rights and NHRC

### **BLOCK-3: POLITICAL INSTITUTIONS AND THE INDIAN POLITICAL SYSTEM**

Unit-1: The Parliament of India-Structure and Functions

Unit-2: The Executive in Indian Parliamentary System (President and Prime Minister)

Unit-3: The Judiciary of India – Supreme Court and High Courts - Structure and Functions

Unit-4: Judicial Review and Judicial Activism

### **BLOCK-4 : POLITICAL PROCESS AND THE INDIAN POLITICAL SYSTEM**

Unit-1: The Party System in India: Features and recent trends

Unit-2: Role of Interest groups and pressure groups

Unit-3: New Social movements and Non-Political mobilisations

Unit-4: Coalition politics and representation of regional aspirations

### **BLOCK-5: UNDERSTANDING THE DIMENSIONS OF INDIAN FEDERAL SYSTEM**

Unit-1: Indian Federalism: Features and meaning

Unit-2: Division of powers and co-operative federalism

Unit-3: Centre - State relations: Administrative, Legislative and Financial

Unit-4: Challenges to Indian Federalism

### **BLOCK-6 : INDIA AND THE ISSUES OF GLOBAL RELEVANCE**

Unit-1: Major Determinants of India's Foreign Policy

Unit-2: Changing trends in India's foreign policy

Unit-3: India's initiatives in maintaining international peace

Unit-4: India's Commitment to Global Environment

### **References:**

- Alexander P.J, *Jawaharlal Nehru and Indian Polity in Perspective*, T.M Varghese Foundation, Trivandrum, 2015.
- Bipin Chandra, *India's struggle for Independence*, Penguin Books, New Delhi, 1989.
- Ghosh P.K, *The Constitution of India; How it has been Framed*, Calcutta Press, 1966.
- Johari J.C, *Indian Politics*, Vishal Publications, New Delhi, 2001.
- Johari J.C, *The Constitution of India*, Sterling Publishers, New Delhi, 2000
- Khanna, Justice H.R, *Making of India's Constitution*, Eastern Books, New Delhi, 2015.
- Krishna. B, *Indian Freedom Struggle*, Manohar, New Delhi, 2002.
- Siwach J.K, *Dynamics of Indian Constitution and Politics*, Sterling Publishers, New Delhi, 1990.
- Sreevastava L.N, *Indian Government and Politics*, SBO Publishers, New Delhi, 2003.
- Sujith Chaudhry, Madhav Kosala, *The Oxford Hand Book of the Indian Constitution*, OUP India publishers, New Delhi, 2016.

**LANGUAGE CORE COURSE**  
**B21EG01LC**  
**READING AND WRITING ENGLISH**  
**Credits: 6**

**Course Objectives:**

- Introduction to fundamental concepts and principles of communication, enabling learners to identify and appreciate the skills and techniques involved.
- Reinforcement of critical thinking through various technicalities of reading.
- Familiarisation 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 thoughts into verbal expressions, utilizing the techniques involved in writing academic documents to achieve specific purposes.

**Course Outcomes:**

Upon completing the course learners will,

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

**Course Outline:**

Block 1 – Glimpses of Communication  
Block 2 – Reading- The Effective Skill  
Block 3 – Language Development  
Block 4 – Basics of Writing in Communication  
Block 5 – Summary, Essays and Reports  
Block 6 – Practice, Practice, Practice

**Course Details:**

**BLOCK 1: GLIMPSES OF COMMUNICATION**

UNIT 1      Introduction to Communication

- UNIT 2 Different Forms and Techniques of Communication
- UNIT 3 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

## **BLOCK 4: BASICS OF WRITING IN COMMUNICATION**

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

## **BLOCK 5: SUMMARY, ESSAYS AND REPORTS**

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

## **BLOCK 6: PRACTICE, PRACTICE, PRACTICE**

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

### **References:**

- Denison, Michaela and George. *English Language & Communication Skills*. SLWS, 2020.
- Hegarty, Carol. *English in Context Class Set*. Saddleback, 2000.
- Nida, Eugene A. *Words and Thoughts*. Sage, 1974.
- Side, R. and G. Wellman. *Grammar and Vocabulary*. Longman, 1999.



## **ABILITY ENHANCEMENT COMPULSORY COURSE**

**B21ES01AC**

### **ENVIRONMENTAL STUDIES**

**Credits: 4**

#### **Course Objectives:**

- To understand the basic concepts of the Environment and its linkages
- To learn about the ecosystems, the 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 the environment

#### **Course Outcomes:**

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

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

#### **Course Outline:**

Block 1: Environment and Natural Resources

Block 2: Ecosystems, Biodiversity and Conservation

Block 3: Social Issues and Sustainable Development

Block 4: Environmental Ethics and Contemporary Environmental Issues

#### **Course Details**

##### **BLOCK 1: ENVIRONMENT AND NATURAL RESOURCES**

- |         |  |
|---------|--|
| UNIT 1. | Definition, scope and multidisciplinary nature of environmental studies. |
| UNIT 2. | Definition and classification of renewable and non-renewable resources.  |
| UNIT 3. | Forest resources   |
| UNIT 4. | Water resources  |
| UNIT 5. | Land and Mineral resources   |
| UNIT 6. | Energy resources   |

## **BLOCK 2: ECOSYSTEMS, BIODIVERSITY AND CONSERVATION**

- UNIT 1. Concept, Structure and function of an ecosystem
- UNIT 2. Basic awareness on various ecosystems
- UNIT 3. Definition and levels of Biodiversity
- UNIT 4. Brief note on India as a mega-diversity nation
- UNIT 5. Threats to biodiversity
- UNIT 6. Biodiversity conservation at global, national and local levels.

## **BLOCK 3: SOCIAL ISSUES AND SUSTAINABLE DEVELOPMENT**

- UNIT 1. Environment and human health
- UNIT 2. Epidemiological issues in health
- UNIT 3. Need for public awareness on aspects related to the environment
- UNIT 4. Current environment conservation activities
- UNIT 5. Population growth, population explosion and associated issues
- UNIT 6. Sustainable development: definition and concept.

## **BLOCK 4: ENVIRONMENTAL ETHICS AND CONTEMPORARY ENVIRONMENTAL ISSUES**

- UNIT 1. Concept of Environmental ethics
- UNIT 2. Overview of solid waste segregation and management
- UNIT 3. Concept of global warming and climate change
- UNIT 4. Concept and definition
- UNIT 5. A brief overview of prominent natural disasters in India
- UNIT 6. List of important Acts and Rules for the conservation of the environment

### **References:**

- Agarwal, K.C. 2001 *Environmental Biology*, Nidi Publ. Ltd. Bikaner.
- Agarwal, S.K. 2005. *Green Management*, APH Publishing Corporation, New Delhi.
- Barceló, Damià, Kostianoy, Andrey, G., 2020. *The Handbook of Environmental Chemistry*, Book series. Springer (Pub).
- Bharucha Erach, *The Biodiversity of India*, Mapin Publishing Pvt. Ltd., Ahmedabad –380 013, India.
- Boero.G. and A.Silberston. 1995. *Environmental Economics*. St.Martin's Press, Inc., New York.
- Carla Montgomery, 2020. *Environmental Geology* (11th Edition). McGraw Hill. ISBN 13: 9780078022951
- Chatterji, M., Munasinghe, M. and Ganguly, R. , 1998. *Environment and Health in Developing Countries*. A.P.H. Publishing House, New Delhi.
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, *Environmental Encyclopedia*, Jaico Publ. House, Mumbai, 1196p
- Daly, H.E. 1997. Beyond Growth: *The Economics of Sustainable Development*. Beacon Press.
- Daniel, D. Chiras and Reganold, John, P. 2009. *Natural Resource Conservation: Management for a Sustainable Future*, Addison Wesley, Boston.
- Divan, Sand Rosencranz.A. 2001. *Environmental Law and Policy in India*. Oxford University Press, New Delhi.

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

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

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

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

Odum, E.P. 1971. *Fundamentals of Ecology*. W.B. Saunders Co. USA, 574p.

Poonia and Sharma, 2018. *Environmental Engineering*, Khanna Books, ISBN: 9789386173577, 9386173573

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

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

Townsend C., Harper J, and Michael Begon, *Essentials of Ecology*, Blackwell Science.

Trivedi R.K., *Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards*, Vol I and II, Enviro Media (R).

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# Semester - II

**DISCIPLINE CORE COURSE**  
**B21HS02DC**  
**HISTORY OF INDIA – I (FROM PRE- HISTORY TO THE 7<sup>TH</sup> CENTURY)**  
**Credits: 6**

**Course Objectives:**

The course aims to develop an understanding about the antecedents, as well as the process, of state and social formations in Early India. It helps to identify the ideological and structural foundations of the socio-political institutions of the land. The course is designed to familiarise the learners with the major historiographical trends present in the subject.

**Course Outcomes:**

The course enables the learners to:

- understand the origin and transformation of Indian political and social systems.
- examine the uniqueness which marked the process.
- identify the concept of India and the characteristic features of Indian culture and tradition.

**Course Outline:**

Block 1: Prehistoric and Proto-Historic India  
Block 2: Vedic Age and PGW Culture  
Block 3: Second Urbanisation  
Block 4: India During the Mauryas  
Block 5: Post Mauryan Period  
Block 6: Polity and Society: Guptas and Later

**Course Details:**

**BLOCK 1: PRE- HISTORIC AND PROTO- HISTORIC INDIA**

**Unit 1: Early Stone Age Settlements in India**  
**Unit 2: Chalcolithic Age- Major Sites in Indian Sub-Continent**  
**Unit 3: Harappan Civilization: Origin and Expansion**  
**Unit 4: Nature of Harappan Society and Culture**  
**Unit 5: Decline of Indus Civilization**  
**Unit 6: Post- Harappan Cultures**

**BLOCK 2: VEDIC AGE AND PGW CULTURE**

**Unit 1: Debates on the Original Home of the Aryans**  
**Unit 2: Vedic Literature**  
**Unit 3: Rig Vedic Society and Culture**  
**Unit 4: PGW sites and Material Culture**  
**Unit 5: *Raja, Brahmana and Vis***

## **Unit 6: Eastward Expansion and Formation of *Janapadas***

### **BLOCK 3: SECOND URBANISATION**

**Unit 1: Sixteen Mahajanapadas**

**Unit 2: NBPW Culture**

**Unit 3: *Gahapathi, Gamani* and *Sethi***

**Unit 4: Punch Marked Coins**

**Unit 5: Rise of Buddhism and Jainism**

**Unit 6: Conflict between Monarchies and Republics- Rise of Magadha**

### **BLOCK 4: INDIA DURING THE MAURYAS**

**Unit 1: Political Situation before the Mauryas**

Alexander's Invasion- Rule of the Nandas

**Unit 2: Arthashastra and the Kautilyan state**

**Unit 3: Asoka and His *Dhamma***

**Unit 4: Decline of Mauryan Empire: The Debate**

**Unit 5: Iron Age culture in Early South India**

**Unit 6: Early Tamilakam**

Society and Culture - Political Structure - Roman Contacts

### **BLOCK 5: POST-MAURYAN PERIOD**

**Unit 1: Sungas and Kanvas**

**Unit 2: Rise of Indo- Greeks, Sakas and Parthians**

**Unit 3: Kushana**

Nature of State - Kushanas and Buddhism - Coinage

**Unit 4: Rise of the Satavahanas**

Nature of State - Administrative Structure - Land Grants

**Unit 5: Tamilakam in the Post-Sangam Period**

**Unit 6: Schism in Buddhism: Hinayana and Mahayana**

### **BLOCK 6: POLITY AND SOCIETY: GUPTAS AND LATER**

**Unit 1: Gupta State and Society**

**Unit 2: Golden Age: Myth or Reality?**

**Unit 3: Rise of Feudatories and Disintegration of Gupta Monarchy**

**Unit 4: Harsha Vardhana**

**Unit 5: Rise of New Powers in South India**

Pallavas - Pandyas - Chalukyas

**Unit 6: Bhakti Movement: Alwars and Nayanars**

### **Suggested Readings:**

A.L Basham (ed.), *Cultural History of India*, OUP, India, 1975.

A.L. Basham, *The Wonder that was India*, OUP, 1953.

Bridget & Raymond Allchin, *The Rise of Civilization in India and Pakistan*, CUP, 1982.

D. D. Kosambi, *An Introduction to the Study of Indian History*, Popular Books Depot, Mumbai, 1956.

D. D. Kosambi, *The Culture and Civilization in Ancient India: A Historical Outline*, Routledge, and K. Paul London, 1965.

D.N. Jha, *Ancient India: Historical Outline*, Manohar Publishers and Distributors, 2020.

D.N. Jha, *Economy and Society in Early India: Issues and Paradigms*, Munshiram Manoharlal Publications, New Delhi, 1993.

K.A. Nilakanta Sastri, *Age of Nandas and Mauryas*, Motilal Banarsidass publishers, 1988.

Nayanjot Lahiri, *Asoka in Ancient India*, Harvard University Press, 2015.

R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidass Publishers, 2015.

R.C. Majumdar, *Ancient India*, Motilal Banarsidass Publishers, 2017.

R.S. Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2005.

R.S. Tripathi, *History of Ancient India*, Motilal Banarsidass Publishers, 1942.

Romila Thapar, *Ancient Indian Social History: Some Interpretations*, Orient Longman, New Delhi, 1978

Romila Thapar, *Asoka and the Decline of the Mauryas*, OUP, India, 1998

Romila Thapar, *From Lineage to State*, OUP, India, 1999.

Romila Thapar, *The Mauryas Visited*, K.P.Bagchi & Company, New Delhi, 1993.

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Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*, Pearson Education India, 2008.

**ANCILLARY COURSE**  
**B21EC01AN**  
**GENERAL ECONOMICS**  
**Credits: 6**

**Course Objectives:**

To introduce and understand the discipline of economics in general. The topics under discussion enable the learners to experience a new horizon of knowledge.

**Course Outcomes:**

- Learners will be able to get an understanding of the scope of economics and basic concepts of microeconomics.
- They will learn about the key concepts and indicators of macroeconomics with an understanding of the classical and Keynesian periods.
- They will be able to get an understanding of the functions of money and monetary policy.
- They will be able to develop preliminary knowledge about the scope of public economics and fiscal policy instruments.
- They will be able to know the basic structure of the Indian economy and understand economic reforms since 1991.

**Course Outline:**

Block 1: Micro Economics  
Block 2: Macro Economics  
Block 3: Money and Banking  
Block 4: Public Economics  
Block 5: Indian Economy

**Course Details:**

**BLOCK 1: Microeconomics**

**Unit 1:** Economics as a social science - Subject matter and scope of Economics- Different economic systems.

**Unit 2:** Microeconomics - Scope- Micro- Macro distinction-The basic economic problems and solution

**Unit 3:** Demand function - Law of demand - Elasticity of demand (Concepts only); Supply function- Law of supply - Concept of Equilibrium

**Unit 4:** Production function - Short-run versus long-run – Law of variable proportion and returns to scale.

**BLOCK 2: Macro Economics**

**Unit 1:** Macroeconomics – Definition, and Scope- Macro Economic Variables- Stock and Flow, Exogenous and Endogenous Variables - Circular Flow (two sectors)



- Unit 2:** National Income Concepts - Methods of Measurement - Difficulties in the measurement of National Income
- Unit 3:** Classical Macro Economic System - Say's Law - Wage - Price Flexibility
- Unit 4:** Keynesian Macro Economic System - ASF and ADF - Principles of Effective Demand and Under-employment Equilibrium

### **BLOCK 3: Money and Capital Market**

- Unit 1:** Concept of Money - Kinds and Functions
- Unit 2:** Inflation - Types of inflation - Impact of inflation - Measures to regulate inflation
- Unit 3:** Banking - Types of Deposits - Functions of Commercial Banks - Central Bank and its functions - Monetary Policy (Concept Only)
- Unit 4:** Concepts of Capital Market - Shares, Bonds, Stock Market, SENSEX, NIFTY

### **BLOCK 4: Public Economics**

- Unit 1:** Meaning and Scope - Public Finance and Private finance
- Unit 2:** Public Revenue and Public Expenditure - Sources of public revenue-Tax, Non-Tax sources -Types of public expenditure
- Unit 3:** Public Debt - Meaning and objectives -Types of public debt
- Unit 4:** Budget - Concept and significance - Classification of the budget - Revenue and capital accounts - Fiscal deficit - Fiscal Policy (Concept only)

### **BLOCK 5: Indian Economy**

- Unit 1:** Characteristics of Indian economy- Major challenges facing Indian economy- Role of NITI Aayog
- Unit 2:** Population, size, and composition - Demographic transition in India - major demographic indicators over the years (Sex ratio, Literacy rate, Birth and Death Rates, Population growth rate, IMR, Child Mortality Rate)
- Unit 3:** Economic Crisis of 1991- Economic Reforms of 1991- Liberalisation, Privatisation, and Globalisation
- Unit 4:** Role of Agriculture, Industry, and Service sectors in Indian Economy

### **References:**

- Lipsey, Crystal (1999): *Principles of Economic Analysis*, 9th Edition, Oxford University Press.
- Salvatore, D (2008): *Microeconomics: Theory and Practice*, Oxford University Press.
- Koutsoyiannis, A. (1990): *Modern Microeconomics*, Macmillan
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- Rangarajan, Narayan, and R, Dholakia (2001): *Principles of Macroeconomics*, Tata McGraw Hill Education (India) Private Limited, New Delhi

Shapiro, Edward (1996): *Macro Economic Analysis* – Galgolia Publications, New Delhi.

Natrass, Nicoli and VisakhVarma, G (2014): *Macroeconomics Simplified: Understanding Keynesian and Neoclassical Macroeconomic Systems*, Sage publications India, New Delhi.

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Maheswari and RR Paul (2003): *Banking and Financial Services*, Kalyani Publications

Natarajan and Parameswaran(2013): *Indian Banking*, S.Chand and Co

Fernandez and Monsalvez (2013): *Modern Bank Behaviour*, Palgrave Macmillan

Gupta, Suraj B. (2009): *Monetary Economics –Institutions, Theory and Policy*, S.Chand& Company Ltd, New Delhi.

Hendrick, Jean and Gareth D Myles (2006): *Intermediate Public Economics*, Prentice Hall of India

Hajela, T N(2010): *Public Finance*, 3rd ed, Ann’s Books, New Delhi

Lekhi, R K (2003): *Public Finance*, Kalyani Publications, New Delhi

Tyagi, BP (1994): *Public Finance*, Jain Prakash Nath and Company Meerut

Kriparani, Kaveri, K, SudhaNaik, U K and Girija (2000): *Public Finance- Fiscal policy*, S Chand, New Delhi.

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Thirlwal, A.P (2011): *Economics of Development*, New York, Palgrave Macmillan.

Acharya, Shankar and Rakesh Mohan (2010) (ed), *India’s Economy – Performance and Challenges*, Oxford University Press, New Delhi.

Hunt, Elgin F and David Colander (2008). *Social Science and Introduction to the Study of Society*, Routledge.

Blaugh, Mark (1990): *Economic Theory in Retrospect*, 4<sup>th</sup> Edition, Cambridge University Press, New York.

Dreze, Jean, and AmartyaSen (2013): *An Uncertain Glory – India and its Contradictions*, Penguin Books

Dutt, Rudder, and Sundaram (2014): *Indian Economy*, S Chand, and Company, New Delhi.

Tomlinson. B.R (2013): *The Economy of Modern India-From 1860 to the 21st Century*, Cambridge University Press, New Delhi.

Ahluwalia, I.J. and I.M.D. Little (ed) (1999): *India’s Economic Reforms and Development*, (Essays in honour of Manmohan Singh), Oxford University Press, New Delhi

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## MODERN INDIAN LANGUAGE COURSE

B21AR01LC

### FUNCTIONAL ARABIC

Credits:6

#### Course Objectives:

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

#### Course Outcomes:

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

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

#### Course Outline:

Block 1: رمضان مبارك

Block 2: ما رأيك في الواجب المنزلي

Block 3: سعاد توفر

Block 4: ما رأيك في مصروف الجيب

Block 5: القاهرة من فوق البرج

Block 6: Tutorial

#### 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 وداعاً أيتها المدرسة

**BLOCK 6: TUTORIAL**

Practice sheets based on Blocks 1-5

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

**References:**

- A. M. Ashiurakis, Spoken Arabic self-taught, Islamic Book Service, 2003.  
Ali, Sayed, Let's converse in Arabic, UBS publishers, New Delhi, 2003.  
Ali, Sayed, Teach Yourself Arabic, Kazi Publishers.  
Faynan, Rafi 'el Imad, The Essential Arabic, Good word Books, New Delhi, 1998.  
Hashim, Abul, Arabic made easy, New Delhi: Kitab Bhavan, New Delhi, 1997.  
Humisa, Michael, Introducing Arabic, New Delhi: Good word Books, New Delhi, 2004.  
Linguaphone Arabic Course, Linguaphone Institute, London, 2000.  
Mohiyeedin, Veeran, Arabic Speaking Course, Al Huda Books, Calicut, 2005.  
Rahman, S.A., Let's speak Arabic, Good word Books, New Delhi, 2003.  
Rapidex English Speaking Course in Arabic, Pustak Mahal, New Delhi.

## MODERN INDIAN LANGUAGE COURSE

B21HD01LC

### हिंदी गद्य साहित्य और संरचना (Hindi Gadya Sahitya Aur Samrachana)

Credits: 6

#### उद्देश्य (Course Objectives):

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

#### पाठ्यक्रम परिणाम (Course Outcomes):

- हिन्दी कथा साहित्य की विशेषताओं का गहन ज्ञान प्राप्त करना और इसकी पारदर्शी चित्र प्राप्त करने में सक्षम होना। हिन्दी कथा साहित्य की उत्पत्ति और विकास और इसके विभिन्न रूपों से परिचय पाना।
- प्रतिनिधि लेखकों की मुख्य रचनाओं का परिचय करना, एवं उनके शिल्प को समझना, प्रमुख कहानियों का विश्लेषण करना और प्रमुख लेखकों के योगदान का मूल्यांकन करना।
- छात्रों को उचित शब्दावली के प्रयोग में सक्षम बनाना, बेहतर अभ्यास विकसित करना, हिन्दी भाषा में बेहतर संचार और लेखन कौशल विकसित करना।
- छात्रों को कथा लेखन के बारे में समझाना और रचनात्मक कौशल विकसित करने में सक्षम बनाना।
- गद्य के विभिन्न तत्वों का विश्लेषण करें और छात्रों को महत्वपूर्ण सोच और रचनात्मक कौशल से समृद्ध करें।
- नाटकों के आस्वादन और उसकी आलोचना करने की क्षमता हासिल करना और एकांकी के बुनियादी तत्व हासिल करना, प्रख्यात नाटककारों के रचनाओं से परिचय पाना।

#### पाठ्यक्रम रूपरेखा (Course Outline):

ब्लॉक : 1 हिन्दी कहानी का सामान्य परिचय।

ब्लॉक : 2 हिन्दी की प्रमुख कथाएँ।

ब्लॉक : 3 गद्य का उदभव और विकास।

ब्लॉक : 4 विविध गद्य रूपों का परिचय।

ब्लॉक : 5 संरचनात्मक व्याकरण।

ब्लॉक : 6 व्याकरण के व्यावहारिक प्रयोग।

#### Course Details:

#### 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 (संस्मरण)

### **ब्लॉक : 5 संरचनात्मक व्याकरण।**

इकाई 1: शब्द-विचार ।

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

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

### **ब्लॉक : 6 व्याकरण के व्यावहारिक प्रयोग।**

इकाई 1: शुद्ध कीजिए

इकाई 2: अभ्यासार्थ अनुच्छेद

इकाई 3: अभ्यास के लिए रचना ।

### **सन्दर्भ ग्रंथ सूची : Reference**

स्वातंत्रयोत्तर हिंदी कहानी : सं .कमलेश्वर ।

हिंदी कथा साहित्य एक दृष्टि : सत्यकेतु सांस्कृत ।

हिंदी का गद्य साहित्य : डॉ. रामचन्द्र तिवारी ।

परिष्कृत हिंदी व्याकरण : बट्टिनाथ कपूर ।

## MODERN INDIAN LANGUAGE COURSE

B21ML01LC

### മലയാളസാഹിത്യം: കവിത-കഥ-ഉപന്യാസം-നോവൽ

(Malayalasaahithyam: Kavita - Kadha - Upanyasam - Novel)

Credits: 6

#### Course Objectives:

- കവിത,കഥ,ഉപന്യാസം,നോവൽ എന്നീ സാഹിത്യ സാഹിത്യ രൂപങ്ങളെ പരിചയപ്പെടുക.
- പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുക.
- ആധുനിക കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള സാഹിത്യത്തെ പരിചയപ്പെടുക
- സാഹിത്യരൂപം എന്നനിലയിൽ കഥ, കവിത, ഉപന്യാസം, നോവൽ എന്നിവയുടെ ചരിത്രത്തെ വിമർശനാത്മകമായി സമീപിക്കുക

#### Course Outcomes:

- നവോത്ഥാനകാല കാമികരുടെ കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള കഥകളുടെ ചരിത്രത്തെ പരിചയപ്പെടുന്നു
- പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുന്നു
- ഉപന്യാസ സാഹിത്യത്തിന്റെ വൈവിധ്യം തിരിച്ചറിയുകയും പ്രതിപാദനരീതി പരിചയിക്കുകയും ചെയ്യുന്നു
- മലയാള നോവലിന്റെ ചരിത്രവും പരിണാമവും മനസ്സിലാക്കുന്നു

#### Course Outline:

- ബ്ലോക്ക്-1 - കവിത
- ബ്ലോക്ക്- 2- കഥകൾ
- ബ്ലോക്ക് - 3 - ഉപന്യാസം
- ബ്ലോക്ക് - 4 - നോവൽ

#### 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. ആൾമറ - റഫീക്ക് അഹമ്മദ്
6. ഇൻസ്റ്റലേഷൻ - വീരാൻകുട്ടി

## ബ്ലോക്ക് 2 : കഥകൾ

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

### വിശദപഠനം

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

## ബ്ലോക്ക് 3 : ഉപന്യാസം

ഉപന്യാസസാഹിത്യത്തിന് റെവൈവിഡ്യം തിരിച്ചറിയുകയും പ്രതിപാദനരീതിപരിചയിക്കുകയും ചെയ്യുക. ആശയാവതരണം ഗ്രഹിക്കുക.

### വിശദപഠനം

1. സത്യവു സംസാര്യം - കുട്ടികൃഷ്ണമാരാർ (സാഹിത്യവിദ്യ)
2. കാളിദാസനും കാലത്തിന് റെദാസൻ - ജോസഫ് മുണ്ടശ്ശേരി
3. ആദർശമാനവികതയുടെ സംഗീതം - കെ. പി. അപ്പൻ  
(ചരിത്രത്തെ അഗാധമാക്കിയ ഗുരു)
4. സാമന്തസാഹിത്യം - വി. സി. ശ്രീജൻ

## ബ്ലോക്ക് 4 : നോവൽ

### വിശദപഠനം

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



## References:

ഡോ. എം. ലീലാവതി, മലയാള കവിതാ സാഹിത്യ ചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ

എം. അച്യുതൻ, ചെറുകഥ ഇന്നലെ ഇന്ന്, ഡിസി.ബുക്സ്, കോട്ടയം  
സുകുമാർ അഴീക്കോട്, മലയാളസാഹിത്യ വിമർശനം, ഡിസി.ബുക്സ്, കോട്ടയം

കെ. എം. തരകൻ, മലയാളനോവൽ സാഹിത്യം, കേരളസാഹിത്യ അക്കാദമി, തൃശ്ശൂർ

ഡോ.എം.ലീലാവതി, വർണ്ണരാജി, എൻ.ബി.എസ്. കോട്ടയം

ഡോ.കെ.എം. ജോർജ്ജ്, ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ, ഡിസിബുക്സ്, കോട്ടയം

കെ.പി. അപ്പൻ, മാറുന്ന മലയാള നോവൽ, ഡിസി.ബുക്സ്, കോട്ടയം

ഡോ. ഷാജിജേക്കബ്, ആധുനികാനന്തര മലയാള നോവൽ, വിപണി, കല, പ്രത്യയശാസ്ത്രം, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം

ഡോ.എം.എം.ബഷീർ, മലയാള ചെറുകഥാ സാഹിത്യചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ

ഡോ.പി.കെ.രാജശേഖരൻ, അന്ധനായ ദൈവം, ഡിസി.ബുക്സ്, കോട്ടയം

പത്മനാഭൻ രാമചന്ദ്രൻ നായർ എഡി., മലയാള സാഹിത്യ നിരൂപണം, ഡിസി.ബുക്സ്, കോട്ടയം.

വി. രാജകൃഷ്ണൻ, ചെറുകഥയുടെ ചരന്തസ്സ്, ഡിസിബുക്സ്, കോട്ടയം

പി. കെ. രാജശേഖരൻ, കഥാകൃത്തുക്കൾ, മാതൃഭൂമിബുക്സ്, കോഴിക്കോട്

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

## MODERN INDIAN LANGUAGE COURSE

B21SN01LC

गद्यं 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 ।

### पत्ररूपरेखा (Course Outline):

प्रथमखण्डः - कथासाहित्यमधिकृत्य सामान्यज्ञानम् ।

द्वितीयखण्डः - अपरीक्षितकारकाद् उद्धृताः कथाः ।

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

चतुर्थखण्डः - भासस्य मध्यमव्यायोगस्य सविशेषाध्ययनम् ।

### Course Details:

#### BLOCK 1 प्रथमखण्डः - कथासाहित्यमधिकृत्य सामान्यज्ञानम् ।

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

#### BLOCK 2 द्वितीयखण्डः - अपरीक्षितकारकाद् उद्धृताः कथाः ।

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

**BLOCK 3 तृतीयखण्डः - नाटकसाहित्याविर्भावः, विकासः, सांकेतिकपदानि, रूपकविभागाश्च इत्येतेषां सामान्यावगमनम्।**

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

**BLOCK 4 चतुर्थखण्डः - भासस्य मध्यमव्यायोगस्य सविशेषाध्ययनम् ।**

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

**आधारग्रन्था ( References):**

पञ्चतन्त्रम् – विष्णुशर्मा।  
मध्यमव्यायोगः – भासः।

**सहायकाः**

A Short History of Sanskrit literature - T.K Ramachandra Iyer, R.S Vadyar & Sons, Kalpathy.  
Panchatantra of Vishusarma, Chowkhambha Sanskrit series, Varanasi.  
Sanskrit Drama - A.B. Keith  
A History of Sanskrit Literature - A.A. Macdonel, Motilal Banarsidass, Delhi.  
Indian Kavya Literature, Vol II, Motilal Banarsidass, Delhi.  
Madhyamavyayoga of Bhasa with English Translation -T.K Ramachandra Iyer, R.S Vadyar & Sons, Kalpathy.

**अन्तर्जालसहायकसामग्रयः**

भासनाटकरङ्गावतरणम्- यूट्यूब

## ABILITY ENHANCEMENT COMPULSORY COURSE

**B21AR01AC**

### COMMUNICATION IN ARABIC

**Credits: 4**

#### Course Objectives:

- The learner would identify the basic structure of Arabic Language.
- The learner would acquire essential vocabulary in Arabic for various situations.
- The learner would be able to construct sentences in Arabic.
- The learner would be able to communicate in Arabic in various situations.

#### Course Outcomes:

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

- Identify the basic structure of the Arabic Language.
- Acquire essential vocabulary in Arabic for various situations
- Construct sentences in Arabic
- Communicate in Arabic in various situations

#### Course Outline:

Block 1: Greetings and Introduction in Arabic – والتعارف والتحيات

Block 2: Conversations and Interviews – ومقابالت لقاء

Block 3: Numbers and Days in a week- العدد وأيام الأسبوع

Block 4: Time - التوقيت

Block 5: Arabian Food – العربي الطعام

#### Course Details:

##### **BLOCK 1: GREETINGS AND INTRODUCTION IN ARABIC – والتعارف والتحيات**

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 Arabia.

## **ABILITY ENHANCEMENT COMPULSORY COURSE**

### **B21EG01AC**

#### **ENGLISH FOR COMMUNICATION**

**Credits: 4**

#### **Course Objectives:**

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

#### **Course Outcomes:**

Upon completing the course, the learners will,

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

#### **Course Outline:**

Block 1: Communication and Language

Block 2: Receptive or Passive Skills

Block 3: Productive or Active Skills

Block 4: Communication and Technology

#### **Course Details:**

#### **BLOCK 1: COMMUNICATION AND LANGUAGE**

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

#### **BLOCK 2: RECEPTIVE OR PASSIVE SKILLS**

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

- UNIT 2      Listening to the Media – Enhancement of Listening Through the Internet: TED Talks – Music with Lyrics on YouTube
- UNIT 3      Ready to Read – Enhancing Vocabulary – Scanning and Skimming
- UNIT 4      Print and Online Reading – Online Resources for Literary Reading

### **BLOCK 3: PRODUCTIVE OR ACTIVE SKILLS**

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

### **BLOCK 4: COMMUNICATION AND TECHNOLOGY**

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

### **References:**

- Bailey, Stephen, *Academic Writing*, Routledge, 2006.
- Coe, Norman, Robin Rycroft and Pauline Ernest, *Writing Skills: A Problem-solving Approach*, Cambridge University Press, 1983.
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## ABILITY ENHANCEMENT COMPULSORY COURSE

B21HD01AC

### रोजमर्रा हिंदी

(Rozmara Hindi)

Credits: 4

#### 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):

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

#### पाठ्यक्रम रूपरेखा (Course Outline):

ब्लॉक 1 : भाषा की बुनियादी संरचना समझना

ब्लॉक 2 : शुभकामनाएं, अभिलाषाएं एवं कहानी

ब्लॉक 3 : मेरी छुट्टी, दोस्त और यात्रा

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

#### Course Details:

**ब्लॉक 1:** भाषा की बुनियादी संरचना और दैनिक गतिविधियाँ

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

**इकाई 2:** 'क्या' और 'कहां' जोड़कर प्रश्न पूछना। वाक्य संरचना समझें और 'होना' क्रिया का प्रयोग समझें। वहाँ 'क्या है' और 'क्या नहीं' के बारे में समझना। 'प्रत्यय जैसे 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 बाँट लें। निजवाचक सर्वनाम का प्रयोग करें। मित्रों से दैनिक कार्य और उनकी प्राथमिकताओं के बारे में प्रश्न पूछें और उत्तर दें। फलों और सब्जियों के नाम समझें और पहचानें। भारत के क्षेत्रीय वस्तुओं को पहचानें और नाम दें।

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

## **ब्लॉक 2: शुभकामनाएँ, अभिलाषाएँ एवं कहानी।**

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

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

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

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

## **ब्लॉक:3 मेरी छुट्टी, दोस्त और यात्रा**

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

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

**इकाई 3:** एक यात्रा कार्यक्रम की पहचान करें कारण बताएं कि कोई स्थान देखने लायक क्यों है? मौसम के अनुसार क्या अच्छा है क्या बुरा है इस बारे में प्रश्न पूछें और उत्तर दें | जितना-उतना, जैसे-वैसे, जहां-वहां, जिधर-उधर, जब तक –तब तक आदि का प्रयोग समझना |

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

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

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

**इकाई 3:** अगर-तो, ताकि का प्रयोग समझना।

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

**सन्दर्भ ग्रंथ सूची:**

रोजमर्य हिंदी : प्रोफ: डी .पी .वनामामलाइ।

Every Day : डॉ :सुंगोक होंग।

सरल सामान्य हिंदी : रजीत कुमार त्रिपाठी।

**ABILITY ENHANCEMENT COMPULSORY COURSE  
B21ML01AC**

**പ്രായോഗികമലയാളം**

**(Prayogikamalayalam)**

**Credits: 4**

**Course Objectives:**

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

**Course Outcomes:**

- മാതൃഭാഷയിൽ ഫലപ്രദമായും സംവേദനപരമായും ആശയവിനിമയം നടത്താനുള്ള ശേഷി ആർജ്ജിക്കുന്നു
- മാതൃഭാഷയുടെ വ്യത്യസ്ത പ്രയോഗമേഖലകളെ പരിചയപ്പെടുന്നു
- മാതൃഭാഷയിലെ സാഹിത്യസമ്പത്തുകൾക്കുറിച്ച് അറിവുനേടുന്നു
- മാതൃഭാഷയുടെ പ്രയോഗത്തിൽ പ്രാവീണ്യം നേടുന്നു.
- മാതൃഭാഷയുടെ വിജ്ഞാന നിർമ്മാണ പ്രക്രിയയിൽ പങ്കാളിയാവുന്നു

**Course Outline**

ബ്ലോക്ക് 1 - എഴുത്ത്

ബ്ലോക്ക് 2 - പ്രഭാഷണം

ബ്ലോക്ക് 3 - മാധ്യമങ്ങൾക്കുവേണ്ടിയുള്ള രചന

ബ്ലോക്ക് 4 - വിവർത്തനം

**Course Details:**

**ബ്ലോക്ക് 1 - എഴുത്ത്**

**വിശദപഠനം**

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

**ബ്ലോക്ക് 2 - പ്രഭാഷണം**

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

### വിശദപഠനം

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

### ബ്ലോക്ക് 3 - മാധ്യമങ്ങൾക്കുവേണ്ടിയുള്ള രചന

### വിശദപഠനം

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

### ബ്ലോക്ക് 4 - വിവർത്തനം

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

### വിശദപഠനം

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

### References

പ്രൊഫ. പത്മനാഭൻനായർ, നല്ല ഭാഷ, ഡി സി ബുക്സ്, കോട്ടയം.  
സ്കറിയ സക്കറിയ, ജയ സുകുമാരൻ, തർജ്ജമ, സിദ്ധാന്തവും പ്രയോഗവും മലയാളത്തിൽ -  
താപസം, ചങ്ങനാശ്ശേരി.  
പി. കെ രാജശേഖരൻ, മലയാളിയുടെ മാധ്യമജീവിതം, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്,  
തിരുവനന്തപുരം.  
രാമകൃഷ്ണപിള്ള. കെ, വ്യുത്താന്ന പത്രപ്രവർത്തനം, മാളുബെൻ, തിരുവനന്തപുരം.  
പി. കെ അനിൽകുമാർ, പ്രഭാഷണകലയിലെ വചനവഴികൾ, സൈന്ധവ ബുക്സ്, കൊല്ലം.  
പി. പവിത്രൻ, മാതൃഭാഷയ്ക്കു വേണ്ടിയുള്ള സമരം, മലയാള ഐക്യവേദി, ചെറുതുരുത്തി  
Stephen E. Lucas, *The Art of Public Speaking*, McGraw Hill, New York.  
K. Tim Wulfemeyer, *Contemporary Media: Structures, Functions, Issues and Ethics*, Kendall  
Hunt Publishing Company, Dubuque.  
Douglas Robinson, *Western Translation Theory from Herodotus to Nietzsche*, Routledge,  
London.

**ABILITY ENHANCEMENT COMPULSORY COURSE**

**B21SN01AC**

**व्यावहारिकसंस्कृतम्**

**(Vyavaharikasamskrutham)**

**Credits: 4**

**लक्ष्यम् (Course Objectives):**

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

**उद्देश्यानि (Course Outcomes):**

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

**पत्ररूपरेखा (Course Outline):**

Block 1: श्रवणम्

Block 2: प्रसारणमाध्यमानां भाषा

Block 3: भाषणम्

Block 4: सङ्गणकयुगे संस्कृताध्ययनम्

**Course Details:**

**BLOCK 1: श्रवणम्**

1. 1. वर्णानामुच्चारणम्
1. 2. शब्दसम्पत्तिः
1. 3. कथाश्रवणम्
1. 4. सम्भाषणकार्यशाला- प्राथमिका।

**BLOCK 2: प्रसारणमाध्यमानां 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. संस्कृतेविज्ञापनचित्राणि
  - i. Sanskrit songs
  - ii. Sanskrit films
- 2. 3. संस्कृतगानानि, चलच्चित्राणिच
- 2. 4. संस्कृतेक्रीडा

### BLOCK 3: भाषणम्

- 3. 1. अक्षराणांपदानांचमौखिकाभ्यासः।
- 3. 2. कथाकथनशिक्षणम्।
- 3. 3. वार्तावाचनशिक्षणम्।
- 3. 4. सम्भाषणशाला- द्वितीयस्तरीया।

### BLOCK 4: सङ्गणकयुगेसंस्कृताध्ययनम्

- 4. 1. प्रत्याहिकाःसंस्कृतानुप्रयोगाः।
  - i. App for greetings in Sanskrit
  - ii. Online Spoken Sanskrit Dictionary
- 4. 2 सङ्गणकाधारिताःसाम्प्रदायिककोशाः
  - i. Amarakosha App
  - ii. Shabdakalpadruma App
- 4. 3. भाषाध्ययनेउपयुक्ताःसंस्कृतानुप्रयोगाः
  - i. Sanskrit Verb forms and roots- Sanskrit Dhatu 360o App
  - ii. Shabdroopmala App
- 4. 4. सङ्गणकाधारिताःलेखागाराः।
  - i. Sanskrit e- books App - Sanskrit Pustakalaya
  - ii. Internet archive

### References:

- Sanskrita Vyavahara sahasri, *Viswa Samskrita Pratishthan*, Kerala, 2004.  
Kutumbhasastri, V. *Vakyavyavahara*. New Delhi, 2002.  
Poulse. 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 Majalikaar, 2018 <https://store.pothi.com/book/sanjeev-majalikaar-samskrita-bodhini/>

#### खण्डः 2: प्रसारणमाध्यमानां भाषा

- a) वार्ता: एवं विकीपीडिया च।

- DD News Vartah (<https://youtu.be/e0l7YReMhkc> ),
- AIR News (<https://airlive.page.link/installapp> );
- DDVartavali  
(<https://www.youtube.com/playlist?list=PLxx0m3vtiqMZGmsUEVeTAuWIXqc9fTMHy>);
- Sanskrit Newspaper- Sudharma (<http://epapersudharmasanskritdaily.in> )
- Sanskrit Wikipedia (<https://sa.wikipedia.org/wiki/>)(<https://youtu.be/aLxhgAJxpBQ>)
- (<https://youtu.be/q2mnJVdtBUU> )

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, चलच्चित्राणि च

- Sanskrit songs (<https://sa.wikiquote.org/>)
- Sanskrit films ([https://en.wikipedia.org/wiki/Sanskrit\\_cinema](https://en.wikipedia.org/wiki/Sanskrit_cinema) )

d) संस्कृते क्रीडा

- Master any Language, “Play Sanskrit Language learning game”.  
(<https://www.masteranylanguage.com/c/r/o/Sanskrit/Games> )

**खण्ड: 3: भाषणम् ।**

- Sanskrit in 5 Minutes, Goodnight, Ad in Samskrit, 25th June 2019 (<https://youtu.be/aLxhgAJxpBQ>)

**खण्ड: 4: सङ्गणकयुगे संस्कृताध्ययनम्।**

1. प्रत्याह्विका: संस्कृतानुप्रयोगाः।

- App for greetings in Sanskrit- Sansgreet App, Live Sanskrit.  
<https://play.google.com/store/apps/details?id=com.sans.greet.livesanskrit>
- Online Spoken Sanskrit Dictionary, Klaus Glashoff, Lugano, 2017 [www.learnsanskrit.cc](http://www.learnsanskrit.cc)

2. साम्प्रदायिककोशाः

- Amarakosha App (<https://play.google.com/store/apps/details?id=org.srujanjha.amarkosh> );
- Shabdakalpadruma App  
([https://play.google.com/store/apps/details?id=org.shrutijha.sanskrit\\_sanskrit](https://play.google.com/store/apps/details?id=org.shrutijha.sanskrit_sanskrit))

Unit 3. भाषाध्ययने उपयुक्ताः संस्कृतानुप्रयोगाः- 2

- Sanskrit Verb forms and roots- Sanskrit Dhatu 360° App  
(<https://play.google.com/store/apps/details?id=com.labs.aeiun.sanskritDhatu360> )
- Shabdroopmala App (<https://play.google.com/store/apps/details?id=org.shrutijha.shabdroopmala>)

Unit 3. लेखागाराः।

- Sanskrit e- books App - Sanskrit Pustakalaya  
(<https://play.google.com/store/apps/details?id=org.srujanjha.sanskritbooks>)

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



# Semester- III

## DISCIPLINE CORE COURSE

B21HS03DC

### HISTORY OF KERALA – I

(PRE-MODERN PHASE)

Credits: 6

#### Course Objectives:

The course aims at providing basic awareness about the formation and foundation of Kerala history and culture and tries to separate history from legends by analyzing varied historiographical perspectives. It places the uniqueness of Kerala, examines the role of geographical factors in shaping its regional history and assesses the role of trans-oceanic trade in shaping a syncretic tradition. More importantly, it explores the rise and growth of a class/caste/gender-based, privileged, social system through the ages.

#### Course Outcomes:

The course helps the learners:

- To get a basic understanding of Kerala's cultural heritage.
- To learn about the unique process of Kerala's social formation from geographical, historical as well as archaeological perspectives.
- To appreciate its pan-Indian, besides global, roots.
- To get a basic understanding of the transition of Kerala from a subsistence economy to peasant, from agrarian to urban and mercantile modes of living.
- To get an idea about Kerala's 'experience' with state /social formation and the Brahmanical/feudal roots of the social, economic and cultural institutions of the land.

#### Course Outline:

Block 1: Historical Perspectives

Block 2: Geography and Prehistory

Block 3: Kerala as a part of Tamilakam

Block 4: Age of the Perumals

Block 5: Medieval *Swaroopams*

Block 6: Towards Colonialism

#### Course Details:

### BLOCK 1: HISTORICAL PERSPECTIVES

#### Unit 1: Pre-colonial Perspectives

*Mushakavamsa Kavya - Keralolpathi - Tuhfat-ul Mujahideen*

#### Unit 2: Colonial Historiography

Manuals and Gazetteers - Logan's Malabar - Ethnographic studies of Thurston and others

#### Unit 3: Modern Historiography

K.P. Padmanabha Menon - Elamkulam Kunjan Pillai - M.G.S. Narayanan

#### Unit 4: Marxist Historiography

*Keralam Malayalikalude Mathrubhumi* of E.M.S. Namboothiripad - *Kerala Charithram* by Rajan Gurukkal and M.R. Raghava Varier - *Keralathinte Innalekal* by K.N. Ganesh

## **Unit 5: Recent Research**

Dalit Perspectives - Gender Perspectives - Local History

## **BLOCK 2: GEOGRAPHY AND PREHISTORY**

### **Unit 1: Mountains and Passes**

Western Ghats and 'Isolation' of Kerala - Mountains and Hills - Palakkad Pass and Other Passes

### **Unit 2: Arabian Sea and Overseas Contact**

Monsoon Winds and Sea-borne Trade - Human Migrations - Cultural Contacts

### **Unit 3: Landscape and Settlement Pattern**

Highland, Midland and Coastal Tract - *Parambu*, *Nilam* and *Purayidam* - Habitation Pattern and Pollution Rules

### **Unit 4: Rivers and Backwaters**

Rivers of Kerala - Backwaters - Trade, Transport and Cultural Links

### **Unit 5: Stone Tools and Prehistoric Sites**

Stone Age Sites and Tools - Rock Art Sites - Iron Age Relics - Megalithic Culture

## **BLOCK 3: KERALA AS PART OF TAMILAKAM**

### **Unit 1 : Source Materials**

'*Sangam*' Literature and Roman Accounts - Tamil-Brahmi Inscriptions and Roman Coins - Burial Practices and Excavation Reports

### **Unit 2 : *Tinai* Concept**

Five *Tinai*s - *Tinai*s as Poetic Image - *Tinai*s as a Concept of Social Evolution

### **Unit 3 : Tamil Polity**

*Muvendar* Chieftains - Chera Kings of *Patittupathu* - War and Hero Cult

### **Unit 4 : Trade and Urban Centres**

Indo-Roman Trade - Muziris and Pattanam Excavations - Local Inland Trade

### **Unit 5 : Decline of Tamilakam**

The Kalabhra Episode - Land Grants and Transition Theory - Towards a New Society

## **BLOCK 4: AGE OF THE PERUMALS**

### **Unit 1: Historiography**

Legendary History of *Keralolpathi* -Elamkulam and the 'discovery' of the Second Cheras - M.G.S. Narayanan and the Perumal Kingdom

### **Unit 2: Source Materials**

Epigraphic Evidence - Excavation Reports of Anujan Achan, K.V. Raman and Others - *Sankaranarayaneeyam* and Bhakti Literature

### **Unit 3: Political Structure**

Genealogy of the Perumals- Chera Capital Mahodayapuram - *Nalu Tali* and Hundred Organizations

### **Unit 4: Brahmin Settlements and Agrarian Structure**

Thirty-Two Brahmin Settlements - Rise of Landlordism - *Urayma*, *Karayma* and *Adiyayma*

### **Unit 5: Craftwork and Trade**

*Ainkudi Kammalar* - Jewish and Christian Trading Corporations - Scientific and Technological Advances

## **BLOCK 5: MEDIEVAL SWAROOPAMS**

### **Unit 1: Naduvazhi Swaroopam**

Decline of Perumals and Rise of *Swaroopams*- Venad, Kochi, Kozhikode and *Kolathunad* - Nature of *Swaroopam* Polity

**Unit 2: Source Materials**

*Granthavari* -Manipravalam Literature -Arab, Chinese and European Travel Accounts

**Unit 3: Temples and Social Life**

Rise of Structural Temples- Temple *Sanketam*- *Koothambalam* Culture

**Unit 4: Caste and Matriliney**

Caste and Untouchability- Problem of Slavery- *Nair* Matriliney and *Nambutiri* Patriarchy

**Unit 5: Cultural Practices**

*Mamankam*- Revathi Pattathanam- *Kalari*

**BLOCK 6: TOWARDS COLONIALISM**

**Unit 1: Vasco da Gama Epoch**

Portuguese rivalry with Calicut - Kunjali Marakkar - Religious Policy of the Portuguese

**Unit 2: Dutch in Kerala**

Dutch-Portuguese Relations - Dutch in Travancore - Dutch Impact on Economy and Culture

**Unit 3: Early British Settlements**

British Policy in Travancore – Cochin under the British - British-French Relations

**Unit 4: Mysore Raids**

Kerala under Hyder Ali and Tipu - Revenue Reforms of the Mysoreans - British-Mysore Relations

**Unit 5: Kerala under the British**

British Supremacy over Kerala - Administrative Changes in Malabar - Treaty with Travancore and Cochin

**Essential Readings:**

- A. Sreedhara Menon, *A Survey of Kerala History*, DC Books, Kottayam, 2019.  
Elamkulam Kunjan Pillai, *Studies in Kerala History*, SPCS, Kottayam, 1970.  
K.M. Panikkar, *History of Kerala: 1498-1801*, Annamalai University, 1960.  
K.N.Ganesh, *Keralathinte Innalekal*, Kerala Bhasha Institute, Thiruvananthapuram, 1995.  
*Kerala Through the Ages*, Department of Public Relations, Thiruvananthapuram, 1980.  
M.G.S. Narayanan, *Perumals of Kerala*, Current Books, Thrissur, 2013.  
M.R. Raghava Varier, *Keraleeyatha: Charitra Manangal*, SPCS, Kottayam, 2012.  
P.J. Cherian (ed.), *Perspectives in Kerala History*, Kerala State Gazetteers Department, Thiruvananthapuram, 1999.  
Rajan Gurukkal & Raghava Varier, *History of Kerala: Prehistoric to the Present*, Orient Blackswan, Hyderabad, 2018.  
Rajan Gurukkal & Raghava Varier, *Kerala Charithram*, Vol. I&II, Vallathol Vidyapeetam, Sukapuram, 1991.  
Shaikh Sainuddeen, *Tuhfat-al Mujahidin*, Other Books, Calicut, 2006.  
V.V. Haridas, *Zamorins and the Political Culture of Medieval Kerala*, Orient Blackswan, Hyderabad, 2015.

**References:**

- A. Mathias Mundadan, *History of Early Christianity*, Theological Publications in India for Church History Association of India, Bangalore, 1984.  
A.P. Ibrahim Kunju, *Mysore-Kerala Relations in the Eighteenth Century*, Kerala Historical Society, Trivandrum, 1975.  
Ashin Dasgupta, *Malabar in Asian Trade*, Cambridge University Press, 1966.  
C.K. Kareem, *Kerala Under Hyder Ali and Tipu Sultan*, Kerala History Association, Ernakulam, 1978.  
David M. Schneider and Kathleen Gough(ed.), *Matrilineal Kinship*, the University of California Press, 1961.  
Edgar Thurston, *Castes and Tribes of Southern India*, Vol 1 to 7, Franklin Classics, 2018.

Elamkulam Kunjan Pillai, *Marumakkathayam Keralathil*, National Book Stall, Kottayam, 1968.

K. Raghavan Pillay (ed.), *Mushakavamsakavya*, University of Kerala, Trivandrum, 1977.

K. Sivathamby, *Studies in Ancient Tamil Society*, New Century Book House, Madras, 1998.

K.A. Nilakanta Shastri (ed.), *Foreign Notices of South India*, University of Madras, Madras, 1972.

K.K.N. Kurup (ed.), *New Dimensions in South Indian History*, University of Calicut, Calicut, 1996.

K.P. Padmanabha Menon, *History of Kerala*, IV Vols, Asian Educational Services, New Delhi.

Kesavan Veluthat and P.P. Sudhakaran (ed.), *Advances in History*, Professor M.P. Sridharan Memorial Trust, Calicut, 2003.

Kesavan Veluthat, *Brahmin Settlement in Kerala*, Sandhya Publications, Calicut, 1978.

Kesavan Veluthat, *Political Structure of Early Medieval South India*, Orient Blackswan, New Delhi, 2012.

L.K. A. Iyer, *The Cochin Tribes and Castes*, Higgin Botham, Madras, 1909.

M.G.S. Narayanan, *Cultural Symbiosis in Kerala*, Kerala Historical Society, Trivandrum, 1972.

M.R., Raghava Varier, *Medieval Kerala: Economy, Society and Culture (Madhyakala Keralam: Sambath, Samootham, Samskaram)*, Chinta Publishers, Thiruvananthapuram, 1993.

Manmadhan, M.R.(ed.), *Archaeology in Kerala: Past and Present*, Publications Division, Farook College, 2007.

P.K. Balakrishnan, *Jativyavasthayum Keralacharithravum*, D.C Books, Kottayam, 2004.

P.K.S. Raja, *Medieval Kerala*, Navakerala Publishing House, Calicut, 1966.

P.M. Jussay, *The Jews in Kerala*, Publication Division, University of Calicut, 2005.

Rajan Gurukkal, *Kerala temple and the Medieval Agrarian System*, Vallathol Vidyapeetham, Sukapuram, 1992.

Rajan Gurukkal, *Social Formations of Early South India*, Oxford University Press, New Delhi, 2010.

T.I. Poonnen, *Dutch Hegemony in Malabar and its Collapse, 1663-1795*, Publications Division, University of Kerala, 1978.

T.R. Venugopalan(ed.), *State and Society in Pre Modern South India*, Cosmo Books, Thrissur, 2002.

William Logan, *Malabar Manual*, Asian Educational Services, New Delhi, 2004.

**ANCILLARY COURSE**  
**B21PS02AN**  
**UNDERSTANDING POLITICAL SYSTEM**  
**Credits:6**

**Course Objectives:**

This course is framed to introduce the learner to the basic concepts in a political system. It will engage the learners in interesting topics like political theories, processes and ideologies. It will also aid the learners in understanding contemporary changes in the political system.

**Course Outcomes:**

- To be familiarised with basic concepts of a political system
- To get introduced to different political ideologies
- To understand the importance of political system and good governance
- To be exposed to contemporary events and changes in the political system.

**Course Outline:**

Block – 1: Introduction to Political System  
Block – 2: Understanding the Basic Concepts in Political System  
Block – 3: Political System – Theory and Process  
Block – 4: Political System and Ideologies  
Block – 5: Political System and Good Governance  
Block – 6: Political System and Globalisation

**Course Details:**

**BLOCK – 1: INTRODUCTION TO POLITICAL SYSTEM**

Unit – 1 Political Science: Meaning, Nature, Scope and significance  
Unit – 2 The concept of State - (Elements)  
Unit – 3 The concept of Sovereignty - Monism and Pluralism  
Unit – 4 State and Civil Society

**BLOCK – 2: UNDERSTANDING THE BASIC CONCEPTS IN POLITICAL SYSTEM**

Unit – 1 Right – Meaning and Nature  
Unit – 2 Liberty – Meaning and Nature  
Unit – 3 Equality – Meaning and Nature  
Unit – 4 Justice – Meaning and Nature

**BLOCK – 3: POLITICAL SYSTEM – THEORY AND PROCESS**

Unit – 1 Political System – Meaning and Nature – (Gabriel Almond and David Easton)

- Unit – 2 Political Culture
- Unit – 3 Political Socialisation
- Unit – 4 Political Communication and mass mobilization

#### **BLOCK – 4: POLITICAL SYSTEM AND IDEOLOGIES**

- Unit – 1 Democracy
- Unit – 2 Liberalism
- Unit – 3 Marxism
- Unit – 4 Gandhism

#### **BLOCK – 5: POLITICAL SYSTEM AND GOOD GOVERNANCE**

- Unit – 1 Good Governance – Meaning and nature
- Unit – 2 Constitutionalism and Rule of Law
- Unit – 3 Participatory Development and Decentralisation
- Unit – 4 Non State Actors-Pressure Groups, Interest Groups and Mass media

#### **BLOCK – 6: POLITICAL SYSTEM AND GLOBALISATION**

- Unit – 1 Globalisation – Meaning and Nature
- Unit – 2 Globalisation and Changing State System
- Unit – 3 National Autonomy Vs Global Commitments
- Unit – 4 Rising inequality in the Era of Globalisation

#### **References:**

- Gaubha O P, *An Introduction to Political Theory*, Mayur Book Publishers, New Delhi, 2021.
- Jayapan N, *Political Theory*, Atlantic Publications and Distributors, New Delhi, 1999.
- Johari J C, *Contemporary Political Theory – New Dimensions, Basic Concepts and Major Trends*, Sterling Publishers, New Delhi, 2020.
- Kurien C T, *Global Capitalism and Indian Economy*, Orient Longman, New Delhi, 1994.
- Mohanakumar A and Sreejith A, (ed) *Globalisation, State and Democracy in India*, Serials Publications PVT. Ltd., New Delhi, 2016.
- Neera Chandhoke, *State and Civil Society, Explorations in Political Theory*, Sage Publications, New Delhi, 1995.
- Rajani Kothari, *Under Globalisation; Will Nation State Hold?* Economic and Political Weekly, Vol. 21, 1995.
- Ralhore L S and S A H Haqqi, *Political Theory and Organisation*, Eastern Book Company, New Delhi, 2021.
- Singhal S C, Lekshmi Naran Agarwal, *Political Theory*, New Books, New Delhi, 2020.
- Sushila Ramaswamy, *Political Theory, Ideas and Concepts*, PHI Learning Pvt. Ltd, New Delhi, 2014.
- Zoya Hassan, *Politics and the State in India*, Sage Publications, New Delhi, 2000.

**LANGUAGE CORE COURSE**  
**B21EG02LC**  
**LITERATURE AND THE CONTEMPORARY WORLD**  
**Credits: 6**

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Outline:**

Block 1: Climate Change  
Block 2: Technology and Human Life  
Block 3: Gender  
Block 4: Human Rights  
Block 5: Ethics and Culture  
Block 6: Globalised Society

**Course Details:**

**BLOCK 1: CLIMATE CHANGE**

UNIT 1	Margaret Atwood: "The Moment"
UNIT 2	Thunberg: "Almost Everything is Black and White" (Speech at Parliament Square, London, 31 October, 2018)

**BLOCK 2: TECHNOLOGY AND HUMAN LIFE**

UNIT 1	Gareth Southwell: <i>Artificial Intelligence</i>
UNIT 2	Ambrose Bierce: "Moxon's Master"

**BLOCK 3: GENDER**

UNIT 1	Sarah Joseph: "The Masculine of Virgin"
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UNIT 2            Malala Yousafzai: “A Daughter is Born”

**BLOCK 4: HUMAN RIGHTS**

UNIT 1            Vijayarajamallika: “Injuries”

UNIT 2            Jawaharlal Nehru: “A Tryst with Destiny”

**BLOCK 5: ETHICS AND CULTURE**

UNIT 1            John Lennon: “Imagine”

UNIT 2            Rabindranath Tagore: “Housewife”

**BLOCK 6: GLOBALISED SOCIETY**

UNIT 1            Pablo Neruda: “The United Fruit Company”

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

**References:**

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

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

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

## **SKILL ENHANCEMENT COMPULSORY COURSE**

**B21UC01SC**

### **HUMANISM AND LOGIC**

**Credits: 2**

#### **Course Objectives:**

- To introduce the science and art of reasoning
- To develop analytical skills in reasoning and the capacity to argue effectively
- To impart 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,

- Know the role of logical reasoning in daily life
- Save oneself from linguistic traps
- Have an understanding of the basic humanistic concepts
- Get values that embrace multicultural diversity.

#### **Course Outline:**

Block 1: Humanism

Block 2: Logic, Language and Other Disciplines

#### **Course Details:**

### **BLOCK 1: HUMANISM**

#### **Unit 1: Foundational Terms**

Sradha/ Care — Katha Upanishad, Arul — Thirukkural, Jagratha — Dharmapada \_ Agape/  
Empathetic Love, Kenosis/Self-emptying  
Insaniyya / Humanity, Rahma / Mercy- Anukampa / Compassion — Anukampa Dasakam,  
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, Jathi Nirnayam - 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 - the process of reasoning - inductive, deductive and abductive reasoning- Propositions and arguments - recognising arguments- Truth and validity

## **Unit 2: Fundamentals of Traditional Logic and Symbolic Logic**

Categorical Propositions: The four kinds of categorical propositions - Quality, quantity and distribution - Standard form - The traditional square of opposition- Logical connectives: symbols for conjunction, negation, disjunction, material implication and equivalence

## **Unit 3: Logic and Language**

The basic functions of language: Informative - Expressive - Directive – Ceremonial Performative - Emotively neutral language- Definitions: What are definitions - Kinds of definitions: Stipulative - Lexical – Precising - Theoretical – Persuasive

## **Unit 4: Logic and Science**

Hypothetico - models of explanations - Covering Law model

## **References:**

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- Morris R Cohen. Ernest Nagel (1934). *An introduction to Logic and Scientific Method*, London: George Routledge and Sons, Ltd.
- Priest, Graham (2017). *Logic: A Very Short Introduction*. Oxford: Oxford University Press.
- Gensler, H. J. (2016). *Introduction to Logic* (3 ed.). UK: Routledge.
- Hurley, J. Patrick. (2012). *A Concise Introduction to Logic* (11 ed.). Boston: Wadsworth Cengage Learning.
- Grayling, A.C. *The History of Philosophy*, Penguin, 2019.
- Browning, W.R.F. *A Dictionary of the Bible*, Oxford University Press, 2009.
- John Bowker, *The Concise Oxford Dictionary of World Religions*, Oxford University Press, 2000.
- Basheer, Vaikkam Muhammad. “Oru Manushyan.” *Sampoorna Krithikal Vol 1*. DC, 1994.
- Guru, Narayana. *Sampoorna Krithikal*. Narayana Gurukulam, 2002.
- Dharmapada* ( apamadavarga)
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- Devaraja, N. K. *Humanism in Indian Thought*. Indus, 1988.
- Khan, Maulana Wahiduddin. *The Prophet of Peace: Teachings of The Prophet Muhammad*. Penguin, 2009.
- Butler, Judith. *The Force of Nonviolence: An Ethico- Political Bind*, Verso, 2021.
- Selected works of Karl Marx and Friedrich Engels - Relevant Volumes
- Vernon Pratt et al. *Environment and Philosophy*. Routledge, 2000.
- Rajagopalachari, C. *Kural: The Great Book of Thiruvalluvar*, Bharatiyavidya Bhavan, 1993.
- Imbo, Samuel Oluoch. *An Introduction to African Philosophy*. Rowman, 1961.
- Mascaro, Juan. *The Upanishads*. Penguin, 2005.
- Damien, Keown. *Buddhism*, Oxford UP, 2013.
- Ruthven, Malise. *Islam*. Oxford UP, 2012.
- Naess, Aene. *The Ecology of Wisdom*. Counterpoint, 2010.
- Thoreau, Henry David. *Walden*. Empire, 2018.
- Gandhi, Mahatma. *Hind Swaraj*. Rajpal, 2009.
- Guha, Ramachandra. *Environmentalism: A Global History*. Penguin, 2016.
- Sainsbury. R.M. *Paradoxes*. Cambridge UP, 2009.

## **SKILL ENHANCEMENT COURSE -1**

**B21HS01SE**

### **HISTORICAL TOURISM**

**Credits: 2**

#### **Course Objectives:**

The course aims to:

- equip the learners to have an idea about the history of the tourism industry.
- familiarise the learners with national monuments in India and Kerala.
- create an awareness of the significance of Historical sites.
- equip the learners to learn about the importance of historical tourism and how to use it as a major source of income generation.
- familiarise the learners with the formative periods of tourism in world, Indian and Kerala contexts.

#### **Course Outcomes:**

The course enables the learners to:

- conceptualize the nature and significance of historical tourism.
- understand the stages of the development of historical tourism.
- have a better understanding of the cultural ethos of their country.
- have a better understanding of the tourism promotions in India and Kerala.
- study tourism in a historical context.

#### **Course Outline:**

Block 1: Historicising Travel in India

Block 2: Tourist Destinations in India and their significance

#### **Course Details:**

### **BLOCK 1: HISTORICISING TRAVEL IN INDIA**

#### **Unit 1: Significance of Travelogues in the Reconstruction of History**

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

#### **Unit 2: Foreign Travellers in Ancient India and their Accounts**

Megasthenes – Fa Hien- Hiuen Tsang

#### **Unit 3: Foreign Travellers in Early Medieval India and their Accounts**

Ibn Batuta - Marco Polo - Amir Khusrau

#### **Unit 4: Foreign Travellers in Mughal India and their Accounts**

Jean-Baptiste Tavernier - Francois Bernier - Peter Mundy

#### **Unit 5: Foreign Travellers in Modern India and their Accounts**

William Hawkins- Sir Thomas Roe - Edward Terry

## **BLOCK 2: TOURIST DESTINATIONS IN INDIA AND THEIR SIGNIFICANCE**

### **Unit 1: Religious Destinations in India and their Significance**

Amritsar- Tirupati-Bodh Gaya- Puri - Haridwar - Ajmer- Sabarimala

### **Unit 2: Cultural Destinations in India and their Significance**

Santiniketan- Wardha- Thunchan Parambu- Thanjavur- Tiruchirappalli

### **Unit 3: Historical Destinations in India and their Significance**

Khajuraho- Hampi – Bodh Gaya- Bhimbetka- Edakkal Cave - Mahabalipuram-  
Ajanta and Ellora

### **Unit 4: Historical Destination of Kerala**

Edakkal Caves- Padmanabhapuram Palace- Bekal Fort - Palakkad Fort-  
Archaeological sites of Palakkad

### **Unit 5: Sacred Geography**

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

### **Suggested Readings:**

- Bhatia, A.K., *International Tourism*, Kanishka Publications, New Delhi.  
Cooper, Fletcher, Wanhill, Gilbert, *Tourism Principles and Practices*, Prentice Hall.  
Biswanath Ghosh, *Tourism and Travel Management*, Vikas Publication, 2007.  
S.P Gupta, *Cultural Tourism in India*, D.K. Print World, 2003.  
Ratan Deep Singh, *Infrastructure of Tourism in India*, Kanishka Publications, India, 2007.  
Salini Modi, *Tourism and Society*, Rawat Publications, 2001.  
Ratan Deep Singh, *Dynamics of Modern Tourism*, Kanishka Publications, India, 2006.  
Kunol Chattopadhyaya, *Tourism Today- Structure, Marketing and Profile*, Kanishka Publications, India, 1994.  
Ratan Deep Singh, *Economic Impact of Tourism development: An Indian Experience*, Kanishka Publications, India, 1995.  
A Sreedhara Menon, *Cultural Heritage of Kerala*, DC Books, 2019.  
Dominique Shila Khan, *Sacred Kerala*, Penguin India, 2009.  
Pran Nath Seth, *India-A Travellers Companion*, Sterling Publications, 1996.

# Semester- IV

## **DISCIPLINE CORE COURSE**

**B21HS04DC**

### **MEDIEVAL SOCIETIES**

**Credits: 6**

#### **Course Objectives:**

The course discusses selected themes of Medieval History. The course will familiarize the learners with several concepts associated with the medieval period, feudalism, papacy, Monasticism, etc. The course enables the learners to recognize and evaluate the political developments in the Medieval Period, and it will help them to place the medieval world in a true historical perspective.

#### **Course Outline:**

- Block 1: Decline of the Roman Empire.
- Block 2: Struggle between Empire and Papacy
- Block 3: Medieval Society: Feudalism and Crusades
- Block 4: Medieval China and Japan.
- Block 5: Medieval West Asia
- Block 6: Transition to Modern Period

#### **Course Details:**

#### **BLOCK 1: DECLINE OF THE ROMAN EMPIRE**

- Unit 1: Barbarian Invasions- *Visigoths- Vandals- Huns*
- Unit 2: Rise of Religions
- Unit 3: Establishment and Growth of Judaism
- Unit 4: Christianity - Church Historiography
- Unit 5: Islam

#### **BLOCK 2: STRUGGLE BETWEEN EMPIRE AND PAPACY**

- Unit 1: Carolingian Period - Clovis I - Charles Martel - Pipin
- Unit 2: Rise of Papacy
- Unit 3: Charlemagne
- Unit 4: Holy Roman Empire
- Unit 5: Gregory and Henry IV - Investiture Controversy

#### **BLOCK 3: MEDIEVAL SOCIETY: FEUDALISM AND CRUSADES**

- Unit 1: Origin and Features of Feudalism
- Unit 2: Castles and Manorial system
- Unit 3: Demerits of Feudalism
- Unit 4: Crusades and their Impact
- Unit 5: Monasticism

## **BLOCK 4: MEDIEVAL CHINA AND JAPAN**

- Unit 1: Sung, Mongol and Ming Dynasties
- Unit 2: Political Isolation under the Ming
- Unit 3: The Manchus and Feudalism in China
- Unit 4: Kamakura Shogunate in Japan
- Unit 5: Muromachi, Mongol Invasion - Tokugawa Shogunate

## **BLOCK 5: MEDIEVAL WEST ASIA**

- Unit 1: Age of Caliphs
- Unit 2: Umayyad and The Abbasids
- Unit 3: Harun-al-Rashid
- Unit 4: Safavid Dynasty
- Unit 5: Ottoman Turks - Arab Contributions to the World

## **BLOCK 6: TRANSITION TO MODERN PERIOD**

- Unit 1: Rise of Universities
- Unit 2: Trade and Urbanization
- Unit 3: Guild System - Craft and Merchant Guilds
- Unit 4: Changes in Agriculture
- Unit 5: Position of Women in the Medieval Society

### **Suggested Readings:**

- Alexander Clarence, Flick, *The Decline of the Medieval Church*, K.Paul Trench, Trubner London,1930.
- Andrew Langley, *Medieval Life*, D.K. Publishing, 2011.
- Carl Stephenson, *Medieval History*, Harper & Row Publishers, 1962.
- Dale, Stephen.F, *The Muslim Empires of the Ottomans, Safavids and the Mughals*, CUP, Cambridge , 2010.
- Faroghi, Suraiya , *The Ottoman Empire: A Short History*, Princeton, 2004.
- George Bailey Sansom, *A History of Japan 1334-1615*, Stanford University Press,1958.
- Hammond, Kenneth J, *From Yao to Mao, 5000 years of Chinese History*, The great courses, Virginia,2013.
- Jo Van Steenberg, *A History of the Islamic World-600-1800*, Routledge,2020.
- Judith Bennet, *Medieval Europe, A Short History*, Mc-GrawHill,2010.
- Karl.F. Friday, *Japan Emerging, Pre-Modern History to 1850*, Routledge, 2018.
- Kozo Yamamura(ed.), *The Cambridge History of Japan*,1990.
- Marc Bloch, *Feudal Society*, Vol. I, University of Chicago Press, 1961.
- Marc Bloch, *Feudal Society*, Vol. II, Routledge, 1989.
- Mathew Gordon, *The Rise of Islam*, Greenwood Publishing Group, 2005.
- Perry Anderson, *Passages from Antiquity to Feudalism*, NLB, London,1996.
- Ralf Henry Carless Davis, *A History of Medieval Europe, Pearson Longman*,2006.
- Steven Runciman, *A History of the Crusades*, CUP Archive,1987.
- Susan Wise Bauer, *The History of the Medieval World*, WW Norton & Company, 2010.
- W.J. Brandt, *The Shape of Medieval History*, New Heaven,1966.
- W.M. Walt, *Islam and the Integration of Society*, Routledge, London,1961.



## **DISCIPLINE SPECIFIC ELECTIVE COURSE**

**B21HS01DE**

### **EMERGENCE OF MODERN WORLD**

**Credits: 6**

#### **Course Objectives:**

The course aims to:

- familiarise the learners with the history of the Modern World.
- create an understanding among learners about the liberal ideas and freedom struggles.
- understand the agenda of the imperialist powers in American continents.
- trace the significance of unification movements in Europe.
- evaluate the achievements and failures of international peace organisations.

#### **Course Outcomes:**

The course would enable the learners to

- develop a historical consciousness among learners.
- recognise the concept of the new and modern age.
- understand the concept of Enlightenment.
- recognise and evaluate the political developments in the Modern Age.
- develop the skill in the comparative analysis of the causes of various revolutions in the world.

#### **Course Outline:**

Block 1: Rise of Modern Europe

Block 2: Development of Democracy

Block 3: French Revolution

Block 4: Colonial Expansion

Block 5: Civil war in the USA and Unification Movements in Europe

Block 6: World Wars and Peace organizations

#### **Course Details:**

##### **BLOCK 1: RISE OF MODERN EUROPE**

###### **Unit 1: Scientific Revolution**

Voyages and Geographical Explorations

###### **Unit 2: Renaissance**

Humanism-Art-Architecture-Literature

###### **Unit 3: Reformation and Counter Reformation**

###### **Unit 4: Martin Luther and John Calvin**

###### **Unit 5: Rise of Nation states**

England and France

##### **BLOCK 2: DEVELOPMENT OF DEMOCRACY**

###### **Unit 1: English Civil War**

###### **Unit 2: Glorious Revolution of 1688**

- Unit 3: Bill of Rights**
- Unit 4: American War of Independence**
- Unit 5: Thomas Jefferson - Declaration of Independence**

### **BLOCK 3: FRENCH REVOLUTION**

- Unit 1 : Causes of French Revolution**
- Unit 2 : Enlightenment Thinkers**  
Impact on the Society
- Unit 3 : Tennis Court Oath**
- Unit 4 : The Fall of Bastille**
- Unit 5 : Declaration of Rights of Man**

### **BLOCK 4: COLONIAL EXPANSION**

- Unit 1 :Colonialism**
- Unit 2 : Latin American Revolution**  
Miranda- Simon Bolivar-San Martin
- Unit 3 : Industrial Revolution**  
Cause and impact on Society-Rise of Socialism
- Unit 4 : Impact of Industrial Revolution**
- Unit 5 : Rise of Socialism**

### **BLOCK 5: CIVIL WAR IN USA AND UNIFICATION MOVEMENTS IN EUROPE**

- Unit 1 : Civil War in the USA**
- Unit 2 : Unification of Italy**
- Unit 3 : Role of Joseph Mazzini and Count Cavour**
- Unit 4 : Unification of Germany**
- Unit 5 : Bismarck and Germany**

### **BLOCK 6: WORLD WARS AND PEACE ORGANIZATIONS**

- Unit 1: First World War**  
Causes - Results
- Unit 2: Fourteen Points and League of Nations**
- Unit 3: Bolshevik Revolution 1917**
- Unit 4: Turkey under Mustapha Kamal Pasha**
- Unit 5: Second World War**  
Fascism - Nazism -Causes - Impacts - United Nations Organization

### **References:**

- Andrew Johnson, *The Protestant Reformation in Europe*, Longman, 1991.
- C.A. Bailey, *The Birth of the Modern World*, Blackwell, California, 2004.
- R.R Palmer, *History of Modern World*, MacMillan, London,1976.
- Martin Collier, *Italian Unification 1820-71*, Heinemann,2003.
- Timothy W. Mason, *Nazism, Fascism and the working class*, Cambridge University Press,1995.
- John Morris Roberts, *A Short History of the World*, Oxford University Press,1993.
- R. Hilton, *Transition from Feudalism to Capitalism*, Alan Sutton Publications, England,1976.
- John Miller, *The Glorious Revolution*, Orient Longman,1997.
- Eric. J. Hobsbawm, *Age of Revolution*, Abacus,1998.
- Norman Lowe, *Mastering Modern World History*, MacMillan, New Delhi,2003.

Steven. E. Ozment, *The Appeal of Protestantism to sixteenth Century Germany and Switzerland*, Yale University Press, 1975.

N.V Riasanovsky and Mark. D. Steinberg, *History of Russia*, Oxford University Press, 2018.

J.J Roth(ed.), *World War I, A Turning Point in Modern History*, Knopf, 1968.

Martin Collier, *Italian Unification, 1820-71*, Heinemann, 2003.

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Cameron, Evan, *Early Modern Europe*, Oxford University Press, 2001.

Bosher, J.F, *The French Revolution*, London, 1989.

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Dickens, A.G , *German Nation and Martin Luther*, London, 1974.

Burke, Peter, *The Italian Renaissance, Culture and Society in Italy*, Princeton University Press, 1999.

Hill, Christopher, *Reformation to Industrial Revolution*, Penguin Books, 1969.

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Beaudoin, S.M (ed.), *The Industrial Revolution*, New York, 2003.

Furet, Francois, *Interpreting the French Revolution*, Cambridge University Press, 1978.

Thompson. E.P, *The Making of the English Working Class*, Penguin, London, 2013.

Riall. L, *The Italian Risorgimento. State, Society and unification*, Routledge, London, 1994.

Mc Donough, *The Origins of the First and Second World Wars*, Cambridge University Press, 1997.

Carnes, M.C and J.A Garatty, *The American Nation, A History of the United States*, Person Longman, New York, 2006.

Foner, E, *Politics and Ideology in the Age of the Civil War*, Oxford University Press, 1981.

## **DISCIPLINE SPECIFIC ELECTIVE COURSE**

**B21HS02DE**

### **SITUATING INDEPENDENT INDIA**

**Credits: 6**

#### **Course Objectives:**

The course intends to give the learners a general idea about the trials, tribulations and transitions that India experienced during the past fifty years since independence.

#### **Course Outcomes:**

The course enables the learners to:

- understand the economic, political and social changes after independence.
- comprehend how the new nation state tackled the issues related to language, caste, communities and environment.
- understand the major developments in India's foreign relations.

#### **Course Outline:**

Block 1 : Independence and the Emergence of New State

Block 2 : Making of the Republic

Block 3 : Legacy of Nehru

Block 4 : Nation After Nehru

Block 5 : Challenges within the Nation

Block 6 : Challenges from Outside

#### **Course Details:**

#### **BLOCK 1: INDEPENDENCE AND THE EMERGENCE OF NEW STATE**

##### **Unit 1: Partition**

Rise and Rehabilitation

##### **Unit 2: Integration of States**

Kashmir

##### **Unit 3: Assassination of Gandhi**

#### **BLOCK 2: MAKING OF THE REPUBLIC**

##### **Unit 1 : Legacy of National Movement**

##### **Unit 2 : The Constituent Assembly**

##### **Unit 3 : Salient Features of Constitution**

##### **Unit 4 : Language Issues**

Formation of Linguistic State

#### **BLOCK 3: LEGACY OF NEHRU**

##### **Unit 1: Concept of Development**

Planned Economy

##### **Unit 2: Industrialization**

Green Revolution

### **Unit 3: Foreign Policy**

Non-Aligned Movement

### **Unit 4: Advance in Science and Technology**

## **BLOCK 4: NATION AFTER NEHRU**

### **Unit 1 : Democracy Tested**

Emergency

### **Unit 2 : J.P. Movement & Janatha Experiments**

### **Unit 3 : Debate on Mandal Commission**

### **Unit 4 : Dalit Assertion**

BSP

### **Unit 5 : Identity Politics**

Dalit Political Assertion

## **BLOCK 5: CHALLENGES WITHIN THE NATION**

### **Unit 1 : Land question**

Naxalbari Movement

### **Unit 2 : Problems of Regionalism**

### **Unit 3 : Kashmir- Punjab -North East**

### **Unit 4 : Resurgence of Communal Ideology**

Ayodhya Dispute

### **Unit 5 : Federalism and interstate Water Disputes**

### **Unit 6 : Environmentalism**

Chipko Movement- Narmada Andolan

## **BLOCK 6: CHALLENGES FROM OUTSIDE**

### **Unit 1 : India -Pak relations-Wars**

### **Unit 2 : Birth of Bangladesh**

### **Unit 3 : War with China**

### **Unit 4 : Sri Lankan Tamil Issues**

### **Unit 5 : India and Globalization**

## **Essential Readings:**

Bipan Chandra, et. al., *India Since Independence*, Penguin Random House, India, 2008.

Ramachandra Guha, *India After Gandhi: The History of World's Largest Democracy*, Picador publishers, India, 2017.

S. Anand, *Thought and Vision of Jawaharlal Nehru*, Anamika Publishers, 2005.

Aparna Bharadwaj, *Nehru's Vision to Empower Indian Economy*, Deep & Deep Publishers, New Delhi.

Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*, Zed Books, New Delhi, 2002.

Vandana Shiva, *The Violence of Green Revolution*, Kentucky University Press, 1991.

Ramanuj Ganguli, *Globalization in India: New Frontiers and Emerging Challenges*, PHI Learning Private Limited, New Delhi, 2010.

K. N. Panikker, *Communal Threat, Secular Challenge*, Earthworm publishers, 1997.

K. N. Panikker, *The Concerned India's Guide to Communalism*, Viking Publishers, 1999.

Ramachandra Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, University of California Press, London, 1989.

Ashis Nandy, et. al., *Creating a Nationality: Ramjanmabhumi Movement and fear of the self*, Oxford University Press, 1995.

Bipan Chandra, *Essays on contemporary India*, Har Anand Publishers, 1993.

Brass Paul. R., *Politics of India since Independence*, Cambridge University Press, U K, 1990.

Santhanam M.K, *Fifty Years of Indian Republic, Government of India*, University of Michigan, 2008.  
Hassan Mushirul, *Legacy of A Divided Nation*, Routledge Publications, New York, 2018.  
Ahamed Aijaz, *On Communalism and Globalization*, Three Essays Collective, 2008.  
Byres Terence, *The Indian Economy- Major Debate since Independence*, The Oxford University Press, Delhi, 1998.  
Desai S.S.M, *An Economic History of India*, Himalaya Publishing House, 2010.  
Puri Balraj, *Kashmir Towards Insurgency*, Orient Blackswan, 1993.  
Amartya Sen and Pranab Bardwan, *The Political Economy of Development in India*, OUP India, 1998.

**ANCILLARY COURSE**  
**B21EC02AN**  
**HISTORY OF ECONOMIC DOCTRINES**  
**Credits: 6**

**Course Objectives:**

This course presents a review of the history of economic thinking and economic analysis. The main goal of this course is to provide learners with an understanding of the historical evolution of economic thought.

**Course Outcomes:**

By the end of this course, the learners:

- will be able to identify the major economic ideas associated with each group of thinkers.
- are also expected to connect the growth of economic ideas to the evolution of the history of mankind.
- will be aware of how economic ideas redirected history.

**Course Outline:**

Block 1: Early Economic Ideas  
Block 2: The Classical School  
Block 3: Critics of Classicism  
Block 4: The Marginalism and Keynesian Revolution  
Block 5: Indian Economic Thought

**Course Details:**

**BLOCK 1: Early Economic Ideas**

**Unit 1:** Ancient and Medieval thought – Ancient Thought - Aristotle and Plato - Medieval thought – St. Thomas Aquinas  
**Unit 2:** Mercantilism - Major ideas  
**Unit 3:** Physiocracy- The circulation of wealth

**BLOCK 2: The Classical School**

**Unit 1: Adam Smith:** Division of Labour-Value-Wages-Profit & Interest-Capital - Laissez-Faire and Harmony of Interests- Role of Government  
**Unit 2: Jean Baptiste Say:** Say's Political Economic Ideas- Productive & Unproductive Labour  
**Unit 3: David Ricardo:** Value-Rent Theory- **Jeremy Bentham:** principal of Utility  
**Unit 4: Thomas Robert Malthus:** Theory of Population. **Frederic Bastiat:** Free Trade versus Protectionism  
**Unit 5: John Stuart Mill:** Stationary State- Mills Socialist Programme

**BLOCK 3: Critics of Classicism**

**Unit 1: The Historical School:** German Historical School

**Unit 2: The Nationalists:** Adam Muller- Fredrich List

**Unit 3: Socialist Critics** - Early socialists –Saint Simon, Sismondi. Utopian socialists

- **Karl Marx** - Main ideas – Materialistic interpretation of history - Labour theory of value, theory of surplus-value

#### **BLOCK 4: The Marginalism and the Keynesian Revolution**

**Unit 1: Essential Ideas of Marginalist School:** Concept of Marginal utility

**Unit 2: Alfred Marshall:** law of diminishing Marginal utility - Consumer Surplus (Concept only)

**Unit 3: Neo-classicism:** Money- Interest - Profit

**Unit 4: John Maynard Keynes:** Background of Keynesian Economics - Keynesianism versus Classicism

#### **BLOCK 5: Indian Economic Thought**

**Unit 1: R. C. Dutt** - Economic Ideas of Dutt, **Dadabhai Naoroji** - Drain Theory

**Unit 2: Gandhian Economics:** Village Sarvodaya - Bread Labour – Decentralisation -Village Republics -The Doctrine of Trusteeship

**Unit 3: Jawaharlal Nehru:** Planning

**Unit 4: Ambedkarite Economics:** Financial Economics - The Problem of Rupee-Economics of Caste-Economics of Socialism-Agricultural Economics

**Unit 5: Sree Narayana Guru's Economic Thoughts:** Values of Thrift and Prudence- Simple Living- Industriousness- Importance of Trade and Commerce- Sustainable Economic Basis

#### **References:**

- Stanley L Brue and Randy R Grant (2007). *The Evolution of economic thought*, 7<sup>th</sup> edition, Thomson/South –Western Publications.
- Mark Blaug (1997). *Economic theory in retrospect*, 5<sup>th</sup> edition, Cambridge university press.
- E K Hunt and Mark Lautzenheiser (2011). *History of economic thought-A critical perspective*, 3<sup>rd</sup> edition. M.E. Sharpe, New York.
- Ernesto Screpanti and Stefano Zamagni (2005). *An outline of the history of economic thought*, 2<sup>nd</sup> edition, Oxford University Press.
- Ahuja H. L (2012): *Microeconomics: Theory and Applications*, S. Chand, New Delhi
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## **MODERN INDIAN LANGUAGE COURSE -2**

**B21AR02LC**

### **LITERATURE IN ARABIC**

**Credits:6**

#### **Course Objectives:**

- The learner can communicate in Arabic in various situations
- The learner can express his thoughts in oral and written form through simple sentences in Arabic.
- The learner can read and understand literary texts in Arabic
- The learner can appreciate and analyze the literary texts in Arabic
- The learner can assimilate humanistic and moral values in his life

#### **Course Outcomes:**

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

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

#### **Course Outline**

Block 1: Conversations in Arabic

Block 2: Reading on Classical Texts in Arabic

Block 3: Reading on Modern Essays in Arabic

Block 4: Appreciating Short Story

Block 5: Appreciating Poetry

Block 6: Tutorial

#### **Course Details:**

##### **BLOCK 1: CONVERSATIONS IN ARABIC**

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

##### **BLOCK 2: READING ON CLASSICAL TEXTS IN ARABIC**

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

### **BLOCK 3: READING ON MODERN ESSAYS IN ARABIC**

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

### **BLOCK 4: APPRECIATING SHORT STORY**

- UNIT 1 قصة "نصف العلم" 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:**

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## MODERN INDIAN LANGUAGE COURSE -2

B21HD02LC

### हिंदी पद्य साहित्य और अनुवाद

(Hindi Padya Sahitya Aur Anuvad)

Credits: 6

#### पाठ्यक्रम उद्देश्य (Course 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):

- प्राचीन और मध्यकाल की कविता के विभिन्न रूपों का विश्लेषण करता है।
- 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।
- सामाजिक सांस्कृतिक चेतना, को आत्मसात करता है और तुलसीदास, कबीरदास, बिहारी जैसे कवियों से परिचय प्राप्त करता है।
- आधुनिक काल की विशेषताओं को समझता है और आधुनिक काल के कवियों के बारे में परिचय प्राप्त करता है।
- आधुनिक काल की विभिन्न काव्य शैलियों से परिचित होता है। हाइकु कविताओं के बारे में ज्ञान प्राप्त करता है।
- अनुवाद के बारे में ज्ञान प्राप्त करता है और उसका प्रयोग करने में दक्षता प्राप्त करता है।

#### Course Outline:

ब्लॉक: 1 प्राचीन और मध्यकालीन रचनाएँ।

ब्लॉक: 2 छात्रवाद की - कविताएँ।

ब्लॉक: 3 प्रगतिवादी कविता।

ब्लॉक: 4 समकालीन कविता।

ब्लॉक: 5 हाइकु कविताएँ।

ब्लॉक: 6 अनुवाद।

**Course Details:**

**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 ।

**References:**

हिन्दी काव्य की तांत्रिक पृष्ठभूमि – डॉ. विश्वम्भरन उपाध्य ।  
मध्यकालीन हिन्दी काव्यभाषा – राम स्वरूप चतुर्वेदी ।  
प्राचीन एवं मध्यकालीन काव्य – डॉ. सुषमा दुबे , डॉ. के. दुबे , डॉ. राजकुमार ।  
अनुवाद की समस्याएं – जी. गोपीनाथ , एस कंद स्वामी ।  
अनुवाद की प्रक्रिया तकनीक और समस्याएं – डा. श्रीनारायण समीर

## MODERN INDIAN LANGUAGE COURSE -2

B21ML02LC

മലയാള സാഹിത്യമാതൃകകൾ: ആത്മകഥ, ജീവചരിത്രം,  
യാത്രാവിവരണം, അനുഭവ സാഹിത്യം

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

Credits: 6

### Course Objectives:

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

### Course Outcome:

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

### Course Outline:

ബ്ലോക്ക് 1: ആത്മകഥ

ബ്ലോക്ക് 2: ജീവചരിത്രം

ബ്ലോക്ക് 3: യാത്രാവിവരണം

ബ്ലോക്ക് 4: അനുഭവ സാഹിത്യം

### 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 (ചിദംബരസ്തമന)- ബാലചന്ദ്രൻ ചുള്ളിക്കാട്.
3. ദലിതൻ (ആദ്യത്തെ രണ്ട് അദ്ധ്യായങ്ങൾ.) - കെ. കെ. കൊച്ചു

## ബ്ലോക്ക്- 2. ജീവചരിത്രം

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

## വിശദപഠനത്തിന്

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

## ബ്ലോക്ക്- 3. യാത്രാവിവരണം

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

## വിശദപഠനത്തിന്

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

## ബ്ലോക്ക്-4. അനുഭവ സാഹിത്യം

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

## വിശദപഠനത്തിന്

1. എന്നെ പാണനെന്ന് വിളിക്കരുത് (എതിർ)- എം. കുഞ്ഞാമൻ.
2. ദരിദ്രന്റെ ക്രിസ്തസ് (പച്ചവീരൽ)- ദയാഭായി.

3. വരുമോ വസന്തം ( ഒരു മലയാളി ഹിജഡയുടെ ആത്മകഥ)- ജെറീന.

**Reference:**

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, തൃശ്ശൂർ.
10. എം. ജി. എസ്. നാരായണൻ, ജാലകങ്ങൾ: ഒരു ചരിത്രാന്വേഷിയുടെ വഴികൾ കാഴ്ചകൾ, കറന്റ് ബുക്സ്, തൃശ്ശൂർ.
11. ജി. ഉഷാകുമാരി (എഡിറ്റർ), ഉൾക്കണ്ണാടികൾ, കൈരളി ബുക്സ്, കണ്ണൂർ.
12. പ്രൊഫ. വി. രമേഷ് ചന്ദ്രൻ, സഞ്ചാരസാഹിത്യം മലയാളത്തിൽ
13. കെ.കെ. കൊച്ചു, ദലിതൻ, ഡി.സി ബുക്സ് , കോട്ടയം.
14. ബാലചന്ദ്രൻ ചുള്ളിക്കാട്, ചിദംബരസ്തമരണ, ഡി. സി ബുക്സ് , കോട്ടയം.
15. എം. കെ. സാനു, നാരായണഗുരു, എൻ. ബി.എസ്. കോട്ടയം.
16. റോസി തോമസ്, ഇവൻ എന്റെ പ്രിയ സി. ജെ, ഡി.സി ബുക്സ് , കോട്ടയം.
17. വി. ബാബുസേനനൻ, ബെർട്രാൻറ് റസ്സൽ -
18. ഡോ. ജോർജ്ജ് വർഗ്ഗീസ്, സ്റ്റീഫൻ ഹോക്കിങ്, ഡി.സി ബുക്സ് , കോട്ടയം.
19. ജ്യോതിഭായി പരിയാടത്ത്, മയിലമ്മ ഒരു ജീവിതം, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്.
20. മാധവിക്കുട്ടി, കേരള സഞ്ചാരം, ഡി. സി ബുക്സ് , കോട്ടയം.
21. വി. മുസഫിർ അഹമ്മദ്, മരുഭൂമിയുടെ ആത്മകഥ , കറന്റ് ബുക്സ് , തൃശ്ശൂർ.
22. രാജൻ കാക്കനാടൻ, ഹിമവാന്റെ മുകൾത്തട്ടിൽ, ഡി. സി ബുക്സ് , കോട്ടയം.
23. എം. കുഞ്ഞാമൻ, എതിർ, ഡി.സി ബുക്സ് , കോട്ടയം.
24. കെ. എ. ബീന , നദി തിന്നുന്ന ദീപ്, കറന്റ് ബുക്സ്, തൃശ്ശൂർ.
25. ഭാസ്കരൻ, ജാനു, ഡി. സി ബുക്സ് , കോട്ടയം
26. ദയാഭായി, പച്ചപിരൽ, ഡി. സി ബുക്സ് , കോട്ടയം.
27. വിജയരാജമല്ലിക, മറ്റൊരു പെണ്ണല്ല ഞാൻ, പാപ്പാത്തി
28. ജെറീന, ഒരു മലയാളി ഹിജഡയുടെ ആത്മകഥ, ഡി. സി ബുക്സ്, കോട്ടയം.

## MODERN INDIAN LANGUAGE COURSE -2

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।

### पत्ररूपरेखा (Course Outline):

Block 1 महाकाव्यपरिचयः

Block 2 कुमारसम्भवम् – पञ्चमसर्गः

Block 3 गद्यपरिचयः

Block 4 भारतसङ्ग्रहः – आदिपर्वणः समग्रमध्ययनम्

### 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 तपश्चर्योदयमः - श्लोकाः 1 – 17.
2. 2. महत्तरस्तपश्चर्याविशेषः - श्लोकाः 18 -29.



2. 3. ब्रह्मचारिप्रवेशः, सखीद्वारा पार्वत्याः इङ्गितनिवेदनं च - श्लोकाः - 30 –61.
2. 4. ब्रह्मचारिकृता शिवनिन्दा, पार्वत्या तन्निरासः, फलोदयश्च - श्लोकाः - 62 – 86.

### खण्डः 3 गद्यपरिचयः ।

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

### खण्डः 4भारतसङ्ग्रहः - आदिपर्वणः समग्रमध्ययनम् ।

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

### आवश्यकग्रन्थाः

कुमारसम्भवम् - Kumarasambhava of Kalidasa (with the commentary of Mallinatha), Vasudev Laxmansastri Pansikar(ed.), Mumbai, 1908

संस्कृतसाहित्येतिहासः – आचार्यलोकमण्डाहालः। चौखम्बा कृष्णदास अकादमी, वाराणसी।

भारतसङ्ग्रहः- Bharatasangraha, M Lakshmanasuri, The Kuppaswami Sastri Research Institute, Madras, 1966.

### सहायकग्रन्थाः -

A Companion to Sanskrit Literature, Banerjee S.C, Motilal Banarsidass Publishers, Delhi, 1989

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

A History of Sanskrit Literature, A.B. Keith, Motilal Banarsidass 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 Banarsidass Publishers, Delhi, 1990

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

Panorama of Sanskrit literature, Dr.Satyavrat, 1998

Sanskrita Sahitya Cari Tram (Malayalam), Kunjunni Raja & M.S Menon (Ed.), Kerala Sahitya Academy, Thrissur, 1991

A Short History of Sanskrit Literature, T K Ramachandra Aiyar, RS Vadhyar & Sons, Palakkad  
Kumara Sambhava (Edition with Malayalam commentary), Kuttikrishna

### Additional References (E-resources):

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

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

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

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

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

# Semester -V

**DISCIPLINE CORE COURSE**  
**B21HS05DC**  
**HISTORY OF INDIA – II (FROM 10TH TO 18TH CENTURY CE)**  
**Credits: 6**

**Course Objectives:**

The course aims to familiarize the significant events and developments in the history of India with reference to the economic activities, social relations and institutions that existed in Medieval India. The course will explore how the aspects of the plurality of India evolved and developed as a blended culture and culminated in cultural synthesis. The course aims to analyse how the systems and institutions in Medieval India worked as a linkage effect in subsequent centuries for the foundation of colonial modernity.

**Course Outcomes:**

This course will enable the learners to:

- get a deeper understanding of significant events, changes and developments in the history of India during the medieval period
- develop a broader perspective of change and continuity of systems and institutions of the period.
- develop the skill of cognition and comparative analysis of various trends, linkages and evolution of plurality and aspects of cultural synthesis.

**Course Outline:**

Block 1: Concept of Medieval India and Sources  
Block 2: Society and Economy under Delhi Sultanate  
Block 3: Mughal India: Polity and Society  
Block 4: Economic and Social Life under the Mughals  
Block 5: Cultural Synthesis in Medieval India  
Block 6: Regional Powers in India

**Course Details**

**BLOCK 1: CONCEPT OF MEDIEVAL INDIA AND SOURCES**

**Unit 1: Sources of Delhi Sultanate**

Persian Tarikh Tradition - Vernacular Histories

**Unit 2: Sources of Mughal Period**

Persian Literary Culture - Translations

**Unit 3 : Court Chronicles**

Barani- Abul Fazl-Vernacular Literary Traditions - Memoirs and Travelogues

**BLOCK 2: SOCIETY AND ECONOMY UNDER DELHI SULTANATE**

**Unit 1 : Emergence of Delhi as Centre of Power**

Invasions of Ghazni and Ghoris- Sultanate Regimes

**Unit 2 : Nature of Nobility and Rural Gentry**

Agricultural Production and Peasants

**Unit 3 : Industry and Trade**

Emergence of New Towns - Revenue System-Iqta

**Unit 4 : Market Regulations of Alauddin Khilji**

**Unit 5 : Social life**

Slaves, Artisans - Social Manners and Customs- Caste and Social Mobility-  
Status of Women

**BLOCK 3: MUGHAL INDIA : POLITY AND SOCIETY**

**Unit 1 : Consolidation and Establishment of Mughal Administrative System**

**Unit 2 : Mughal Nobility**

Concept of Sovereignty -Badushaship

**Unit 3 : Evolution of Administrative Institutions**

Zabti, Mansab, Jagir, Madad-i-maash

**Unit 4 : Mansabdari System and the Mughal Army**

**Unit 5 : Features of Mughal Society**

**Unit 6: Marathas under Shivaji**

State Organization-Ashtapradhan

**BLOCK 4: ECONOMIC AND SOCIAL LIFE UNDER THE MUGHALS**

**Unit 1: Village Life and the Mass**

**Unit 2: Land Rights and Revenue system**

**Unit 3: Zamindari System**

**Unit 4: Peasant Economy**

**Unit 5: Trade and Commerce - Trade Routes - Foreign Trade**

**Unit 6: Urban Centers, Craft and Technology**

**BLOCK 5: CULTURAL SYNTHESIS IN MEDIEVAL INDIA**

**Unit 1: Religious Ideas**

The Sufi Movement- Chisthi, Suharwari, Silsilahs

**Unit 2: Bhakti Movement and Monotheism -**

Life and Teaching of Ramanand, Kabir, Nanak, Chaitanya, Surdas  
and Tulsidas - Alwars and Nayanars Movement - Impact

**Unit 3: Literature- Persian and Urdu**

Dhara Shikoh- Majma-ul- Bahrain - Razmnama

**Unit 4: Music and Painting**

**Unit 5: Architecture**

Major Monuments of the Period- Qutab Minar -Taj Mahal

**Unit 6: South Indian Architecture**

Dravidian Style-Temple Architecture

**BLOCK 6: REGIONAL POWERS IN INDIA**

**Unit 1: Growth of Rajput Kingdom**

Pratiharas-Palas- Senas - Rashtrakutas - Chalukyas

**Unit 2: Chola Administration and Local Self Government**

Pandyas -Cheras - Pallavas

### **Unit 3: Vijayanagara Administration**

Nayaka System

### **Unit 4: Concept of Segmentary State**

#### **Essential Readings**

- B. Catherine Asher, *Architecture of Mughal India*, CUP, Cambridge, 1992.
- B.D. Chattopadhyaya, *The Making of Early Medieval India*, OUP, Delhi, 2012.
- I.H. Quereshi, *The Administration of Mughal Empire*, OUP, Karachi, 1966.
- Irfan Habib (ed.), *Medieval India*, Vol. I, OUP, Delhi, 1992.
- Irfan Habib, *Medieval India: The Study of a Civilization*, NBT, 2008.
- Irfan Habib, *Technology in Medieval India*, Tulika Books, New Delhi, 2016
- Irfan Habib, *The Agrarian System of Mughal India*, OUP Delhi, 1999.
- K.A.N. Sastri, *A History of South India*, OUP, Delhi, 1957.
- Mohammad Habib, *Studies in Medieval Indian Polity and Culture, The Delhi Sultanate and its Times*, OUP, 2016.
- Mohammad Habib and K.A. Nizami (ed.), *The Delhi Sultanate*, Vol. V, People Publishing House, Delhi, 1992.
- P.N. Ojha, *North Indian Social Life during Mughal Period*, Oriental Publishers and Distributors, Delhi, 1975.
- Peter Jackson, *The Delhi Sultanate: Political and Military History*, OUP, 2003.
- R.C. Majumdar & A.D. Pusalkar, *The Delhi Sultanate-The History and Culture of Indian People*, Series, Vol.VI, Vidyabhavan, Bombay, 1960.
- R.C. Majumdar, JN Chaudhari & S Chaudhari, *The History and Culture of the Indian People Series*, The Mughal Empire, Vol. VI, Bharathiya Vidya Bhavan, Bombay 1960.
- Satish Chandra, *Essays on Medieval Indian History*, OUP, Delhi, 2003.
- Satish Chandra, *History of Medieval India*, Orient Black Swan, Delhi, 2009.
- Shireen Moosvi, *Economy of the Mughal Empire*, OUP, India, 1987.
- Tapan Ray Chaudhary & Irfan Habib(ed.), *The Cambridge Economic History of India*, Vol 1, Orient Longman, Delhi, 1993.

#### **References**

- Audrey Truschke, *Culture of Encounters, Sanskrit at the Mughal Court*, Columbia University Press, New York, 2016.
- Burton Stein, Peasant, *State and Society in Early Medieval South India*, OUP, Delhi, 1980.
- Harbans Mukhia, *The Mughals of India*, Blackwell Publishing, New Delhi, 2005.
- Herman Kulke, *The State in India (1000-1700 AD)*, OUP, Delhi, 1995.
- I.A. Khan, *Gunpowder and Firearms: Warfare in Medieval India*, Oxford University Press, New Delhi, 2004.
- Iqtidar Hussain Siddiqui, *Delhi Sultanate: Urbanization and Social Change*, Viva Books, New Delhi, 2016.
- Irfan Habib, *Medieval India: The Study of a Civilization*, National Book Trust, New Delhi, 2008.
- Irfan Habib, *The Agrarian System of Mughal India (1526-1707)*, OUP, Delhi, 2000.
- Kesavan Veluthat, *Political Structure of Early Medieval South India*, (1993), Orient BlackSwan, New Delhi, 2013.
- Manu V. Devadevan, *The Early Medieval Origins of India*, CUP, Cambridge, 2020.
- Muzaffar Alam and Sanjay Subrahmanyam, *Mughal state- 1526-1750*, OUP, Delhi, 2000.
- R.S. Sharma, *Indian Feudalism*, Laxmi Publications, 2008.
- Rajan Gurukkal, *Social Formations in Early South India*, OUP, New Delhi, 2012.
- Richard M. Eaton, Phillip B. Wagoner, *Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*, Oxford University Press, Delhi, 2014.
- Satish Chandra, *Medieval India: From Sultanate to the Mughals*, 2 Vols., Har -Anand Publications, 2004.
- Shireen Moosvi, *People Taxation and Trade in Mughal India*, OUP, New Delhi, 2011.
- Yogesh Sharma and Pius Malekandathil (ed.), *Cities in Medieval India*, Primus Books, New Delhi, 2019.

**DISCIPLINE CORE COURSE**  
**B21HS03DE**  
**KERALA RENAISSANCE: PROBLEMS AND PERSPECTIVES**  
**Credits: 6**

**Course Objectives:**

The course aims to:

- impart knowledge about the basic concepts of Enlightenment/scientific rationality/Renaissance.
- examine the pre-modern character of traditional Kerala society.
- identify the uniqueness of Kerala's Renaissance project.
- assess the strengths and weaknesses of the Kerala Renaissance.
- discuss the prominent debates over Kerala Renaissance.

**Course Outcomes:**

The course would enable the learners to

- learn about the role of the Renaissance in transforming traditional societies into modern ones.
- understand the unique, especially subaltern, character of Kerala's Renaissance and identify how it revolutionised the social fabric of Kerala.
- know how western concepts like science, rationality, humanism and equality shaped modern Kerala.
- evaluate Kerala's 'experience' with modernity and identify the success/failure of the project in realising a true civil society.
- develop an understanding about the unfinished agenda of the Renaissance project and discuss the modalities to achieve them.

**Course Outline:**

Block 1: Conceptualising Renaissance  
Block 2: From Tradition to Modernity  
Block 3: Leaders and Movements  
Block 4: Movements against Caste and Untouchability  
Block 5: Rethinking Kerala Renaissance  
Block 6: Renaissance Literature

**Course Details:**

**BLOCK 1: CONCEPTUALISING RENAISSANCE**

**Unit 1 : Departure from Medieval "Darkness"**

Birth of a New Era - From Blind Faith to Liberal Outlook - Engagement with Modernity

**Unit 2 : Enlightenment and Scientific Rationality**

Scientific Revolution - Rationality - Enlightenment

**Unit 3 : Humanism and Equality**

Scholasticism vs Humanism - Freedom - Rights of Man

**Unit 4 : Renaissance as Revival**

Rebirth of Tradition - Search for Cultural Roots - Reform to Revival

**Unit 5 : Renaissance and Modernity**

Social Progress - Secular Outlook - Identity Crafting - Civil Society - Freedom and Democracy

## **BLOCK 2: FROM TRADITION TO MODERNITY**

### **Unit 1 : Social Evils**

Caste and Untouchability - Customs and Superstitions - Priesthood and Ritualism

### **Unit 2 : Gender Issues**

Polygamy and Widowhood - Illiteracy and Domesticity - Brahmanical Patriarchy

### **Unit 3 : Colonial Challenges**

Administrative and Legal Reforms - Abolition of Slavery - Reforms in Family and Inheritance - Modern Education

### **Unit 4 : Missionary Intervention**

LMS, CMS and BEM - Missionaries and Education - Print, Literacy and Social Change

### **Unit 5 : Colonial Modernity**

Capitalist Tendencies - Rise of New Social Classes - Colonial Ideology

## **BLOCK 3: LEADERS AND MOVEMENTS**

### **Unit 1 : Upper Caste/Community Movements**

Ayya Vaikunta Swamikal - Chattampi Swamikal and Nayar Samajam - VT Bhattathiripad and Yogakshemasabha

### **Unit 2 : Lower caste Movements**

Sree Narayana Guru and SNDP Yogam - Ayyankali and Sadhujana Paripalana Yogam - Pandit Karuppan and the Emancipation of the Untouchables

### **Unit 3 : Christian Missionaries and Social Reform**

Channar Revolt - Poykayil Yohannan and PRDS - *Nasrani Jati Aikya Sangham*

### **Unit 4 : Movements among the Muslims**

Sanaulla Makti Tangal and Vakkam Abdul Khader Maulavi - *Muslim Aikya Sangham and Kerala Jamiyyathul Ulama* - Islahi and Mujahid Movements

### **Unit 5 : Women's Progress**

Education and Marriage Reform - *Indulekha* and *Adukkalayil Ninnu Arangathekku*- Nationalist and Communist Movements

## **BLOCK 4: MOVEMENTS AGAINST CASTE AND UNTOUCHABILITY**

### **Unit 1 : Radical Reform**

Sahodaran Ayyappan and Sahodara Sangham - C. Krishnan and the Mitavadi-Vagbhatananda and Atma Vidya Sangham

### **Unit 2 : Spiritual Path**

Brahmananda Sivayogi and Ananda Samajam - Sivananda and Siddha Samajam - Ananda Tirtha and Anandashram/Sree Narayana Vidyalaya

### **Unit 3 : Temple Entry Movement**

Vaikom Satyagraha - Guruvayur Satyagraha - Temple-Entry Proclamation of 1936

### **Unit 4 : Later Movements**

Paliyam Satyagraha - Satyagraha at Tali Temple - Kalpathi Struggle

### **Unit 5 : Caste in Post-Colonial Society**

Caste and Popular Politics - Reservation Question - Temples, Rituals and

## **BLOCK 5: RETHINKING KERALA RENAISSANCE**

### **Unit 1 : The Difference of Kerala Renaissance**

Subaltern Origins - Popular, Mass Character - Against Caste and Ritualism

### **Unit 2: From Social Reform to Social Struggle**

Radical Social Reform - Radical Reform to Radical Politics - Towards Left Politics

### **Unit 3 : Patriarchal Agenda and Imagining of “New” Women**

Matrilineal Tradition of Kerala - Modernity as Patriarchy - Engendering Individuals

### **Unit 4 : Emancipation Agenda and Community Politics**

Appeal to Community Identity - Rise of Community Politics - Communal Road to Secular Kerala?

### **Unit 5: Formation of Hindu Identity**

Nationalism as Religion - From Caste to Community - Hindu Community Formation

## **BLOCK 6: RENAISSANCE LITERATURE**

### **Unit 1: Reform and Literature**

Print and Reformism - Newspapers and Journals - Story, Drama and Novels - Critical Studies and Social Satires

### **Unit 2: Newspapers and Journals**

West Coast Spectator, Swadeshabhimani, Kerala Patrika, Prabhatham - Al-Ameen, Nasrani Deepika, Chandrika - Vivekodayam, Mitavadi and Sahodaran - Yogakshemam and Unni Nambutiri - Mahila, Lakshmi Bai, Sreemati

### **Unit 3: Story, Drama and Novel**

*Indulekha* - *Saraswati Vijayam* - *Adukkalayil Ninnu Arangathekku* - *Thozhil Kendrathilekku*

### **Unit 4 : Autobiographies**

*Kanneerum Kinavum* by V.T Bhattathiripad - *Jeevitasamaram* by C. Kesavan - *Ente Jeevita Smaranakal* by Mannath Padmanabhan - *Atmakathakku Oramukham* by Lalitambika Antarjanam

### **Unit 5 : Critical Studies**

*Pracheena Malayalam* and *Vedadhikara Niroopanam* - *Jathikummi* - *Chandalabhikshuki* and *Duravastha* - *Kadora Koodaram*

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## **DISCIPLINE SPECIFIC ELECTIVE COURSE**

**B21HS04DE**

### **CONTEMPORARY WORLD**

**Credits: 6**

#### **Course Objectives:**

The course aims to:

- understand choices humans have made in the past and consider how choices made today may affect the future.
- recognise the process that has led - and indeed still leads- to certain ways of thinking about power and politics
- Identify challenges that humans have faced in the political, economic, social and other spheres of life and explain how they have responded to those challenges in this period.

#### **Course Outcomes:**

The course would enable the learners:

- To trace and explain the process by which the world and its various regions changed in this period.
- To think critically about the validity of factual data and interpretations of contemporary world history.
- To identify and describe the main forces, persons, events, movements, etc., which shaped world history in this period.
- To reach, express, and defend reasoned explanations and judgements on critical issues in contemporary world history.

#### **Course Outline:**

Block 1 : The Cold War

Block 2 : The fall of the European Empires and the Emergence of the Third World

Block 3 : Bipolarism and Regional Conflicts

Block 4 : The End of Socialist Bloc and the Disintegration of USSR

Block 5 : New International Economic Order

Block 6 : New Social Movements

#### **Course Details:**

##### **BLOCK 1: THE COLD WAR**

###### **Unit 1 : The Roots of the Cold War**

American Capitalism -Soviet Communism

###### **Unit 2 : The Breakdown of the Wartime Alliance**

The Yalta Conference and Argument over Poland -The Potsdam Conference- Iron Curtain Speech

###### **Unit 3 : USSR's Relation with the East European Countries**

Poland - Romania and Bulgaria - Hungary and Czechoslovakia

###### **Unit 4 : The American Policy of 'Containment'**

The Truman Doctrine -The Marshall Plan - The founding of NATO - The setting up of West Germany

### **Unit 5 : The Soviet Reaction to Containment**

The Berlin Blockade - Comecon-The Setting up of East Germany- The Warsaw Pact

## **BLOCK 2: THE FALL OF THE EUROPEAN EMPIRES AND THE EMERGENCE OF THE THIRD WORLD**

### **Unit 1 : De-colonisation in Asia and Africa**

### **Unit 2 :The Non-Aligned Movement**

### **Unit 3: Indo-Pakistan Relations**

The Kashmir Conflicts -Shimla Summit- Agra Summit -LahoreSummit -The Siachen Conflict  
- Nuclear Tests in 1998 - Kargil War

### **Unit 4 : Sino- Soviet Relations**

Economic Aid and Expertise- The Sino- Soviet Split - The Sino- Soviet Border Conflict- The Sino- Soviet Normalization

### **Unit 5 : Sino- U.S. Relations**

The Chinese Intervene in the Korean War -The First Taiwan Strait Crisis -Tibetan Uprising- Ping-Pong Diplomacy

### **Unit 6 : SAARC**

## **BLOCK 3: BIPOLARISM AND REGIONAL CONFLICTS**

### **Unit 1 : Bipolarism**

### **Unit 2 : War in Korea**

The North Korean Attempt to Reunite Korea in 1950 - The US Attack- The Chinese Intervene - The fall of MacArthur - The Stalemate

### **Unit 3 : Crisis in Cuba**

Bay of Pigs Invasion -The Cuban Missile Crisis

### **Unit 4 :The Vietnam War**

Divided Vietnam - The Gulf of Tonkin Incident- The US Intervention - The Tet Offensive - Atrocities at My Lai - Protests against the War -The American Failure and the Communist Victory in 1975

### **Unit 5 : Conflict in the Middle East**

Arab – Israel wars of 1948-49,67, 1973 - P.L.O- Intifada - Gulf War of 1990-91

## **BLOCK 4: THE END OF SOCIALIST BLOC AND THE DISINTEGRATION OF USSR**

### **Unit 1 : The Collapse of Soviet Power in Europe**

Tito and Stalin- The Red Army in Hungary and Czechoslovakia- Berlin Wall Solidarity

### **Unit 2 : Disintegration of USSR**

Mikhail Gorbachev- Perestroika and Glasnost- The End of Brezhnev Doctrine- The Rise of Yeltsin and the Fall of Gorbachev- The End of the Cold War

### **Unit 3 : Reunification of Germany**

### **Unit 4 : American Unipolarism**

### **Unit 5 : Global Terrorism**

## **BLOCK 5: NEW INTERNATIONAL ECONOMIC ORDER**

### **Unit 1 : World Systems**

### **Unit 2 : World Bank and IMF**

### **Unit 3 : GATT**

### **Unit 4 : Uruguay Round Talks- WTO and GATS**

### **Unit 5 : Liberal Market Economy**

## **Unit 6 : Globalization**

### **BLOCK 6: NEW SOCIAL MOVEMENTS**

#### **Unit 1 : Ecological Struggles**

The Chipko Movement -Struggles for the Amazon

#### **Unit 2 : Race, Class and Gender**

Movements in the USA - Struggles for Democracy and Rights in Myanmar - Student Movements of 1968

#### **References:**

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## **DISCIPLINE SPECIFIC ELECTIVE COURSE**

**B21HS05DE**

### **GENDER IN INDIAN HISTORY**

**Credits: 6**

#### **Course Objectives:**

The course introduces the concept called 'gender' and familiarizes the learners with how to look at history from a gender perspective. The course facilitates the learners to access gender history by means of introducing the basic concepts in gender studies. It also makes them aware of the means by which gender is constructed, enables them to identify the gender disparity, and encourages them to build up a society based on gender equity

#### **Course Outcomes:**

The course would enable the learners to :

- equip the learners to think critically about how gender is constructed in the Indian context. The works of social visionaries are included with the above-said purpose in view.
- understand the nuances between caste and gender.
- analyse the Kerala example of gender construction.
- identify the vestiges of colonial modernity in the contemporary imagination of Kerala womanhood.
- build communities that ensure gender justice.

#### **Course Outline:**

Block 1: Key Concepts and Terms in Gender Studies

Block 2: Gender Construction

Block 3: Colonial Heritage

Block 4: Nationalism

Block 5: Gender, Caste, and Culture

Block 6: Colonial Modernity in Kerala

#### **Course Details**

#### **BLOCK 1: KEY CONCEPTS AND TERMS IN GENDER STUDIES**

##### **Unit 1: Sex and Gender**

Masculinity and Femininity

##### **Unit 2 : Sexualities**

LGBT

##### **Unit 3: Women Studies**

Gender Studies

##### **Unit 4 : Gender History**

Paradigm of Gerda Lerner- Uma Chakravarti- Joan Wallach Scott

#### **BLOCK 2: GENDER CONSTRUCTION**

##### **Unit 1: Social, Political, Legal**

- Unit 2: Role of Education**
- Unit 3: Family & Media**
- Unit 4: Context of India**

### **BLOCK 3: COLONIAL HERITAGE**

- Unit 1: Modernity-Gender Restructuring**
- Unit 2: Indian Women as Victim of Barbarism**  
'Mother India'.
- Unit 3: Debate on Women-Oriented Reforms**  
Pandita Ramabai- M.G.Ranade
- Unit 4: Sastric Validity**  
Women as Tradition

### **BLOCK 4 : NATIONALISM**

- Unit 1: Gendered Nationalism**  
Masculinity
- Unit 2: Cultural Critique of Colonialism**
- Unit 3: Concept of 'New Womanhood' in India**  
Emblem of National Culture
- Unit 4: Nature of Women's Participation**  
Women Leaders
- Unit 5: Views of Gandhi**

### **BLOCK 5 : GENDER, CASTE AND CULTURE**

- Unit 1: Brahmanical Patriarchy**  
*Pativrata, Stree Dharma*
- Unit 2: Endogamy**  
Honour killing-Triple Oppression of Deprived Castes' Women
- Unit 3: Culinary Habits**  
Taboo Food- Role of Women
- Unit 4: Reading the Works of Jyotiba Phule, B.R.Ambedkar, Periyar, Tarabai Shinde**

### **BLOCK 6 : COLONIAL MODERNITY IN KERALA**

- Unit 1: 'Indulekha' and 'Sukumari'**  
Reflections of Modernity
- Unit 2: Male Agenda of Caste Reform and 'Women's Question'**
- Unit 3: V.T.Bhattathiripad**  
Subversion of Lower Caste Agenda of Modernity
- Unit 4: New Woman of Nationalism**  
E.K. Janaki Ammal

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'Whatever Happened to the Vedic Dasi: Orientalism, Nationalism, and a Script for the Past', in Kumkum Sangari and Sudesh Vaid, (ed.), *Recasting Women: Essays in Colonial History*, Kali for Women, Delhi, 1989.

Urvashi Butalia, *Women and the Hindu Right: A Collection of Essays*, Kali for Women, Delhi, 1995.

V. Geetha, *Gender, Stree*, Calcutta, 2002.

*Complete works of V.T.Bhattathiripad*, Kottayam, DC, 2006.

**DISCIPLINE-SPECIFIC ELECTIVE COURSE**  
**B21HS06DE**  
**TRENDS IN HISTORICAL THOUGHT AND WRITING**  
**Credits: 6**

**Course Objectives:**

The course is designed to provide knowledge and understanding about historiography and major trends in historical thought and writings in the world. The course deals with the evolution and development of historical consciousness and the history of historical writings in India and the world. The course is aimed to intellectually equip the learners to evaluate historical works in the light of new theories and concepts.

**Course Outcomes:**

The course would enable the learners to:

- get a basic understanding of the evolution and development of History as a discipline and the major trends in the arena of historical writings and thought.
- identify and analyse the methodological and philosophical shifts that have contributed to the development of History as a discipline.
- be exposed to the major paradigms associated with the study of Indian History.
- develop a better understanding of the new theories and concepts of historiography, historical thought and writings.

**Course Outline:**

**Block 1 : Concept of History and Early Historical Writings**

Block 2 : Influence of Renaissance

Block 3 : Positivism and Historical Materialism

Block 4 : New Trends and Theories on Historical Writings

Block 5 : Twentieth Century Historiography

Block 6 : Trends in Indian Historiography

**Course Details:**

**BLOCK 1: CONCEPT OF HISTORY AND EARLY HISTORICAL WRITINGS**

**Unit 1 : Meaning of History and Historiography**

Definition of History

**Unit 2 : Quasi History-Past and History**

Differentiation and Conceptualization

**Unit 3 : Historical Writings in Greece-Rome –China**

Herodotus - Thucydides - Livy - Tacitus - Su-ma-Chien

**Unit 4 : Nature of Medieval Historical Writings-**

St: Augustine - Ibn Khaldun

**Unit 5 : Ancient Indian Historiography**

Historical sense - Idea of Bharatavarsha - Itihasa Purana tradition

- Jaina and Buddhist Historiography

**Unit 6 : Medieval Indian Historiography**



Historical Biography and Chronicles - Historiography during  
Sultanate Period - Historiography during Mughal Period

## **BLOCK 2: EVOLUTION OF MODERN THEORIES OF HISTORICAL WRITINGS**

**Unit 1 : Vico and New Science**

**Unit 2 : Positivism** - Auguste Comte

**Unit 3 : Cultural History**

**Unit 4 : A. J. Toynbee and the Study of Civilizations**

## **BLOCK 3: IMPACT OF RENAISSANCE ON THEORIES OF HISTORICAL WRITINGS**

**Unit 1 : Renaissance**

**Unit 2 : Enlightenment**

**Unit 3 : Romanticism**

**Unit 4 : Rationalism**

**Unit 5 : Descartes –Vico – Gibbon**

## **BLOCK 4: NEW TRENDS AND THEORIES ON HISTORICAL WRITING**

**Unit 1 : Trends in Writings of History**

Ranke and Modern Scientific Way of Writing History- Critical  
Analysis of Facts

**Unit 2 : Historical Materialism**

Hegel - Karl Marx- Materialistic interpretation of History - Theories

## **BLOCK 5: TWENTIETH CENTURY HISTORIOGRAPHY**

**Unit 1 : Annales School**

Marc Bloch - Lucien Febvre - Fernand Braudel

**Unit 2: Structuralism**

Ferdinand de Saussure

**Unit 3 : History of Mentalities**

Philippe Aries

**Unit 4: History from Below**

E P Thompson

**Unit 5 : Postmodernism**

Keith Jenkins

## **BLOCK 6: TRENDS IN INDIAN HISTORICAL WRITINGS**

**Unit 1: Oriental Historiography and William Jones**

**Unit 2: Colonial/ Imperial Approach to Indian Historiography**

James Mill - Vincent Smith

**Unit 3: Nationalist School**

R.G Bhandarkar - H.C Raychaudhuri - R.C. Majumdar

**Unit 4: Marxist Approach to Indian History**

D.D. Kosambi - R.S. Sharma - Romila Thapar

**Unit 5: Subaltern Studies**

Ranajit Guha - Dipesh Chakrabarty

**Unit 6: Environmental History**

Ramachandra Guha

## Unit 7: Cambridge and New Cambridge School

Anil Seal- C.A. Bayly

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## **GENERIC ELECTIVE COURSE -1 (ARABIC)**

**B21AR01GE**

### **MODERN STANDARD ARABIC**

**Credits: 2**

#### **Course Outcomes:**

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

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

#### **Course Outline:**

Block 1: Introduction to Arabic Language and Basic structures of Arabic Language

Block 2: Use of Arabic in Different Occasions

#### **Course Details:**

### **BLOCK 1: INTRODUCTION TO ARABIC LANGUAGE AND 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, the 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 the airport, in the railway station and in the travelling office

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

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

#### **References:**

- M. Ashiurakis, Spoken Arabic self-taught, Islamic Book Service, 2003.
- Abdul Hamid Madani, Cheriya mundam, Arabian Gulf file Samsarabhasha, Calicut: Al Huda Books, 2004.
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## **GENERIC ELECTIVE COURSE -1 (ENGLISH)**

### **B21EG01GE APPRECIATING LITERATURE Credits: 2**

#### **Course Objectives:**

- To kindle interest in reading literature.
- To help learners to understand, learn from and enjoy literary texts, especially poetry.
- To enable the learner 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 Outline:**

Block 1: Introducing Literary Texts: 1

Block 2: Introducing Literary Texts: 2

#### **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.
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- 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 ELECTIVE COURSE (HINDI)

B21HD01GE

### व्यवहारिक हिंदी

(Vyavaharik Hindi)

Credits: 2

#### पाठ्यक्रम 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 Outcomes):

- जीवन के सभी क्षेत्रों में हिंदी भाषा बोलने में सक्षम बनता है।
- हिंदी के सामान्य व्याकरण के सही उपयोग को समझता है।

#### Course Outline:

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

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

#### 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:**

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



**GENERIC ELECTIVE COURSE -1 (MALAYALAM)**

**B21ML01GE**

**ആധുനികമലയാള സാഹിത്യചരിത്രം**

**(Aadhunika Malayalasahithyacharithram)**

**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 Outline:**

Block 1 - ആധുനിക മലയാള കവിത

Block 2 – നോവലുംചെറുകഥയും

**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: നോവലുംചെറുകഥയും**

- യൂണിറ്റ് 1: മലയാളനോവലിന്റെ പശ്ചാത്തലം - ആദ്യകാലനോവലുകൾ

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

ടി. വാസുദേവൻ നായർ

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

യൂണിറ്റ് 4 : ചെറുകുടം - ചെറുകുടം യൂണിറ്റിന്റെ പശ്ചാത്തലം ആദ്യകാലകഥകൾ കാരൂർ, തകഴി, കേശവദേവ്, പൊൻകുന്നം വർക്കി, ടി. പത്മനാഭൻ, മാധവിക്കുട്ടി, കാക്കനാടൻ, സാനാ ജോസഫ്, സക്കറിയ

#### References:

കെ. എം. ജോർജ്ജ് (എഡി), ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ, ഡി. സി. ബുക്സ്, കോട്ടയം.

എരുമേലി പരമേശ്വരൻ പിള്ള, മലയാള സാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ, കറന്റ് ബുക്സ്, തൃശ്ശൂർ.

കൽപ്പറ്റ ബാലകൃഷ്ണൻ, മലയാള സാഹിത്യ ചരിത്രം

ഡോ. എം. ലീലാവതി, കവിതാ സാഹിത്യ ചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ.

എം. അച്യുതൻ, ചെറുകുടം ഇന്നലെ ഇന്ന്, ഡി. സി., ബുക്സ്, കോട്ടയം

എൻ. അജയകുമാർ, ആധുനികത മലയാള കവിതയിൽ, കറന്റ് ബുക്സ്, കോട്ടയം.

തായാട്ടുശങ്കരൻ, ആശാൻ - നവോത്ഥാനത്തിന്റേ കവി, എൻ. ബി. എസ്., കോട്ടയം.

പവിത്രൻ. പി., ആശാൻ കവിത ആധുനികാനന്തര പഠനങ്ങൾ, സാംസ്കാരിക പ്രസിദ്ധീകരണവകുപ്പ്, തിരുവനന്തപുരം

ഡോ. വത്സലൻ വാതുശ്ശേരി, കഥയുടെ ന്യൂ ക്ലിയർ, ഒലീവ് പബ്ലിഷേഷൻസ്, കോഴിക്കോട്.

ഡോ. പി. കെ. രാജശേഖരൻ, കഥാാന്തരങ്ങൾ, ഡി. സി. ബുക്സ്, കോട്ടയം.

ഡോ. എം. എം. ബഷീർ, ചെറുകുടം സാഹിത്യ ചരിത്രം,

കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ.

പി. കെ. ബാലകൃഷ്ണൻ, ചന്തുമേനോൻ ഒരു പഠനം, ഡി. സി. ബുക്സ്, കോട്ടയം

ഡോ. കെ. ഭാസ്കരൻ നായർ, ദൈവനീതിക്ക് ദാക്ഷിണ്യമില്ല, എസ്. പി. സി. എസ്, കോട്ടയം

കെ. എം. തരകൻ, മലയാള നോവൽ സാഹിത്യ ചരിത്രം,

കേരള ശാസ്ത്ര സാഹിത്യ പരിഷത്ത്, തിരുവനന്തപുരം

എം. അച്യുതൻ, നോവൽ പ്രശ്നങ്ങളും പഠനങ്ങളും, എൻ. ബി. എസ്, കോട്ടയം

കെ. പി. അപ്പൻ, മാറുന്ന മലയാള നോവൽ, ഡി. സി. ബുക്സ്, കോട്ടയം

## GENERIC ELECTIVE COURSE -1 (SANSKRIT)

B21SN01GE

### संस्कृतसोपानम्

(Samskruthasopanam)

Credits: 2

#### लक्ष्यम् (Course Objectives):

संस्कृतभाषायाः अध्ययनाय अलब्धावसराणां अनायासेन संस्कृतप्रवेशाय अवसरप्रदानम्। (To pave an easy way to study Sanskrit for those, who were not getting opportunities to study it.)

#### उद्देश्यम् (Course Outcomes):

- संस्कृताध्ययनस्य प्रारंभाय अवश्यमध्येतव्यानां सुबन्तानां तिङन्तानाञ्च परिचयप्रदानम्। (Study of declensions and conjugations of Sanskrit, which are basic requirements for the study of Sanskrit)
- छात्राणां पदसम्पदः प्रवृद्धिः (Enrichment of vocabulary.)
- अन्यासां भारतीयभाषाणामपि पदसम्पदां अवगमने सौकर्यप्रदानम् (To understand the vocabulary of other Indian languages easily.)
- भारतीयसंस्कृतेः महिमातिरेकं अवगन्तुं, तस्या वाहिनीरूपाया अस्या भाषाया अध्ययनेन छात्रान् प्रभावयितुम्। (Familiarize the learners with the glorious Indian culture by providing opportunity to learn it through its resource language, Sanskrit.)
- सुसम्पन्ने संस्कृतसाहित्ये परिचयप्रदानम्। (To familiarize the richness of Sanskrit Literature)
- काव्यास्वादनक्षमतोत्पादनम्। (Development of skill to enjoy the beauty of kavyas)

#### Course Outline:

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

Block 2. काव्यपरिचयः - रघुवंशमहाकाव्यम् (महाकविः कालिदासः) प्रथमसर्गः 1 – 54 श्लोकाः।

#### Course Details:

#### BLOCK 1. सुबन्त - तिङन्त - पदपरिचयः - (DECLENSIONS AND CONJUGATIONS)

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

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

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

1.2. स्त्रीलिङ्गशब्दाः सर्वनामशब्दाश्च - लता, मति, नदी, स्त्री, मातृ, भास् - स्त्रीलिङ्गशब्दाः।

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

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

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

and *asmad and yushmad sabdas*)

1.3. तिङन्तपरिचयः (Conjugations) - भूधातुः (परस्मैपदी) दशलकारेषु।

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

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

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

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

(Poetry – Raghuvamsha Mahakavya of Kalidasa, 1<sup>st</sup> canto, slokas 1 to 54)

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

(Dignity of Suryavamsha 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)

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

### **References:**

रघुवंशमहाकाव्यम् - कालिदासः प्रथमः सर्गः) R.S.Vadyar and Sons, Kalpathy, Palghat.

### **सहायकग्रन्थाः**

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

धातुरूपमञ्जरी - विद्यासागर के. एल्. वी. शास्त्री, R.S.Vadyar and Sons, Kalpathy, Palghat.

रघुवंशमहाकाव्यम् - With Sanjeevini Vyakhya of Mallinatha Pandurang Jawaji, Bombay.

कालिदाससाहित्यसर्वस्वम् - सुधांशु चतुर्वेदी (मलयालम्), Current Books, Kottayam.

## **SKILL ENHANCEMENT COURSE -2**

**B21HS02SE**

### **DOING ORAL HISTORY**

**Credits: 2**

#### **Course Objectives:**

Oral history brings out the narrative of people and communities. It is the history of the non-articulate, like women, low caste, ethnic minorities or any other group that was marginalized throughout history and whose voices were never, or rarely heard. The course introduces learners to an alternative way of looking at the past and writing history by making use of oral testimony. The course aims at exposing the learners to the application of unconventional tools in case of undertaking projects in the discipline of history.

#### **Course Outcomes:**

The course helps learners:

- To develop historical understanding within the socio-historical reality of their lived experience.
- To become partners in their own education.
- To ensure their involvement in the process of constructing history by recognizing and collecting untapped sources for future use.

#### **Course Outline:**

Block 1. Definition of Oral History

Block 2. Sources and Methods

#### **Course Details:**

### **BLOCK 1: DEFINITION OF ORAL HISTORY**

**Unit 1: Experiences of People in the Margin -‘People’s History’**

**Unit 2: Consists of Life History, Personal Narratives, Family History, History of Community**

**Unit 3: Views of Paul Thompson, Jan Vansina and Alessandro Portelli**

**Unit 4: Genesis of Contemporary Oral History**

Post World War II

**Unit 5: Oral History of Indian Freedom Movement/partition**

Shahid Amin, Urvashi Bhutalia- Initiatives in Kerala-Shamshad Hussain, KCHR.

### **BLOCK 2: SOURCES AND METHODS**

**Unit 1: Oral Testimonies**

Collective & Individual- Interview- Memory

**Unit 2: Digital Sources**

Virtual Interviews - Audio - Visual Digital Recordings - SAA & SPARROW

### **Unit 3: Multidisciplinary**

### **Unit 4: Questions of Subjectivity**

Influence of Feminist Scholars

### **Unit 5: Claims to Alternative History**

Orality - Oral Traditions - Oral History

### **Suggested Readings:**

- Alistair Thomson, *Anzac Memories: Living with the Legend*, Melbourne, OUP, 1994.
- Alessandro Portelli, *What makes Oral History Different*, 1979.
- Donald Ritchie, *Doing Oral History*, OUP, 2003.
- Jan Vansina, *Oral Tradition as History*, Wisconsin Press, 1985.
- Luisa Passerini, *Fascism in Popular Memory: The Cultural Experiences of the Turin Working-Class*, Cambridge: CUP, 1987.
- Paul Thompson, *The Voice of the Past- Oral History*, OUP, 1988.
- Raphael Samuel and Paul Thompson, *The Myths We Live By*, London, Routledge, 1990.
- Richard Johnson (ed.), *Making Histories: Studies in history writing and politics*, London, Hutchinson, 1982.
- Robert Perks and Alistair Thomson (ed.), *The Oral History Reader*, London, Routledge, 1998.
- Shahid Amin. *Event, Metaphor, Memory: Chauri Chaura 1922-1992*. 1995
- Shamshad Hussain. K.T, *Malabar kalaapathinte Vaamozhi Parambariyam* ,TVPM, NBS,2020.
- Shera Berger Gluck, *Women's Words. The Feminist Perspective of Oral History*. New York, Routledge, 1991.
- Sidney J. Levy and Albert J. Robles, *The Image of Archivists: Resource Allocators' Perceptions*, Chicago, Society of American Archivists, 1985.
- Urvashi Butalia, *The Other Side of Silence Voices from the Partition of India*, New Delhi, Penguin, 1998.
- Valerie Raleigh, *Recording Oral History. A Guide for the Humanities and Social Sciences*, Walnut Creek, Altamira Press, 2005.

# Semester- VI

**DISCIPLINE CORE COURSE**  
**B21HS06DC**  
**MAKING OF MODERN KERALA**  
**Credits: 6**

**Course Objectives:**

The course aims to:

- develop a historical understanding regarding the anti-colonial revolt tradition of Kerala.
- familiarise the nuances of the cultural encounter of colonialism.
- make a sense of the historical process of evolution of modern Kerala society and state.
- develop a historical understanding about the emergence of public political consciousness.
- make a critical appraisal on the development model and structural exclusions in Kerala society.

**Course Outline:**

Block 1: Early Resistance  
Block 2: Towards Modernity  
Block 3: Anti-Caste and Reform Movements  
Block 4: Early Political Movements in Kerala  
Block 5: New Political Consciousness  
Block 6: Kerala Since Independence

**Course Details:**

**BLOCK 1: EARLY RESISTANCE**

**Unit 1: Early Resistance against Europeans**

Anjuthengu Revolt- Nature of European Control over Resources- English Domination over Malayalam Speaking Regions

**Unit 2: Resistance in Malabar**

Company's Consolidation and Claim over Revenue- Battle between Pazhassi Raja and Company - Appraisal of Pazhassi Raja

**Unit 3: Resistance in Princely States**

Nature of Company's Authority in Princely States - Veluthampi in Tiruvitamkur- Paliyath Achan in Kochi

**Unit 4: Resistance from Forest**

Company's Forest Legislations - Relation between Company and Forest dwellers - The Kurichiya Revolt

**Unit 5 : Early Peasant Movements**

The Peasant Uprising in Nineteenth Century- Extent and Nature of Peasant Exploitation- The Background of Tenurial Contradiction

**BLOCK 2: TOWARDS MODERNITY**

**Unit 1: The Role of Missionaries**

Church Mission Society- London Missionary Society - Basel Mission



## **Unit 2: Impact of Missionary Activism**

New Mode of Education and Knowledge - Emergence of Printing and Press - New Industries

## **Unit 3: New Aesthetics**

Emergence of New Literary Genre - Novel as a Branch of Literature  
-Influence of Western Literary Traditions

## **Unit 4 : Changes in Family Structure**

Changes in the Property Relations- Changing Gender Relations -  
Dissolution of tharavadu and Marumakkathayam

## **Unit 5 : New Information Order**

Institutionalization of Medicinal Practice and Knowledge - Organization of Plant Knowledge - Surveys and Census

## **BLOCK 3: ANTI CASTE AND REFORM MOVEMENTS**

### **Unit 1 : Caste in Colonial Kerala**

Savarna – Avarna Characterization- Hierarchical Structure and Disabilities- Caste based Hereditary Occupations

### **Unit 2 : Anti Caste and Anti-untouchability Movements**

Strategies and Techniques of Movements - Leaders and their Activities - Appraisal of the Movements

### **Unit 3 : Socio Religious Reform Movements**

Creation of New Social Consciousness - Transforming of Religion and Human- Nature of Reform Movements

### **Unit 4 : Formation of Organizations**

Caste based Organizations - Women Organizations - Nature of Caste-based Reform Movements

### **Unit 5 : Anti Caste Movement**

Vaikom Satyagraha - Guruvayur Satyagraha and Paliyam Satyagraha - The Temple Entry Movement

## **BLOCK 4: EARLY POLITICAL MOVEMENTS IN KERALA**

### **Unit 1: Movements for Representation**

Malayali Memorial- Ezhava Memorial - Movement for Responsible Government

### **Unit 2: Towards Active Phase**

Khilafat Movement - Malabar Peasant Uprising of 1921 -Conceptualizing the Malabar Peasant uprising

### **Unit 3 : Emergence of Congress**

Early Political Activities - Organization in Princely States - Ottappalam, Manjeri, Palakkad, Vadakara Conferences

### **Unit 4: Movements for Political Reform**

Abstention Movement - *Pourasamatva Vada Prakshobham*- Prajasabha and Prajamandalam

### **Unit 5: Solidarity with National Movement**

Non-Cooperation Movement - Civil Disobedience and Salt Satyagraha - Quit India Movement

## **BLOCK 5: NEW POLITICAL CONSCIOUSNESS**

### **Unit 1 : Left Politics in Kerala**

Spread of the leftist Ideology- Formation of Radical Group -The Origins of the Communist Movement

**Unit 2 : Trade Union Movement**

Formation Labour Unions - Mode of Organization and Actions - Labour Unions in Tiruvitamkur, Kochi and Malabar Regions

**Unit 3 : Peasant Movement**

Formation of *Karshaka Prasthanam* and its Politics- Peasant Riots in Malabar and Princely States - The Upsurges in Punnapra and Vayalar

**Unit 4 : Class and Popular Movements**

Movements of the School Teachers - Movement among Students- Youth Movement

**Unit 5 : Cultural Awakening**

*Grandhasala Prasthanam* - *Jeeval Sahithyam/ Purogamana Sahithyam* - Reflections of Modernity Drama (KPAC) and Cinema

**BLOCK 6: KERALA SINCE INDEPENDENCE**

**Unit 1 : Towards the State of Kerala**

Kerala as a Linguistic and Cultural Entity- *Aikya Kerala* Movement - Formation of Kerala State

**Unit 2: First Communist Ministry**

Land Reforms and Policies on Education- Administrative Reforms - *Vimochana Samaram*

**Unit 3 : Kerala Model Development**

Quality Social Indexes- Improvement in Health and Public Utilities - Role of Politics and Governments

**Unit 4 : Economic Changes**

Malayalee Migration- Commercialization of Agriculture - *Malayalee* Middle Class

**Unit 5 : Social Issues**

Marginalized Social Groups- Land Alienation- Issues of Ecology vs Development

**References:**

Sreedhara Menon A, *A Survey of Kerala History*, (2nd ed.) D. C Books, 2008.

Sreedhara Menon A, *The Legacy of Kerala*, D.C Books, 2010.

Sreedhara Menon A, *Cultural Heritage of Kerala*, D.C Books, 2008.

Narayanan, M. G .S, *The City of Truth Revisited*, University of Calicut, 2006.

Krishna Iyer, K.V, *Zamorins of Calicut*, University of Calicut, 1999.

P J Cherian (ed.), *Perspectives in Kerala History*, Cultural Department, Govt. of Kerala, 1999.

Padmanabha Menon, *Kochi Rajya Charithram*, Mathrubhumi Publications, 1989.

EMS Namboothiripad, *Kerala Charithram Marxist Veekshanathil*, Chintha Publications.

EMS Namboothiripad, *Kerala Malayalikalude Mathrubhumi*, Chintha Publications.

P. Sanal Mohan, *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala*, OUP, 2015.

P Chandramohan, *Developmental Modernity in Kerala*, Narayana Guru, S.N.D.P Yogam and Social Reform, Tulika, 2016.

Satish Chandra Bose and Shiju Sam Varughese, *Kerala Modernity: Ideas, Spaces and Practices in Transition*, Orient Blackswan, 2017.

M Kunhaman, Globalization, *A Subaltern Perspective*, Center for Subaltern Studies, 2002.

T.P. Sankarankutty Nair, *A Tragic Decade in Kerala History*, Kerala Historical Society, 1977.

T H P Chentharassery, *Ayyankali*, Prabhath Books, 2013.

C.I Issac, *Evolution of Christian Church in India*, Suryagatha, 2013.

Janaki Nair, *Women and Law in Colonial India*, Kali for Women(In collaboration with National Law School

India University) 1996.

G Arunima, '*There Comes Papa*': *Colonialism and the Transformation of Matriliny in Kerala, Malabar C. 1850-1940*, Orient Longman, 2003.

Rekha Raj, *Dalit Women as Political Agents: A Kerala Experience*, Economic and Political Weekly, Vol - XLVIII No. 18, May 04, 2013.

Raghava Warriar, *Village Communities in Pre- Colonial Kerala*, Asian Educational Services, 1994.

Raghava Warriar, *Ammavazhi Keralam*, Kerala Sahithya Academy, 2006.

K K Kochu, *Dalit Nerkazhchakal*, Raven Publication, 2013.

P Bhaskaran Unni, *Pathonpathan Nuttandile keralam*, Kerala Sahithya Academy, 1988.

Pradeepan Pampirikunnu, *Dalit Patanam: Svattavam, Samskaram, Sahithyam*, State Institute of Languages,

K Raviraman (ed.), *Development, Democracy and the State*, Routledge, 2010

KN Panikar, *Against the State and the Lord*, Oxford University Press.

K.K.S.Das, *Dalit Prathyayasasthram: Charithram, Sahityam, Sauntharyasasthram*, State Institute of Languages, 2014.

K M Bahauddin, *Kerala Muslim History: A Revisit*, Other Books, 2012.

K N Ganesh, *Keralathinte Samuhya Prathisanthy*, Center for Social Studies, 2003.

C.K. Janu and M Geethanandan, *Adivasi Gramapanjayathum Swayambharanavum*, Clan and Culture.

T P Kunjikannan, *Gadgil Reportum Kerala Vikasanavum*, Mathrubhumi books, 2013.

Pius Malekandathil, *Portuguese Cochin and the Maritime Trade of Cochin*, New Delhi, 2001.

P.K.K Menon, *The History of Freedom Movement in Kerala*, Government Press, 1972.

T.I Poonen, *A Survey of the Rise of the Dutch Power*, University of Travancore, 1948.

K.N Panikkar, *Colonialism, Culture and Resistance*, OUP, 2009.

P F Gopakumar (ed.), *Phases of Social Reforms in Kerala*, 2016.

J Devika, *Niranthara Prathipaksham*, DC Books, 2020.

J Devika, *Chanthappennum Kulasthreeyum Undayathengane*, KSSP, 2017.

## **DISCIPLINE CORE COURSE**

**B21HS07DC**

### **HISTORY OF INDIA -III (MAKING OF INDIAN NATION)**

**Credits: 6**

#### **Course Objectives:**

- To understand and to analyse the socio-economic and political designs of western colonialism of the Nineteenth century.
- To study and understand the stages of the Indian National Movement.
- To develop the capacity to analyse the content of the mass movements during the anti-colonial struggles.
- To build up the capacity to identify the moral and political values and ideas emerging out of the anti-imperialist and anti-colonial mass movements.

#### **Course Outcomes:**

The course would enable the learners to :

- Conceptualise Indian National Movement and India's Freedom Struggle
- Develop the skill of comprehension, understanding and evaluation of the various historical processes.
- Inculcate curiosity for further enquiry in this area.
- Develop the skill of critical analysis of the socio-cultural and political developments of the past as well as the present.

#### **Course Outline:**

Block 1 : Consolidation of British Power in India  
Block 2 : 1857 Revolt and its Aftermath  
Block 3 : Socio-Political Consciousness in India  
Block 4 : Nationalist Movement - Pre-Gandhian Phase  
Block 5 : Towards Mass Nationalism  
Block 6 : Partition and Freedom

#### **Course Details:**

##### **BLOCK 1: CONSOLIDATION OF BRITISH POWER IN INDIA**

**Unit 1** : Background of Colonialism - English East India Company  
**Unit 2** : Indian States and British Paramountcy  
**Unit 3** : Subsidiary Alliance and the Doctrine of Lapse  
**Unit 4** : Economic Policies - Permanent and Ryotwari Settlements  
**Unit 5** : Debate on Deindustrialization

##### **BLOCK 2: 1857 REVOLT AND ITS AFTERMATH**

**Unit 1** : Early Resistance before 1857  
**Unit 2** : Causes Revolt of 1857- Differing Perspectives  
**Unit 3** : Prominent Leaders and Nature of the Revolt  
**Unit 4** : Impact of the Revolt - Queen's Proclamation and Administrative Changes

### **BLOCK 3: SOCIO-POLITICAL CONSCIOUSNESS IN INDIA**

- Unit 1 :** Socio-Religious Movement - Brahma Samaj - Arya Samaj – Prarthana Samaj-Satya Shodhak Samaj- Theosophical Society - Ramakrishna Mission- Aligarh Movement- Self-Respect Movement – Backward Class Movements
- Unit 2 :** The Concept of Nationalism - Causative Factors -Early Political Associations
- Unit 3 :** Indian National Congress - Different Theories
- Unit 4 :** Moderate Phase

### **BLOCK 4: NATIONALIST MOVEMENT – PRE-GANDHIAN PHASE**

- Unit 1 :** Growth of Radical Nationalism
- Unit 2 :** Partition of Bengal - Swadeshi and Swadeshi Movements
- Unit 3 :** Growth of Communalism -Minto- Morley Reforms 1909
- Unit 4 :** Indian National Movement During the First World War
- Unit 5 :** Nationalism and Culture : Literature and Arts

### **BLOCK 5: TOWARDS MASS NATIONALISM**

- Unit 1:** Gandhi's Techniques of Mass Mobilisation- Satyagraha- Non-violence – Hind Swaraj
- Unit 2:** Khilafat and Non-Cooperation Movements
- Unit 3:** Civil Disobedience Movement - Poona Pact- Government of India Act 1935
- Unit 4 :** Left Wing Movements
- Unit 5 :** Quit India Movement- Indian National Army

### **BLOCK 6: PARTITION AND FREEDOM**

- Unit 1:** Negotiations for Independence
- Unit 2 :** Partition as a Human Tragedy
- Unit 3 :** Emergence of a New State
- Unit 4:** Legacies of National Movement
- Unit 5 :** Making of Indian Constitution

### **References**

- Aloysius, G. *Nationalism Without a Nation in India*. OUP, India, 1999.
- Bandopadhyaya, Shekhar. *From Plassey to Partition: A History of Modern India*. Orient Black Swan Publishers, 2015.
- Bakshi, S R. *Bal Gangadhar Tilak: Struggle for Swaraj*. Anmol Publishers, New Delhi, 1997.
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- Chandra, Bipan. *Communalism in Modern India*. Har -Anand Publishers, New Delhi.
- Chandra, Bipan. *Ideology and Politics in Modern India*. Har -Anand Publishers, New Delhi, 2009.
- Chandra, Bipan et al. *India's Freedom Struggle*. National Book Trust, New Delhi, 2011.
- Chandra, Bipan et al. *India's Struggle for Independence*. Penguin Random House, India, 2016.
- Chandra, Bipan et al. *India After Independence*. Penguin Random House, India, 2000.
- Chandra, Bipan. *Modern India*. Spectrum Book Pvt Ltd, India, 2019.
- Chandra, Bipan. *The Epic Struggle*. Orient Longman Publishers, University of Michigan, 1992.
- Chopra, P N. *Modern India*. Sterling Publishers, 2003.
- Dadabhai Naoroji. *Poverty and Unbritish Rule in India*. Swan Sonnenschein Company Publishers, 1901.
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Thara Chand. *History of the Freedom Movement in India*. Publications Division, 2017.

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Sarkar, Sumit. *Writing Social History*. Oxford University Press, 1998.

Deogirikar, T.R. *Gopal Krishna Gokhale*. Publications Divisions, 2016.

**GENERIC ELECTIVE COURSE - 2**  
**B21BB01GE**  
**ENTREPRENEURSHIP AND STARTUPS**  
**Credits:2**

**Course Objectives:**

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

**Course Outcomes:**

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

**Course Outline:**

Block 1: Concepts of Entrepreneur

Block 2: Startups

**Course Details:**

**BLOCK 1: CONCEPTS OF ENTREPRENEUR**

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

**BLOCK 2: STARTUPS**

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

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

**References:**

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

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

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



**GENERIC ELECTIVE COURSE -2**  
**B21CA01GE**  
**COMPUTER SYSTEMS AND INTERNET TECHNOLOGIES**  
**Credits: 2**

**Course Objectives:**

- Understand the working of a computer
- Know about computer connectivity
- Awareness of cloud and wireless technologies
- Familiarization with cyber etiquette

**Course Outcomes:**

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

**Course Outline:**

Block 1: Computer System Fundamentals

Block 2: Internet Technologies

**Course Details:**

**BLOCK 1: COMPUTER SYSTEM FUNDAMENTALS**

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

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

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

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

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

**BLOCK 2: INTERNET TECHNOLOGIES**

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

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

### **References:**

- Sinha, Pradeep K., and Priti Sinha. Computer fundamentals. BPB publications, 2010.
- White, Ron, and Timothy Edward Downs. How computers work. Que, 1998.
- Comer, Douglas E. The Internet book: everything you need to know about computer networking and how the Internet works. Chapman and Hall/CRC, 2018.
- Buyya, Rajkumar, Christian Vecchiola, and S. Thamarai Selvi. Mastering cloud computing: foundations and applications programming. Newnes, 2013.
- Anthony T. Velte, “Cloud Computing: A Practical Approach”, Tata McGraw Hill, 2009.
- Kukushkin, Alexander. Introduction to mobile network engineering: Gsm, 3g-WCDMA, lte and the road to 5g. John Wiley & Sons, 2018.
- Lin, Yi-Bang, and Imrich Chlamtac. Wireless and mobile network architectures. John Wiley & Sons, 2000.

## **GENERIC ELECTIVE COURSE -2**

**B21CM01GE**

**BANKING**

**Credits: 2**

### **Course Objectives:**

- To familiarise 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 familiarise 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 Outline:**

Block 1 -Banking Theory

Block 2 - E-banking

### **Course Details:**

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

##### **Unit-1: Introduction to Banking**

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

##### **Unit-2: Types of Banks and Banking**

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

##### **Unit-3: Indian Banking System**

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

##### **Unit-4: Development Banks**

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

##### **Unit-5: Central Banks**

Central bank system-Central banks in different countries –Central bank of India- Introduction

to RBI- Role of RBI- General policies of RBI- Management-Objectives of RBI-Functions of RBI

## **BLOCK 2: E-BANKING**

### **Unit-1: Introduction to E-Banking**

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

### **Unit-2: E-Banking Services**

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

### **Unit-3: CORE Banking**

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

### **Unit-4: E-Banking Security**

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

### **Unit-5: Electronic Signature**

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

## **References:**

Sundaram K.P.M and Varshney P.N. Banking Theory Law and Practice, Sultan Chand & Sons, New Delhi.  
Maheshwari S.N. Banking Theory Law and Practice, Kalyani Publishers New Delhi.  
Sekhar K.C. Banking Theory Law and Practice, Vikas Publishing House, New Delhi.  
Gordon E. and Natarajan K. Banking Theory Law and Practice, Himalaya Publishing House, Mumbai.  
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Radhaswami M. Practical Banking, Sultan Chand & Sons, New Delhi.  
Dekock. Central Banking, Crosby Lockwood Staples, London.

**GENERIC ELECTIVE COURSE -2**  
**B21EC01GE**  
**ECONOMICS FOR EVERYDAY LIFE**  
**Credits: 2**

**Course Objectives:**

This course is offered to familiarise 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:**

- To introduce basic economic concepts to the learners
- To familiarise learners with micro and macro approaches to economics
- 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

**Course Details:**

**BLOCK 1: BASIC CONCEPTS AND METHODS OF ECONOMICS**

**Unit-1 Economic Problem and Scarcity**

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

**Unit-2 Opportunity Cost**

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

**Unit-3 Approaches to Economic analysis**

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

**BLOCK 2: MICRO ECONOMIC AND MACRO ECONOMIC CONCEPTS**

**Unit 1. Micro-Economic Concepts**

Demand and supply- demand function - law of demand - Expansion and contraction of the 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-MultiNational Corporations  
Financial Inclusion-Markets-Budget-RBI- NITI Ayog-Exchange Rate- Bilateral and Multilateral Trade

### **References:**

- Pindyck, R.S., Rubinfeld, D. L., & Mehta, P. L. (2013) *Microeconomics* (Seventh edition), Pearson Education Prentice Hall.
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- Paul. A. Samuelson and William Nordhaus, *Economics*, McGraw Hill, 19<sup>th</sup> Ed.

## GENERIC ELECTIVE COURSE -2

**B21PH01GE**

### INTRODUCTION TO THE PHILOSOPHY OF SREENARAYANAGURU

**Credits: 2**

#### Course Objectives:

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

#### Course Outline:

Block 1. Vedanta as Background of Guru's Philosophy

Block 2. Guru and Social Reformation

#### Course Details:

#### BLOCK 1: VEDANTA AS BACKGROUND OF GURU'S PHILOSOPHY

Unit 1. Introduction to Vedanta

Unit 2. Revalued Advaita philosophy of Sreenarayanaguru

Unit 3. Reason and mysticism in Guru's philosophy

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

#### BLOCK 2: GURU AND SOCIAL REFORMATION

Unit 1. Liberation through education

Unit 2. Abolition of social evils

Unit 3. Guru on gender equality and women empowerment

Unit 4. Guru's vision of unity through social organizations

#### References:

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



## **GENERIC ELECTIVE COURSE -2**

**B21SO01GE**

### **INTRODUCTION TO SOCIOLOGY**

**Credits: 2**

#### **Course Objectives:**

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

#### **Course Outcomes:**

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

#### **Course Outline:**

Block 1: Understanding Sociology

Block 2: Basic Concepts in Sociology

#### **Course Details:**

##### **BLOCK 1: UNDERSTANDING SOCIOLOGY**

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

**Unit 2:** Sociology – Definition, Nature and Scope

**Unit 3:** Sociological Imagination, Sociology and Common Sense

##### **BLOCK 2: BASIC CONCEPTS IN SOCIOLOGY**

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

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

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

#### **References:**

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## GENERIC ELECTIVE COURSE -2

**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:

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

#### **References**

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**GENERIC ELECTIVE COURSE-2**  
**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 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 2: Basic Concepts in Political Science

**Course Details:**

**BLOCK 1 POLITICAL SCIENCE: AN INTRODUCTION**

Unit 1: Political Science: Meaning, Nature and Scope

Unit 2: Evolution and Growth of the Discipline

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

**BLOCK II BASIC CONCEPTS IN POLITICAL SCIENCE**

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

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

Unit 3: Justice – Meaning and Significance – Social Justice

**References:**

A.Appadurai: Substance of Politics (Oxford University press, New Delhi, 2001.)

Alan R. Ball and B.Guy Peters: Modern Politics and Government, Palgrave Macmillan (New Delhi, 2005.)

Andrew Heywood: Key Concepts in Politics (Palgrave Macmillan, 2005)

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Robert A. Dahl: Modern Political analysis (Princeton Hall of India Private Limited, New Delhi, 1991)  
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S.C.Singhal : Political Theory (Lakshmi Narain Agarwal, Agra)  
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