

SREENARAYANAGURU

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



BACHELOR OF ARTS IN POLITICAL SCIENCE

SCHEME & SYLLABUS

2024 Admission onwards

SREENARAYANAGURU OPEN UNIVERSITY

Programme Structure Template -Bachelor of Arts (BA)

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

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

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

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

Programme Details

First Semester			
Sl. No.	Type of the Course	Course Code	Course Name
1	Discipline Core	B23PS01DC	Fundamentals of Political Science
2	Ancillary Course	B21HS31AN	Social Formation in World History
3	Language Core Course	B21EG01LC	Reading & Writing English
4	Ability Enhancement Compulsory Course (AC-1)	B21ES01AC	Environmental Studies

Second Semester			
Sl. No.	Type of the Course	Course Code	Course Name
1	Discipline Core	B23PS02DC	Basic Concepts in Political Science
2	Ancillary Course	B21EC01AN	General Economics
3	Modern Indian Languages (MIL-1)	B21AR01LC	Functional Arabic
		B21HD01LC	हिंदी गद्य साहित्य और संरचना <i>Hindi Gadya Sahitya Aur Samrachana</i>
		B21ML01LC	മലയാളസാഹിത്യം: കവിത-കഥ-ഉപന്യാസം-നോവൽ

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

Third Semester			
Sl N o	Type of the course	Course Code	Course Name
1	Discipline Core	B23PS03DC	Comparative Politics
2	Ancillary Course	B21HS32AN	Social Formation in India
3	Language Core Course	B21EG02LC	Literature and the Contemporary World
4	Skill Enhancement Compulsory Course (SC)	B21HL01SC	Humanism and Logic
5	Skill Enhancement Course (SE -1)	B23PS01SE	Environmental Politics

Fourth Semester			
SI N o`	Type of the course	Course Code	Course Name
1	Discipline Core	B23PS04DC	Indian Government and Politics
2	Discipline-Specific Elective Course (Learners can choose any one)	B23PS01DE	India and the World
		B23PS02DE	Human Rights in India
3	Ancillary Course	B21EC02AN	History of Economic Doctrines
4	Modern Indian Languages (MIL -2) (Learners can choose any one. The language chosen as MIL-2 should be the same as MIL-1)	B21AR02LC	Literature in Arabic
		B21HD02LC	हिंदी पद्य साहित्य और अनुवाद <i>Hindi Padya Sahitya Aur Anuvad</i>
		B21ML02LC	മലയാളസാഹിത്യ മാതൃകകൾ : ആത്മകഥ, ജീവചരിത്രം, യാത്രാവിവരണം, അനുഭവ സാഹിത്യം <i>Malayalasanghithya Mathrukakal: Aathmakadha, Jeevacharithram, Yathravivarana, Anubhavasanghithyam</i>
		B21SN02LC	गद्यकाव्यं महाकाव्यं च <i>Gadyakavyam Mahakavyam Cha</i>

Fifth Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	B23PS05DC	Introduction to Political Thought
2	Discipline-Specific Elective Courses (Learners can choose any two)	B23PS03DE	Gender and International Relations
		B23PS04DE	Introduction to Public Policy
		B23PS05DE	Understanding Gandhi and Ambedkar
		B23PS06DE	Understanding Globalisation
3	Generic Electives I (GE-1) (Learners can choose any one. General Electives from Core Discipline cannot be chosen)	B21AR01GE	Modern Standard Arabic
		B21EG01GE	Appreciating Literature
		B21HD01GE	व्यावहारिक हिन्दी <i>Vyavaharik Hindi</i>
		B21ML01GE	ആധുനിക മലയാളസാഹിത്യ ചരിത്രം <i>Aadhunika Malayalasaahithyacharithram</i>
		B21SN01GE	संस्कृतसोपानम् <i>Samskruthasopanam</i>
4	Skill Enhancement Course (SE -2)	B23PS02SE	E-Governance in India

Sixth Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	B23PS06DC	Introduction to Public Administration
2	Discipline Core	B23PS07DC	Introduction to International Relations
3	Generic Electives II (GE-2) (Learners can choose any one. General Electives from Core Discipline cannot be chosen)	B21PH01GE	Introduction to the Philosophy of Sreenarayana Guru
		B21EC01GE	Economics for Everyday Life
		B21SO01GE	Introduction to Sociology
		B21HS01GE	Modernisation of Kerala
		B21CA01GE	Computer Systems and Internet Technologies
		B21BB01GE	Entrepreneurship and Startups
		B21CM01GE	Banking
		B23PY01GE	Essentials of Psychology
4	Dissertation / Project Courses (DP)	B23PS01PR	Dissertation / Project

Semester I

**DISCIPLINE CORE
FUNDAMENTALS OF POLITICAL SCIENCE**

B23PS01DC

Credit 6

Course Objectives

This course aims to equip learners with a foundational understanding of political science, its core concepts, and various approaches to analysing political phenomena. Learners will explore the interplay between political science and other social sciences, grasp the relevance of political science in today's world, and develop critical thinking skills to engage with contemporary political issues.

Course Outcomes

- Define the core concepts of political Science, its nature and scope.
- Explain the interdisciplinary connections of political science with other social sciences.
- Evaluate the significance of political science as a social science.
- Explain the fundamental concepts of liberty, equality, justice, rights, and duties.
- Understand the concept of the state, its elements, and its evolving role in a globalised world.
- Explore contemporary challenges like globalisation, identity politics, and the impact of new social media on politics.

Course Outline

BLOCK 1: Introduction to Political Science

BLOCK 2: Major Approaches to the Study of Political Science

BLOCK 3: Basic Concepts in Political Science

BLOCK 4: Political Ideologies

BLOCK 5: State and Government

BLOCK 6: Contemporary Issues in Political Science

BLOCK 1 Introduction to Political Science

Unit 1: Political Science: Meaning Nature and Scope

Unit 2: Interdisciplinary study: Political Sociology, Political Economy, Political History, Geopolitics

Unit 3: Relevance of Political Science as a Social Science

Unit 4: Political Culture and Political Socialisation

BLOCK 2: Major Approaches to the Study of Political Science

Unit 1: Behavioural Approach and Post-Behavioural Approach

Unit 2: System Theory

Unit 3: Marxian Approach

Unit 4: Feminist Approach

BLOCK 3: Basic Concepts in Political Science

Unit 1: Liberty – Meaning and Significance – Types of Liberty

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

Unit 3: Justice – Meaning and Significance – Types of Justice

Unit 4: Rights and Duties – Meaning and Importance

BLOCK 4: Political Ideologies

Unit 1: Liberalism – Classical, Modern and Neo-Classical Liberalism

Unit 2: Marxism – Classical and Neo-Marxism

Unit 3: Gandhism – Relevance of Gandhism

Unit 4: Democracy and Multiculturalism

BLOCK 5: State and Government

Unit 1: State – Elements – Civil Society

Unit 2: Theories of State – Liberal and Marxian

Unit 3: Organs of Government – Legislature, Executive and Judiciary

Unit 4: Role of State in the Era of Globalization

BLOCK 6: Contemporary Issues in Political Science

Unit 1: Post-Cold War issues – Globalisation, Identity Politics, Populism, Terrorism

Unit 2: Human Rights – Issues of Marginalised Sections

Unit 3: Environmental Politics and Issues of Policy Making

Unit 4: Role of New Social Media in Politics

References

- Dunn, J. (2007). Political science: A historical introduction. Routledge. (Focuses on Block 1)
- Apter, D. E. (2007). Introduction to political analysis. CQ Press. (General overview)
- Easton, D. (1965). A system analysis of political life. John Wiley & Sons. (Block 2: System Theory)
- Dahl, R. A. (1961). Who governs? Democracy and power in an American city. Yale University Press. (Block 2: Behavioral Approach)
- Marx, K., & Engels, F. (1998). The Communist Manifesto. Penguin Classics. (Block 2: Marxian Approach)
- McCamy, S. L. (2007). The State and Social Change: A feminist power perspective. Oxford University Press. (Block 2: Feminist Approach)
- Rawls, J. (2009). A theory of justice. Harvard University Press. (Block 3: Justice and Equality)
- Berlin, I. (2002). Two concepts of liberty. Oxford University Press. (Block 3: Liberty)
- McLean, G. (2003). An introduction to liberalism. Routledge. (Block 4: Liberalism)
- Wood, E. M. (1999). The origin of capitalism: A longer view. Verso. (Block 4: Marxist critique)
- Parekh, B. (1997). Gandhi's political philosophy: A critical exposition. Palgrave Macmillan. (Block 4: Gandhism)
- Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (1999). Global transformations: Politics, economics and culture. Stanford University Press.

ANCILLARY COURSE
B21HS31AN
SOCIAL FORMATION IN WORLD HISTORY
CREDITS: 6

Course Objectives

This course introduces the learners to the transition of societies and their complexities throughout human history. It explores the evolution of means of production, political institutions and patterns of social relations in the world.

Course Outcomes

1. Familiarise the learners with a theoretical framework for understanding the evolution and transition of societies vis-à-vis world history.
2. Learners will get an introductory idea about the successive modes of production, through the slave societies, feudalism, industrial capitalism and actually existed/ existing socialisms, right up to contemporary capitalism and its modus operandi.

Course Outline

Block 1. Theoretical framework for Evolution and Transition of Societies.

Block 2: Slave Society

Block 3: Feudalism

Block 4: Industrial Revolution and Capital

Block 5: Socialism, Democracy and Post-industrial Societies

Block 6: Contemporary Capitalism

BLOCK 1: Theoretical framework for Evolution and Transition of Societies

Unit 1: Mode and means of production

Unit 2: Private property - Surplus - Appropriation

Unit 3: Class formation and consciousness

Unit 4: Societies and social change.

BLOCK 2: Slave Society

Unit 1: Slave as a commodity and source of labour

Unit 2: Greece, Athens and Sparta

Unit 3: American practices

Unit 4: Surplus and Urbanisation

BLOCK 3: Feudalism

Unit 1: Changes in mode of production

Unit 2: Fragmentation - Feudal social order

Unit 3: European practices

Unit 4: Decline of surplus and decade of urban centres.

BLOCK 4: Industrial Revolution and Capital

Unit 1: Early capitalism

Unit 2: Urbanism

Unit 3: Colonialism

Unit 4: Imperialism.

BLOCK 5: Socialism, Democracy and Post-industrial Societies

Unit 1: Socialist societies

Unit 2: USSR and China

Unit 3: New democracies in the post-II World War period

Unit 4: Postindustrial societies

BLOCK 6: Contemporary Capitalism

Unit 1: Globalisation

Unit 2: Liberalisation

Unit 3: Multinational Companies

Unit 4: Trade Tariffs

References

- Arvind Sinha, *Europe in Transition: From Feudalism to Industrialization*, Manohar Publishers and Distributors, 2010.
- Cohen C A, *Karl Marx's Theory of History: A Defence*, Princeton University Press, 2001.
- Ellen Meikins Wood, *The Origin of Capitalism*, Verso Publishers, 2017.
- Gordon Childe, *What Happened in History*, Aakar Books, 2016.
- Karl Polanyi, *The Great Transformation: The Political & Economic Origin of Our Time*, Beacon Press, 2001.
- Marc Bloch, *Feudal Society – Vol I*, Aakar Books, 2017.
- Maurice Dobb, *Political Economy & Capitalism*, Routledge, 2014.
- Maurice Dobb, *Studies in the Development of Capitalism*, Routledge, 1965.
- Perry Anderson, *Passage from Antiquity to Feudalism*, Verso Publishers, 2013.
- R. Hilton (ed), *The Transition from Feudalism to Capitalism*, Aakar Books, 2010.
- Saurez Villa, *Globalization & Techno Capitalism*, Routledge, 2012.
- T H Aston & C H Philpin, *The Brenner Debate*, CUP, 1987.

LANGUAGE CORE COURSE
B21EG01LC
READING AND WRITING ENGLISH
Credits - 6

Course Objectives:

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

Course Outcomes:

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

Course Outline:

Block 1: Glimpses of Communication

Block 2: Reading- The Effective Skill

Block 3: Language Development

Block 4: Basics of Writing in Communication

Block 5: Summary, Essays and Reports

Block 6: Practice, Practice, Practice

Course Details:**BLOCK 1: Glimpses of Communication**

Unit 1: Introduction to Communication

Unit 2: Different Forms and Techniques of Communication

Unit 3: Role of Language in Communication

Unit 4: Barriers and Guidelines for Effective Communication

BLOCK 2: Reading- The Effective Skill

Unit 1: Introduction to Reading

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

Unit 3: Reading Comprehension

Unit 4: Analysing Literature

Essays

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

Short Story

The Open Window- H.H. Munro

Poetry

The Blessed Damozel- Dante Gabriel Rossetti

BLOCK 3: Language Development

Unit 1: Parts of Speech

Unit 2: Sentences

Unit 3: Concord

Unit 4: Tenses

Unit 5: Reported Speech

Unit 6: Active and Passive Voice

Unit 7: Sentence Transformation

Unit 8: Common Errors

BLOCK 4: Basics of Writing in Communication

Unit 1: Fundamental Approach to Writing

Unit 2: Process Involved in Answering Questions

Unit 3: Use Vocabulary to Express Thoughts

Unit 4: Prerequisites for Writing

Unit 5: Taking Examination - Routes to Success

BLOCK 5: Summary, Essays and Reports

Unit 1: Summary vs Precis

Unit 2: Writing Abstract

Unit 3: Essays

Unit 4: Reports

Unit 5: Editing and Proofreading

BLOCK 6: Practice, Practice, Practice

Unit 1: Reading Comprehension Passages

Unit 2: Analysing Literature

Unit 3: Grammar and Vocabulary

Unit 4: Precis

Unit 5: Essay Writing

Unit 6: Report Writing

References

- Barrass, Robert. *Learners Must Write: A Guide to Better Writing in Coursework and Examinations*. Routledge, 2006.
- DeVito, Joseph A. *Communication: Concepts and Processes*. Prentice-Hall Inc, 1976.
- Mishra, SUnitha and C. Muralikrishna. *Communication Skills for Engineers*. Pearson, 2011.
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- Greenbaum, Sidney. *Oxford English Grammar*. Indian Edition. Oxford University Press, 2005.
- Carter, Ronald and Michael McCarthy. *Cambridge Grammar of English*. CUP, 2006.
- Eastwood, John. *Oxford Guide to English Grammar*. Oxford University Press, 1994.

ABILITY ENHANCEMENT COMPULSORY COURSE (AC-1)

B21ES01AC

ENVIRONMENTAL STUDIES

Credits: 4

Course Objectives:

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

Course Outcomes:

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

Course Outline:

Block 1: Environment and Natural Resources

Block 2: Ecosystems, Biodiversity and Conservation

Block 3: Social Issues and Sustainable Development

Block 4: Environmental Ethics and Contemporary Environmental Issues

COURSE DETAILS

BLOCK 1: Environment and Natural Resources

Unit 1:	Definition, scope and multidisciplinary nature of environmental studies
Unit 2:	Natural resources
Unit 3:	Forest resources
Unit 4:	Water resources
Unit 5:	Land and Mineral resources
Unit 6:	Energy resources

BLOCK 2: Ecosystems, Biodiversity and Conservation

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

BLOCK 3: Social Issues and Sustainable Development

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

BLOCK 4: Environmental Ethics and Contemporary Environmental Issues

Unit 1:	Concept of Environmental ethics
Unit 2:	Overview of solid waste segregation and management
Unit 3:	Concept of global warming and climate change
Unit 4:	Concept and definition

- Unit 5:** A brief overview of prominent natural disasters in India
- Unit 6:** List of important Acts and Rules for the conservation of the environment

References

- Agarwal, K.C. 2001 *Environmental Biology*, Nidi Publ. Ltd. Bikaner.
- Agarwal, S.K. 2005. *Green Management*, APH Publishing Corporation, New Delhi.
- Barceló, Damià, Kostianoy, Andrey, G., 2020. *The Handbook of Environmental Chemistry*, Book series. Springer (Pub).
- Bharucha Erach, *The Biodiversity of India*, Mapin Publishing Pvt. Ltd., Ahmedabad –380 013, India.
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- Wagner K.D., 1998. *Environmental Management*. W.B. Saunders Co. Philadelphia, USA.

Semester II

DISCIPLINE CORE
BASIC CONCEPTS IN POLITICAL SCIENCE
B23PS02DC
Credits: 06

Course Objective

The goal of this course is to familiarise learners with the core ideas and ethical frameworks that underpin political philosophies and ideologies. It will examine how these guiding principles and normative concepts manifest themselves in the actual practices and structures of society. Furthermore, learners will learn how we utilise these concepts to shape the organisation and functioning political system that governs how people interact and coexist.

Course Learning Outcomes

- To familiarise key concepts in Political Science
- Develop an understanding of key concepts such as liberty, equality, justice, secularism, and so on that are central to political discourse
- Critically examine and reflect upon some of the major ongoing debates and discourses within the realm of Political Science

COURSE OUTLINE

- **Block I: Core Principles**
- **Block II: Liberal Ideas**
- **Block III: Marxian Ideas**
- **Block IV: Forms of Power**
- **Block V: Political Practice**
- **Block VI: Contemporary Themes**

Block I: Core Principles

- Unit I: Liberty
- Unit II: Equality
- Unit III: Justice

Block II: Liberal Ideas

- Unit I: Secularism
- Unit II: Multiculturalism
- Unit III: Representation and Participation

Block III: Marxian Ideas

- Unit I: Class
- Unit II: Socialism and Capitalism
- Unit III: Hegemony and Ideology

Block IV: Forms of Power

- Unit I: Power
- Unit II: Authority
- Unit III: Influence and Legitimacy

Block V: Political Practice

- Unit I: Democracy
- Unit II: Political Parties
- Unit III: Interest and Pressure Groups

Block VI: Contemporary Themes

- Unit I: Globalization
- Unit II: Feminism
- Unit III: Environmentalism

References

- Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 40-57.
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- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp.106-128.
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ANCILLARY COURSE
GENERAL ECONOMICS
B21EC01AN

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:

1. Learners will be able to get an understanding of the scope of economics and basic concepts of microeconomics.
2. They will learn about the key concepts and indicators of macroeconomics with an understanding of the classical and Keynesian periods.
3. They will be able to get an understanding of the functions of money and monetary policy.
4. They will be able to develop preliminary knowledge about the scope of public economics and fiscal policy instruments.
5. 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

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MODERN INDIAN LANGUAGE COURSE

B21AR01LC

FUNCTIONAL ARABIC

Credits:6

Course Objectives:

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

Course Outcomes:

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

Course 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 | رمضان شهر الصوم |
| UNIT 3 | هل قضيت إجازة سعيدة |
| UNIT 4 | قضاء وقت الفراغ |
| UNIT 5 | مسابقة في المعلومات |

BLOCK 2: ما رأيك في الواجب المنزلي:

UNIT 1	ما رأيك في الواجب المنزلي
UNIT 2	الحفل التمثيلي
UNIT 3	صلاح الدين
UNIT 4	الوقوف في عرفات
UNIT 5	جولة في المملكة العربية السعودية

BLOCK 3: سعاد توفر

UNIT 1	سعاد توفر
UNIT 2	اليوم الرياضي
UNIT 3	هل تفكر في مستقبلك
UNIT 4	رحلة إلى المنطقة الشرقية
UNIT 5	في معرض الفن الإسلامي

BLOCK 4: ما رأيك في مصروف الجيب:

UNIT 1	ما رأيك في مصروف الجيب
UNIT 2	اسأل وابحث
UNIT 3	عيد الأضحى
UNIT 4	الكلمات المتقاطعة
UNIT 5	من بيوت الله

BLOCK 5: القاهرة من فوق البرج

UNIT 1	القاهرة من فوق البرج
UNIT 2	خالد بن الوليد
UNIT 3	سيف الله
UNIT 4	ما رأيك في الزري المدرسي
UNIT 5	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 Learners, Part 3, Published by the Education Ministry, Kingdom of Saudi Arabia.**

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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):

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

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 उद्भव और विकास।

इकाई 1: गद्य के प्रकार।

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

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

ब्लॉक: 4 विविध गद्य रूपों का परिचय।

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

इकाई 2: रजिया — रामवृक्ष बेनीपुरी (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 काला।

ब्लॉक: 6 व्याकरण के व्यावहारिक प्रयोग।

इकाई 1: शुद्ध कीजिए

इकाई 2: अभ्यासार्थ अनुच्छेद

इकाई 3: अभ्यास केलिए रचना ।

संदर्भ ग्रंथ:

- | | |
|--------------------------------------|---------------------------------|
| 1. हिंदी गद्य विन्यास और विकास | - रामस्वरूप चतुर्वेदी |
| 2. हिंदी साहित्य और संवेदना का विकास | - रामस्वरूप चतुर्वेदी |
| 3. हिंदी गद्य उद्भव और विकास | - डॉ. अनिता यदव, डॉ. वीणा शर्मा |
| 4. हिंदी कहानी का विकास | - मधुरेश |
| 5. हिंदी कहानी का इतिहास | - गोपाल राय |
| 6. हिंदी कहानी परम्परा और प्रगति | - डॉ. हरदयाल |
| 7. हिंदी व्याकरण | - कामदा प्रसाद गुरु |

MODERN INDIAN LANGUAGE COURSE

B21ML01LC

മലയാളസാഹിത്യം: കവിത-കഥ-ഉപന്യാസം-നോവൽ

(Malayala Sahithyam: Kavita - Kadha - Upanyasam - Novel)

Credits: 6

Course Objectives:

1. ആധുനികതയുടെ കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള സാഹിത്യവുമായി പരിചയം നേടുക.
2. കവിത,കഥ,ഉപന്യാസം,നോവൽ എന്നീ സാഹിത്യ സാഹിത്യ രൂപങ്ങളെ പരിചയപ്പെടുക.
3. പ്രമേയത്തിലും കലാരത്നത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുക.
4. സാഹിത്യ രൂപം എന്ന നിലയിൽ കഥ ,കവിത ഉപന്യാസം ,നോവൽ എന്നിവയുടെ ചരിത്രത്തെ വിമർശനാത്മകമായി സമീപിക്കുക.

Course Outcomes:

1. നവോത്ഥാനകാല കാഥികരുടെ കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള കഥകളുടെ ചരിത്രത്തെ പരിചയപ്പെടുന്നു.
2. പ്രമേയത്തിലും കലാരത്നത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുന്നു.
3. ഉപന്യാസ സാഹിത്യത്തിന്റെ വൈവിധ്യം തിരിച്ചറിയുകയും പ്രതിപാദനരീതി പരിചയപ്പെടുകയും ചെയ്യുന്നു.
4. 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 കവിതാസാഹിത്യവുമായി പരിചയം നേടുക, പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുക എന്നിവയാണ് ബോധനോദ്ദേശ്യം. കവിതകൾ എല്ലാം വിശദപഠനത്തിനായി നിർദ്ദേശിക്കപ്പെട്ടവയാണ്.

വിശദപഠനം

1. വിഷ്ണുക്കുഞ്ഞി- വൈലോപ്പിള്ളി
2. പൂക്കളം-ചങ്ങമ്പുഴ
3. എനിക്കു മരണമില്ല- വയലാർ
4. ഉപ്പ്- ഒ. എൻ. വി. കുറുപ്പ്
5. അമ്പലമണി- സുഗതകുമാരി
6. കടമ്മനിട്ട - കടമ്മനിട്ട
7. നാടവിടെ മക്കളേ- അയ്യപ്പപ്പണിക്കർ
8. ഭാരതീയം- വി. മധുസൂദനൻ നായർ
9. ചാർച്ചാകൻ- കുര്യൻ ശ്രീകുമാർ
10. ആൾമറ -റഫീക്ക് അഹമ്മദ്
11. ഇൻസ്റ്റലേഷൻ- വീരാൻകുട്ടി
12. കണ്ണ്- എസ്. ജോസഫ്

ബ്ലോക്ക് - 2- കഥകൾ

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

വിശദപഠനം

1. ജന്മദിനം - വൈക്കം മുഹമ്മദ് ബഷീർ
2. മനുഷ്യപുത്രീ - ലളിതാംബിക അന്തർജ്ജനം
3. വെള്ളപ്പൊക്കത്തിൽ - തങ്കപ്പി ശിവശങ്കരപിള്ള
4. മരപ്പാവകൾ - കാരാർ നീലകണ്ഠപിള്ള
5. കോലാട് - മാധവിക്കുട്ടി
6. ഭീരു - എം. ടി. വാസുദേവൻ നായർ
7. മകൻ - ടി. പത്മനാഭൻ
8. പാപത്തറ - സാരാ ജോസഫ്
9. ദൽഹി 1981 - എം. മുഹമ്മദ്
10. റെയിൽപ്പാളത്തിലിരുന്ന് ഒരു കുടുംബം ധ്യാനിക്കുന്നു - യു. കെ. കുമാരൻ
11. അളവുകൾ - ഇ. സന്തോഷ്കുമാർ

ബ്ലോക്ക് - 3 - ഉപന്യാസം

ഉപന്യാസസാഹിത്യത്തിന്റെ വൈവിധ്യം തിരിച്ചറിയുകയും പ്രതിപാദനരീതി പരിചയിക്കുകയും ചെയ്യുക. ആശയാവതരണം ഗ്രഹിക്കുക.

വിശദപഠനം

1. സത്യവും സൗന്ദര്യവും- കുട്ടികൃഷ്ണമാരാർ
2. കാളിദാസനും കാലത്തിന്റെ ദാസനും- ജോസഫ് മുണ്ടശ്ശേരി
3. പാത്രാവിഷ്ണുരണം മലയാള നാടകത്തിൽ - എം.കെ.സാന
4. ആദർശ മാനവികതയുടെ സംഗീതം- കെ. പി. അപ്പൻ (ചരിത്രത്തെ അഗാധമാക്കിയ ഗുരു എന്ന പുസ്തകത്തിൽ)
5. ആട്ടക്കഥാസാഹിത്യം- എം. കെ. കെ. നായർ
6. വാഗ്ഭടന്റെ പ്രഭയിൽ- സുകുമാർ അഴീക്കോട്
7. ആസ്വാദകരെ ആവശ്യമുണ്ട്- എസ്. ഗുപ്തൻ നായർ (ഇസങ്ങൾക്കപ്പുറം)
8. ലിയോനാർഡോ ഡാവിഞ്ചിയുടെ സർഗ്ഗചേതസ്സ്- എം. ലീലാവതി
- 9 ജി.ശങ്കരപ്പിള്ളയെ ഓർക്കുമ്പോൾ - എം. തോമസ് മാത്യു. (അദിതാനസാരീ കവി)
10. സാമന്തസാഹിത്യം- വി. സി. ശ്രീജൻ
11. മലയാളി കേരളീയനാണോ- എം. എൻ. കാരശ്ശേരി
12. ആർഭാടവും സന്യാസിയും നിഘണ്ടുവും- പി. കെ. രാജശേഖരൻ

ബ്ലോക്ക് - 4 - നോവൽ

വിശദപഠനം

1. എ മൈനസ് ബി- കോവിലൻ
2. ഒരു വഴിയും കരേ നിഴലുകളും- രാജലക്ഷ്മി
3. ജനകഥ- എൻ. പ്രഭാകരൻ
4. മരുഭൂമികൾ ഉണ്ടാകുന്നത്- ആനന്ദ്
5. കൊച്ചുരേത്തി- നാരായൻ

References:

- ഡോ. എം. ലീലാവതി ,മലയാളകവിതാസാഹിത്യചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ .
- എം. അച്യുതൻ ,ചെറുകഥ ഇന്നലെ ഇന്ന്, ഡി.സി.ബുക്സ്,കോട്ടയം.
- സുകുമാർ അഴീക്കോട് ,മലയാള സാഹിത്യ വിമർശനം, ഡി.സി.ബുക്സ്,കോട്ടയം .
- കെ. എം. തരകൻ ,മലയാള നോവൽ സാഹിത്യം -കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ.
- ഡോ.എം.ലീലാവതി, വർണ്ണരാജി, എൻ.ബി.എസ്., കോട്ടയം .
- ഡോ.കെ.എം. ജോർജ്ജ്, ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ, ഡി.സി ബുക്സ്,കോട്ടയം.
- കെ.പി. അപ്പൻ ,മാറ്റുന്ന മലയാള നോവൽ, ഡി.സി.ബുക്സ്,കോട്ടയം.
- ഡോ. ഷാജി ജേക്കബ്, ആധുനികാനന്തര മലയാള നോവൽ, വിപണി, കല, പ്രത്യയ ശാസ്ത്രം ,കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം .
- ഡോ.എം.എം.ബഷീർ -മലയാള ചെറുകഥാസാഹിത്യചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ.
- ഡോ.പി.കെ.രാജശേഖരൻ ,അന്ധനായ ദൈവം, ഡി.സി.ബുക്സ്,കോട്ടയം .
- പത്മന രാമചന്ദ്രൻനായർ, എ.ഡി, മലയാള സാഹിത്യനിരൂപണം, ഡി.സി.ബുക്സ്,കോട്ടയം.
- വി രാജകൃഷ്ണൻ ,ചെറുകഥയുടെ ഛന്ദസ്സ്, ഡി.സി ബുക്സ്,കോട്ടയം .
- പി.കെ.രാജശേഖരൻ, കഥാന്തരങ്ങൾ, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട് .
- എം.എൻ.വിജയൻ, കവിതയും മന:ശാസ്ത്രവും, ഡി.സി.ബുക്സ്,കോട്ടയം.

MODERN INDIAN LANGUAGE COURSE

B21SN01LC

गद्य नाटकं च
(Gadyam Natakam Cha)

Credits: 6

लक्ष्यम् (Course Objectives):

संस्कृतमण्डले गद्यकाव्यानां सामान्यपरिचयः ।

उद्देश्यानि (Course Outcomes):

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

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 विष्णुशर्मा ।
1. 3. पञ्चतन्त्रकथाः ।
- 1.4. चन्द्रभूषतिकथा ।

BLOCK 2 द्वितीयखण्डः - अपरीक्षितकारकाद् उद्धृताः कथाः ।

- 2.1. मूर्खब्राह्मणकथा ।

2. 2. भारण्डपक्षिकथा ।
2. 3. मत्स्यमण्डूककथा ।
2. 4. चक्रधरकथा।

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):

1. पञ्चतन्त्रम् — विष्णुशर्मा।
2. मध्यमव्यायोगः — भासः।

सहायकाः

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

अन्तर्जालसहायकसामग्रयः

1. भासनाटकचक्रावतरणम्- यूट्यूब

ABILITY ENHANCEMENT COMPULSORY COURSE

(Learners can choose any one)

B21AR01AC COMMUNICATION IN ARABIC

Credits: 4

Course Objectives

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

Course Outcomes

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

COURSE DETAILS

BLOCK 1: Greetings and Introduction in Arabic – التحيات والتعارف

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

BLOCK 2: Conversations and Interviews – لقاء ومقابلات

UNIT 1	Interview. - مقابلة
UNIT 2	In the Airport –Conversation – في المطار

UNIT 3 Meet - لقاء

UNIT 4 Question words أدوات الاستفهام

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

UNIT 1 In the library - Conversation. في المكتبة –

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

UNIT 3 I am Busy - Conversation. أنا مشغول

UNIT 4 الفعل المضارع

BLOCK 4: Time- التوقيت.

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

UNIT 2 Reception – conversation – استقبال

UNIT 3 Between two learners – 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 Learnerss, Part 3, Published by Education Ministry, Kingdom of Saudi Arabic

Reference.

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

ABILITY ENHANCEMENT COMPULSORY COURSE

B21EG01AC

ENGLISH FOR COMMUNICATION

Credits - 4

Course Objectives

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

Course Outcomes

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

COURSE DETAILS

BLOCK 1: Communication and Language

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

BLOCK 2: Receptive or Passive Skills

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

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

BLOCK 3: Productive or Active Skills

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

BLOCK 4: Communication and Technology

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

References

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

- Quirk, Randolph. *The Use of English*. Longman, 1968.
- Robert, Barraas. *learners Must Write*. London: Routledge, 2006.
- Swan, Michael. *Practical English Usage*. Oxford University Press, 2005.

ABILITY ENHANCEMENT COMPULSORY COURSE

B21HD01AC

रोजमर्रा हिंदी

ROZMARA HINDI

Credits: 4

पाठ्यक्रम उद्देश्य (Course Objectives):

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

पाठ्यक्रम परिणाम (Course Outcomes):

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

Course Details

ब्लॉक 1: भाषा की बुनियादी संरचना और दैनिक गतिविधियाँ

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

इकाई 2: 'क्या' और '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, जहाँ-वहाँ, जिधर-उधर , जब तक —तब तक आदि का प्रयोग समझना |

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

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

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

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

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

सन्दर्भ ग्रंथ सूची

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

ABILITY ENHANCEMENT COMPULSORY COURSE

(Learners can choose any one)

B21ML01AC

പ്രായോഗികമലയാളം

(Prayogikamalayalam)

Credits 4

Objectives

മാതൃഭാഷയിലുള്ള ആശയവിനിമയശേഷി മെച്ചപ്പെടുത്തുകയും ഫലപ്രദമാക്കുകയും ചെയ്യുക

മാതൃഭാഷയിൽ പ്രാവീണ്യം നേടുന്നതിനാവശ്യമായ പരിശീലനം നേടുക

മലയാളഭാഷയുടെ വ്യത്യസ്തങ്ങളായ പ്രയോഗമേഖലകളെ പരിചയപ്പെടുക

വ്യത്യസ്തങ്ങളായ നാല് പ്രയോഗമേഖലകളിലൂടെ ഭാഷ തെറ്റുകൂടാതെ പ്രയോഗിക്കാനുള്ള ശേഷി ആർജ്ജിക്കുക

മലയാളഭാഷയെ കൂടുതൽ അടുത്തറിയാനും പഠിക്കാനും പ്രയോഗിക്കാനും സാധിക്കുക

Course Outcome

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

COURSE DETAILS

ബ്ലോക്ക് 1 - എഴുത്ത്

വിശദപഠനം

മലയാളശൈലി (മൂന്നാം അദ്ധ്യായം) - കുട്ടികൃഷ്ണമാരാർ

ശൈലിയെപ്പറ്റി ചില ചിന്തകൾ (സമാലോചന) - എസ്. ഗുപ്തൻ നായർ

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

ബ്ലോക്ക് 2 - പ്രഭാഷണം

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

വിശദപഠനം

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

ബ്ലോക്ക് 3 - മാധ്യമങ്ങൾക്കുവേണ്ടിയുള്ള രചന

വിശദപഠനം

വാർത്താമൂലകങ്ങൾ, വാർത്താഘടന (വാർത്ത വോള്യം 2) - ജോയി തിരുമൂലപുരം

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

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

ബ്ലോക്ക് 4 - വിവർത്തനം

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

വിശദപഠനം

വിവർത്തനം എന്ന ഗ്രന്ഥത്തിന്റെ അവതാരിക- എൻ. വി. കൃഷ്ണവാര്യർ

തർജ്ജമപഠനത്തിലെ പുത്തൻ പുതുമകൾ (തർജ്ജമ സിദ്ധാന്തവും പ്രയോഗവും

മലയാളത്തിൽ പുസ്തകത്തിന്റെ ആമുഖപഠനം)- ഡോ. സ്കറിയ സക്കറിയ

ഇംഗ്ലീഷിൽ നിന്നും മലയാളത്തിലേക്കുള്ള വിവർത്തനപരിശീലനം.

റഫറൻസ്

- 1.പ്രൊഫ. പത്മന രാമചന്ദ്രൻനായർ, നല്ല ഭാഷ, ഡി സി ബുക്സ്, കോട്ടയം.
- 2.സ്കറിയ സക്കറിയ, ജയ സുകുമാരൻ, തർജ്ജമ, സിദ്ധാന്തവും പ്രയോഗവും മലയാളത്തിൽ - താപസം, ചങ്ങനാശ്ശേരി.

- .പി. കെ രാജശേഖരൻ, മലയാളിയുടെ മാധ്യമജീവിതം, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.
- രാമകൃഷ്ണപിള്ള. കെ, വൃത്താന്ത പത്രപ്രവർത്തനം, മാജുബെൻ, തിരുവനന്തപുരം.
- 5.പി. കെ അനിൽകുമാർ, പ്രഭാഷണകലയിലെ വചനവഴികൾ, സൈന്ധവ ബുക്സ്, കൊല്ലം.
- 6.പി. പവിത്രൻ, മാതൃഭാഷയ്ക്ക് 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

(Learners can choose any one)

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:)

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

Course Details

खण्डः1: श्रवणम्

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

खण्डः2: प्रसारमाध्यमानां भाषा

2. 1. वार्ता: एवं विकीपीडिया

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

खण्ड: 3: भाषणम्

- 3. 1. अक्षराणां पदानां च मौखिकाभ्यासः।
- 3. 2. कथाकथनशिक्षणम्।
- 3. 3. वार्तावाचनशिक्षणम्।
- 3. 4. सम्भाषणशाला- द्वितीयस्तरीया।

खण्ड: 4: सङ्गणकयुगे संस्कृताध्ययनम्।

- 4. 1. प्रत्याहिका: संस्कृतानुप्रयोगाः।
 - i. App for greetings in Sanskrit-
 - ii. Online Spoken Sanskrit Dictionary
- 4. 2 सङ्गणकाधारिता: साम्प्रदायिककोशाः
 - i. Amarakosha App
 - ii. Shabdakalpadruma App
- 4. 3. भाषाध्ययने उपयुक्ताः संस्कृतानुप्रयोगाः
 - i. Sanskrit Verb forms and roots- Sanskrit Dhatu 360o App
 - ii. Shabdroopmala App
- 4. 4. सङ्गणकाधारिता: लेखगाराः।
 - i. Sanskrit e- books App - Sanskrit Pustakalaya

References

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

Web Resources:

खण्ड: 1: श्रवणम्

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

खण्ड: 2: प्रसारणमाध्यमानां भाषा

a) वार्ता: एवं विकीपीडिया च

i. DD News Vartah (<https://youtu.be/e0l7YReMhkc>),

ii. AIR News (<https://airlive.page.link/installapp>);

iii.DDVartavali

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

iv. Sanskrit Newspaper- Sudharma

(<http://epapersudharmasanskritdaily.in>)

v. Sanskrit Wikipedia

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

b) संस्कृते विज्ञापनचित्राणि

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

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

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

c) संस्कृतगानानि, चलच्चित्राणि च

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

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

d) संस्कृते क्रीडा

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

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

खण्ड: 3: भाषणम् ।

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

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

खण्ड: 4: सङ्गणकयुगे संस्कृताध्ययनम्।

1. प्रत्याहिका: संस्कृतानुप्रयोगाः।

i. App for greetings in Sanskrit-

Sansgreet App, LiveSanskrit.

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

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

www.learnsanskrit.cc

2. साम्प्रदायिककोशाः

i. Amarakosha App

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

ii. Shabdakalpadruma App

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

Unit 3. भाषाध्ययने उपयुक्ताः संस्कृतानुप्रयोगाः- 2

i. SanskritVerbformsandroots-SanskritDhatu360°App

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

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

Unit 3. लेखागाराः।

1. Sanskrit e- books App -

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

2. Internet archive

www.archive.org

Semester III

DISCIPLINE CORE
COMPARATIVE POLITICS
B23PS03DC
Credits: 6

Course Objective

The course introduces the concept of comparative analysis to examine the institutions and their functioning across diverse contexts. It explores four central themes for comparison: Constitutionalism, Federalism, Party System, and Institutional Interrelationships. The selection of countries for comparative study allows for comprehending substantial variation among countries in terms of institutional features, federal features, and party systems. The course highlights the significance of adopting a comparative lens in comprehending politics across different socio-political and cultural contexts.

Course Learning Outcomes

1. To understand the basic concepts and changing nature of comparative politics.
2. To study the various approaches to the study of Comparative Politics.
3. To understand the basic features of the constitutions of major countries.
4. To familiarise the learners with the Federal and Unitary Political Systems.
5. To understand the basic features of party systems in different countries of the world.
6. To familiarize the learners with parliamentary and presidential systems

Course Outline

- Block 1: Introduction to Comparative Politics
- Block 2: Approaches to the Study of Comparative Politics
- Block 3: Constitutionalism
- Block 4: Federal and Unitary Systems
- Block 5: Party System
- Block 6: Parliamentary and Presidential System and Institutional Relationships

Block 1: Introduction to Comparative Politics

- Unit 1: Meaning, Nature and Scope of Comparative Politics
- Unit 2: Evolution and Growth of Comparative Politics
- Unit 3: Contemporary Trends in Comparative Politics

Block 2: Approaches to the Study of Comparative Politics

- Unit 1: System Analysis
- Unit 2: Structural-Functional Analysis
- Unit 3: Input-Output Analysis

Block 3: Constitutionalism

- Unit 1: Constitutionalism in U.S.A
- Unit 2: Constitutionalism in UK
- Unit 3: Constitutionalism in Switzerland

Block 4: Federal and Unitary Systems

- Unit 1: Federal System (USA)
- Unit 2: Unitary System (UK)
- Unit 3: Quasi-Federal (Canada)

Block 5: Party System

- Unit 1: Two Party Systems (USA)
- Unit 2: Multi-Party System (France)
- Unit 3: One-Party System (China)

Block 6: Parliamentary and Presidential System and Institutional Relationships

- Unit 1: Parliamentary System (UK)
- Unit 2: Presidential system (USA)
- Unit 3: Switzerland (Neither Parliamentary nor Presidential System)

Reference

- Almond, G. et.al. (2000). Comparative Politics Today: A World View, 7th Edition, New Delhi, Oxford & IBH Publishing Company. 30
- Almond, G. & Powell, B.(1996), Comparative Politics: A Development Approach, New Delhi, Oxford & IBH Publishing Company.
- Almond, G. & Powell, B.(2005)., Compare Politics Today, New Delhi, Pearson Publications
- Ball, R.A. (2011), Modern Politics and Government, London, Macmillan Education, Ltd
- Bhushan, V and Bhagwan. V. (1998), World Constitutions, New Delhi: Sterling Publishers Pvt. Ltd.
- Curtis M , Blondel,J. (1997).Introduction to Comparative Government, London, Longman
- Ghai, U.R. (2001), Comparative Politics & Government, Jalandhar, New Academic Publishing House.
- Hague, R., Harrop, M., & Breslin, S.(2001). Comparative Government and Politics: An Introduction, 5th Edition, New York, Palgrave.

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- Kapur, A.C. Mishra K.K. (2001). Select Constitutions (U.K., U.S.A., France, Canada, Switzerland, Japan, China, India), New Delhi, S. Chand & Company Ltd
- Bobler, A and J. Seroka (eds.). (1990). Contemporary Political System: Classification and Typologies, Boulder Colorado, Lynne Rienner Publishers.
- Mackerra C. and A. Yorke. (1991). The Cambridge Handbook of Contemporary China, Cambridge, Cambridge University Press.
- Meyer, Lawrence C. (2007). Redefining Comparative Politics, New Delhi, Sage.
- Ray S.N. (2005). Modern Comparative Politics: Approaches, Methods and Issues, New Delhi, Prentice Hall of India.
- Larry Diamond and Lipset (eds), (1988). Democracy in Developing countries Vol.I-IV, Colorado.
- Maheswari S. R. (2002). Comparative Government and Politics, Agra.

ANCILLARY COURSE
SOCIAL FORMATION IN INDIA
B21HS32AN
Credits: 6

Course Objectives:

The course focuses on various stages and processes of Indian history over a considerably longer timeframe, i.e., from the prehistoric to the modern period. It delves into the processes involved in the transformation of the Society and the economy of India.

Course Outcome:

1. The learners will have an overall perspective on the successive social formations in India's past in general and the structural changes and social processes in particular
2. The learners are enabled to traverse across prehistoric cultures, Harapan civilization, slave societies, beginnings and consolidation of feudal politics, radical and calamitous break engendered by colonialism, the emergence of national consciousness and social transformation in Modern India, the distinct political economy of Independent India, the advent of globalisation and its effect, among others.

Course Outline

Block 1: Food gatherers, Food producers and Surplus appropriators

Block 2: Towards feudal society (CE 4th century to 8th century)

Block 3: Consolidation of feudalism (13th century to 17th century)

Block 4: Colonial India (18th century to 19th century)

Block 5: Modern India

Block 6: Independent India

Course Details

BLOCK 1: Food gatherers, Food producers and Surplus appropriators.

Unit1: Stone Age settlements

Unit 2: Harappan societies

Unit3: Aryanization - Agrarian expansion

Unit4: Slave societies in Janapadas - social stratification through Varna, caste and class

BLOCK 2: Towards feudal society (CE 4th century to 8th century)

Unit1: Land grants - changing production relations

Unit2: Urban decline

Unit3: Proliferation of jati

Unit4: Consolidation of Brahman oligarchy in politics, arts, literature and architecture

BLOCK 3: Consolidation of feudalism (13th century to 17th century)

Unit1: Iqta and the revenue-free grants - monetisation and urbanism

Unit2: Mansabdari and Jagirdari systems - agricultural production and technology

Unit3: Sufi and bhakti movement

Unit4: Taxation and social stratification

BLOCK 4: Colonial India (18th century to 19th century)

Unit1: Mercantile interest in the Indian subcontinent

Unit2: De-industrialization and poverty - restatement on social stratification - break down of traditional farmers and peasantry - drain of wealth

Unit3: English education and modern industries

Unit4: Peasant appraising of the 19th century and poverty.

BLOCK 5. Modern India

Unit1: British rule and national consciousness

Unit2: Social transformation

Unit3: Social reform movements

Unit4: Pluralism, identity politics and freedom struggle

BLOCK 6. Independent India

Unit1: Five-year plans - social reconstruction

Unit2: Growth of indigenous capital and restatement on class structure

Unit3: Decay of mixed economy

Unit4: Globalisation, Liberalisation and social identities

Reference

- A. R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, 1976.
- Aditya Mukherjee, *Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947*, Sage India, 2002.
- Amar Farooqui, *Early Social Formations*, Manak Publication, 2012.
- Anil Seal, *The Emergence of Indian Nationalism: Competition and Collaboration in the Late Nineteenth Century*, CUP, 1971.
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- Bipan Chandra, *Making of Modern India: From Marx to Gandhi*, Orient Blackswan Private Limited, 2012.
- Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Blackswan Private Limited, 1981.
- D D Kosambi, *Introduction to the Study of History*, Sage Publications India Private Limited, 2016.
- D N Jha, *Feudal Social Formation in Early India*, Chanakya Publications, 1987.
- Irfan Habib, *Confronting Colonialism ed.*), Tulika Books, 2012.
- Irfan Habib, *Essays in Indian History: Towards a Marxist Perception*, Tulika Books, 2015.
- Irfan Habib, *Indian Economy, 1858-1914*, Low Price Publications, 2008.
- Irfan Habib, *National Movement: Studies in Ideology and History*, Tulika Books, 2020.
- Partha Chatterjee, *Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton University Press, 1993.
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- R S Sharma, *Indian Feudalism*, Laxmi Publications, 2019.
- R S Sharma, *Material Culture & Social Formation in Ancient India*, Macmillan, 1983.
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- Ramachandra Guha, *Makers of Modern India*, Penguin India, 2012.
- Ranajit Guha, *Dominance without Hegemony: History and Power in Colonial India*, Harvard University Press, 1997.
- Romila Thapar, *Early India: From the origin to AD 1300*, Penguin India, 2003.
- S. Gopal, *British Policy in India, 1858-1905*, CUP, 2018.
- S. Gopal, *Modern India*, The Historical Association, 1967.
- Sumit Sarkar, *Modern Times*, Orient Blackswan Private Limited, 2014.
- Sumit Sarkar, *Modern India 1885-1947*, Laxmi Publications, 2019.

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

Course Objectives:

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

Course Outcomes:

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

Course Outline:

Block 1: Climate Change

Block 2: Technology and Human Life

Block 3: Gender

Block 4: Human Rights

Block 5: Ethics and Culture

Block 6: Globalised Society

Course Details:

BLOCK 1: CLIMATE CHANGE

UNIT 1 Margaret Atwood: "The Moment"

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

BLOCK 2: TECHNOLOGY AND HUMAN LIFE

UNIT 1 Gareth Southwell: *Artificial Intelligence*

UNIT 2 Ambrose Bierce: "Moxon's Master"

BLOCK 3: GENDER

UNIT 1 Maya Angelou: "Still I Rise"

UNIT 2 Sarah Joseph: "The Masculine of Virgin"

UNIT 3 Malala Yousafzai: "A Daughter is Born"

BLOCK 4: HUMAN RIGHTS

UNIT 1 Vijayarajamallika: "Injuries"

UNIT 2 Roger Mais: "Blackout"

UNIT 3 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 Edassery Govindan Nair: "The Kuttipuram Bridge"

UNIT 3 Shashi Tharoor: "Globalization and the Human Imagination"

References:

- Morrison, Jago. *Contemporary Fiction*. Routledge, 2003.
- Padley, Steve. *Key Concepts in Contemporary Literature*. Palgrave, 2006.
- Reddy, Bayapa. *Aspects of Contemporary World Literature*. Atlantic, 2008

SKILL ENHANCEMENT COMPULSORY COURSE (SC)

B21HL01SC

HUMANISM AND LOGIC

CREDITS: 2

Course Objectives

- To introduce the science and art of reasoning
- To develop analytical skills in reasoning and capacity to argue effectively
- Give an understanding of the role of logic in other disciplines
- To develop a blend of logical reason, compassion and love in approach to the world

Course Outcomes

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

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

BLOCK 1:

Humanism

Unit 1 Foundational Terms

Sradha/ Care — Katha Upanisad, Arul — Thirukkural, Jagratha —

Dharmapada _ Agape/ Empathetic Love, Kenosis/ Self emptying

Insaniyya / Humanity, Rahma / Mercy. Anukampa / Compassion — Anukambadasakam, Karuna - Budha

Emancipation. Ubuntu/ Fraternal Love

Unit 2 Concepts

Ahimsa/ Nonviolence in Different Traditions. Equality

Basheer's short story, "Oru Manushyan".

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

BLOCK 2:

Introduction to Logic

Unit 1 Introduction: A Very Brief History of Logic

Traditional logic and symbolic logic

_What is logic? Definitions - process of reasoning - inductive, deductive and abductive reasoning _ Propositions and arguments - recognising arguments.

Truth and validity

Unit 2: Fundamentals of Traditional and Symbolic Logic

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

Unit 3: Logic and Language

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

Unit 4: Logic and Science

Hypothetico - models of explanations - Covering Law model

References

Copi, M. Irving. Cohen, Carl. Kenneth, McMahon (2104). *Introduction to Logic*, Pearson Education: London

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

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

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.

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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 (apramadavarga)

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

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

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

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

Selected works of Karl Marx and Friedrich Engels - Relevant Volumes

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

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

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.

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Gandhi, Mahatma. *Hind Swaraj*. Rajpal, 2009.

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

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

SKILL ENHANCEMENT COURSES (SE)

B23PS01SE

ENVIRONMENTAL POLITICS

Credits: 2

Course Objective

The course aims to provide learners with a comprehensive understanding of the political dimensions of environmental issues. It will explore the interplay between local, national, and global environmental policies, political processes, and ecological sustainability. Learners will engage with critical theories, actors, institutions, and case studies to critically analyse how political decisions influence environmental outcomes. The course will equip learners with the analytical tools to assess environmental policies, understand the role of various stakeholders, and propose solutions to contemporary environmental challenges.

Course Outcomes

1. Understand the foundational theories and concepts in environmental politics.
2. Analyze the role of political institutions in shaping environmental policy.
3. Evaluate the impact of international agreements on global environmental governance.
4. Assess the effectiveness of environmental movements and activism.
5. Examine case studies of environmental policy-making in different regions.
6. Enhance their ability to engage in informed discussions on environmental politics and policies.

Course Outline

Block 1: Introduction to Environmental Politics

Block 2: Political Institutions and Environmental Policy

Block 3: Global Environmental Politics

Block IV: Environmental Politics in Developing Countries

Block VI: Environmental Movements and Activism

Block 1: Introduction to Environmental Politics

- Unit I- Definition and scope
- Unit II: Historical development
- Unit III: Key concepts and theories

Block 2: Political Institutions and Environmental Policy

- Unit I: Role of government in environmental regulation
- Unit II: Environmental Governance
- Unit III: Non-Governmental Organizations (NGOs)

Block 3: Global Environmental Politics

- Unit I: International Environmental Agreements
- Unit II: Global Environmental Governance
- Unit III: Global Environmental Movements

Block IV: Environmental Politics in Developing Countries

- Unit I: Environmental Issues in the Global South
- Unit II: Impact of development on the environment
- Unit III: Global Environmental Issues

Block V- Environmental Politics in India

- Unit I- History of environmental politics in India
- Unit II- Key policies and legislations
- Unit III - Major Environmental Movements

Block VI: Environmental Movements and Activism

- Unit I: Evolution of environmental activism
- Unit II: Contemporary Environmental Activism
- Unit III: Sustainable Development & Climate Change Policy

References

- Dryzek, J. S. (2013). *The Politics of the Earth: Environmental Discourses* (3rd ed.). Oxford University Press.
- McCormick, J. (2018). *Environmental Politics and Policy* (11th ed.). Palgrave Macmillan.
- Carter, N. (2018). *The Politics of the Environment: Ideas, Activism, Policy* (3rd ed.). Cambridge University Press.
- Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press.
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Semester IV

DISCIPLINE CORE
INDIAN GOVERNMENT AND POLITICS
B23PS04DC
Credits-6

Learning Objectives

The course intends to equip learners with knowledge about the philosophical underpinnings and guiding principles of the Indian constitution, placing particular emphasis on the provisions related to Fundamental Rights and Duties. It will examine the nature and evolving trends within the Indian political party system and themes about federalism. The course will underline the significance of grassroots democracy and enable learners to comprehend the crucial role played by the judiciary in upholding democracy in India. Lastly, learners will analyze contemporary challenges faced by Indian democracy, focusing on issues such as corruption, the criminalization of politics, and rising economic inequality.

Course Outcomes

- Understand the philosophical foundations, and principles of the Indian Constitution, including the significance of Fundamental Rights and Duties.
- Assess the structure, roles, and evolving dynamics of the Indian party system, focusing on coalition politics and regional political parties.
- Familiarize constitutional Provisions related to Fundamental Rights, federalism, and Fundamental Duties hence on.
- Identify various tension areas in Indian Federalism of grassroots democracy.

Course Outline

Block I – Introduction to the Indian Constitution

Block II- Party System in India

Block III- Federalism

Block IV- Indian Judiciary

Block V- Grass Root Democracy

Block V -Challenges of Democracy

Block I – Introduction to the Indian Constitution

- Unit II- Making of Indian Constitution
- Unit II- Preamble and Salient Features
- Unit III- Fundamental Rights, Duties and Directive Principles of State Policy

Block II- Party System in India

- Unit I- Evolution and Nature
- Unit II- Functions and Ideologies
- Unit III– Coalition Politics and Growth of Regional Parties

Block III- Federalism

- Unit I- Constitutional Provisions
- Unit II- Nature and Changing Trends
- Unit III- Tension Areas

Block IV- Indian Judiciary

- Unit I- Structure and Functions
- Unit II- Judicial Activism and Public Interest Litigation
- Unit III- Role of Supreme Court as guardian of the Constitution

Block V Grass Root Democracy

- Unit I- 73rd and 74th Constitutional Amendments and decentralization in India
- Unit II- Structure- Powers and Functions of Local Self-Governments
- Unit III- Participatory Planning- Kudumbasree and Self-help Groups

Block VI- Challenges to Democracy

- Unit I- Casteism and Communalism
- Unit II- Rising Economic Inequality
- Unit III- Corruption and Criminalisation of Politics

Reference

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DISCIPLINE-SPECIFIC ELECTIVE

B23PS01DE

INDIA AND THE WORLD

CREDITS: 6

Course Objective

The course aims to provide a comprehensive understanding of India's position and role in the global context. It explores India's historical relations with different parts of the world, its contemporary foreign policy objectives, and its engagement with various international organisations and multilateral frameworks. Learners will gain insights into India's economic, political, and cultural ties with major powers, neighbouring countries, and emerging economies. The course also examines India's contributions to global issues such as climate change, human rights, and sustainable development.

Course Outcomes

1. Analyze the historical context and evolution of India's relations with different regions and countries around the world.
2. Understand India's foreign policy objectives, strategies, and its engagement with international organisations and multilateral frameworks.
3. Evaluate India's economic, political, and cultural ties with major powers, neighbouring countries, and emerging economies.
4. Examine India's contributions and approach to global issues such as climate change, human rights, and sustainable development.

Course Outline

Block 1: Historical Perspective on India's Global Relations

Block 2: India and Major Powers

Block 3: India and Neighboring Countries

Block 4: India and Global Organizations

Block 5: India's Global Footprint

Block 6: India and Global Issues

Block 1: Historical Perspective on India's Global Relations

Unit 1: Ancient and Medieval India's Interactions with the World

Unit 2: Colonial Era and the Independence Movement

Block 2: India and Major Powers

Unit 1: India-United States Relations

Unit 2: India-Russia Relations

Unit 3: India-China Relations

Block 3: India and Neighboring Countries

Unit 1: India's Engagement with South Asia

Unit 2: India's Relations with Southeast Asia and the Asia-Pacific

Block 4: India and Global Organizations

Unit 1: India and the United Nations

Unit 2: India and Regional Organizations (SAARC, ASEAN, BRICS)

Block 5: India's Global Footprint

Unit 1: India's Soft Power and Cultural Diplomacy

Unit 2: Indian Diaspora and Its Influence

Block 6: India and Global Issues

Unit 1: India's Approach to Climate Change and Environmental Challenges

Unit 2: India's Perspective on Human Rights and Global Governance

References

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DISCIPLINE-SPECIFIC ELECTIVE
HUMAN RIGHTS IN INDIA
B23PS02DE
Credits 6

Course Objective

The course is intended to highlight the concept of Human Rights, its evolution and its importance in our society. The course aims to familiarise learners with various types of rights, including political, civil, social, economic, and cultural rights, and examine the human rights situation in India and relevant constitutional provisions. Additionally, learners will be equipped with the skills to critically evaluate methods for enforcing and protecting human rights.

Course Outcome

1. To understand about various rights, including political, civil, social, economic and cultural rights
2. To familiarise the Human rights condition in India and constitutional provisions.
3. To equip the learners with the skills to evaluate Human Rights enforcement methods.

Course Outline

Block 1: Human Rights: Origin and Development.

Block 2: U.N. and Human Rights

Block 3: Human Rights: Indian Context

Block 4: Human Rights Issues in India

Block 5: Human Rights of Socially Excluded Groups

Block VI- Human Rights Movements in India

Block 1: Human Rights: Origin and Development.

Unit 1: Human Rights: Nature and Evolution

Unit 2: Human Rights- Types

Block 2: U.N. and Human Rights

Unit 1: Universal Declaration of Human Rights

Unit 2: Millennium Development Goals

Block 3: Human Rights: Indian Context

Unit 1: Human Rights in the Indian Constitution

Unit 2: NHRC and SHRC -Organization, Powers and Functions

Block 4: Human Rights Issues in India

Unit 1: Human Rights of Women and Children

Unit 2: Police and Human Rights Violations

Block 5: Human Rights of Socially Excluded Groups-

Unit 1: Human Rights and Dalits and Adivasis

Unit 2: Human Rights and LGBRQA+

Block VI- Human Rights Movements in India

Unit I- Chipko and Narmada Bachao Andolan

Unit II- Anti-Corruption Movements

Reference

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York: UNESCO Publications.

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ANCILLARY COURSE
HISTORY OF ECONOMIC DOCTRINES
B21EC02AN
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

1. Will be able to identify the major economic ideas associated with each group of thinkers.
2. Are also expected to connect the growth of economic ideas to the evolution of the history of mankind.
3. 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

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: principle 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: the 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

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Modern Indian Languages II (MIL))

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

LITERATURE IN ARABIC

B21AR02LC

CREDITS:6

Course Objectives

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

Course Outcome

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

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، لعللي
الطنطاوي

BLOCK 4: Appreciating Short Story

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

BLOCK 5: Appreciating Poetry.

UNIT 1 قصيدة "دعوة إلى التنقل والترحال" للإمام الشافعي

UNIT 2 قصيدة "وداعا أبيها الدفتر" لنزار قباني

BLOCK 6: TUTORIAL

Practice sheets based on Block 1-5

References:

- Qur'aanul Kareem

- Imam Annavavi, Al Arba'una annvavi
- Muhammed Bin Isma'il Al Bukhaari, Sahihu l-Bukhaari
- Jubran Khalil Jubran, Dam'athun wa-btisaamatun
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- Ahmad Matar, Al Majmu'atu S-si'riyya, Daaru l-Hurriyya, Beirut, 2011Personal Site of Nizar Qabbani
- <https://nizarq.com/ar/poem131.html>

Modern Indian Language (Hindi)

B21HD02LC

हिंदी पद्य साहित्य और अनुवाद

(Hindi Padya Sahitya Aur Anuvad)

Credits: 6

पाठ्यक्रम उद्देश्य (Objectives):

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

पाठ्यक्रम परिणाम (course outcomes)

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

पाठ्यक्रम रूपरेखा (COURSE Outline)

- ब्लॉक : 1** प्राचीन और मध्यकालीन रचनाएँ।
- ब्लॉक : 2** छायावाद की – कविताएँ।
- ब्लॉक : 3** प्रगतिवादी कविता।
- ब्लॉक : 4** समकालीन कविता।

ब्लॉक : 5 हाइकू कविताएँ ।

ब्लॉक : 6 अनुवाद ।

ब्लॉक : 1 प्राचीन और मध्यकालीन रचनाएँ ।

इकाई — 1 : कबीर — 2 दोहे

इकाई — 2 : तुलसी — 2 दोहे

इकाई — 3 : सूरदास — एक पद

ब्लॉक : 2 छायावाद की — कविताएँ ।

इकाई — 1 : निराला — ‘भिक्षुक’

इकाई — 2 : प्रसाद - ‘किरण’

ब्लॉक : 3 प्रगतिवादी कविता ।

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

ब्लॉक : 4 समकालीन कविता ।

इकाई — 1 : अरुण कमल — ‘वक्त’ ।

ब्लॉक : 5 हाइकू कविताएँ ।

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

ब्लॉक : 6 अनुवाद ।

इकाई 1-अनुवाद :- अर्थ , परिभाषा एवं स्वरूप

इकाई 2- अनुवाद का महत्व और उद्देश्य

इकाई 3- अंग्रेजी से हिन्दी में और हिन्दी से अंग्रेजी में अनुवाद अभ्यास ।

संदर्भ— Reference

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

Modern Indian Languages II (MIL))

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

B21ML02LC

മലയാള സാഹിത്യമാതൃകകൾ: ആത്മകഥ, ജീവചരിത്രം, യാത്രാവിവരണം, അനുഭവസാഹിത്യം.

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

Credits : 6

Objectives

ആത്മകഥാസാഹിത്യത്തിന്റെ ചരിത്രത്തെക്കുറിച്ച് സാമാന്യമായ അറിവ്

ജീവചരിത്ര മാതൃകകളുടെ പരിചയം

യാത്രാവിവരണ സാഹിത്യം എന്ന വിവരണാത്മക സാഹിത്യശാഖയുമായുള്ള പരിചയം

അനുഭവ സാഹിത്യ മാതൃകകളുമായി ബന്ധപ്പെട്ട അറിവ്

Course Outcome

ജീവചരിത്രരചനയുടെ ചരിത്രരചനാസങ്കേതങ്ങൾ, ജീവചരിത്രത്തിന്റെ തിരഞ്ഞെടുപ്പുകൾ, വ്യക്തിജീവിതവും സമൂഹവും തമ്മിലുള്ള ബന്ധം എന്നിവയെ കുറിച്ച് ധാരണ നേടുന്നു

സ്ഥലപരവും സാംസ്കാരികവും പാരമ്പര്യപരവും ആത്മീയവുമായ വൈവിധ്യമാർന്ന യാത്രാവിവരണങ്ങളുടെ സാഹിത്യമൂല്യം തിരിച്ചറിയുന്നു

സ്വതന്ത്രതാള ബന്ധപ്പെട്ട ആഖ്യാനങ്ങൾ, ജീവിതരേഖകൾ തുടങ്ങിയവ പരിചയപ്പെടുന്നു

Course Details

ബ്ലോക്ക് -1. ആത്മകഥ

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

വിശദപഠനത്തിന്

1. ആശുപത്രിയിൽ (ജീവിതപ്പാത)- ചെറുകാട്.

2. ഇരുന്നൂറു ഓണം (ചിദംബരസ്തരണ)- 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 സാഹിത്യചരിത്രം സാമാന്യമായി മനസ്സിലാക്കുക. സ്ഥലപരവും സാംസ്കാരികവും പാരിസ്ഥിതികവും ആത്മീയവുമായ വൈവിധ്യമാർന്ന വിവരണങ്ങളുടെ സാഹിത്യീയമൂല്യം പഠനവിധേയമാക്കുക.

വിശദപഠനത്തിന്

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

ബ്ലോക്ക്-4. അനുഭവ സാഹിത്യം

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

വിശദപഠനത്തിന്

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

റഫറൻസ്

1. ഡോ. വി. സി. ഹാരിസ്, ആത്മകഥ ജീവിതം സമൂഹം നിരൂപണം, റെയിൻബോ ബുക്സ്, കോഴിക്കോട്.
2. ഡോ. സൗമ്യ ദാസൻ, ആത്മകഥ: ആഖ്യാനത്തിലെ പെണ്ണുകൾ, മൈത്രി ബുക്സ്, തിരുവനന്തപുരം.

3. ഭാഗ്യലക്ഷ്മി, സ്വരഭേദങ്ങൾ - ഡി. സി. ബുക്സ്, കോട്ടയം.

4. ഡോ. കെ. എം. ജോർജ്ജ്, ജീവചരിത്രസാഹിത്യം - ഡോ. കെ. എം. ജോർജ്ജ്,
കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം

- 5. നടുവട്ടം ഗോപാലകൃഷ്ണൻ, ആത്മകഥാസാഹിത്യം മലയാളത്തിൽ - ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.
- 6. ഇ. പി. രാജഗോപാലൻ, കഥയും ആത്മകഥയും - ചിന്ത പബ്ലിഷേഴ്സ്, തിരുവനന്തപുരം.
- 7. അശ്വനി എ. പി, ട്രാൻസ്ജെൻഡർ ജീവനം അതിജീവനം,
ഡ്വനി 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, ചിദംബരസ്മരണ, ഡി. സി ബുക്സ്, കോട്ടയം.
- 15. എം. കെ. സാനു, നാരായണഗുരു, എൻ. ബി.എസ്. കോട്ടയം.
- 16. റോസി തോമസ്, ഇവൻ എൻറെ 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, മതഭൂമിയുടെ ആത്മകഥ, കറന്റ് ബുക്സ്, തൃശ്ശൂർ.
- 22. രാജൻ കാക്കനാടൻ, ഹിമവാന്റെ മുകൾത്തട്ടിൽ, ഡി. സി ബുക്സ്, കോട്ടയം.
- 23. എം. കുഞ്ഞാമൻ, എതിര്, ഡി.സി ബുക്സ്, കോട്ടയം.
- 24. കെ. എ. ബീന, നദി തിന്നുന്നദ്വീപ്, കറന്റ് ബുക്സ്, തൃശ്ശൂർ.
- 25. ഭാസ്കരൻ, ജാനു, ഡി. സി ബുക്സ്, കോട്ടയം
- 26. ദയാഭായി, പച്ചവിരൽ, ഡി. സി ബുക്സ്, കോട്ടയം.
- 27. വിജയരാജമല്ലിക, മറ്റൊരു പെണ്ണല്ല ഞാൻ, പാപ്പാത്തി
- 28. ജെറീന, ഒരു മലയാളി ഹിജഡയുടെ ആത്മകഥ, ഡി. സി ബുക്സ്, കോട്ടയം.

Modern Indian Languages (MIL))

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

B21SN02LC

महाकाव्यं गद्यकाव्यं च

GADYAKAVYAM MAHAKAVYAM CHA

CREDITS: 6

लक्ष्यम् (Course Objectives)

- भारतीयकाव्यशास्त्रे परिचयप्रदानम्।
- इतिहासपुराणानां विषये उद्बोधनम्।

उद्देश्यानि (Course Outcomes)

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

Course Details

खण्डः 1 महाकाव्यपरिचयः।

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

खण्डः 2 कुमारसम्भवम् – पञ्चमसर्गः।

2. 1. पार्वत्याः तपश्चर्योद्यमः — श्लोकाः 1 – 17.
2. 2. महत्तरस्तपश्चर्याविशेषः — श्लोकाः 18 -29.
2. 3. ब्रह्मचारिप्रवेशः, सखीद्वारा पार्वत्याः इङ्गितनिवेदनं च — श्लोकाः — 30 –61.
2. 4. ब्रह्मचारिकृता शिवनिन्दा, पार्वत्या तन्निरासः, फलोदयश्च — श्लोकाः — 62 – 86.

खण्डः 3 गद्यपरिचयः ।

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

खण्डः 4 भारतसङ्ग्रहः — आदिपर्वणः समग्रमध्ययनम् ।

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

आवश्यकग्रन्थाः -

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www.kalidasacademy.com

www.poetrynook.com

www.resanskrit.com

www.ancient.cu

Semester V

DISCIPLINE CORE
INTRODUCTION TO POLITICAL THOUGHT
B23PS05DC
CREDIT 6

Learning Objective

This course on political thought, helps to explore the evolution of political ideas and philosophies, tracing their development from ancient Greece to modern times. The course begins by introducing the foundational methodologies for studying political thought, contrasting textual and contextual approaches to understand their significance. learners will then be introduced to the influential ideas of ancient Greek and Social Contract thinkers to familiarise their enduring impact on concepts of justice, the state, and governance. The exploration continues with the utilitarian and idealist contributions along with the Marxian tradition Finally, the course provides an introduction to modern Indian political thought, featuring the non-violence and social justice philosophies of Mahatma Gandhi, M.N. Roy's radical humanism, and B.R. Ambedkar's advocacy for social justice.

Learning Outcome

- Based on the description provided, here is a potential learning outcome for this course on political thought:
- Demonstrate a comprehensive understanding of the evolution of political ideas and philosophies, from ancient Greece to modern times.
- Critically analyze and compare the foundational methodologies for studying political thought, including textual and contextual approaches.
- Explain the influential ideas of ancient Greek thinkers, Social Ciontractualists, Utilitarians, and Marxian thinkers about their enduring impact on concepts of justice, the state, and governance.
- Critically examine modern Indian political thought, including the non-violence and social justice philosophies of Mahatma Gandhi, M.N. Roy's radical humanism, and B.R. Ambedkar's advocacy for social justice.

Course Outline

BLOCK -I Greek Political Thought

BLOCK – II Contractualism

BLOCK -III Utilitarianism and Idealism

BLOCK IV Marxian Tradition

BLOCK V - Indian Political Thought

Block VI- Modern Indian Political Thought -II

BLOCK -I Greek Political Thought

- UNIT 1- Features of Greek Political Thought
- UNIT II- Plato – Ideal state
- UNIT III- Aristotle – Classification of Governments

BLOCK – II Contractualists

- UNIT I Thomas Hobbes
- UNIT II John Locke
- UNIT III- Jean Jacques Rousseau

BLOCK -III Utilitarianism and Idealism

- UNIT I- Jermy Bentham (Theory of utility)
- UNIT II- J.S Mill –(On Liberty)
- UNIT III- Hegel –(State)

BLOCK IV Marxian Tradition

- UNIT I- Contribution of Karl Max
- UNIT II- Contribution of Lenin
- UNIT III- Contribution of Mao and Gramsci

BLOCK V - Indian Political Thought

- UNIT I- Rajaram Mohan Roy
- UNIT II- Vivekananda
- UNIT III- Mahatma Jyotirao Phule

Block VI- Modern Indian Political Thought -II

- Unit I- Contributions of Mahatma Gandhi

- Unit II- Contributions of M.N. Roy And Pandit Nehru
- Unit III- Contributions of B.R Ambedkar

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DISCIPLINE-SPECIFIC ELECTIVE COURSE
GENDER AND INTERNATIONAL RELATIONS
B23PS03DE
Credits: 06

Learning Objectives

This undergraduate course on Gender and International Relations aims to provide a comprehensive introduction to the study of gender in the context of global politics and international relations. Through a critical examination of feminist theories and approaches, learners will develop an understanding of how gender shapes and is shaped by international relations dynamics, policies, and practices. The course will explore the intersections of gender with various aspects of international relations, including security, development, human rights, global governance, and environmental issues. Learners will critically analyze the gendered dimensions of conflicts, economic development, human rights violations, and environmental degradation, as well as the role of international organizations and global governance structures in addressing gender inequalities.

Course Learning Outcomes

- Demonstrate a solid understanding of the concepts, theories, and approaches related to gender and international relations.
- Critically analyze and evaluate the role of gender in shaping international relations dynamics, policies, and practices.
- Examine and assess the intersections of gender with issues such as security, development, human rights, global governance, and the environment in international contexts.
- Develop analytical and critical thinking skills by synthesising and evaluating diverse feminist perspectives and approaches in international relations.
- Apply theoretical concepts and frameworks to analyse and interpret contemporary global events, policies, and phenomena from a gender perspective...

Course Outline

- **Block I: Introduction to Gender and International Relations**
- **Block II: Gender and Security**
- **Block III: Gender and Development**
- **Block IV: Gender and Human Rights**
- **Block V: Gender and Global Governance**
- **Block VI: Contemporary Issues in Gender and International Relations**

Block I: Introduction to Gender and International Relations

- Unit I: Conceptualizing Gender in International Relations
- Unit II: Feminist Theories and Approaches in International Relations

Block II: Gender and Security

- Unit I: Gender and Conflict
- Unit II: Women, Peace, and Security

Block III: Gender and Development

- Unit I: Gender and Human Development
- Unit II: Women's Empowerment and Global Governance

Block IV: Gender and Human Rights

- Unit I: Gender-Based Violence and Trafficking
- Unit II: Reproductive Rights and Health

Block V: Gender and Global Governance

- Unit I: Gender and International Organizations
- Unit II: Gender and Global Labor Governance

Block VI: Contemporary Issues in Gender and International Relations

- Unit I: Gender and Migration
- Unit II: Gender and Intersectionality

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DISCIPLINE-SPECIFIC ELECTIVE COURSE
B23PS04DE
INTRODUCTION TO PUBLIC POLICY
CREDIT 6

Course Objective

This course aims to provide learners with a comprehensive understanding of the theoretical and practical aspects of public policy in the Indian context. It will equip them with the knowledge and analytical skills necessary to critically examine the various stages of the policy process, the key actors involved, and the approaches and methodologies used in policy analysis.

The course will introduce learners to the fundamental concepts, scope, and significance of public policy, tracing its evolution as a field of study. It will explore the diverse types of public policies and the major theoretical approaches that have shaped policy analysis, such as system theory, elite theory, group theory, political economy approach, incremental approach, rational choice theory, and cost-benefit analysis. Additionally, the course will delve into the intricacies of the policy process, including policy initiation, deliberation, formulation, implementation, evaluation, monitoring, and feedback mechanisms

Course Learning Outcomes

1. To familiarize about the concept of public policy and its different categories.
2. To understand the theories of policy making and various phases of policy formulation.
3. To create awareness about the role played by various actors in policy making.
4. To study the process of policy implementation.
5. To analyze the importance of the process of policy evaluation.
6. To study the public policy making process in India especially in the era of globalization.

Course Outline

Block 1: Introduction to Public Policy

Block 2: Approaches to Public Policy

Block 3: Formulation of Public Policy – Various Actors

Block 4: Policy Implementation

Block 5: Policy Evaluation

Block 6: Public Policy and Indian Society

Block 1: Introduction to Public Policy

Unit 1: Meaning, Nature and Scope of Public Policy

Unit 2: Categories of Public Policy

Block 2: Approaches to Public Policy

Unit 1: Theories or Models of Public Policy Making

Unit 2: Stages of Public Policy Making

Block 3: Formulation of Public Policy – Various Actors

Unit 1: Formal Actors- Legislature, Executive and Judiciary

Unit 2 Informal Actors- Political Parties, Interest Groups, Civil Society and Media

Block 4: Policy Implementation

Unit 1: Elements and Requirements, Agents and Models

Unit 2: Approaches to policy Implementation

Block 5: Policy Evaluation

Unit 1: Functions and Purposes of Evaluation

Unit 2: Policy Evaluation Agencies-Types

Block 6: Public Policy and Indian Society

Unit 1: Environmental Policy, Health Policy and Education policy

Unit 2: Globalization and National Policy Making

Reference

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DISCIPLINE-SPECIFIC ELECTIVE COURSE
UNDERSTANDING GANDHI AND AMBEDKAR
B23PS05DE
CREDIT 6

Course Objective

The course is designed to enable learners to understand Gandhian philosophy and Ambedkar's views on justice, equality, and democracy. It aims to introduce learners to concepts such as Satyagraha and non-violence and familiarise them with Ambedkar's perspectives on social justice. The course will examine the major debates between Gandhiji and Ambedkar regarding caste and social justice, offering a comparative analysis of their political ideologies. Additionally, learners will explore the religious and ethical dimensions of both philosophers' views. The course will also investigate the lasting impacts of Gandhiji's and Ambedkar's reforms on Indian society. Upon completion, learners will understand these influential figures and their contributions to Indian thought and society.

Course Outcome

- Learners will understand the fundamental concepts of Gandhian philosophy, including Satyagraha and non-violence.
- Learners will critically analyze Ambedkar's perspectives on justice, equality, and democracy.
- Learners will compare and contrast the political ideas of Gandhiji and Ambedkar.
- Learners will explore the historical and contemporary debates on caste between Gandhiji and Ambedkar.
- Learners will evaluate the religious, ethical, and moral philosophies of Gandhiji and Ambedkar.
- Learners will assess the impact and legacy of reforms introduced by Gandhiji and Ambedkar on Indian society.

Course Outline

Block I: Introduction to Gandhian Philosophy

Block II: Introduction to the Philosophy of Ambedkar

Block III: Gandhi and Ambedkar Debate on Caste

Block IV: Political Ideas of Gandhi and Ambedkar - A Comparison

Block V: Gandhi and Ambedkar on Religion

Block VI: Impact and Legacy

Block I: Introduction to Gandhian Philosophy

- Unit I: Concept of Satyagraha
- Unit II: Concept of Non-Violence

Block II: Introduction to the Philosophy of Ambedkar

- Unit I: Ambedkar on Equality
- Unit II: Ambedkar on Democracy

Block III: Gandhi and Ambedkar Debate on Caste

- Unit I: Caste and Untouchability
- Unit II: Separate Electorate

Block IV: Political Ideas of Gandhi and Ambedkar - A Comparison

- Unit I: On Forms of Government
- Unit II: On Models of Development

Block V: Gandhi and Ambedkar on Religion

- Unit I: Ambedkar's view on Buddhism
- Unit II: Gandhi's views on Hinduism

Block VI: Impact and Legacy

- Unit I: Influence on Contemporary Indian Society

Reference

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DISCIPLINE-SPECIFIC ELECTIVE COURSE
UNDERSTANDING GLOBALISATION
B23PS06DE
Credit 6

Course Objectives

By the end of the course on Globalization, students will be able to identify and explain key concepts and theories of globalization; describe the historical development and major drivers of globalization; analyze the economic, cultural, and political impacts of globalization on different regions and societies; evaluate the role and effectiveness of international institutions in managing globalization; and apply globalization concepts to assess contemporary global issues and trends, demonstrating their understanding of the complexities and interconnections in the globalized world.

Course Learning Outcomes

1. Understanding Key Concepts: Students will identify and explain the key concepts and theories of globalization.
2. Historical Development: Students will describe the historical development and major drivers of globalization.
3. Impact Analysis: Students will analyze the economic, cultural, and political impacts of globalization on different regions and societies.
4. Institutional Evaluation: Students will evaluate the role and effectiveness of international institutions in managing globalization.
5. Application to Contemporary Issues: Students will apply globalization concepts to assess and address contemporary global issues and trends.

COURSE OUTLINE

BLOCK I : The concept of globalization

BLOCK II: Political Globalization

BLOCK III: Economic Globalization and Cultural Globalization

BLOCK IV: Globalization and Environment

BLOCK V: Challenges and Controversies

BLOCK VI: The Future of Globalisation

Block I: Introduction to Globalisation

- Unit I: Definitions and Historical Overview
- Unit II: The dimensions and drivers of globalization: Economic, Political, Cultural, Social and Tecnological

Block II: Political Globalization

- Unit I: Impact on State Sovereignty and Democracy
- Unit II: Intergovernmental organisations and Global Governance

Block III: Social and Cultural Globalization:

- Unit I: Cultural Homogenization Vs. Hetrogenization
- Unit II: Impact on Identities, Values and Lifestyles

Block IV: Economic Globalisation

- Unit I: Economic disparity: North Vs. South
- Unit II: Role of Multinational Corporations

Block V: Challenges and Controversies

- Human Rights and Globalisation
- Resistance and Anti Globalisation Movementns

Block VI: The Future of Globalisation

- Unit I: Emerging Trends and Patterns

Reference

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- Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). *The Globalization of World Politics: An Introduction to International Relations* (8th ed.). Oxford University Press.
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GENERIC ELECTIVES - I

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

B21AR01GE

MODERN STANDARD ARABIC

CREDITS: 2

COURSE OBJECTIVES

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

COURSE OUTCOMES

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

Course Details

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

Unit- 1 : Arabic Language, characteristics of Arabic Language

Unit- 2 : Modern Standard Arabic and Colloquial Arabic

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

Unit- 4 : Question words, prepositions, name of days and months, date and time, cardinal and ordinal

numbers, colors, parts of the body and common phrases.

BLOCK 2: Use of Arabic in different occasions

Unit- 1 : Self-introduction, Greetings in Arabic

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

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

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

References:

- M. Ashiurakis, (2003), Spoken Arabic self taught, Islamic Book Service
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- Faynan, Rafi 'el Imad, (1998), The Essential Arabic, New Delhi: Good word Books
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GENERIC ELECTIVE (ENGLISH)-1

B21EG01GE

APPRECIATING LITERATURE

CREDITS: 2

OBJECTIVES:

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

COURSE OUTCOMES:

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

COURSE DETAILS:

BLOCK 1: Introducing Literary Texts: 1

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

BLOCK 2: Introducing Literary Texts: 2

Unit 1:	Arthur Conan Doyle: “The Adventure of the Dancing Men”
Unit 2:	Kamala Das: “Looking Glass”
Unit 3:	Maya Angelou: “I know Why the Caged Bird Sings.”
Unit 4:	W. H. Auden: “Unknown Citizen”
Unit 5:	Jayanta Mahapatra: “Hunger”
Unit 6:	Ted Hughes: “Hawk Roosting”

REFERENCES

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- Hadfield, Andrew, Garrett A. Sullivan and Patrick Cheney. *Early Modern English Poetry; A Critical Companion*, OUP, 2007.
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- Pandey, Surya Nath. *Contemporary Poets in English*, Rawat Publications, 2007.
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GENERIC ELECTIVES - I

(Learners can choose any one Generic Electives from Core

Discipline cannot be chosen)

B21HD01GE

व्यवहारिक हिंदी

(Vyavaharik Hindi) Credits: 2

पाठ्यक्रम का उद्देश्य (Course Objectives) :

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

पाठ्यक्रम परिणाम (Course Outcome):

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

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

Course Details

BLOCK 1 मानक हिन्दी का उच्चारण और बातचीत

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

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

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

इकाई 4 : किसी वरिष्ठ कवि से साक्षात्कार

इकाई 5 : फिल्म अभिनेता से साक्षात्कार

BLOCK 2 : रचनात्मक कार्य (पल्लवन) एवं भाषण कला

इकाई 1 : कहानी पूरी करना- एक राज था..

इकाई 2 : घर में एक अंधी रहती थी...

इकाई 3 : एक दिन....

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

इकाई 5 : भाषण का अभ्यास

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

GENERIC ELECTIVES - I

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

B21ML01GE

ആധുനിക മലയാളസാഹിത്യചരിത്രം

(Aadhunika Malayalasaahithyacharithram)

CREDITS: 2

Course Objectives

ആധുനിക മലയാളസാഹിത്യത്തെക്കുറിച്ച് സാമാന്യമായ അറിവ് നേടുക

സാഹിത്യ പ്രസ്ഥാനങ്ങളുടെ ലഘുചരിത്രം മനസ്സിലാക്കുക

മലയാളത്തിലെ ശ്രദ്ധേയരായ എഴുത്തുകാരെയും അവരുടെ കൃതികളെയും പരിചയപ്പെടുക

കവിത, ചെറുകഥ, നോവൽ എന്നീ സാഹിത്യരൂപങ്ങളെ പരിചയപ്പെടുക

ആധുനിക സാഹിത്യരൂപങ്ങളുടെ ആരംഭചരിത്രത്തെ മനസ്സിലാക്കുക

Course Outcomes

ആധുനിക സാഹിത്യ പ്രസ്ഥാനങ്ങളുടെ ലഘുചരിത്രത്തെക്കുറിച്ച് അറിവ് നേടുന്നു.

മലയാളത്തിലെ സാഹിത്യ പ്രസ്ഥാനങ്ങളെക്കുറിച്ച് ധാരണ ലഭിക്കുന്നു

ആധുനിക മലയാളകവിതയുടെ സവിശേഷതകൾ മനസ്സിലാക്കുന്നു.

മലയാള നോവലിന്റെ ചരിത്രത്തെക്കുറിച്ച് അറിവു നേടുന്നു.

മലയാള ചെറുകഥയുടെ ചരിത്രത്തെക്കുറിച്ച് ധാരണ ലഭിക്കുന്നു.

മലയാളത്തിലെ ശ്രദ്ധേയരായ എഴുത്തുകാരെയും അവരുടെ കൃതികളെയും പരിചയപ്പെടുന്നു.

COURSE DETAILS

ബ്ലോക്ക് 1 : ആധുനികമലയാളകവിത

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

യൂണിറ്റ് 2 : , ബാലാമണിയമ്മ, പികഞ്ഞിരാമൻനായർ, ചങ്ങമ്പുഴ

യൂണിറ്റ് 3 : ഇടശ്ശേരി, എൻ. വികൃഷ്ണവാരീയർ,

യൂണിറ്റ് 4: പി. ഭാസ്കരൻ, വയലാർ, അയ്യപ്പപ്പണിക്കർ

ബ്ലോക്ക് 2 : നോവലുംചെറുകഥയും

യൂണിറ്റ് 1 : മലയാളനോവലിന്റെപശ്ചാത്തലം - ആദ്യകാലനോവലുകൾ

യൂണിറ്റ് 2 : വൈക്കംമുഹമ്മദ്ബഷീർ, എസ്. കെ. പൊറ്റക്കാട്, എം. ടി.വാസുദേവൻനായർ

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

യൂണിറ്റ് 4 : ചെറുകഥ -ചെറുകഥയുടെപശ്ചാത്തലം - ആദ്യകാലകഥകൾ കാത്രർ, തകഴി, കേശവദേവ്, പൊൻകുന്നംവർക്കി, ടി. പത്മനാഭൻ, മാധവിക്കുട്ടി, കാക്കനാടൻ, സാരാജോസഫ്, സക്കറിയ

റഫറൻസ്

- കെ. എം. ജോർജ്ജ് (എഡി), ആധുനികസാഹിത്യചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ, ഡി. സി. ബുക്സ്, കോട്ടയം.
- എരുമേലിപരമേശ്വരൻപിള്ള, മലയാളസാഹിത്യംകാലഘട്ടങ്ങളിലൂടെ, കറന്റ്ബുക്ക്സ്, തൃശ്ശൂർ.
- കൽപ്പറ്റബാലകൃഷ്ണൻ, മലയാളസാഹിത്യചരിത്രം
- ഡോ. എംലീലാവതി, കവിതാസാഹിത്യചരിത്രം, കേരളസാഹിത്യഅക്കാദമി, തൃശ്ശൂർ.
- എം. അച്യുതൻ, ചെറുകഥഇന്നലെഇന്ന്, ഡി. സി., ബുക്സ്, കോട്ടയം
- എൻ. അജയകുമാർ, ആധുനികതമലയാളകവിതയിൽ, കറന്റ്ബുക്സ്, കോട്ടയം.

- തായാട്ട്ശങ്കരൻ, ആശാൻ - നവോത്ഥാനത്തിന്റെകവി ,എൻ.ബി.എസ്., കോട്ടയം.
- പവിത്രൻപി., ആശാൻകവിത ആധുനികാനന്തരപഠനങ്ങൾ, സാംസ്കാരികപ്രസിദ്ധീകരണവകുപ്പ്, തിരുവനന്തപുരം
- ഡോ. വത്സലൻവാതുശ്ശേരി, കഥയുടെനൃക്കിയസ്, ഒലീവ് പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്.
- ഡോ. പി. കെ. രാജശേഖരൻ, കഥാന്തരങ്ങൾ, ഡി. സി. ബുക്സ്, കോട്ടയം.
- ഡോ. എം. എം. ബഷീർ, ചെറുകഥാസാഹിത്യചരിത്രം, കേരളസാഹിത്യഅക്കാദമി, തൃശ്ശൂർ.
- പി. കെ. ബാലകൃഷ്ണൻ, ചതുർഥനോൻഭവപഠനം, ഡി.സി.ബുക്സ്, കോട്ടയം
- ഡോ. കെ. ഭാസ്കരൻനായർ, ദൈവനീതിക്കുടാക്ഷിണ്യമില്ല ,എസ്. പി. സി. എസ്, കോട്ടയം
- കെ. എം. തരകൻ, മലയാളനോവൽസാഹിത്യചരിത്രം, കേരളശാസ്ത്രസാഹിത്യചരിത്ത്, തിരുവനന്തപുരം
- എം. അച്യുതൻ, നോവൽപ്രശ്നങ്ങളുംപഠനങ്ങളും, എൻ. ബി. എസ്, കോട്ടയം
- കെ. പി. അപ്പൻ, മാറുന്നമലയാളനോവൽ, ഡി. സി. ബുക്സ്, കോട്ടയം

GENERIC ELECTIVES - I

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

B21SN01GE

संस्कृतसोपानम्

(Samskrutasopanam)

Credits: 2

लक्ष्यम् (Course Objectives)

संस्कृतभाषायाः अध्ययनाय अलब्धावसराणां अनायासेन संस्कृतप्रवेशाय अवसरप्रदानम्।

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

उद्देश्यम् (Course Outcomes)

1. संस्कृताध्ययनस्य प्रारंभाय अवश्यमध्येतव्यानां सुबन्तानां तिङन्तानाञ्च परिचयप्रदानम्।

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

2. छात्राणां पदसम्पदः प्रवृद्धिः (Enrichment of vocabulary.)

3. अन्यासां भारतीयभाषाणामपि पदसम्पदां अवगमने सौकर्यप्रदानम्

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

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

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

5. सुसम्पन्ने संस्कृतसाहित्ये परिचयप्रदानम्।

(To familiarize the richness of Sanskrit Literature)

6. काव्यास्वादनक्षमतोत्पादनम्।

Development of skill to enjoy the beauty of kavyas.

Course Details

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

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

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

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

1.2. स्त्रीलिङ्गशब्दाः सर्वनामशब्दाश्च –

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

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

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

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

And *asmad and yushmad* sabdas.)

1.3. तिङन्तपरिचयः (Conjugations) -

भूधातुः (परस्मैपदी) दशलकारेषु।

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

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

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

Anuprayoga Lit.)

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

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

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

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

2. 2. दिलीपस्य गुणवर्णना- श्लोकाः 13 – 30

(The qualities of Dileepa – verses 13 to 30)

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

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

2.4. वसिष्ठाश्रमवर्णना – श्लोकाः 48 – 54)

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

References

1. रघुवंशमहाकाव्यम् – कालिदासः प्रथमः सर्गः)

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

सहायकग्रन्थाः –

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

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

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

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

सहायकग्रन्थाः –

1. रघुवंशमहाकाव्यम् – With Sanjeevini Vyakhya of Mallinatha

Pandurang Jawaji, Bombay.

2. कालिदाससाहित्यसर्वस्वम् – सुधांशु चतुर्वेदी (मलयालम्), Current Books, Kottayam.

SKILL ENHANCEMENT COURSE

B23PS02SE

E-GOVERNANCE IN INDIA

Credit 4

Course Objectives

This course introduces e-governance in India, exploring its definition, historical evolution, objectives, role, and implementation. It covers the significance of Information and Communication Technology (ICT) in e-governance, its relationship with good governance, major e-governance projects, and the challenges faced in implementing these initiatives.

Course Outcomes

- Define and explain the concept of E-Governance.
- Understand the historical evolution and key milestones of e-governance in India.
- Identify and discuss the objectives and roles of e-governance in public administration.
- Understand the significance and role of ICT in implementing e-governance.
- Analyse the relationship between E-Governance and good governance principles.
- Evaluate major e-governance projects in India and assess the challenges in their implementation.

Course Outline

Block 1: Introduction to E-Governance in India

Block II E-Governance in India

Block 1: Introduction to E-Governance in India

Unit 1: Definition and Concept of E-governance

Unit II: Historical Evolution of E-governance in India

Unit III: Objectives and Role of E-governance

Block II E-Governance in India

Unit I- Role of ICT in E-governance

Unit II- E-Governance and Good Governance

Unit III- Major E-Governance Projects in India

Unit IV- Challenges in Implementing E-Governance

Reference

- Bhatnagar, S. (2009). *Unlocking e-Government Potential: Concepts, Cases and Practical Insights*. SAGE Publications.
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- Singh, S. K. (2010). *Towards e-Governance: Management Challenges*. SAGE Publications.
- Saxena, K. B. C. (2005). *Towards Excellence in e-Governance*. Prentice Hall of India.
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Semester VI

DISCIPLINE CORE
INTRODUCTION TO PUBLIC ADMINISTRATION
B23PS06DC
CREDITS 6

Course Objectives

This course aims to equip learners with a comprehensive understanding of the field of public administration. Learners will explore the core principles, theoretical foundations, and contemporary trends shaping the practice of public service. Through in-depth analysis, learners will gain a critical perspective on how public administration functions in India and globally, including the challenges and opportunities presented by globalisation.

Course Outcomes

- Define public administration, its nature, scope, and historical evolution.
- Analyze various approaches and theories influencing contemporary public administration practices.
- Evaluate the application of public administration principles across diverse national contexts.
- Explain the concepts of development administration and new public administration/management paradigms.
- Critically assess the impact of scientific management and human relations theory on organizational structures.
- Analyze the characteristics and challenges associated with bureaucracy in India.
- Evaluate the effectiveness of past and ongoing administrative reforms in India.

Course Outline

Block I Public Administration: An Introduction

Block II: New Trends in Public Administration

Block III: Perspectives in Public Administration

Block IV: Bureaucracy in India

Block V: Administrative Reforms in India

Block VI: Globalization and Public Administration

Block I Public Administration: An Introduction

- Unit I: Meaning- nature, scope and Evolution
- Unit II: Approaches and Theories

Block II: New Trends in Public Administration

- Unit I. Comparative Public Administration
- Unit II Development Administration.
- Unit III Minnowbrook I and II (New Public Administration and New Public Management)

Block III: Perspectives in Public Administration

- Unit I: Scientific Management
- Unit II: Human Relations Theory
- Unit III: New Public Management

Block IV: Bureaucracy in India

- Unit I: Weberian Theory of Bureaucracy
- Unit II: Types and Challenges of Bureaucracy

Block V: Administrative Reforms in India

- Unit I: Administrative Reforms in India Since Independence
- Unit II: Reforms in the Post-liberalization Era

Block VI: Globalization and Public Administration

- Unit I: Globalization and Changing role of State
- Unit II: Impact of Globalization on Public Administration

References

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DISCIPLINE CORE
B23PS07DC
INTRODUCTION TO INTERNATIONAL RELATIONS
CREDITS: 6

Course Objectives

This course aims to provide learners with a comprehensive understanding of the fundamental concepts, theories, and issues in international relations. It explores the historical evolution of the international system, the role of state and non-state actors, and the dynamics of power, security, and cooperation. Learners will analyse contemporary global challenges, such as conflict resolution, human rights, and the impact of globalisation on international affairs.

Course Outcomes:

1. To explain key theories and concepts in international relations, including realism, liberalism, and constructivism.
2. Helps learners to analyze the roles and interactions of state and non-state actors in the international system.
3. To identify and evaluate the roles and functions of major global actors, including states, international organizations, non-governmental organizations, and multinational corporations.
4. To assess contemporary global issues such as international security, economic globalization, human rights, and environmental challenges.

Course Outline:

Block 1: Introduction

Block 2: Theoretical Perspectives

Block 3: Historical Perspectives

Block 4: Post-Cold War International Order

Block 5: Major International and Regional Groupings

Block 6: New Trends in International Relations

Course Details

BLOCK -1 INTRODUCTION

Unit 1 Evolution of International Relations as a Discipline

Unit II Basic Concepts: National Power and National Interest, Balance of Power and Collective

Security

BLOCK- 2 THEORETICAL PERSPECTIVES

Unit 1 Realism and Liberalism

Unit II System Theory, Game Theory, and Communication Theory and Marxian Approach

BLOCK -3 HISTORICAL PERSPECTIVES

Unit 1 World War I and World War II: Consequences

Unit II Cold War and Consequent Developments

BLOCK- 4 POST-COLD WAR INTERNATIONAL ORDER

Unit I Hegemony of the US and Unipolar World

Unit II Globalisation: Meaning and Dimensions

BLOCK-5 MAJOR INTERNATIONAL AND REGIONAL GROUPINGS

Unit 1 Role and Functions of the United Nations

Unit 2 International Economic Organisations: WTO, IMF, World Bank and Multi-National Corporations (MNCs)

Unit 3 Regional Groupings: NATO, SCO, EU, SAARC, ASEAN

BLOCK 6 NEW TRENDS IN INTERNATIONAL RELATIONS

Unit 1 Trans-National Movements: Regional and Cultural

Unit 2 The New Global Order

Unit 3 Role of NGOs

Reference

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- Alexander Wendt, Social Theory of International Politics, Cambridge: Cambridge, University Press, 1999.
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- Arlene B. Tickner and Ole Wever (eds.), International Relations Scholarship around the World, London: Routledge, 2009.
- Chris Brown with Kirsten Ainley, Understanding International Relations, 3rd Ed., USA: Palgrave Macmillan, 2005.
- Chris Brown, International Relations Theory: New Normative Approaches, Hamel Hamstead: Harvester Wheatsheaf, 1992.

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- John Baylis and Steve Smith (eds.), *The Globalization of World Politics*, Oxford: Oxford University Press, 2001.
- John Mearsheimer, *The Tragedy of Great Power Politics*, London: W.W. Norton, 2001.

GENERIC ELECTIVES (GE - 2)

B21PH01GE

INTRODUCTION TO THE PHILOSOPHY OF SREENARAYANAGURU

Credits: 2

Course Objectives:

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

Course outline

Block 1: Vedanta as Background of Guru's Philosophy

Block 2: Guru and Social Reformation

Course Details:

Block 1: Vedanta as Background of Guru's Philosophy

Unit 1. Introduction to Vedanta

Unit 2. Revalued Advaita philosophy of Sreenarayanaguru

Unit 3. Reason and mysticism in Guru's philosophy

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

Block 2: Guru and Social Reformation

Unit 1. Liberation through education

Unit 2. Abolition of social evils

Unit 3. Guru on gender equality and women empowerment

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

References:

English

- *Nataraja Guru, The Word of the Guru, The Life and Teachings of Guru Narayana*, DK Printworld, New Delhi, 2003
- Hiriyanna, M. (1994) *Outlines of Indian Philosophy*, Delhi: Motilal
- *Narayana Prasad, Muni, Narayana Guru, Complete Works*, National Book Trust, New Delhi, 2006

- Yielding, Nancy, *Narayana Guru A Life of Liberating Love*, DK Printworld, New Delhi, 2019
- Balachandran, Mangad, *Sree Narayana Guru The Mystical Life and Teachings*, Kerala Sahitya Academy, Thrissur, 2019
- Sasidharan, G.K., *Not Many, But One Sree Narayana Guru's Philosophy of Universal Oneness*, Two Volumes, Penguin Viking, New Delhi, 2020.
- Jeffry, Robin, *Politics, Women, Well-Being How Kerala Became A Model*, Oxford University Press, New Delhi, 2015
- Narayana Prasad, Muni, *Narayana Guru Sampoorana Krithikal*, National Book Trust, New Delhi, 2015.

Malayalam

- *Sree Narayana Guru, Sampoorana Krithikal*, Sree Narayana Dharma Sangham Trust, Sivagiri Mutt, 2018
- Asan, N. Kumaran, *Brahma Sree Narayana Guru*, Lalu Books, Kottayam, 2002.
- Kumaran, Moorkothu, *Sree Narayana Guru Swami kalude Jeeva charitra*, Sree Narayana Dharma Sangham Trust, Sivagiri Mutt, 2007.
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- Dr.B.Sugeetha, *Advaitatinte Rithubhethangal*, Kerala Bhasha Institute, 2021
- Balakrishnan, P.K., *Narayana Guru Anthology*, Kerala Sahitya Academy, Thrissur, 2000.
- Bhaskaran, T, Maharshi *Sree Narayana Guru*, The State Institute of Languages, Kerala, Thiruvananthapuram, 2008.
- Jacob, K. Koyikkal, *Sree Narayana Guru*, Poornodaya Books, Kochi, 2015
- Dr.B.Sugeetha, *Sree Narayana Guruvinte Paristhithi Darsanam*, Narayana Gurukulam Study Circle, 2019.
- Bhaskaran, T., *Sree Narayana Guru Vaikhari*, SNDP Yogam Kunnathunadu Union, Perumbavoor, 2015.
- Narayana Prasad, Muni, *Narayana Smriti Translation*, Narayana Gurukulam, Varkala, 2004.

GENERIC ELECTIVES (GE - 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 Details

Block 1: Basic Concepts and Methods of Economics

Unit1 Economic Problem and Scarcity

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

Unit2 Opportunity Cost

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

Unit3 Approaches to Economic Analysis

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

Block 2: Micro Economic and Macro Economic Concepts

Unit 1 Micro Economic Concepts

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

Unit 2 Macro Economic Concepts

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

Unit 3: Contemporary Economics

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

References

- Pindyck, R.S., Rubinfeld, D. L., & Mehta, P. L. (2013) Microeconomics (Seventh edition), Pearson Education Prentice Hall.
- Salvatore, D. (2003) Microeconomics Theory and Applications (Fourth Edition) Oxford University Press.
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- Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
- N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
- Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
- Paul.A. Samuelson and William Nordhaus, Economics, McGraw Hill, 19 th Ed.

GENERIC ELECTIVES (GE - 2)
B21SO01GE
INTRODUCTION TO SOCIOLOGY
Credits: 2

Course Objectives:

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

Course Outcomes:

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

Course Outline:

Block 1: Understanding Sociology

Block 2: Basic Concepts in Sociology

Course Details

Block 1: Understanding Sociology

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

Unit 2: Sociology – Definition, Nature and Scope

Unit 3: Sociological Imagination, Sociology and Common Sense

Block 2: Basic Concepts in Sociology

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

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

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

References:

- Kundu, Abhijit, *The Social Sciences; Methodology and Perspectives*: Pearson, 2009.

- Giddens, Anthony, *Sociology*: Polity Press, 2005.
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- Abraham M Francis, *Contemporary Sociology-An Introduction to Concepts and Theories*, Oxford University Press, 2006.
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- Jayaram N, *Introductory sociology*, Madras, Macmillan, 1988.
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GENERIC ELECTIVES (GE - 2)
B21HS01GE
MODERNISATION OF KERALA
Credits: 2

Course Objectives:

The course aims:

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

Course Outcomes:

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

Course outline

Block 1: Towards Modernity

Block 2: Socio-Religious Reform Movements

COURSE DETAILS

BLOCK 1: TOWARDS MODERNITY

Unit 1: Prelude to Social Reform

Unit 2: Colonial Administration- Modernity

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

Unit 4: Print and Early Newspapers

Unit 5: Western Education - Early Educational efforts

Unit 6: Malayalam Literature and New Social Consciousness

BLOCK 2: SOCIO-RELIGIOUS REFORM MOVEMENTS

Unit: 1: Vaikunda Swamy and Samatva Samajam

Unit 2: Sree Narayana Guru and SNDP Yoga

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

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

Unit 5: Makthi Tangal, Vakkam Moulavi and Aikya Sangam

Unit 6: Chattambi Swamikal, Mannath Padmanabhan and NSS

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

References:

- K.N. Ganesh, *Keralathinte Innalekal*, Kerala Bhasha Institute, Thiruvananthapuram, 1995.
- K.E.N.Kunjahammed, *Keraleeya Navodhanathinte Charithravum Varthamanavum*, Lead Books, Calicut, 2012.
- P.J. Cherian (ed.), *Perspectives in Kerala History*, Kerala State Gazetteers Department, Thiruvananthapuram, 1999.
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- Abraham Vijayan, *Caste, Class and Agrarian Relations in Kerala*, Reliance Publishing House, New Delhi, 1998
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- Jeffrey, Robin, *Politics, Women and Well-Being – How Kerala Became a Model*, Oxford University Press, New Delhi, 1993.
- Jones, Kenneth W, *Socio-Religious Reform Movements in British India*, Cambridge University Press, New Delhi, 1994.

- Kawashima, Koji, *Missionaries and a Hindu State: Travancore 1858-1936*, Oxford University Press, New Delhi, 1988.
- K.P.Kannan, *Of Rural Proletarian Struggles: Mobilization and Organisation of Rural Workers in South West India*, New Delhi, 1988
- George Mathew, *Communal road to Secular Kerala*, Delhi, 1989.
- P F Gopakumar (ed.), *Faces of Social Reform in Kerala*, Trivandrum, 2016.
- P Sanal Mohan, *Modernity of Slavery: Struggles Against Caste Inequality In Colonial Kerala*, OUP, New Delhi, 2015.
- P.K.K, Menon, *The History of Freedom Struggle in Kerala*, Thiruvananthapuram, 1972.
- Puthenkalam, Fr. J, *Marriage and Family in Kerala*, University of Calgary, Alberta, 1977.
- Rao, M.S.A, *Social Change in Malabar*, The Popular Book depot, Bombay, 1957.
- Saradamoni. K, *Matriliny Transformed: Family, Law and Ideology in Twentieth Century Travancore*, Alta Mira Press, New Delhi, 1999.
- Sen, Amiya P. (ed.), *Social and Religious Reform: the Hindus of British India*, Oxford University Press, New Delhi, 2003.
- Menon, A. Sreedhara, *Cultural heritage of Kerala*, DC Books, 2019.

GENERIC ELECTIVES (GE - 2)
B21CA01GE
COMPUTER SYSTEMS AND INTERNET TECHNOLOGIES
Credits: 2

Course Outcomes:

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

Course outline:

Block 1: Computer System Fundamentals

Block 2: Internet Technologies

Course Details:

Block 1: Computer System Fundamentals

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

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

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

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

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

Block II: Internet Technologies

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

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

Unit 3: Wireless and Mobile Technologies: Bluetooth, Wifi, Wi-max, Zigbee; Mobile communication

GPS, GPRS, GSM, 3G, 3.5G, Features of 4G & 4G LTE, VoLTE, 5G

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

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

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.
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- Lin, Yi-Bang, and Imrich Chlamtac. *Wireless and mobile network architectures*. John Wiley & Sons, 2000.

GENERIC ELECTIVES (GE - 2)
B21BB01GE
ENTREPRENEURSHIP AND STARTUPS
Credits: 2

Course Objectives:

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

Course Outcomes:

1. Encourage learners to see entrepreneurship as a desirable and practical career option and to develop the necessary skills and motivation.
2. Enables learners to learn about project design, evaluation, financing and implementation.
3. 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-Performance of a Project Report.3

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 ELECTIVES (GE - 2)

B21CM01GE

BANKING

Credits: 2

Course Objectives:

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

Course Outcomes:

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

Course Outline:

Block - 1 Banking Theory

Block- 2 E-Banking

Course Details:

Block 1: Banking Theory

Unit-1: Introduction to Banking

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

Unit-2: Types of Banks and Banking

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

Unit-3: Indian Banking System

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

Unit-4: Development Banks

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

Unit-5: Central Banks

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

Block 2: E-Banking

Unit-1: Introduction to E-Banking

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

Unit-2: E-Banking Services

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

Unit-3: CORE Banking

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

Unit-4: E-Banking Security

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

Unit-5:Electronic signature

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

References:

- Sundaram K.P.M and Varshney P.N. *Banking Theory Law and Practice*, Sultan Chand & Sons, New Delhi.
- Maheswari, S.N . *Banking Theory Law and Practice*, Kalyani Publishers New Delhi.
- 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.
- Lall Nigam B.M. *Banking Law and Practice*, Konark Publishers Pvt. Ltd., New Delhi.

- Radhaswami M. *Practical Banking*, Sultan Chand & Sons, New Delhi.
- Dekock, *Central Banking*, Crosby Lockwood Staples, London.

GENERIC ELECTIVE (GE-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:

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

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

Course Outline:

Block 1: Introduction to Psychology

Block 2: Frontiers of Psychology

Course Details:

Block 1: Introduction to Psychology

Unit 1: What is Psychology?

Definition; Scope; Historical Overview; Major Theoretical Perspectives

Unit 2: Psychology in the Indian Context

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

Block 2: Frontiers of Psychology

Unit 1: Branches and Practice

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

Unit 2: Contemporary Debates in Psychology

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

References

- Bansal, P. (2024). *Re-envisioning Psychology: Debating Paradigmatic Foundations*. Routledge.
- Baron, R.A. (2004). *Psychology*. New Delhi: Pearson Education.
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- Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning.
- Coon, D. & Mitterer, J.O. (2007). *Introduction to Psychology: Gateways to Mind and Behaviour*. Thomson Wadsworth.
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- Kuppuswamy, B. (1990). *Elements of Ancient Indian Psychology*. Konark Publishers Pvt. Ltd.

