

BACHELOR OF ARTS SOCIOLOGY

Programme SYLLABUS



SREENARAYANAGURU
OPEN UNIVERSITY

SREENARAYANAGURU OPEN UNIVERSITY

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

SREENARAYANAGURU

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

B.A. SOCIOLOGY
PROGRAMME SYLLABUS
(Semester I, II, III, IV, V & VI)

2022 Admission Onwards
CBCS-UG Regulations 2021
June 2021

SREENARAYANAGURU OPEN UNIVERSITY

Programme Structure Template -Bachelor of Arts (BA)

Sem	Discipline Core Courses (6 Credit each)	Discipline Specific Elective (6 Credit each)	Ancillary Courses (6 Credit each)	Language Core (6 Credit each)	MIL (6 Credit each)	Generic Elective (2 Credit)	Ability Enhancement Compulsory Course (4 Credit each)	Skill Enhancement Course (2 Credit each)	Skill Enhancement Compulsory Course (2 Credit)	Project (6 Credit)	Total Credit per Semester
I	DC-1		AN-A-1	ENG-1(LC)			AC-1				22
II	DC-2		AN-B-1		MIL-1		AC-2				22
III	DC-3		AN-A-2	ENG-2(LC)				SE-1	SC		22
IV	DC-4	DE-1/DE-2 (Any One)	AN-B-2		MIL-2						24
V	DC-5	DE-3/DE-4/DE-5/DE-6 (Any Two)				GE-1		SE-2			22
VI	DC-6					GE – 2				DP	20
	DC-7										

Total I	42 Cr	18 Cr	24 Cr	12 Cr	12 Cr	4 Cr	8 Cr	4 Cr	2 Cr	6 Cr	132 Cr
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DC	: Discipline Core Course	SE	: Skill Enhancement Course (Core)
DE	: Discipline Specific Elective Course	AC-1	: Environmental Studies
AN-A	: Ancillary Course	AC-2	: Communication course (English or MIL)
AN-B	: Ancillary Course	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			
SI N o	Type of the course	Course Code	Course Name
1	Discipline Core	B21 SO 01 DC	Introduction to Sociology
2	Language Core Course	B21EG01LC	Reading & Writing English
3	Ancillary Course	B21HS31AN	Social Formation in World History
4	Ability Enhancement Compulsory Course	B21ES01AC	Environmental Studies

Second Semester			
SI NO	Type of the course	Course Code	Course Name
1	Discipline Core	B21SO02 DC	Sociology in India
2	Ancillary Course	B21 EC01AN	General Economics
3	Modern Indian Languages (MIL) (Learners can choose any one)	B21AR01LC	Functional Arabic
		B21HD01LC	हिंदी गद्य साहित्य और संरचना Hindi Gadhya Sahithy Aur Samrachana

			(Hindi Prose and Structure)
		B21ML01LC	മലയാളസാഹിത്യം (Malayalasaahithyam: Kavita-Kadha-Upanyasam-Novel)
		B21SN01LC	गद्य नाटकं च (Gadhya Natakam cha)
4	Ability Enhancement Compulsory Course (Learners can choose any one)	B21AR01AC	Communication in Arabic
		B21EG01AC	English for Communication
		B21HD01AC	Rozmara Hindi (Everyday Hindi)
		B21ML01AC	പ്രായോഗികമലയാളം (Prayogikamalayalam)
		B21SN01AC	व्यावहारिकसंस्कृतम् (Communication in Sanskrit)

Third Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	B21 SO 03 DC	Classical Sociological Thinkers

2	Ancillary Course	B21 HS32 AN	Social Formation in India
3	Language Core Course	B21EG02LC	Literature and the Contemporary World
4	Skill Enhancement Compulsory Courses	B21HL01SC	Humanism and Logic
5	Skill Enhancement Course	B21SO01SE	Informatics in Academics

Fourth Semester			
SI N o`	Type of the course	Course Code	Course Name
1	Discipline Core	B21SO04DC	Society in India
2	Discipline Specific Elective Courses (DE) (Learners can choose any one.)	B21 SO 01 DE	Population Studies
		B21 SO 02 DE	Environmental Sociology
3	Ancillary Course	B21 EC02 AN	History of Economic Doctrines
4	Modern Indian Languages (MIL) (Learners can choose any one. The same language should be chosen for MIL- II)	B21AR02LC	Literature in Arabic
		B21HD02LC	Hindi Padhy Sahithy Aur Anuvad (Hindi Poetry and Translation)
		B21ML02LC	മലയാള സാഹിത്യ മാതൃകകൾ (Malayala Sahithya Mathrukakal Aathmakadha,

			Jeevacharitram, Yathravivaranam, Anubhavasahithyam)
		B21SN02LC	महाकाव्यं गद्यकाव्यं च (Mahakavyam Gadyakavyam cha)

Fifth Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	B21 SO 05 DC	Gender Studies
2	Discipline Specific Elective Courses (DE) (Learners can choose any two)	B21 SO 03 DE	Economy and Society
		B21 SO 04 DE	Sociology of Development
		B21 SO 05 DE	Sociology of Keralam
		B21 SO 06 DE	Science, Technology and Society
3	Generic Electives – I English or MIL (Learners can choose any one. General Electives from Core Discipline cannot be chosen)	B21AR01GE	Modern Standard Arabic
		B21EG01GE	Appreciating Literature
		B21HD01GE	व्यावहारिक हिन्दी Vyavaharik Hindi (Communicative Hindi)

		B21ML01GE	ആധുനികമലയാള സാഹിത്യചരിത്രം
		B21SN01GE	संस्कृतसोपानम् (Samskruthasopanam)
4	Skill Enhancement Courses (SE)	B21SO02SE	Field Work- Skills And Techniques

Sixth Semester			
SINo	Type of the course	Course Code	Course Name
1	Discipline Core	B21 SO 06 DC	Rural Sociology
2	Discipline Core	B21SO07 DC	Urban Sociology
3	Generic Electives – II- Other Disciplines (Learners can choose any one)	B21BB01GE	Entrepreneurship and Startups
		B21CM01GE	Banking
		B21CA01GE	Computer Systems and Internet Technologies
		B21EC01GE	Economics for Everyday Life

		B21HS01GE	Modernization of Kerala
		B21PH01GE	Introduction to the Philosophy of Sreenarayanaguru
4	Dissertation / Project Courses (DP)	B21SO01DP	Dissertation / Project

Evaluation:

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

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

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

First Semester

B21 SO01 DC
INTRODUCTION TO SOCIOLOGY
Credits: 6

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:

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

1. Understand the origin and scope of sociology
2. Recognise the basic concepts in sociology
3. Identify the role of different institutions in the society
4. Understand the relevance of groups and social control in society
5. Analyse the significance of culture in the society
6. Identify the process of social change and social mobility

Course Outline:

Block 1: Understanding Sociology

Block 2: Basic Concepts in Sociology

Block 3: Society and Institutions

Block 4: Group Behaviour and Social Control

Block 5: Culture and Society

Block 6: Social Change and Mobility

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, Sociology and other Social sciences- Political science, History, Economics, Psychology and Anthropology.

Unit 3

Sociological Imagination, Sociology and Common Sense.

BLOCK 2 Basic Concepts in Sociology

Unit 1

Society, Community, Association, Organization: Definition and Characteristics.

Unit 2

Role and Status: Meaning Nature and Types.

Unit 3

Social system, Social structure and Social function.

BLOCK 3 Society and Institutions

Unit 1

Social Institutions- Meaning and Characteristics.

Unit 2

Marriage, Family and Kinship: Definition, Types and Changes.

Unit 3

Religion- Definition and Components, Economic and Political Institutions- Definition and Types.

BLOCK 4 Group Behaviour and Social Control

Unit 1

Social Groups: Definition Characteristics and Classification.

Unit 2

Social Control: Definitions, Characteristics, Agencies of Social Control.

Unit 3

Social Conformity and Deviance.

BLOCK 5 Culture and Society

Unit 1

Culture: Definition, Elements, Cultural lag and Cultural diffusion.

Unit 2

Socialization: Definitions, Significance and Agencies.

Unit 3

Norms, Folkways, Mores, Values.

BLOCK 6 Social Change and Mobility

Unit 1

Social Change: Definition, Factors and Relevance.

Unit 2

Theories of social change: Evolutionary, Diffusionist, Linear and Cyclical.

Unit 3

Social Mobility: Definition and Forms.

References

1. Kundu, A. (2009). *The Social Sciences; Methodology and Perspectives*. London: Pearson.
2. Giddens, A. (2005). *Sociology*: New York: Polity Press.
3. Beteille, A. (2002) *Sociology-Essays on Approach and Methods*. Oxford: Oxford University Press.
4. Abraham, M. F. (2006). *Contemporary Sociology-An Introduction to Concepts and Theories* Oxford: Oxford University Press.
5. Haralambos, M. (1980). *Sociology: Themes and Perspectives*. Oxford: Oxford University Press.
6. Bottomore, T.B. (1971). *Sociology: A Guide to Problems and Literature*. New York City: Pantheon Books.
7. Iver, M. & Page. (1959) *Society: An Introductory Analysis*. New York City: Mac Millan.
8. Patel, S. et al. (2002). (Eds.). *Thinking Social Science in India*: New Delhi: Sage India.
9. Jayaram, N. (1988) *Introductory Sociology*. Madras: Macmillan.
10. Johnson, H. M. (1995) *Sociology: A Systematic Introduction*, Bengaluru: Allied Publishers.

B21EG01LC
READING & WRITING ENGLISH
CREDITS: 6

Course Objectives:

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

Course Outcomes:

Upon completing the course students will,

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

Course 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
- Essay - “The Dream and the Message” (Chapter 1 of Ignited Minds) - A. P. J. Abdul Kalam
- Short Story - The Open Window- H.H. Munro
- Poetry – “The Blessed Damozel”- Dante Gabriel Rossetti

BLOCK 3: Language Development

- Unit 1: Parts of Speech
- Unit 2: Sentences
- Unit 3: Concord
- Unit 4: Tenses
- Unit 5: Reported Speech
- Unit 6: Active and Passive Voice
- Unit 7: Sentence Transformation
- Unit 8: Common Errors

BLOCK 4: Basics of Writing in Communication

- Unit 1: Fundamental Approach to Writing
- Unit 2: Process Involved in Answering Questions
- Unit 3: Use Vocabulary to Express Thoughts
- Unit 4: Prerequisites for Writing
- Unit 5: Taking Examination- Routes to Success

BLOCK – 5: Summary, Essays and Reports

Unit 1: Summary Vs Precis

Unit 2: Writing Abstract

Unit 3: Essays

Unit 4: Reports

Unit 5: Editing and Proofreading

BLOCK – 6: Practice, Practice, Practice

Unit 1: Reading Comprehension Passages

Unit 2: Analysing Literature

Unit 3: Grammar and Vocabulary

Unit 4: Precis

Unit 5: Essay Writing

Unit 6: Report Writing

References

Barrass, Robert. *Students Must Write: A Guide to Better Writing in Coursework and Examinations*. Routledge, 2006.

DeVito, Joseph A. *Communication: Concepts and Processes*. Prentice-Hall Inc, 1976.

Mishra, Sunitha and C. Muralikrishna. *Communication Skills for Engineers*. Pearson, 2011.

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Kumar, Sanjay and Pushpalata. *English for Effective Communication*. Oxford, 2013.

Greenbaum, Sidney. *Oxford English Grammar*. Indian Edition. Oxford University Press, 2005.

Carter, Ronald and Michael McCarthy. *Cambridge Grammar of English*. CUP, 2006.

Eastwood, John. *Oxford Guide to English Grammar*. Oxford University Press, 1994.

B21HS31AN
SOCIAL FORMATION IN WORLD HISTORY
Ancillary Course I
Credit: 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:

The course is expected to:

- Familiarise the learners with a theoretical framework for understanding the evolution and transition of societies vis-à-vis world history.
- Introduce the learners to the idea of successive modes of production, through slave societies, feudalism, industrial capitalism, and existing or existed 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

Course Details:

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 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. Socialistic 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:

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

B21ES01AC
ENVIRONMENTAL STUDIES
CREDITS: 4

Course Objectives:

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

Course Outcomes:

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

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

Course Outline:

BLOCK I: ENVIRONMENT AND NATURAL RESOURCES

BLOCK II: ECOSYSTEMS, BIODIVERSITY AND CONSERVATION

BLOCK III: SOCIAL ISSUES AND SUSTAINABLE DEVELOPMENT

BLOCK IV: ENVIRONMENTAL ETHICS AND CONTEMPORARY ENVIRONMENTAL ISSUES

Course Details:

BLOCK I: ENVIRONMENT AND NATURAL RESOURCES

- UNIT 1. Definition, Scope and Multidisciplinary Nature of Environmental studies
- UNIT 2. Natural resources
- UNIT 3. Forest resources

- UNIT 4: Water resources
- UNIT 5: Land and Mineral resources
- UNIT 6: Energy resources

BLOCK II: ECOSYSTEMS, BIODIVERSITY AND CONSERVATION

- UNIT 1. Concept, Structure and function of an ecosystem
- UNIT 2. Basic awareness on various ecosystems
- UNIT3. Definition and levels of Biodiversity
- UNIT4. Brief note on India as a mega-diversity nation
- UNIT 5. Threats to biodiversity
- UNIT 6. Biodiversity conservation at global, national and local levels.

BLOCK III: SOCIAL ISSUES AND SUSTAINABLE DEVELOPMENT

- UNIT 1. Environment and human health
- UNIT 2. Epidemiological issues in health
- UNIT3. Need for public awareness on aspects related to environment
- UNIT4. Current environment conservation activities
- UNIT 5. Population growth, population explosion and associated issues
- UNIT 6. Sustainable development: definition and concept.

BLOCK IV: ENVIRONMENTAL ETHICS AND CONTEMPORARY ENVIRONMENTAL ISSUES

- UNIT 1. Concept of Environmental ethics
- UNIT 2. Overview of solid waste segregation and management
- UNIT3. Concept of global warming and climate change
- UNIT4. Concept and definition
- UNIT 5. A brief overview of prominent natural disasters in India
- UNIT 6. List of important Acts and Rules for the conservation of environment

References:

1. Agarwal, K.C. 2001 *Environmental Biology*, Nidi Publ. Ltd. Bikaner.
2. Agarwal, S.K. 2005. *Green Management*, APH Publishing Corporation, New Delhi.
3. Barceló, Damià, Kostianoy, Andrey, G., 2020. *The Handbook of Environmental Chemistry*, Book series. Springer (Pub).
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Second Semester

**B21 SO02 DC
SOCIOLOGY IN INDIA**

Credits: 6

Course Objectives:

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

Course Outcomes:

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

Course Outline:

BLOCK 1: EMERGENCE OF SOCIOLOGY IN INDIA
BLOCK 2: INDOLOGICAL AND TEXTUAL PERSPECTIVES
BLOCK 3: STRUCTURAL FUNCTIONALISM
BLOCK 4: MARXISM
BLOCK 5: SYNTHESIS OF TEXTUAL AND FIELD VIEWS
BLOCK 6: SUBALTERN PERSPECTIVES

Course Details:

BLOCK 1 Emergence of Sociology in India

Unit 1

Development of Sociology and Social Anthropology of India: Social and colonial debates

Unit 2

Bombay and Lucknow Schools of Sociology

BLOCK 2 Indological and Textual Perspectives

Unit 1

G.S. Ghurye: Caste and Kinship, Tribe, Culture and Civilisation

Unit 2

Louis Dumont: Homo Hierarchicus, Purity and Impurity

BLOCK 3 Structural Functionalism

Unit 1

M.N. Srinivas: Sanskritisation, Dominant Caste

Unit 2

S.C. Dube: Social Change, Modernisation

BLOCK 4 Marxism

Unit 1

D. P Mukherji: Personality, Dialectical approach in studying Indian society

Unit 2

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

BLOCK 5 Synthesis of Textual and Field Views

Unit 1

Irawati Karve: Kinship Organisation in India, Caste and Religion in the Pre and Post-Aryan period.

Unit 2

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

BLOCK 6 Subaltern Perspective

Unit 1

B.R. Ambedkar: Caste and Annihilation of caste, Constitutional Democracy

Unit 2

David Hardiman: 'The coming of Devi', 'Feeding the Baniya'

References

1. Beteille, A. (2002). *Sociology: Essays on Approach and Method*, New Delhi: OUP.
2. Das, Veena. (Eds.). (2003). *Oxford India Companion to Sociology and Social Anthropology*, New Delhi: Oxford University Press.
3. Das, Veena. (Eds.) (2004). *Handbook of Indian Sociology*, New Delhi: OUP.
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B21EC01AN
GENERAL ECONOMICS

CREDITS: 6

Course Objectives:

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

Course Outcomes:

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 CAPITAL MARKET

BLOCK 4: PUBLIC ECONOMICS

BLOCK 5: INDIAN ECONOMY

Course Details:

BLOCK 1: Micro Economics

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- Macroeconomic 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 Macroeconomic 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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മലയാളസാഹിത്യം 1
കവിത-കഥ-ഉപന്യാസം-നോവൽ
Credit - 6

Course Objectives:

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

Course Outcomes:

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

Course Details:

ബ്ലോക്ക് - 1 - കവിത

ആധുനികതയുടെ കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള കവിതാസാഹിത്യവുമായി പരിചയം നേടുക, പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ

പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുക .

വിശദപഠനം

- 1 വിഷുക്കണി- 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- കുരീപ്പുഴ ശ്രീകുമാർ
10. ആൾമറ -റഫീക്ക് അഹമ്മദ്
11. ഇൻസ്റ്റലേഷൻ- വീരാൻകുട്ടി
12. കണ്ണ്- എസ്. ജോസഫ്

ബ്ലോക്ക് - 2- കഥകൾ

നവോത്ഥാന കാലകാമികരുടെ കാലം മുതൽ വർത്തമാനകാലംവരെയുള്ള കഥകളുമായുള്ള പരിചയം നേടുക, പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുക എന്നിവയാണ് ബോധനോദ്ദേശ്യം. കഥകൾ എല്ലാം വിശദപഠനത്തിനായി നിർദ്ദേശിക്കപ്പെട്ടവയാണ്.

വിശദപഠനം

1. ജന്മദിനം - വൈക്കം മുഹമ്മദ് ബഷീർ
2. മനുഷ്യപുത്രി - ലളിതാംബിക അന്തർജ്ജനം
3. വെള്ളപ്പൊക്കത്തിൽ - തകഴി ശിവശങ്കരപ്പിള്ള
4. മരപ്പാവകൾ - കാരൂർ നീലകണ്ഠപ്പിള്ള
5. കോലാട് - മാധവിക്കുട്ടി
6. ഭീരു - എം. ടി. വാസുദേവൻ നായർ
7. മകൻ - ടി. പത്മനാഭൻ

8. പാപത്തറ - സാരാ ജോസഫ്

9. ദൽഹി 1981 - എം. മുകുന്ദൻ

10. റെയിൽപ്പാളത്തിലിരുന്ന് ഒരു കുടുംബം ധ്യാനിക്കുന്നു - യു. കെ. കുമാരൻ

11 - അളവുകൾ - ഇ. സന്തോഷ് കുമാർ

ബ്ലോക്ക് - 3 - ഉപന്യാസം

ഉപന്യാസസാഹിത്യത്തിന്റെ വൈവിധ്യം തിരിച്ചറിയുകയും പ്രതിപാദനരീതി പരിചയിക്കുകയും ചെയ്യുക. ആശയാവതരണം ഗ്രഹിക്കുക.

വിശദപഠനം

1. സത്യവും സൗന്ദര്യവും- കുട്ടികൃഷ്ണമാരാർ

2. കാളിദാസനും കാലത്തിന്റെ ദാസൻ- ജോസഫ് മുണ്ടശ്ശേരി

3. പാത്രാവിഷ്കരണം മലയാള നാടകത്തിൽ - എം.കെ.സാനു

4. ആദർശമാനവികതയുടെ 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. ലിയാനാർഡോ ഡാവിഞ്ചിയുടെ സർഗ്ഗചേതസ്സ്- എം.ലീലാവതി

9 ജി.ശങ്കരപ്പിള്ളയെ ഓർക്കുമ്പോൾ - എം. തോമസ് മാത്യു. (രുദിതാനുസാരി 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 കുറേ നിഴലുകളും- രാജലക്ഷ്മി
3. ജനകഥ- എൻ. പ്രഭാകരൻ
4. മരുഭൂമികൾ ഉണ്ടാകുന്നത്- ആനന്ദ്
5. കൊച്ചുരേത്തി- നാരായൻ

റഫറൻസ്

1. മലയാളകവിതാസാഹിത്യചരിത്രം - ഡോ. എം.ലീലാവതി. (കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ)
2. ചെറുകഥ ഇന്നലെ ഇന്ന് - എം. അച്യുതൻ. (ഡി.സി.ബുക്സ്, കോട്ടയം)
- 3.മലയാള സാഹിത്യ വിമർശനം - സുകുമാർ അഴീക്കോട്. (ഡി.സി.ബുക്സ് ,കോട്ടയം)
4. മലയാള നോവൽ സാഹിത്യം -കെ. എം. തരകൻ,കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
- 5.വർണ്ണരാജി - ഡോ.എം.ലീലാവതി, എൻ.ബി.എസ്. കോട്ടയം
5. ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ -ഡോ.കെ.എം. ജോർജ്ജ് . ഡി.സി ബുക്സ് ,കോട്ടയം
- 6.മാറുന്ന മലയാള നോവൽ - കെ.പി. അപ്പൻ , ഡി.സി.ബുക്സ് ,കോട്ടയം
7. ആധുനികാനന്തര മലയാള നോവൽ - വിപണി, കല,പ്രത്യയ ശാസ്ത്രം - ഡോ. ഷാജി ജേക്കബ്, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം
- 8.മലയാളചെറുകഥാസാഹിത്യ ചരിത്രംഡോ.എം.എം.ബഷീർ, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
9. അന്ധനായ ദൈവം - ഡോ.പി.കെ.രാജശേഖരൻ, ഡി.സി.ബുക്സ്, കോട്ടയം
10. മലയാള സാഹിത്യനിരൂപണം - എഡി. പത്മനാഭൻ രാമചന്ദ്രൻ നായർ ,

ഡി.സി.ബുക്സ് ,കോട്ടയം,

11. ചെറുകഥയുടെ ഛന്ദസ്സ് - വി രാജകൃഷ്ണൻ, ഡി.സി ബുക്സ്, കോട്ടയം
- 12 .കഥാന്തരങ്ങൾ - പി.കെ.രാജശേഖരൻ, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്
- 13.കവിതയും മനശാസ്ത്രവും - എം.എൻ.വിജയൻ, ഡി.സി.ബുക്സ്, കോട്ടയം

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हिंदी पद्य साहित्य और अनुवाद
(Hindi Padya Sahitya Aur Anuvad)
Credits: 6

पाठ्यक्रम उद्देश्य (Objectives):

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

पाठ्यक्रम परिणाम (course outcomes)

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

पाठ्यक्रम रूपरेखा (COURSE Outline)

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

- ब्लॉक : 1** प्राचीन और मध्यकालीन रचनाएँ।

इकाई – 1 : कबीर – 2 दोहे

इकाई – 2 : तुलसी – 2 दोहे

इकाई – 3 : सूरदास – एक पद

ब्लॉक : 2 छायावाद की – कविताएँ ।

इकाई – 1 : निराला – ‘भिक्षुक’

इकाई – 2 : प्रसाद - ‘ किरण’

ब्लॉक : 3 प्रगतिवादी कविता ।

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

ब्लॉक : 4 समकालीन कविता ।

इकाई – 1 : अरुण कमल – ‘वक्त’ ।

ब्लॉक : 5 हाइकू कविताएँ ।

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

इकाई – 2 : रामेश्वर कम्बोज – ‘अक्षर मोती’ ।

इकाई – 3 : कुंवर दिनेश – ‘अकेला पेड़’ ।

ब्लॉक : 6 अनुवाद ।

इकाई 1- अनुवाद :- अर्थ , परिभाषा एवं स्वरूप

इकाई 2- अनुवाद का महत्व और उद्देश्य

इकाई 3- अंग्रेजी से हिन्दी में और हिंदी 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

लक्ष्यम् (Course Objectives)

संस्कृतमण्डले गद्यकाव्यानां सामान्यपरिचयः ।

उद्देश्यानि (Course Outcomes)

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

Course Details:

प्रथमखण्डः - कथासाहित्यमधिकृत्य सामान्यज्ञानम्।

1. 1. कथासाहित्यम् ।
1. 2 विष्णुशर्मा ।
1. 3. पञ्चतन्त्रकथाः ।
- 1.4. चन्द्रभूपतिकथा।

द्वितीयखण्डः - अपरीक्षितकारकाद् उद्धृताः कथाः।

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

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

3. 1. रूपकविभागाः ।
3. 2. नाटकसाहित्यं विकासश्च।
3. 3. भासनाटकचक्रम्।

3. 4. नाटकान्तं कवित्वम्।

चतुर्थखण्डः - भासस्य मध्यमव्यायोगस्य सविशेषाध्ययनम् ।

4. 1. व्यायोगस्य सविशेषता।

4. 2. घटोत्कचप्रवेशः।

4. 3. मध्यमस्य रंगप्रवेशः ।

4. 4. भीम-हिटिम्बीसमागमः।

आधारग्रन्थाः Reference

1. पञ्चतन्त्रम् – विष्णुशर्मा।

2. मध्यमव्यायोगः – भासः।

सहायकग्रन्थाः

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

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

3. Sanskrit Drama- A.B. Keith

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

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

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

अन्तर्जालसहायकसामग्र्यः

1. भासनाटकरङ्गावतरणम्- यूट्यूब

B21AR01LC
FUNCTIONAL ARABIC
CREDITS: 6

Course Objectives:

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

Course Outcomes:

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

1. Communicate in Arabic in various situations
2. Express thoughts in oral and written form through simple sentences in Arabic.
3. Read and understand literary texts in Arabic
4. Analyse 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 الزي 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 Li N-naashieen', Book of Students, Part 3, Published by the Education Ministry, Kingdom of Saudi Arabia.**

References:

1. A. M. Ashiurakis, (2003), *Spoken Arabic self-taught*, Islamic Book Service
2. Ali, Sayed, (2003), *Let's Converse in Arabic*, New Delhi: UBS publishers
3. Ali, Sayed, *Teach Yourself Arabic*, Kazi Publishers
4. Faynan, Rafi 'el Imad, (1998), *The Essential Arabic*, New Delhi: Good word Books
5. Hashim, Abul, (1997), *Arabic Made Easy*, New Delhi: Kitab Bhavan
6. Humisa, Michael, (2004), *Introducing Arabic*, New Delhi: Good word Books
7. Linguaphone Arabic Course, 2000, London: Linguaphone Institute
8. Mohiyeedin, Veeran, (2005), *Arabic Speaking Course*, Calicut: Al Huda Books
9. Rahman, S.A., (2003), *Let's speak Arabic*, New Delhi: Good word Books
10. Rapidex English Speaking Course in Arabic, New Delhi: Pustak Mahal

B21EG01AC
ENGLISH FOR COMMUNICATION
CREDITS - 4

Course Objectives:

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

Course Outcomes:

1. Get 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 Outline:

BLOCK 1: COMMUNICATION AND LANGUAGE

BLOCK 2: RECEPTIVE OR PASSIVE SKILLS

BLOCK 3: PRODUCTIVE OR ACTIVE SKILLS

BLOCK 4: COMMUNICATION AND TECHNOLOGY

Course Details:

BLOCK 1: Communication and Language

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

UNIT 2 Barriers of Communication through Language – 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 – The Need and Role of Translation

UNIT 4 Significance of English as a Global Language – Communication in English – English in India – The Inhibited Introvert – Literature as a Creative Application of Language

BLOCK 2: Receptive or Passive Skills

UNIT 1 Learning to Listen – Listening skills in Synchronous Communication – Listening Etiquettes – Problems Affecting Effective Listening –Developing Listening Skills

UNIT 2 Listening to the Media – Audio Files: Transfer and Storage –Enhancement of Listening Through the Internet: TED Talks – Music with Lyrics on YouTube

UNIT 3 Ready to Read – Enhancing Vocabulary – Scanning and Skimming – Speed Reading – Decoding the Dictionary

UNIT 4 Print and Online Reading – Navigating through the Internet – Links and Hypertexts – 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 – Concision, Emphasis, Rhythm, Variety –Diction – Meaning, Clarity and Simplicity – Figurative Language – Collocations –Punctuations

UNIT 4 Conventions of Social Media Writing – Linguistic Checks – Online Tools to Help – The Long and Short of it: Facebook Posts to Blog Articles – Forwards and Shares: Possibilities and Problems.

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 – Applying the Social Media for Language Enhancement – File Formats and Mutual Conversions – Search Tools and Technique.

UNIT 3 Authenticity of New Media – Possibility of Linguistic Errors –Cyber Laws – Misuse and Abuse

in Cyber Space

UNIT 4 Contributing to Social Media – Appropriate and Upright Conduct on Social Media Platforms –
Electronic Tools and Health Hazards

References:

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

Course Objectives:

മാതൃഭാഷയിലുള്ള ആശയവിനിമയശേഷി മെച്ചപ്പെടുത്തുകയും ഫലപ്രദമാക്കുകയും ചെയ്യാനുള്ള പരിശീലനമാണ് പഠനോദ്ദേശ്യം. വ്യത്യസ്തങ്ങളായ നാല് പ്രയോഗമേഖലകളാണ് പഠനത്തിനായി തെരഞ്ഞെടുത്തിരിക്കുന്നത്.

Course Details:

ബ്ലോക്ക് 1 - എഴുത്ത്

വിശദപഠനം

1. മലയാളശൈലി (മൂന്നാം അദ്ധ്യായം) - കുട്ടികൃഷ്ണമാരാർ
2. ഭാഷാഗദ്യശൈലി (സാഹിത്യവിചാരം- എം. പി. പോൾ
3. ശൈലിയെപ്പറ്റി ചില ചിന്തകൾ - (സമാലോചന എസ്. ഗുപ്തൻ നായർ)
4. ഭാഷയും ആശയവിനിമയവും (ഭാഷയും മനഃശാസ്ത്രവും)- ഡോ. കെ.എം. പ്രഭാകരവാര്യർ
5. അല്പം ഭാഷാവിചാരം (തെരഞ്ഞെടുത്ത ലേഖനങ്ങൾ)- പ്രൊഫ.കെ. ഗോപാലകൃഷ്ണൻ
6. ഭാഷ: ശുദ്ധവും കർട് കലർന്നതും (ഗദ്യശില്പി)- കെ. പി. വിജയൻ -
7. അക്ഷരത്തെറ്റുകൾ (തെറ്റും ശരിയും)- പത്മനാഭൻ രാമചന്ദ്രൻ നായർ

ബ്ലോക്ക് 2 – പ്രഭാഷണം

ആധുനികകേരളത്തിന്റെ സൃഷ്ടിയിൽ നവോത്ഥാനനായകരും

സാംസ്കാരികപ്രവർത്തകരും നിർവ്വഹിച്ച പ്രഭാഷണങ്ങൾ നിർണ്ണായക പങ്ക് വഹിച്ചിട്ടുണ്ട്. പ്രഭാഷണകലയെക്കുറിച്ച് മനസ്സിലാക്കുകയും മികച്ച പ്രഭാഷണമാതൃകകൾ പരിചയിക്കുകയും ചെയ്യുകയെന്നതാണ് പഠനോദ്ദേശ്യം.

വിശദപഠനം

1. പ്രഭാഷണകല- സുകുമാർ അഴീക്കോട്
2. ഭാരതത്തിന്റെ സർഗാത്മകഭാവന
(ജ്ഞാനപീഠപുരസ്കാരസ്വീകരണപ്രസംഗം)- ജി.

ശങ്കരക്കുറുപ്പ്

3. എന്റെ മണ്ണ്- വി. ടി. ഭട്ടതിരിപ്പാട്
4. മരുഭൂമികൾ പൂക്കുമ്പോൾ- എം. എൻ. വിജയൻ

ബ്ലോക്ക് 3 - മാധ്യമങ്ങൾക്കുവേണ്ടിയുള്ള രചന

വിശദപഠനം

1. വാർത്താമൂലകങ്ങൾ, വാർത്താഘടന (വാർത്ത വോള്യം 2)-ജോയി തിരുമൂലപുരം
2. പംക്തിയെഴുത്തിന്റെ രാഷ്ട്രീയം (പത്രാനന്തരവാർത്തയും ജനാധിപത്യവും)- എൻ. പി. രാജേന്ദ്രൻ
3. അഭിമുഖങ്ങൾ ആഭിചാരമാകുമ്പോൾ (ക്ലാസ്സിക് ഇന്റർവ്യൂസ് എന്ന പുസ്തകത്തിൽ)- ജമാൽ കൊച്ചുങ്ങാടി
4. സ്വാതന്ത്ര്യം വിലപേശാനുള്ളതല്ല - മഹാത്മാഗാന്ധിയുമായി ഹെൻറി ബ്രെയിൽ സഫോസ് നടത്തിയ അഭിമുഖസംഭാഷണം.

(ക്ലാസ്സിക് ഇന്റർവ്യൂസ് എന്ന പുസ്തകത്തിൽ)

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

6. കവിതയിലെ ശുദ്ധനാദങ്ങൾ - ആർ. രാമചന്ദ്രനുമായി പി. എം.നാരായണൻ നടത്തിയ അഭിമുഖസംഭാഷണം. (കോലായ ചർച്ചകൾഎന്ന പുസ്തകത്തിൽ)

ബ്ലോക്ക് 4 - വിവർത്തനം

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

വിശദപഠനം

1 വിവർത്തനം എന്ന ഗ്രന്ഥത്തിന്റെ അവതാരിക- എൻ. വി. കുഷ്ണവാര്യാർ

2. പാശ്ചാത്യവിവർത്തനസിദ്ധാന്തങ്ങൾ (വിവർത്തനവിചാരം എന്ന പുസ്തകത്തിൽ)- ഡോ. എൻ. ഇ. വിശ്വനാഥയ്യർ

3. തർജ്ജമപഠനത്തിലെ പുത്തൻ പുതുമകൾ (തർജ്ജമ സിദ്ധാന്തവും പ്രയോഗവും മലയാളത്തിൽ പുസ്തകത്തിന്റെ ആമുഖപഠനം)- ഡോ. സ്കറിയ സക്കറിയ

4. ഇംഗ്ലീഷിൽ നിന്നും മലയാളത്തിലേക്കുള്ള വിവർത്തനപരിശീലനം.

റഫറൻസ്

1-നല്ല ഭാഷ - പ്രൊഫ. പത്മന രാമചന്ദ്രൻനായർ, ഡി സി ബുക്സ്, കോട്ടയം.

2-തർജ്ജമ - സിദ്ധാന്തവും പ്രയോഗവും - സ്കറിയ സക്കറിയ, ജയ സുകുമാരൻ, താപസം, ചങ്ങനാശ്ശേരി.

3-മലയാളിയുടെ മാധ്യമജീവിതം - പി കെ രാജശേഖരൻ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.

4- വൃത്താന്തപത്രപ്രവർത്തനം - രാമകൃഷ്ണപിള്ള, കെ, മാളുബെൻ, തിരുവനന്തപുരം.

5- പ്രഭാഷണകലയിലെ വചനവഴികൾ - പി കെ അനീൽകുമാർ, സൈന്ധവ ബുക്സ്, കൊല്ലം.

B21HD01AC
रोजमर्रा हिंदी
ROZMARA HINDI
Credits: 4

पाठ्यक्रम उद्देश्य (Course Objectives):

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

पाठ्यक्रम परिणाम (Course Outcomes):

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

Course Outline

ब्लॉक 1: भाषा की बुनियादी संरचना और दैनिक गतिविधियाँ

ब्लॉक 2: शुभकामनाएँ अभिलाषाएँ एवं कहानी।

ब्लॉक 3: मेरी छुट्टी, दोस्त और यात्रा।

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

COURSE DETAILS

ब्लॉक 1: भाषा की बुनियादी संरचना और दैनिक गतिविधियाँ

इकाई 1: नाम और स्थानों के अक्षरों को पहचानें और लिखें और मूल वाक्य संरचना को समझें। एक दूसरे को

संबोधन करें और उचित तरीके से विदा लेने की अनुमति मांगें।

इकाई 2: 'क्या' और 'कहां' जोड़कर प्रश्न पूछना। वाक्य संरचना समझें और 'होना' क्रिया का प्रयोग समझें। वहाँ 'क्या है' और 'क्या नहीं' के बारे में समझना। 'प्रत्यय जैसे 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, योजनाओं को समझना और उनका उपयोग करना। एकवचन/बहुवचन स्त्रीलिंग/पुलिंग आदि का प्रयोग समझना। दैनिक दिनचर्या के बारे में प्रश्न पूछें और उत्तर दें। विभिन्न दैनिक गतिविधियों की सूची बनाएं और उन्हें समझाएं। समय के बारे में जानें और सप्ताह के दिनों को पहचानें।

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

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

ब्लॉक 2: शुभकामनाएँ, अभिलाषाएँ एवं कहानी।

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

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

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

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

ब्लॉक:3 मेरी छुट्टी, दोस्त और यात्रा

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

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

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

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

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

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

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

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

सन्दर्भ ग्रंथ सूची

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

2. Every day Hindi : डॉ:सुंगोक होंग ।

3 .सरल सामान्य हिंदी: रजीत कुमार त्रिपाठी ।

B 21 SN 01 AC
व्यावहारिकसंस्कृतम्
Credits: 4

लक्ष्यम् - (Course Objectives:)

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

उद्देश्यानि (Course Outcomes)

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

Course Details:

खण्डः1: श्रवणम्

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

खण्डः2:प्रसारमाध्यमानांभाषा

2. 1. वार्ता: एवं विक्कीपीडिया

i. DD News Vartah

ii. AIR News

iii. DD Vartavali

iv. Sanskrit Newspaper- Sudharma

v. Sanskrit Wikipedia

2. 2. संस्कृते विज्ञापनचित्राणि

i. Sanskrit songs

ii. Sanskrit films

2. 3. संस्कृतगानानि, चलच्चित्राणि च

2. 4. संस्कृते क्रीडा

खण्डः 3: भाषणम्

3. 1. अक्षराणां पदानां च मौखिकाभ्यासः।

3. 2. कथाकथनशिक्षणम्।

3. 3. वार्तावाचनशिक्षणम्।

3. 4. सम्भाषणशाला- द्वितीयस्तरीया।

खण्डः 4: सङ्गणकयुगे संस्कृताध्ययनम्।

4. 1. प्रत्याह्निका: संस्कृतानुप्रयोगाः।

i. App for greetings in Sanskrit-

ii. Online Spoken Sanskrit Dictionary

4. 2 सङ्गणकाधारिताः साम्प्रदायिककोशाः

i. Amarakosha App

ii. Shabdakalpadruma App

4. 3. भाषाध्ययने उपयुक्ताः संस्कृतानुप्रयोगाः

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

ii. Shabdroopmala App

4. 4. सङ्गणकाधारिताः लेखागाराः।

i. Sanskrit e- books App - Sanskrit Pustakalaya

ii. Internet archive

References:

Sanskrita Vyavahara sahasri, *Viswa Samskrita Pratishthan*, Kerala, 2004.

Kutumbhasastri, V. *Vakyavyavahara*. New Delhi, 2002.

Poulose. K.G. *Lakhusamskritam*. Edappal: Kamadhenu Samskrita Pathanakendra, 2006

Web Resources:

Web Resources:

खण्डः 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/>

खण्डः 2: प्रसारणमाध्यमानां भाषा

a) वार्ता: एवं विकीपीडिया च।

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

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

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

iv. Sanskrit Newspaper- Sudharma

(<http://epapersudharmasanskritdaily.in>)

v. Sanskrit Wikipedia

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

b) संस्कृते विज्ञापनचित्राणि

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

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

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

c) संस्कृतगानानि, 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>)

खण्डः 3: भाषणम् ।

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

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

खण्डः 4: सङ्गणकयुगे संस्कृताध्ययनम्।

1. प्रत्याहिका: संस्कृतानुप्रयोगाः।

i. App for greetings in Sanskrit-

Sansgreet App, LiveSanskrit. <https://play.google.com/store/apps/details?id=com.sans.greet.livesanskrit> ii.
Online Spoken Sanskrit Dictionary, Klaus Glashoff, Lugano, 2017

www.learnsanskrit.cc

2. साम्प्रदायिककोशाः

i. Amarakosha App

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

ii. Shabdakalpadruma App

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

Unit 3. भाषाध्ययने उपयुक्ताः संस्कृतानुप्रयोगाः- 2

i. SanskritVerbformsandroots-SanskritDhatu360App

(<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

B21AR01AC
COMMUNICATION IN ARABIC
Credits 4

Course Objectives:

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

Course Outcomes:

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

Course Outline:

BLOCK 1: Greetings and Introduction in Arabic – التحيات والتعارف

BLOCK 2: Conversations and Interviews – لقاء ومقابلات

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

BLOCK 4: Time – التوقيت

BLOCK 5: Arabian Food – الطعام العربي

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 – Hadha, Hadhihi هذه هذا، : الضمائر

BLOCK 2: Conversations and Interviews – لقاء ومقابلات

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

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

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

BLOCK 4: Time- التوقيت.

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

BLOCK 5: Arabian Food – الطعام العربي.

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

Book for study:

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

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

References:

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

Third Semester

B21 SO 03 DC
CLASSICAL SOCIOLOGICAL THINKERS
Credits: 6

Course Objectives:

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

Course Outcomes:

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

Course Outline:

BLOCK 1: DIVERSITY IN SOCIOLOGICAL PERSPECTIVES
BLOCK 2: POSITIVISM AND SOCIAL DARWINISM OF EARLY YEARS
BLOCK 3: GEORG SIMMEL
BLOCK 4: KARL MARX
BLOCK 5: MAX WEBER
BLOCK 6: EMILE DURKHEIM

Course Details:

BLOCK 1 Diversity in Sociological Perspectives

Unit 1

Theory: Meaning, Importance and Characteristics of Social Theory

Unit 2

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

BLOCK 2 Positivism and Social Darwinism of Early Years

Unit 1

Auguste Comte: Positivist philosophy and law of the three stages

Unit 2

Herbert Spencer: Organic Analogy, Stages of social evolution

BLOCK 3 Georg Simmel

Unit 1

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

Unit 2

Philosophy of Money, Fashion

BLOCK 4 Karl Marx

Unit 1

Dialectical Materialism, Historical Materialism

Unit 2

Modes of Production, Class Conflict, Alienation

BLOCK 5 Max Weber

Unit 1

Verstehen, Social Action

Unit 2

Ideal Types, Religion and Economy

BLOCK 6 Emile Durkheim

Unit 1

Social Fact, Division of Labour

Unit 2

Types of Suicide, Theory of Religion

References:

1. Abraham, F. (2009). *Modern Sociological Theory: An Introduction*, New Delhi: OUP.
2. Coser, L.A. (2015). *Masters of Sociological Thought*. (Indian Edition) Jaipur: Rawat Publications.
3. Giddens, A. (1977). *Capitalism and Modern Social Theory – An analysis of writings of Marx, Durkheim and Weber*. Cambridge: Cambridge University Press.
4. Haralambos, J. (1988). *Introduction to Sociology*. New Delhi: Oxford University Press.
5. Inkeles, A. (1987). *What is Sociology*. New Delhi: Prentice Hall.

6. Willis, E. (1996), *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press.
7. Ritzer, G. (2016). *Classical Sociological Theory*. (6th.-Indian edition)
New Delhi: McGraw Hill.
8. Ritzer, G. (2017). *Sociological Theory*. (5th Indian edition), New Delhi: McGraw.
9. Zeitlin, I, (1981). *Ideology & Development of Sociological Theory*. Englewood Cliffs: Prentice Hall.

B21HS32AN
SOCIAL FORMATION IN INDIA
Ancillary Course II
Credit: 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 economy of India.

Course Outcomes:

After the completion of this course:

- 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.
- The learners are enabled to traverse across prehistoric cultures, Harappan 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 globalization and its effect, among others.

Course Outline:

BLOCK-1. FOOD GATHERERS, FOOD PRODUCERS AND SURPLUS APPROPRIATORS
BLOCK-2. TOWARDS FEUDAL SOCIETY (4TH CENTURY TO 8TH CENTURY CE)
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

Unit-1. Stone Age settlements
Unit-2. Harappan societies
Unit-3. Aryanization - Agrarian expansion
Unit-4. Slave societies in janapadas - social stratification through Varna, caste and class

BLOCK-2. Towards Feudal Society (4th Century to 8th Century CE)

Unit-1. Land grants - changing production relations
Unit-2. Urban decline
Unit-3. Proliferation of Jati

Unit-4. Consolidation of Brahman oligarchy in politics, arts, literature and architecture.

BLOCK-3. Consolidation of Feudalism (13th Century to 17th Century)

Unit-1. Iqta and the revenue-free grants - monetisation and urbanism

Unit-2. Mansabdari and Jagirdari systems - agricultural production and technology

Unit-3. Sufi and bhakti movement

Unit-4. Taxation and social stratification

BLOCK-4. Colonial India (18th Century to 19th Century)

Unit-1. Mercantile interest in the Indian subcontinent

Unit-2. De-industrialization and poverty - restatement on social stratification - break down of traditional farmers and peasantry - drain of wealth

Unit-3. English education and modern industries

Unit-4. Peasant appraising of the 19th century and poverty.

BLOCK-5. Modern India

Unit-1. British rule and national consciousness

Unit-2. Social transformation

Unit-3. Social reform movements

Unit-4. Pluralism, identity politics and freedom struggle

BLOCK-6. Independent India

Unit-1. Five-year plans - social reconstruction

Unit-2. Growth of indigenous capital and restatement of class structure

Unit-3. Decay of mixed economy

Unit-4. Globalisation, Liberalisation and social identities

References:

1. A. R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, 1976.
2. Aditya Mukherjee, *Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947*, Sage India, 2002.
3. Amar Farooqui, *Early Social Formations*, Manak Publication, 2012.
4. Anil Seal, *The Emergence of Indian Nationalism: Competition and Collaboration in the Late Nineteenth Century*, CUP, 1971.
5. Bipan Chandra, *Essays on Colonialism*, Orient Blackswan, 1999.
6. Bipan Chandra, *Essays on Indian Nationalism*, Haranand Publications Pvt Ltd, 2007.
7. Bipan Chandra, *Making of Modern India: From Marx to Gandhi*, Orient Blackswan Private Limited, 2012.
8. Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Blackswan Private Limited, 1981.
9. D D Kosambi, *Introduction to the Study of History*, Sage Publications India Private Limited, 2016.
10. D N Jha, *Feudal Social Formation in Early India*, Chanakya Publications, 1987.

11. Irfan Habib, *Confronting Colonialism (ed.)*, Tulika Books, 2012.
12. Irfan Habib, *Essays in Indian History: Towards a Marxist Perception*, Tulika Books, 2015.
13. Irfan Habib, *Indian Economy, 1858-1914*, Low Price Publications, 2008.
14. Irfan Habib, *National Movement: Studies in Ideology and History*, Tulika Books, 2020.
15. Partha Chatterjee, *Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton University Press, 1993.
16. R S Sharma, *India's Ancient Past*, Oxford Publishers, 2016.
17. R S Sharma, *Indian Feudalism*, Laxmi Publications, 2019.
18. R S Sharma, *Material Culture & Social Formation in Ancient India*, Macmillan, 1983.
19. R. Palme Dutt, *India Today*, Read Books, 2008.
20. Ramachandra Guha, *Makers of Modern India*, Penguin India, 2012.
21. Ranajit Guha, *Dominance without Hegemony: History and Power in Colonial India*, Harvard University Press, 1997.
22. Romila Thapar, *Early India: From the origin to AD 1300*, Penguin India, 2003.
23. S. Gopal, *British Policy in India, 1858-1905*, CUP, 2018.
24. S. Gopal, *Modern India*, The Historical Association, 1967.
25. Sumit Sarkar, *Modern Times*, Orient Blackswan Private Limited, 2014.
26. Sumit Sarkar, *Modern India 1885-1947*, Laxmi Publications, 2019.

B21EG02LC
LITERATURE AND THE CONTEMPORARY WORLD
CREDITS: 6

Course Objectives:

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

Course Outcomes:

By the end of the course students would be able to:

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

Course Outline:

BLOCK 1: CLIMATE CHANGE
BLOCK 2: TECHNOLOGY AND HUMAN LIFE
BLOCK 3: GENDER
BLOCK 4: HUMAN RIGHTS
BLOCK 5: ETHICS AND CULTURE
BLOCK 6: GLOBALISED SOCIETY

Course Details:

BLOCK 1: Climate Change

UNIT 1 Margaret Atwood: "The Moment"

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

BLOCK 2: Technology and Human Life

UNIT 1 Gareth Southwell: 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.

B21HL01SC
Humanism and Logic
CREDITS: 2

Course Objectives:

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

Course Outcomes:

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

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

Course Outline:

BLOCK 1: FOUNDATIONAL TERMS AND CONCEPTS

BLOCK 2: LOGIC, LANGUAGE AND OTHER DISCIPLINES

Course Details:

BLOCK 1: Foundational Terms and Concepts

Unit 1 Sradha/ Care — Katha Upanisad, Arul — Thirukkural, Jagratha — Dharmapada _ Agape/
Empathetic Love, Kenosis/ Self emptying

Unit 2 Insaniyya / Humanity, Rahma / Mercy. Anukampa / Compassion — Anukambadasakam,
Karuna - Budha

Unit 3 Emancipation. Ubuntu/ Fraternal Love

Unit 4 Ahimsa/ Nonviolence in Different Traditions. Equality

Unit 5 Basheer's short story, "Oru Manushyan".

Unit 6 Human as species- Jathilakshanam, Jatinirnayam _ Environmental concerns: Gandhi,
Thoreau, Deep Ecology

BLOCK 2: Logic, Language and Other disciplines

Unit 1 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 - Fallacies: Formal and informal fallacies - Classification of fallacies: Fallacies of relevance, defective induction, presumption and ambiguity.

Unit 2 Fundamentals of Traditional Logic and Symbolic Logic - Categorical Propositions:

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

Standard form - The traditional square of opposition - Categorical Syllogisms:

Standard form - Rules and fallacies - Venn diagram to test the Validity - Logical connectives: symbols for conjunction, negation, disjunction, material implication and equivalence- Logical paradoxes: Liar's paradox

Unit 3 Language and Logic - The basic functions of language: Informative - Expressive -

Directive – Ceremonial Performative - Emotively neutral language -What are definitions - Kinds of definitions: Stipulative - Lexical – Precising - Theoretical - Persuasive - Intension and extension

Unit 4 Logic and Other Disciplines - Logic and Science: Hypothetico - models of explanations - Covering Law model - mathematics and logic

Unit 5 Logic and Literature

Unit 6 Logic and Social sciences

References:

Grayling, A.C. *The History of Philosophy*, Penguin, 2019.

Browning, W.R.F. *A Dictionary of the Bible*, Oxford University Press, 2009.

John Bowker, *The Concise Oxford Dictionary of World Religions*, Oxford University Press, 2000.

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

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

Dharmapada (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.

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

Thoreau, Henry David. *Walden*. *Empire*, 2018.

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

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

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

**B21 SO01 SE
INFORMATICS IN ACADEMICS**

Credits: 2

Course Objectives:

The course equips the student with the basic techniques of using Informatics in academics.

Course Outcomes:

1. Acquires the basic knowledge of Informatics for academics
2. Utilises Internet as a knowledge repository in higher education
3. Makes use of the different platforms of Online learning
4. Appraises ethics in Informatics

Course Outline:

BLOCK 1: INFORMATICS IN HIGHER EDUCATION

BLOCK 2: ONLINE LEARNING

BLOCK 3: ETHICS IN INFORMATICS

Course Details:

BLOCK 1 Informatics in Higher Education

Unit 1

Internet as a knowledge repository: World Wide Web, Search Engines, Academic Search Engines, Search Techniques

Unit 2

Repositories and Data Sources: Google Scholar, INFLIBNET, Shodganga, National Digital Library of India

Unit 3

Software in higher education: Statistical Analysis(R), Reference Management (Mendeley), Plagiarism Check (Urkund)

BLOCK 2 Online Learning

Unit 1

Learning Management System: Introduction, Moodle as an example of LMS

Unit 2

Massive Open Online Course (MOOC): Introduction, edX, Coursera, Swayam

Unit 3

Benefits and Drawbacks of Online Learning

References:

1. Evans, Alan. Kendall Martin, Mary Anne Poatsy (2016). *Technology in Action*: Prentice-Hall Publications.
2. V. Rajaraman. (2018). (3rd ed). *Introduction to Information Technology*: Prentice Hall Leon Alexis ,
3. Mathew Leon (2009). *Fundamentals of Information Technology*. Vikas Publishers.
4. Armand Mattelart (2003). *The Information Society*. London: Sage Publications.
5. Hamelink, C. J (2000). *The Ethics of Cyberspace*. Londonn: Sage Publications.
6. Marsh (2000). *Introduction to Educational Multimedia*. New York: Allyn and Bacon Publishers.

Fourth Semester

B21 SO04 DC
SOCIETY IN INDIA
Credits: 6

Course Objectives:

The Course aims to contextualise Sociology and help the students to understand the nuances of the social structures in which they are living. This course intends to introduce the emergence of the modern Indian state through a multitude of processes. Students should be familiar with the social, cultural and political institutions that shaped the social fabric of the Indian nation and to develop sociological imagination about its changing character.

Course Outcomes:

1. Identifies the processes and streams of thoughts that shaped the idea of India
2. Explains the basic social institutions that exist in Indian society.
3. Appraises the dynamic nature of Indian society
4. Evaluates the critical factors that are essential in maintaining harmonious coexistence and progressive social change.

Course Outline:

BLOCK 1: THE IDEA OF INDIA

BLOCK 2: SOCIAL INSTITUTIONS

BLOCK 3: FORMS OF INEQUALITY

BLOCK 4: RELIGION AND SOCIETY

BLOCK 5: STATE AND SOCIETY

BLOCK 6: SOCIAL CHANGE AND MOBILISATION

Course Details:

BLOCK 1 The Idea of India

Unit 1

Colonial Image, Debate on Indian Nationalism: Gandhi and Ambedkar,
Preamble of Indian Constitution and the ideal of 'Indian Society'.

BLOCK 2 Social Institutions

Unit 1

Family and Marriage-Structural Changes

Kinship-Regional Variations

Unit 2

Tribal social institutions and their dynamic nature

BLOCK 3 Social Stratification

Unit 1

Caste: characteristics and changes

Class: Structural characteristics, types, and changes

Unit 2

Gender: types and dimensions of Indian society

Inter-sectionality in the Indian Context (caste, class and gender)

BLOCK 4 Religion and Society

Unit 1

Major Religions in India: Features and Changes

Syncretic nature of Indian religions.

Unit 2

Tribal Religions: Features and changes

Atheist Traditions in India: Charvaka / Lokayata

BLOCK 5 Indian Society: Contemporary Debates

Unit 1

Communalism, Secularism, Regionalism, Citizenship and Identity

BLOCK 6 Social Change and Mobilisation

Unit 1

Processes of Social Change: Sanskritisation, Westernisation, Modernisation and Globalisation

Unit 2

Social Movements: Nature and Characteristics; Dalit, Peasants, Women and Ethnic

References:

1. Ambedkar, B.R., (1971). *Annihilation of Caste*. Jullender: BheemPatrika.
2. Cohn, B.S. (1990). *An Anthropologist among the Historians and Other Essays*. Delhi: Oxford University Press.

3. Dumont, L. (1997). *Religion, Politics and History in India*. Paris: Mouton, Pp. 89-110.
4. Gandhi, M.K. (1938). *Hind Swaraj*. Ahmedabad: Navjivan Publishing House.
5. Gupta, Dipankar. (1991). *Social Stratification*. New Delhi: Oxford University Press.
6. Karve, I (1994). "The Kinship Map of India", in P. Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press.
7. Kumar, R. (1986). "The Varieties of Secular Experience", in Essays in the Social History of Madan, T.N. (1991). *Religion in India*. New York: Oxford University Press.
8. Madan, T.N. (1997) *Modern Myths, Locked Minds*. Delhi: Oxford University Press, Pp. 233-
9. Momin, A.R. (1977). "The Indo Islamic Tradition", *Sociological Bulletin*, 26. New Delhi: Sage Publications, Pp. 143-172.
10. Oommen, T.K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. Oommen, T.K., 2010. *Social Movements I*. Delhi: Oxford University Press.
11. Oommen, T.K., 2011. *Social Movements II*. Delhi: Oxford University Press.
12. Patel, T. (2005). *The Family in India*. New Delhi: Sage.
13. Prabhu, P.N. (2016). *Hindu Social Organization*. Delhi: Popular Publication.
14. Singh, Y. (1973). *Modernization of Indian Tradition*. Delhi: Thomson Press.
15. Srinivas, M.N., (1969). "The Caste System in India", in A. Beteille (ed.), *Social Inequality*: Uberoi, Patricia, 1993. *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.
16. Xaxa, V., 2011, *Tribes and Social Exclusion* (Occassional Paper, No. 2). Calcutta: SSSCUNICEF

**B21 SO01DE
POPULATION STUDIES**

Credits: 6

Course Objective:

The course intends to develop an awareness and evaluation of the population dynamics and trends. It also familiarises the student with the different theories of population studies.

Course Outcomes:

1. Familiarise with the discipline of population studies
2. Provide a fundamental knowledge of concepts related to population studies.
3. Provide review of the population theories
4. Examine the dynamics of population in society
5. Understand the growth and trends of Indian population
6. Appraise measures of population control

Course Outline:

BLOCK 1: POPULATION STUDIES

BLOCK 2: SOURCES OF POPULATION DATA

BLOCK 3: THEORIES OF POPULATION

BLOCK 4: DYNAMICS OF POPULATION

BLOCK 5: STRUCTURE AND CHARACTERISTICS OF
INDIAN POPULATION

BLOCK 6: POPULATION POLICIES AND PROGRAMMES

Course Details:

BLOCK 1 Fundamentals of Population Studies

Unit 1

Demography and Population Studies: Definition, Subject matter and Scope;
Relation of Population Studies with other Disciplines: Sociology, Economics, Political
Science, Statistics

BLOCK 2 Methods of Population Data

Unit 1

Census, Sample Survey, Vital Statistics, Dual Register system

Unit 2-Sources of Population Data

Population Registers, International Publications, Govt. Publications and Archives

BLOCK 3 Theories of Population

Unit 1

Malthusian Theory

Optimum Population Theory

Demographic Transition Theory

BLOCK 4 Dynamics of Population

Unit 1

Fertility, Fecundity, Mortality, Morbidity, Factors affecting Fertility and Mortality

Unit 2

Migration, Types of Migration- Emmigration, Immigration, In-migration, Out-migration, Factors affecting Migration

BLOCK 5 Structure and Characteristics of Indian Population

Unit 1

Sex and Age Characteristics, Marital Status, Education, Occupation and Religion

BLOCK 6 Population Policies and Programmes

Unit 1

Population Policies: Mortality, Fertility and Migration, Pro natalist and Anti-Natalist Policies

Unit 2

Measures of Population Control, Family Planning and Welfare Programmes in India, Trends in population growth in India (1900-2011).

References:

1. Bhende, A. & Kanitkar T. (1978). *Principles of Population Studies*. Bombay: Himalayan Publishing House.
2. Bose, A. (2018). *India's Quest for Population Stabilisation*. New Delhi: National Book Trust of India.
3. Thompson & Lewis. (1970). *Population Problems*. New York: McGraw hill Publishers.
4. Jhingan, M.L., Bhatt, B. K. & Desai, J.N. (2019). *Demography*. (3rd ed). New Delhi: Vrindra Publication Pvt. Ltd.
5. Agarwal S.N. (1972). *India's Population Problems*. New Delhi: Tata McGraw Hill Publishers.
6. Bose A. (1967). *Patterns of Population Change in India*. Bengaluru: Allied Publishers.
7. Clarke J.I. (2013). *Population Geography*. UK: Elsevier.

8. Mandelbaum, D.G. (1974). *Human Fertility in India*. California: University of California.
9. Srivastava S.C. (2004). *Studies in Demography*. Bengaluru: Anmol Publications.
10. Mamoria, C.B. (1961). *India's Population Problems*. New Delhi: Kitab mahal pvt.Ltd..

B21 SO02 DE
ENVIRONMENTAL SOCIOLOGY
Credits: 6

Course Objectives:

The course aims at developing awareness on the environment and the issues affecting the environment. The student is expected to critically understand the different dimensions of environment and its impact on Society and also make possible interventions for conservation of the environment

Course Outcomes:

1. Identifies the basic concepts of Environmental Sociology
2. Traces out the development of Environmental Sociology as an academic discipline
3. Examines the relationship between environment and human society
4. Outlines the major theoretical perspectives on Environment
5. Evaluates the major policies and legislations related to Environment
6. Critically evaluates the various environmental issues

Course Outline:

BLOCK 1: ENVIRONMENTAL SOCIOLOGY
BLOCK 2: IDEOLOGICAL PERSPECTIVES ON ENVIRONMENT
BLOCK 3: SOCIOLOGICAL PERSPECTIVES ON ENVIRONMENT
BLOCK 4: ENVIRONMENTAL ISSUES
BLOCK 5: ENVIRONMENTAL POLICIES AND LEGISLATIONS
BLOCK 6: ENVIRONMENT AND DEVELOPMENT

Course Details:

BLOCK 1 Environmental Sociology

Unit 1

Emergence, Development, Nature, Significance & Scope of Environmental Sociology

Unit 2

Basic Concepts:

Nature, Ecology,

Biodiversity, Social Ecology,

Environmentalism,

Environmental Justice,

Environmental Conservation.

BLOCK 2 Ideological Perspectives on Environment

Unit 1

Environmental views –

Buddhist, Jainist, Indigenous, Gandhian

Unit 2

Anthropocentrism,

Deep Ecology,

Eco-feminism,

Eco-Marxism.

BLOCK 3 Sociological Perspectives on Environment

Unit 1

Realist approach

Constructionist approach

Reformist approach

Unit 2

Theoretical Perspectives on Environment- Marx, Durkheim, Weber, Parsons and Giddens.

BLOCK 4 Environmental Issues

Unit 1

Global Warming,

Climate change,

Technological Advancement,

Consumerism and their Impact on Environment

Unit 2

Environmental movements –

GreenPeace,

Narmada Bachao Andolan,

Silent Valley,

Palchimada

BLOCK 5 Environmental Policies and Legislations

Unit 1

Environmental Policies and Legislations –

International

National

Regional

BLOCK 6 Environment and Development

Unit 1

Deforestation,

Extinction of species,

Impact of developmental projects -dams, roads, rails, SEZs

Unit 2

Exploitation of natural resources,

Impact of environmental degradation,

Need for Sustainable development

References:

1. Arnold, G., & Guha, R. (1997). *Nature, Culture, Imperialism*. Oxford: Oxford University Press.
2. Guha, R. (1993). *This Fissured Land: An Ecological History of India*. Oxford: Oxford University Press.
3. Gadgil, M., & Guha, R. (2013). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New York: Routledge.
4. Gadgil, M., & Guha, R. (1994). Ecological Conflicts and the Environmental Movement in India. *Development and change*, 25(1), 101-136.
5. Macionis, J. C. (1995). The Natural Environment and Society, in *Sociology* 5th (Ed.), New Jersey: Prentice-Hall.
6. Munshi, I. (2000). Environment in Sociological Theory, *Sociological Bulletin*, 49(2).
7. Omvedt, G. (1994). The Environmental Movement and The Search for Alternatives. In *Reinventing Revolution: New Social Movements and Socialist Traditions in India*. New York: Routledge.
8. O'Riordan, T. (1976). *Environmentalism*. London: Pion Limited.
9. O' Riordan, T. (1996). *The Politics of Climate Change. A European Perspective*. New York: Routledge.
10. Schnaiberg, A. (1980). *The Environment*. New York: Oxford University Press.
11. Vandana, S. & Bedi, G. (2002). *Sustainable Agriculture and Food Security: The Impact of Globalisation*, New Delhi: Sage Publications.
12. Shiva, V. (1988). *Staying Alive: Women, Ecology, and Survival in India* (Vol. 84). New Delhi: Kali for Women.
13. UNDP (1987). *Sustainable Development: World Commission on Environment and Abuse of Nature in Contemporary India*. New Delhi: OUP.

B21EC02AN
HISTORY OF ECONOMIC DOCTRINES
Credits: 6

Course Objectives:

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

Course Outcomes:

By the end of this course,

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

Course Outline:

BLOCK 1: EARLY ECONOMIC IDEAS

BLOCK 2: THE CLASSICAL SCHOOL

BLOCK 3: CRITICS OF CLASSICISM

BLOCK 4: THE MARGINALISM AND KEYNESIAN REVOLUTION

BLOCK 5: INDIAN ECONOMIC THOUGHT

Course Details:

BLOCK 1: Early Economic Ideas

Unit 1: Ancient and Medieval thought – Ancient Thought - Aristotle and Plato - Medieval thought – St. Thomas Aquinas

Unit 2: Mercantilism - Major ideas

Unit 3: Physiocracy- The circulation of wealth

BLOCK 2: The Classical School

Unit 1: Adam Smith: Division of Labour-Value-Wages-Profit & Interest-Capital - Laissez-Faire & 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: 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 & Prudence-Simple Living- Industriousness-Importance of Trade and Commerce-Sustainable Economic Basis

References:

1. Stanley L Brue and Randy R Grant (2007). *The Evolution of economic thought*, 7th edition, Thomson/South –Western Publications.
2. Mark Blaug (1997). *Economic theory in retrospect*, 5th edition, Cambridge university press.
3. E K Hunt and Mark Lautzenheiser (2011). *History of economic thought-A critical perspective*, 3rd edition. M.E. Sharpe, New York.
4. Ernesto Screpanti and Stefano Zamagni (2005). *An outline of the history of economic thought*, 2nd edition, Oxford University Press.
5. Ahuja H. L (2012): *Microeconomics: Theory and Applications*, S. Chand, New Delhi
6. Pindyck, R.S and Rubin field, D.L (2001): *Microeconomics*, Pearson Education.
7. Shapiro, Edward (1996): *Macro Economic Analysis* – Galgolia Publications, New Delhi.
8. Paul M Sweezy (2016). *The theory of capitalist development*, Aakar Books
9. R R Paul (2010). *History of economic thought*, Kalyani Publishers.
10. Tirthankar Roy (2011), *The Economic History of India 1857-1947*, 3rd edition Oxford University Press
11. Rajindar K. Koshal and ManjulikaKoshal (1973.) Gandhian Economic Philosophy. *The American Journal of Economics and Sociology*, Volume 32 (Issue 2)
12. Moorkothu Kumaran (1971). *Sreenarayanaguruswamikalude jeevacharithram*. P.K. Brothers, Calicut.
13. M.K.Sanoo. (1976). *Sreenarayanaguruswamy. Vivekodhayam* printing publishing Irinjalakuda.
14. P.K. Balakrishnan. (1954). *Narayana guru*. D.C.Books, Kottayam

Course Objectives:

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

Course Outcomes:

- ആത്മകഥയിലെ ആത്മം എന്ന സങ്കല്പത്തിലെ വ്യക്തി, ആത്മകഥയിലെ കർത്തൃത്വം, പ്രതിനിധാനങ്ങൾ, ലിംഗഭേദം, രാഷ്ട്രീയം എന്നിവ മനസ്സിലാക്കുന്നു.
- ജീവചരിത്രരചനയുടെ ചരിത്രരചനാസങ്കേതങ്ങൾ, ജീവചരിത്രത്തിന്റെ തിരഞ്ഞെടുപ്പുകൾ, വ്യക്തിജീവിതവും സമൂഹവും തമ്മിലുള്ള ബന്ധം എന്നിവയെ കുറിച്ച് ധാരണ നേടുന്നു.
- സ്ഥലപരവും സാംസ്കാരികവും പാരിസ്ഥിതികവും ആത്മീയവുമായ വൈവിധ്യമാർന്ന യാത്രാവിവരണങ്ങളുടെ സാഹിത്യമൂല്യം തിരിച്ചറിയുന്നു.
- സ്വത്വത്തോടു ബന്ധപ്പെട്ട ആഖ്യാനങ്ങൾ, ജീവിതരേഖകൾ തുടങ്ങിയവ പരിചയപ്പെടുന്നു.

Course Details:

ബ്ലോക്ക് 1. ആത്മകഥ

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

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

വിശദപഠനത്തിന്

1. ആശുപത്രിയിൽ - ജീവിതപ്പാത, ചെറുകാട്
2. ഇരുന്നൂണ്ട ഓണം - ചിദംബരസ്തമരണ, ബാലചന്ദ്രൻ ചുള്ളിക്കാട്
3. ദലിതൻ - കെ. കെ. കൊച്ചി (ആദ്യത്തെ രണ്ട് അദ്ധ്യായങ്ങൾ.)
4. വള്ളത്തോളുമായി ഒരു കൂടിക്കാഴ്ച - ജാലകങ്ങൾ: ഒരു ചരിത്രാന്വേഷിയുടെ വഴികൾ,

കാഴ്ചകൾ, എം. ജി. എസ്. നാരായണൻ

5. ഒറ്റപ്പെട്ടുപോയ കുട്ടി, സ്വരഭേദങ്ങൾ - ഭാഗ്യലക്ഷ്മി

ബ്ലോക്ക് 2. ജീവചരിത്രം

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

വിശദപഠനത്തിന്

1. ഒരു വലിയ മുഹൂർത്തത്തിന്റെ പശ്ചാത്തലം - നാരായണഗുരു, എം. കെ. സാനു
2. ആ മനുഷ്യൻ നീ തന്നെ - ഇവൻ എന്റെ പ്രിയ സി.ജെ.റോസി തോമസ്
3. ജീനിയസിന്റെ ഗുരു - ബെർട്രാൻറ് റസ്സൽ, വി.ബാബുസേനൻ

4. എ ബ്രീഫ് ഹിസ്റ്ററി ഓഫ് ടൈം - സ്റ്റീഫൻ ഹോക്കിങ്, ഡോ. ജോർജ്ജ് വർഗ്ഗീസ്
5. അദ്ധ്യായം അഞ്ച് - മയിലമ്മ ഒരു ജീവിതം - ജ്യോതിബായി പരിയാടത്ത്

ബ്ലോക്ക് 3. യാത്രാവിവരണം.

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

വിശദപഠനത്തിന്

1. സ്ത്രീകൾ കള്ളത്താടി വയ്ക്കണോ? - കേരളസഞ്ചാരം, മാധവിക്കുട്ടി.
2. നിലാവ് കോരിക്കുടിച്ച കള്ളിമുൾച്ചെടികൾ - മരുഭൂമിയുടെ ആത്മകഥ, വി. മുസഫിർ മുഹമ്മദ്.
3. വഴിയമ്പലത്തിലും പുൽക്കുടിലിലും - ഹിമവാന്റെ മുകൾത്തട്ടിൽ, രാജൻ കാക്കനാടൻ.
4. ചുണ്ടക്കാരുടെ സ്വർഗ്ഗം - രണ്ടുയാത്രകൾ, സക്കറിയ.
5. ചീവീടുകൾ ചിലയ്ക്കാൻ മറക്കുമ്പോൾ - നദി തിന്നുന്ന ദ്വീപ് - കെ. എ. ബീന.

ബ്ലോക്ക് 4. സ്വത്വ-അനുഭവ സാഹിത്യം

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

വിശദപഠനത്തിന്

1. എന്നെ പാണനെന് വിളിക്കരുത് - എതിർ, എം. കുഞ്ഞാമൻ
2. ആദ്യത്തെ 10 പുറം - ജാനു, ഭാസ്കരൻ

3. ദരിദ്രന്റെ ക്രിസ്തസ് - പച്ചവിരൽ, ദയാഭായി
4. വരുമോ വസന്തം - ഒരു മലയാളി ഹിജഡയുടെ ആത്മകഥ, ജെറീന
5. ശേഷി എന്ന അധികാരഘടനയും ഭിന്നശേഷിയും: ഭിന്നശേഷി ചിന്തകൾക്കൊരാമുഖം- ഡോ. യാക്കോബ് തോമസ്

റഫറൻസ്

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- രാജൻ കാക്കനാടൻ, ഹിമവാന്റെ മുകൾത്തട്ടിൽ -ഡി.സിബുക്സ്, കോട്ടയം.
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पाठ्यक्रम उद्देश्य (Course Objectives)

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

पाठ्यक्रम परिणाम (Course Outcomes)

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

Course Details:

ब्लॉक : 1 प्राचीन और मध्यकालीन रचनाएँ।

ब्लॉक : 2 छात्रावाद 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 छात्रावाद 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।

इकाई – 2 : रामेश्वर कम्बोज – अक्षर मोती।

इकाई – 3 : कुंवर दिनेश – अकेला पेड़।

ब्लॉक : 6 अनुवाद।

अंग्रेज़ी से हिन्दी में और हिन्दी से अंग्रेज़ी में अनुवाद अभ्यास .

छोटी कहानी का अनुवाद |

सन्दर्भ ग्रंथ सूची – Reference

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

B21SN02LC
महाकाव्यं गद्यकाव्यञ्च ।
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. कुमारसंभस्य महाकाव्यलक्षणानुसारं अवलोकनम्।

खण्डः 2 कुमारसम्भवम् – पञ्चमसर्गः।

2. 1. पार्वत्याः तपश्चर्योद्यमः – श्लोकाः 1 – 17.
2. 2. महतरस्तपश्चर्याविशेषः – 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, महाभारतरस्य रचनाकालः, सामान्यपरिचयश्च।
3. 4. संस्कृतसाहित्ये लक्ष्मणसूरिणो योगदानम्।

खण्डः 4भारतसङ्ग्रहः – आदिपर्वणः समग्रमध्ययनम् ।

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

आवश्यकग्रन्थाः -

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- संस्कृतसाहित्येतिहासः – आचार्यलोकमण्डिताहालः। चौखम्बा कृष्णदास अकादमी, वाराणसी।
- भारतसङ्ग्रहः- *Bharatasangraha*, M Lakshmanasuri, TheKuppuswamiSastri Research Institute, Madras, 1966.

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- *Samskritasahityacaritram* (Malayalam), KunjunniRaja & M.S Menon (Ed.), Kerala Sahitya Academy, Trissur, 1991
- *A Short History of Sanskrit Literature*, T K RamachandraAiyar, RS Vadhyar& Sons,
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Additional References (E-resources)

www.kalidasacademy.com

www.poetrynook.com

www.resanskrit.com

www.ancient.cu

www.worldcat.org

LITERATURE IN ARABIC
CREDITS: 6

Course Objectives:

The student can communicate in Arabic in various situations

The student can express his thoughts in oral and written form through simple sentences in Arabic.

The student can read and understand literary texts in Arabic

The student can appreciate and analyze the literary texts in Arabic

The student can assimilate humanistic and moral values in his life

Course Outcomes:

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

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

Course Outline:

BLOCK 1: CONVERSATIONS IN ARABIC

BLOCK 2: READING ON CLASSICAL TEXTS IN ARABIC

BLOCK 3: READING ON MODERN ESSAYS IN ARABIC

BLOCK 4: APPRECIATING SHORT STORY

BLOCK 5: APPRECIATING POETRY

Course Details:

BLOCK 1: Conversations in Arabic

UNIT 1 Introduction

UNIT 2 In the House

UNIT 3 In the Hotel

UNIT 4 In the Railway Station

UNIT 5 In the Market

BLOCK 2: Reading on classical texts in Arabic

UNIT 1 13 سورة الحجرات: الآيات من 9 إلى

UNIT 2 الأحاديث المختارة من كتاب "الأربعون النووية"
(2، 7، 10، 12، 13، 15، 27، 36) (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 العلم" من مجموعة القصص "العالم ليس لنا" لغسان كنفاني

BLOCK 5: Appreciating Poetry.

UNIT 1 قصيدة "دعوة إلى التنقل والترحال" للإمام الشافعي

UNIT 2 قصيدة "أمام البيت الحرام" لأحمد سالم باعطب

UNIT 3 قصيدة "المنشوق" لأحمد مطر

UNIT 4 قصيدة "وداعا أيها الدفتر" لنزار قباني

References:

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2. Imam Annavavi, Al Arba'una annvavi
3. Muhammed Bin Isma'il Al Bukhaari, Sahihu l-Bukhaari
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6. Gassaan Kanafani, Aalamun Laysa Lanaa (Collection of short stories), Ramal Publications, Qubrus.
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Fifth Semester

B21 SO 05 DC
GENDER STUDIES
Credits: 6

Course Objectives:

The course intends to develop an awareness and evaluation of the different aspects of gender studies. It also aims at introducing the student to the dynamics of gender and its different dimensions.

Course Outcomes:

1. Outlines the basic concepts of gender studies.
2. Explains the different perspectives of feminism.
3. Outlines the major theoretical perspectives of gender.
4. Traces out the development of gender studies and women studies.
5. Evaluates gender dynamics in India.
6. Critically examines the gender issues in contemporary Indian society.

Course Outline:

BLOCK 1: GENDER STUDIES AN INTRODUCTION

BLOCK 2: FEMINISM

BLOCK 3: THEORETICAL PERSPECTIVES ON GENDER

BLOCK 4: WOMEN STUDIES IN INDIA

BLOCK 5: GENDER DYNAMICS IN INDIA

BLOCK 6: GENDER ISSUES IN CONTEMPORARY INDIAN SOCIETY

Course Details:

BLOCK 1 Gender Studies an Introduction

Unit 1

Gender Studies: Genesis;
Women's studies and Gender studies

Unit 2

Basic Concepts - Sex/Gender,
Gender identity,
Gender Stereotypes,
Gender Discrimination,
Gendered division of labour,
Heteronormativity, LGBTIQ

BLOCK 2 Feminism

Unit 1

Different waves of Feminism

Unit 2

Feminist Perspectives –

Liberal Perspective

Radical Perspective

Marxist Perspective

Socialist Perspective

Unit 3

Eco-feminism and Black Feminism

BLOCK 3 Theoretical Perspectives on Gender

Unit 1

Gender Socialisation Theory-

Ann Oakley

Simone de Beauvoir

Unit 2

Cultural Construction of Gender:

Sherry.B.Ottner

Unit 3

Queer theory

Queer politics.

BLOCK 4 Women Studies in India

Unit 1

Feminist movements in India –

19th century Social reform Movements,

20th century freedom Movement,

Women's Movement in the post-Independence period,

Formation of Women's Commissions.

BLOCK 5 Gender Dynamics in India

Unit 1

Social institutions and Gender reproduction-

Caste, Class, Religion

Unit 2

Gender and Economy:
Property relations,
Gender wage-gap,
Un-paid labour and Glass Ceilings

Unit 3

Gender and Polity:
Political Participation of Women in India,
73rd and 74th Constitutional Amendment

Block 6 Gender Issues in Contemporary Indian Society

Unit 1

Gender and Violence:
Domestic Violence, Rape
Media Violence and Cyber Violence

Unit 2

Issues of sexual minorities in India

References:

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B21 SO03 DE
ECONOMY AND SOCIETY
Credits: 6

Course Objectives:

This course helps the students to appraise the economic dimensions of social life. Students learn the socio-cultural bases of various dimensions of economy and analyses the impact of norms, social structure, and institutions on economy.

Course Outcomes:

1. Gets acquainted with the basic aspects of economic relations and its significance in the given social context.
2. Imbibes the nuances of how the economy is interlinked with other aspects of society and culture.
3. Enables to understand and analyses the transformations of the economy and its key processes in a historical and comparative perspective.
4. Evaluates the contemporary trends in economy and its impact on society.

Course Outline:

BLOCK 1: BASIC CONCEPTS

BLOCK 2: FORMS OF EXCHANGE

BLOCK 3: SYSTEMS OF PRODUCTION AND CONSUMPTION

BLOCK 4: LABOUR RELATIONS

BLOCK 5: MARKET

BLOCK 6: RECENT TRENDS IN DEVELOPMENT

Course Details:

BLOCK 1 Basic Concepts

Unit 1

Value, Labour,

Money, Rationality,

Property and Property Relation,

Production, Distribution

Welfarism and Neoliberalis

BLOCK 2 Forms of Exchange

Unit 1

Reciprocity, Redistribution and Exchange

Gift Exchange, Money Exchange

BLOCK 3 Systems of Production and Consumption

Unit 1

Domestic mode of Production, Peasants

Mode of Production (Marx)

BLOCK 4 Labour Relations

Unit 1

Division of Labour (Durkheim)

Unit 2

Changing Nature of Labour Relations:

Knowledge Industry, Outsourcing, Flexible Labour

BLOCK 5 Market

Unit 1

Market as a Social Institution:

Definition, Nature and Types of Market,

Market Economy

Unit 2

Free trade versus fair trade,

Impact of Liberalisation and Privatisation on Markets

BLOCK 6 Globalization and Economy

Unit 1

International Financial Management:

Balance of Trade and Balance of Payment,

International Monetary Fund,

General Agreement on Trade and Tariffs, (GATT),

World Trade Organisation (WTO)

Unit 2

Globalisation and Global Capitalism,

Global Business and Corporates: MNCs and TNCs,

Corporate Social Responsibility,
Digital Economy, E-Commerce and Virtual Markets.

References:

1. Howes, D. (1996). *Cross-Cultural Consumption* (p. 138). Brunner: Routledge.
2. Hulme, D., & Turner, M. (1990). *Sociology and Development: Theories, Policies and Practices*. London: Harvester Wheatsheaf.
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B21 SO04 DE
SOCIOLOGY OF DEVELOPMENT

Credits: 6

Course Objectives:

The course aims at introducing the basic concepts and theoretical discussions on development. The student is provided a background to appreciate and evaluate the development experiences of India and Kerala.

Course Outcomes:

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

1. Understand the basic concepts of development.
2. Initiate discussions on the theoretical views of development.
3. Evaluate the Indian experiences and post-development debate on Development.
4. Analyse the development experiences of India.
5. Critically evaluates the development experience of Kerala.

Course Outline:

BLOCK 1: CONCEPTS RELATED TO DEVELOPMENT

BLOCK 2: THEORIES OF DEVELOPMENT AND UNDER DEVELOPMENT BLOCK 3:

ALTERNATIVE APPROACHES TO DEVELOPMENT

BLOCK 4: PATHS OF DEVELOPMENT AND POST DEVELOPMENT DEBATES

BLOCK 5: DEVELOPMENT EXPERIENCES IN INDIA

BLOCK 6: DEVELOPMENT EXPERIENCES IN KERALA

Course Details:

BLOCK 1 Concepts Related to Development

Unit 1

Growth and Development,
Social Change,
Evolution, Progress

Unit 2

Dimensions and Indices of Development –
Economic Development,
Human Development,
Social Development and Sustainable development

Indices-HDI & GDI

BLOCK 2 Theories of Development

Unit 1

Modernisation Theory-
Rostow, David Lerner

Unit 2

Dependency Theory- A.G Frank,
World System Theory- Immanuel Wallerstein

BLOCK 3 Alternative Approaches to Development

Unit 1

Mahatma Gandhi – Sarvodaya

Unit 2

E.F. Schumacher – Small is Beautiful

BLOCK 4 Paths of Development and Post Development Debates

Unit 1

Paths of Development-
Capitalist, Socialist and Mixed approaches

Unit 2

Globalization and development-

Concept & Features of Globalisation,

Responses to Crisis: NGOs, Development Aid and Corporate Social Responsibility

BLOCK 5 Development Experiences in India

Unit 1

Appraisal of Five-Year plan

Panchayati Raj

Community Development Programmes

Unit 2

Development in the context of Globalisation-

Liberalisation, Privatisation, Globalisation

ICT Revolution in India

BLOCK 6 Development Experiences in Kerala

Unit 1

Kerala Model of Development:

People's planning Programme

References:

1. Wood, C. & Roberts, B. (2005). (ed). *Rethinking Development in Latin America*. Pennsylvania: Penn State Press.
2. Preston P.W. (1982). *The Theories of Development*. London: Routledge, Kegan Paul.
3. Desai A.R. (1971). *Essays on Modernization of Underdeveloped Societies*. Bombay: Thacker and Co.
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B21 SO05 DE
SOCIOLOGY OF KERALAM
Credits: 6

Course Objectives:

The Course provides a holistic perspective of the Socio-Cultural aspects of Keralam. The structural and cultural specificities are evaluated and a critical analysis is also expected regarding the socio-cultural issues and changes in Keralam.

Course Outcomes:

Upon completing this course, the learner will be able to:

1. Relate to the holistic perspective on social structure of Kerala society.
2. Evaluate the structural and cultural specificities of Kerala.
3. Analyse the socio-cultural issues of Kerala's social reality.
4. Critically examine the socio-cultural changes of the Kerala society from a sociological perspective.

Course Outline:

BLOCK 1: KERALAM - A SOCIOLOGICAL UNDERSTANDING BLOCK 2:
CULTURAL EXCHANGES AND INTERCONNECTIONS
BLOCK 3: SOCIO CULTURAL SPECIALITIES AND TRANSFORMATION
BLOCK 4: SOCIETY OF KERALAM – STRUCTURAL CHANGES
BLOCK 5: FORMATION OF STATE AND PROGRESSIVE MOVEMENTS
BLOCK 6: CURRENT ISSUES AND KERALAM

Course Details:

BLOCK 1 Keralam-A Sociological Understanding

Unit 1

Historical specialties and its Sociological significance-
Megalithic period, Sangam Period,
Buddhist and Jain influences,
Brahmin settlement

Unit 2

Conceptualising the Regional/desams,

Geographical specialties of Keralam-

Malabar, Kochi, Travancore &

Malanadu, Edanadu, Theeradesam.

BLOCK 2 Cultural Exchanges and Interconnections

Unit 1

Maritime and religious identities- Islam identity.

Unit 2

Imperial powers and Keralam- Christianity and Latinization process.

BLOCK 3 Socio-Cultural Specialties and Transformation

Unit 1

Social structure & Social institutions-

Changing trends: caste, religion, rural, family, marriage and kinship specialties.

Unit 2

Colonial rule and social transformation.

BLOCK 4 Society of Keralam-Structural Changes

Unit 1

Kerala Navodhanam – Reform Movements & Leaders:

Sree Narayana Guru & SNDP Movement,

Ayyankali –Kallumalasamaram, Villuvandi Samaram

Poikayil Appachan and PRDS,

V.T Bhattathiripad & Yogakshemasabha

Unit 2

Peasant movements – Punnapara – Vayalar, Kayyur, Malabar movement of 1921

BLOCK 5 Formation of State and Progressive Movements

Unit 1

Kerala state formation- Aikya Keralam,

Land Reforms – Land Reforms after the State

Unit 2

Library movements, Literacy Mission, Health

BLOCK 6 Current Issues and Keralam

Unit 1

Migration and Diaspora

Marginalisation of Tribal, Coastal, Dalit

Ecological issues of Western Ghats, Coastal areas.

References:

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B21 SO06 DE
SCIENCE, TECHNOLOGY AND SOCIETY
Credits: 6

Course Objectives:

The course proposes to introduce the learner to the inter relationship between science, technology and society. An evaluation of the origin and development of science and technology in India as well as Kerala is also expected.

Course Outcomes:

Upon completing this course, the learner will be able to:

1. Examine the basic theoretical trends in Sociology of Scientific knowledge.
2. Evaluate the social shaping of technology.
3. Trace the origin and development of science and technology in Indian society.
4. Assess the role of science and technology in Kerala society.

Course Outline

Block 1: Sociology of Science and Technology

Block 2: Perspectives of Science and Technology

Block 3: Science in India

Block 4: Science and Technology as a concern of Sociology

Block 5: Technological Intervention: Challenges and Responses

Block 6: Science-Society Interface in Kerala

Course Details:

BLOCK 1 Sociology of Science and Technology

Unit 1

Science, Technology and Society (STS) Studies

Public Engagement with Science and Technology (PEST)

Unit 2

Little Science (18th and 19th centuries) and Big Science (20th century)

BLOCK 2 Perspectives of Science and Technology

Unit 1

Sociology of Science- Robert K. Merton

Unit 2

Social function of Science-J. D Bernal

Unit 3

Social Shaping of Technology

BLOCK 3 Science in India

Unit 1

Science and Technology in pre and post Independent India,
Gender and Caste in Indian Science.

BLOCK 4 Science and Technology as a Concern of Sociology

Unit 1

Techno space, Technocracy and Surveillance

Unit 2

Social media;

Social space and virtual space,

Cybernetic social movements.

BLOCK 5 Technological Intervention: Challenges and Responses

Unit 1

Challenges- cognitive, legal, ethical, feminist, ideological

Unit 2

Digital technology and Covid19 pandemic

BLOCK 6: Science-Society Interface in Kerala

Unit 1

Science and Technology in Kerala

The Rationalist Movement (YukthivadiPrasthanam)

People's Science Movements.

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B21ML01GE

ആധുനികമലയാളസാഹിത്യചരിത്രം

Credit 2

Course Objectives:

1. ആധുനികമലയാളസാഹിത്യത്തെക്കുറിച്ച് സാമാന്യമായ അറിവ് നേടുക
2. സാഹിത്യപ്രസ്ഥാനങ്ങളുടെ ലക്ഷ്യചരിത്രം മനസ്സിലാക്കുക
3. മലയാളത്തിലെ ശ്രദ്ധേയരായ എഴുത്തുകാരെയും അവരുടെ കൃതികളെയും പരിചയപ്പെടുക
4. കവിത, ചെറുകഥ, നോവൽ എന്നി സാഹിത്യരൂപങ്ങളെ പരിചയപ്പെടുക
5. ആധുനികസാഹിത്യരൂപങ്ങളുടെ ആരംഭചരിത്രത്തെ മനസ്സിലാക്കുക

Course Outcomes:

1. ആധുനികസാഹിത്യപ്രസ്ഥാനങ്ങളുടെ ലക്ഷ്യചരിത്രത്തെക്കുറിച്ച് അറിവ് നേടുന്നു.
2. മലയാളത്തിലെ സാഹിത്യപ്രസ്ഥാനങ്ങളെക്കുറിച്ച് ധാരണ ലഭിക്കുന്നു.
3. ആധുനികമലയാളകവിതയുടെ സവിശേഷതകൾ മനസ്സിലാക്കുന്നു.
4. മലയാളനോവലിന്റെ ചരിത്രത്തെക്കുറിച്ച് അറിവു നേടുന്നു.
5. മലയാളചെറുകഥയുടെ ചരിത്രത്തെക്കുറിച്ച് ധാരണ ലഭിക്കുന്നു.
6. മലയാളത്തിലെ ശ്രദ്ധേയരായ എഴുത്തുകാരെയും അവരുടെ കൃതികളെയും പരിചയപ്പെടുന്നു.

Course Details:

ബ്ലോക്ക് 1 : ആധുനികമലയാളകവിത

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

യൂണിറ്റ് 2 : ജിശങ്കരക്കുറുപ്പ് , ബാലാമണിയമ്മ , പികുഞ്ഞിരാമൻനായർ , ഇടപ്പള്ളി , ചങ്ങമ്പുഴ

യൂണിറ്റ് 3 : ഇടശ്ശേരി , വൈലോപ്പിള്ളി , എൻ. വികുഷ്ണവാരിയർ ,

സുഗതകുമാരി

യൂണിറ്റ് 4: പി.ഭാസ്കരൻ , വയലാർ ,ഒ. എൻ. വി.

അക്കിത്തം,അയ്യപ്പപ്പണിക്കർ

ബ്ലോക്ക് 2 : നോവലുംചെറുകഥയും

യൂണിറ്റ് 1 : മലയാളനോവലിന്റെപശ്ചാത്തലം,ഒ . ചന്ദ്രമേനോൻ -
സിവിരാമൻപിള്ള - മറ്റ് എഴുത്തുകാർ - ആദ്യകാലനോവലുകൾ

യൂണിറ്റ് 2 : കേശവദേവ് ,വൈക്കംമുഹമ്മദ്ബഷീർ ,തകഴി,
എസ്.കെ.പൊറ്റക്കാട്, ഉറൂബ് - എം.ടി.വാസുദേവൻനായർ

യൂണിറ്റ് 3 : എസ്. കെപൊറ്റക്കാട്, ഉറൂബ് ,എം. ടിവാസുദേവൻനായർ
,കാക്കനാടൻ, എം.മുകുന്ദൻ ,ഒ. വിവിജയൻ , ആനന്ദസാരാജോസഫ് .

യൂണിറ്റ് 4 : ചെറുകഥ -ചെറുകഥയുടെപശ്ചാത്തലം - ആദ്യകാലകഥകൾ
കാർക്കൂർ, ലളിതാംബികഅന്തർജനം, ബഷീർ, തകഴി ,
കേശവദേവ്, പൊൻകുന്നംവർക്കി,ഉറൂബ് , ടി .പത്മനാഭൻ ,
എം.ടിവാസുദേവൻനായർ ,മാധവിക്കുട്ടി ,കാക്കനാടൻ , സേതു ,
സാരാജോസഫ് ,സക്കറിയ

റഫറൻസ്

1. കെ.എംജോർജ്ജ് (എഡി), ആധുനികസാഹിത്യചരിത്രംപ്രസ്ഥാനങ്ങളിലൂടെ,
ഡിസിബുക്സ്കോട്ടയം
- 2.എരുമേലിപരമേശ്വരൻപിള്ള, മലയാളസാഹിത്യംകാലഘട്ടങ്ങളിലൂടെ,
കറന്റ്ബുക്സ്
- 3.കൽപ്പറ്റബാലകൃഷ്ണൻ, മലയാളസാഹിത്യചരിത്രം,
- 4.ഡോ. എംലീലാവതി, കവിതാസാഹിത്യചരിത്രം , കേരളസാഹിത്യഅക്കാദമി
- 5.എംഅച്യുതൻ, ചെറുകഥഇന്നലെഇന്ന്, ഡി. സി., ബുക്സ്, കോട്ടയം

- 6.എൻ. അജയകുമാർ, ആധുനികതമലയാളകവിതയിൽ , കറന്റ്ബുക്സ്, കോട്ടയം.
- 7.തായാട്ട്ശങ്കരൻ, ആശാൻ - നവോത്ഥാനത്തിന്റേകവി, എൻ.ബി.എസ്., കോട്ടയം.
- 8.പവിത്രൻപി., ആശാൻകവിതആധുനികാനന്തരപഠനങ്ങൾ,
സാംസ്കാരികപ്രസിദ്ധീകരണവകുപ്പ്, തിരുവനന്തപുരം
- 9.ഡോ. വത്സലൻവാതുശ്ശേരി, കഥയുടെന്യൂക്ലിയസ്, ഒലീവ് പബ്ലിക്കേഷൻസ്,
കോഴിക്കോട്.
10. ഡോ. പി. കെ. രാജശേഖരൻ, കഥാന്തരങ്ങൾ, ഡി. സി. ബുക്സ്, കോട്ടയം.
11. ഡോ. എം. എം. ബഷീർ, ചെറുകഥാസാഹിത്യചരിത്രം, കേരളസാഹിത്യഅക്കാദമി,
തൃശ്ശൂർ.
- 12.പി. കെ. ബാലകൃഷ്ണൻ , ചന്ദ്രമേനോൻഒരുപഠനം, ഡി.സി.ബുക്സ് , കോട്ടയം
- 13.ഡോ. കെ. ഭാസ്കരൻനായർ , ദൈവനീതിക്ക്ദാക്ഷിണ്യമില്ല , എസ്.പി.സി. എസ്,
കോട്ടയം
- 14.കെ.എം.തരകൻ, മലയാളനോവൽസാഹിത്യചരിത്രം, കേരളശാസ്ത്രസാഹിത്യപരിത്ത്
്
- 15.എം. അച്യുതൻ , നോവൽപ്രശ്നങ്ങളുംപഠനങ്ങളും , എൻ ബിഎസ് , കോട്ടയം
- 16.കെ. പി. അപ്പൻ , മാറുന്നമലയാളനോവൽ , ഡി.സി.ബുക്സ് , കോട്ടയം

B21EG01GE
APPRECIATING LITERATURE
CREDITS: 2

Course Objectives:

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

Course Outcomes:

Upon completing the course students will:

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

Course Outline:

- BLOCK 1: INTRODUCING LITERARY TEXTS: 1
- BLOCK 2: INTRODUCING LITERARY TEXTS: 2

Course Details:

BLOCK 1: Introducing Literary Texts: 1

Unit 1: O Henry: "The Last Leaf"

Unit 2: William Blake: "The Tyger"

Unit 3: Alfred Lord Tennyson: "The Oak"

Unit 4: Wallace Stevens: "Anecdote of the Jar"

Unit 5: Emily Dickinson: "Because I could not Stop for Death"

Unit 6: Baburao Bagul: "Why I hid My Caste"

BLOCK 2: Introducing Literary Texts: 2

Unit 1: Arthur Conan Doyle: "The Adventure of the Dancing Men"

Unit 2: Kamala Das: "Looking Glass"

Unit 3: Maya Angelou: "I know Why the Caged Bird Sings."

Unit 4: W. H. Auden: "Unknown Citizen"

Unit 5: Jayanta Mahapatra: "Hunger"

Unit 6: Ted Hughes: "Hawk Roosting"

References:

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

B21HD01GE
व्यवहारिक हिंदी
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 Outcomes):

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 ।

पाठ्यक्रम रूपरेखा – (Course Details):

ब्लोक 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

ब्लोक 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

सन्दर्भ ग्रंथ सूची – (Reference)

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

B21AR01GE
Modern Standard Arabic
CREDITS: 2

Course Objectives:

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

Course Outcomes:

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

Course Outline:

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

BLOCK 2: Use of Arabic in different occasions

BLOCK 3: Tutorial

Course Details:

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

Unit- 1: Arabic Language, characteristics of Arabic Language

Unit- 2: Modern Standard Arabic and Colloquial Arabic

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

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

BLOCK 2: Use of Arabic in different occasions

Unit- 1: Self-introduction, Greetings in Arabic

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

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

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

BLOCK 3: Tutorial

References:

1. M. Ashiurakis, (2003), Spoken Arabic self taught, Islamic Book Service
2. Abdul Hamid Madani, Cheriya mundam, (2004), Arabian Gulf file Samsarabhasha, Calicut: Al Huda Books
3. Abdul Hamid, V.P. & Abdul Halim, N.K., (2005), Arabic for Various situations, Calicut: Al Huda Books
4. Ali, Sayed, Teach Yourself Arabic, Kazi Publishers
5. Ali, Syed, (2003), Let us Converse in Arabic, New Delhi: USB Publishers.
6. Bahmani, S.K., (2000), Easy Steps to Functional Arabic, Chennai: Alif Books.
7. Faynan, Rafi 'el Imad, (1998), The Essential Arabic, New Delhi: Good word Books
8. Hashim, Abul, (1997), Arabic made easy, New Delhi: Kitab Bhavan
9. Humisa, Michael, (2004), Introducing Arabic, New Delhi: Good word Books
10. Khoury, Sadallah, The Correct Translator: English-Arabic, Arabic-English, New Delhi: Kutub Khana.
11. Mace, John, (1996), Arabic Today: A student, business and professional course in spoken and written Arabic, Edinburgh: Edinburgh University Press.
12. Mohiyeedin, Veeran, (2005), Arabic Speaking Course, Calicut: Al Huda Books
13. Mohyideen, Veeran, (2008), Functional Arabic, Calicut: Arabnet
14. Rahman, S.A., (2003), Let's speak Arabic, New Delhi: Good word Books

B21SN01GE
संस्कृतसोपानम्
Credits: 2

बी. ए. (संस्कृतं) पाठ्यक्रमः -

लक्ष्यम् (Course Objectives)

संस्कृतभाषायाः अध्ययनाय अलब्धावसराणां अनायासेन संस्कृतप्रवेशाय अवसरप्रदानम्।

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

उद्देश्यम् (Course Outcomes)

1. संस्कृताध्ययनस्य प्रारंभाय अवश्यमध्येतव्यानां सुबन्तानां तिङन्तानाञ्च परिचयप्रदानम्।

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

2. छात्राणां पदसम्पदः प्रवृद्धिः (Enrichment of vocabulary.)

3. अन्यासां भारतीयभाषाणामपि पदसम्पदां अवगमने सौकर्यप्रदानम्

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

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

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

5. सुसम्पन्ने संस्कृतसाहित्ये परिचयप्रदानम्।

(To familiarize the richness of Sanskrit Literature)

6. काव्यास्वादनक्षमतोत्पादनम्।

Development of skill to enjoy the beauty of kavyas.

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

30 घण्टाः 35 अङ्काः।

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*.)

खण्डः 2 - काव्यपरिचयः - रघुवंशमहाकाव्यम् (महाकविः कालिदासः) प्रथमसर्गः 1 – 54 श्लोकाः।
निर्दिष्टश्लोकाः। 30 घण्टाः 35 अङ्काः।

(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)

आवश्यकग्रन्थाः –

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.

B21 SO02 SE
FIELD WORK- SKILLS AND TECHNIQUES

Credits: 2

Course Objectives:

The course familiarises the student with the basic skills and techniques of field work and thus expects the student to apply the skills when required.

Course Outcomes:

Upon completing this course, the learner will be able to:

1. Relate to the concept and relevance of field work in social research.
2. Develop self-awareness and orientation to field work
3. Explore the role of social scientist in different field work settings
4. Demonstrate skills in techniques and reporting of Fieldwork

Course Outline:

BLOCK: 1 BASIC UNDERSTANDING AND ITS PRACTICES

BLOCK: 2 FIELD WORK AND REPORT WRITING

Course Details:

BLOCK 1 Basic Understanding and its Practices

Unit 1

Field work- concept, definition and purpose.

Unit 2

Field work plans - Lobbying and social networking

Unit 3

Field experiences and Life experiences

BLOCK 2 Field work and report writing

Unit 1

Skills and Techniques for Field work-

Rapport Building and Working;

Observational and Analytical skills

Unit 2

Records to Reports-different styles

UNIT 3

Report writing – its purpose and importance,

Field Report writing with individual,

Group and Community

References:

1. Anderson, E., Brooks, S.N., Gunn, R., & Jones, N. (2004). *Being Here and Being There: Fieldwork Encounters and Ethnographic Discoveries*. The Annals of the American Academy of Political Social Science. Thousand Oaks, CA: Sage Publications.
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3. Booth, P.F. (1991). *Report Writing*. Huntingdon: Elm Publications
4. Bryman, A. (2008). (3ed). *Social Research Methods*. Oxford University Press
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Sixth Semester

B21 SO06DC
Rural Sociology
Credits: 6

Course Objectives:

The course facilitates the development of a basic awareness of urban sociology. It also familiarises the student to the different aspects of urban social life

Course Outcomes:

Upon completing this course, the learner will be able to:

1. Familiarise with the basic concepts of Rural Sociology
2. Develop a theoretical understanding of Rural Society
3. Analyse the Rural Social Institutions
4. Appraise Rural Development Programmes in India
5. Evaluate the mobilisations in Rural Society

Course Outline:

Block 1: Rural Sociology: Introduction

Block 2: Theoretical Understanding

Block 3: Rural Social Institutions

Block 4: Agrarian Relations

Block 5: Rural Development

Block 6: Voices of Rural Society

Course Details:

BLOCK 1 Rural Sociology- Introduction

Unit 1

Rural sociology-nature, scope, significance
Characteristics of rural society
Rural-Urban differences

Unit 2

Peasant society-class and caste differences within peasantry in Indian context.

BLOCK 2: Theoretical Understanding

Unit 1

Structural Functional Perspective-M. N Srinivas

Unit 2

Marxian Perspective – A.R.Desai

Unit 3

Gandhian Perspective – M K Gandhi

BLOCK 3: Rural Social Institutions

Unit 1

Kinship and Family in Indian Traditional Villages; Structure, Function and Change

Unit 2

Caste in Rural society:
Inter Caste Relations and Jajmani System,
Caste Panchayat.

BLOCK 4: Agrarian Relations

Unit 1

Agrarian Relations and Mode of Production debate.

Unit 2

Land Ownership and its types.
Land Reforms in India.

BLOCK 5: Rural Development

Unit 1

Trends and change in rural society: PRIs before and after 73rd amendments.

Unit 2

Rural Development Programs,
Wage Employment,
Income Generation Programmes.

BLOCK 6: Voices of Rural Society

Unit 1

Rural Social Movements-
Farmer's Movements
Women's Movements

Unit 2

Non-Governmental Intervention in Rural Development,
Corporate Social Responsibility in Rural Development

References:

1. Ram, A. (1993). *Indian Social System*, Jaipur: Rawat.
2. Ahuja, R. (2014). *Social Problems in India*. Rawat publications.
3. Béteille, A. (1974). *Studies in Agrarian Social Structure*, Dehi: Oxford.
4. Chauhan, B. R. (2009). *Rural Life: Gras Roots Perspectives*. Bengaluru: Concept Publishing Company.
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15. Guha, R. (1999). *Elementary Aspects of Peasant Insurgency in Colonial India*. Durham: Duke University Press.
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18. Srinivas, M. N. (1995). *Social Change in Modern India*. Hyderabad: Orient Blackswan.

B21 SO07DC
URBAN SOCIOLOGY
Credits: 6

Course Objectives:

The course facilitates the development of a basic awareness of urban sociology. It also familiarises the student to the different aspects of urban social life

Course Outcomes:

Upon completing this course, the learner will be able to:

1. Familiarise with the basic ideas of urban sociology
2. Analyse the process of urbanisation and its implications
3. Understand the major theoretical perspectives of urban sociology
4. Discuss issues of urban development
5. Initiate a critical discussion on urban society

Course Outline:

Block 1: Introduction to Urban Sociology

Block 2: Urbanisation

Block 3: Theoretical Perspectives in Urban Sociology

Block 4: Urban Ecology

Block 5: Contemporary Trends and Issues in Urban Society

Block 6: Urban Policy and Planning in India

Course Details:

Block 1 Introduction to Urban Sociology

Unit 1

Origin and development of Urban Sociology- Chicago School

Nature and scope of Urban Sociology

Unit 2

Key Concepts: Rural Urban Continuum,

City, Town, Metropolis, Megalopolis, Suburb, Exurb

Block 2 Urbanisation

Unit 1

Urbanisation and Sub-urbanisation

Urbanism as a way of life

Unit 2

Urbanisation in India: Factors, Trends

Block 3 Theoretical Perspectives in Urban Sociology

Unit 1

Emile Durkheim

Karl Marx

Max Weber

Georg Simmel

Unit 2

Ferdinand Tonnies

Robert Redfield

Unit 3

David Harvey

Manuel Castells

Block 4 Urban Ecology

Unit 1

Urban Ecology-Definitions and Characteristics

Ecological Processes

Unit 2

Ecological Theories:

Concentric Zone Theory,

Sector Theory,

Multiple Nuclei Theory

Block 5 Implications of Urbanization

Unit 1

Housing and Slums

Urban Decline

Gentrification

Ethnic Enclave

Gated Communities

Unit 2

Urban Poverty

Crime and Juvenile delinquency

Unit 3

Urban Pollution

Issues of Waste Management

Block 6 Urban Policy and Planning in India

Unit 1

Urban Policy: Types

Urban policies and programmes in India– issues and challenges

Unit 2

Urban Planning- Factors and Significance

History of Urban Planning in India

References:

1. Bergel, E. E. (1955). *Urban Sociology*. New York City: McGraw-Hill Book Incorporated.
2. Quinn, J. A. (1967). *Urban Sociology*. Delhi: Eurasia Publishing House.
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10. Berry, B. J. L., & Kasarda, J. D. (1977). *Contemporary Urban Ecology* (Vol. 240). New York: Macmillan.

B21HS01GE
MODERNIZATION OF KERALA
CREDITS: 2

Course Objectives:

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:

Upon completing this course, the learner will be able to:

1. Learn about the role of reform movements in transforming traditional society into a modern one.
2. Understand the character of Kerala renaissance and identify how it revolutionised the social fabric of Kerala.

Course Outline:

BLOCK 1: TOWARDS MODERNITY

BLOCK 2: SOCIO-RELIGIOUS REFORM MOVEMENTS

Course Details:

BLOCK 1: TOWARDS MODERNITY

Unit 1: Prelude to Social Reform

Unit 2: Colonial Administration- Modernity

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

Unit 4: Print and Early Newspapers

Unit 5: Western Education - Early Educational efforts

Unit 6: Malayalam Literature and New Social Consciousness

BLOCK 2: SOCIO-RELIGIOUS REFORM MOVEMENTS

Unit 1: Vaikunda Swamy and Samatva Samajam

Unit 2: Sree Narayana Guru and SNDP Yoga

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

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

Unit 5: Makthi Tangal, Vakkam Moulavi and Aikya Sangam

Unit 6: Chattambi Swamikal, Mannath Padmanabhan and NSS

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

References:

1. K.N.Ganesh, Keralathinte Innalekal, Kerala Bhasha Institute, Thiruvananthapuram, 1995.
2. K.E.N.Kunjahammed, Keraleeya Navodhanathinte Charithravum Varthamanavum, Lead Books, Calicut, 2012.
3. P.J. Cherian (ed.), Perspectives in Kerala History, Kerala State Gazetteers Department, Thiruvananthapuram, 1999.
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16. Jones, Kenneth W, Socio-Religious Reform Movements in British India, Cambridge University Press, New Delhi, 1994.
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Workers in South West India, New Delhi, 1988

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20. P F Gopakumar (ed.), Faces of Social Reform in Kerala, Trivandrum, 2016.
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23. Puthenkalam, Fr. J, Marriage and Family in Kerala, University of Calgary, Alberta, 1977.
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27. Menon, A. Sreedhara, Cultural heritage of Kerala, DC Books, 2019.

B21CA01GE
Computer Systems and Internet Technologies
CREDITS: 2

Course Outcomes:

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

Course Outline:

BLOCK 1: COMPUTER SYSTEM FUNDAMENTALS

BLOCK II: 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:

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- White, Ron, and Timothy Edward Downs. How computers work. Que, 1998.
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B21EC01GE
ECONOMICS FOR EVERYDAY LIFE
Credits: 2

Course Objectives:

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

Course Outcomes:

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

Course Outline:

BLOCK 1: BASIC CONCEPTS AND METHODS OF ECONOMICS

BLOCK 2: MICRO ECONOMIC AND MACRO ECONOMIC CONCEPTS

Course Details:

Block 1: Basic Concepts and Methods of Economics

Unit 1: Economic Problem and Scarcity

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

Unit 2: Opportunity Cost

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

Unit 3: Approaches to Economic analysis

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

Block 2: Micro Economic and Macro Economic Concepts

Unit 1 Micro Economic Concepts

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

Unit 2 Macro Economic Concepts

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

Unit 3: Contemporary Economics

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

References:

1. Pindyck, R.S., Rubinfeld, D. L., & Mehta, P. L. (2013) Microeconomics (Seventh edition), Pearson Education Prentice Hall.
2. Salvatore, D. (2003) Microeconomics Theory and Applications (Fourth Edition) Oxford University Press.
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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 on oneness: one caste, one religion, one God for mankind

Block 2: Guru and Social Reformation

Unit 1. Liberation through education

Unit 2. Abolition of social evils

Unit 3. Guru on gender equality and women empowerment

Unit 4. Guru's vision of unity through social organizations

References:

1. Nataraja Guru, The Word of the Guru, The Life and Teachings of Guru Narayana, DK Printworld, New Delhi, 2003.
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3. Narayana Prasad, Muni, Narayana Guru, Complete Works, National Book Trust, New Delhi, 2006.
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7. Jeffry, Robin, Politics, Women, Well-Being How Kerala Became A Model, Oxford University Press, New Delhi, 2015.
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MALAYALAM

1. Sree Narayana Guru, Sampoorana Kritikal, Sree Narayana Dharma Sangham Trust, Sivagiri Mutt, 2018.
2. Asan, N. Kumaran, Brahma Sree Narayana Guru, Lalu Books, Kottayam, 2002.
3. Kumaran, Moorkothu, Sree Narayana Guru Swamikalude Jeevacharithram, Sree Narayana Dharma Sangham Trust, Sivagiri Mutt, 2007.
4. Sanoo, M.K., Narayana Guru Swami, H&C Books, Thrissur, 2007.
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B21CM01GE
BANKING
CREDITS: 2

Course Objectives:

1. To familiarize 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 familiarize the learners with e-banking and e-banking services.
4. To provide learners with knowledge on core banking, e-banking security and electronic signature.

Course Outcomes:

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

1. Avail the various schemes and programmes by the developments 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:

- 1 Sundaram K.P.M and Varshney P.N. Banking Theory Law and Practice, Sultan Chand & Sons, New Delhi.
- 2 Maheswari S.N. Banking Theory Law and Practice, Kalyani Publishers New Delhi.
- 3 Sekhar K.C. Banking Theory Law and Practice, Vikas Publishing House, New Delhi.
- 4 Gordon E. and Natarajan K. Banking Theory Law and Practice, Himalaya Publishing House, Mumbai.
- 5 Lall Nigam B.M. Banking Law and Practice, Konark Publishers Pvt. Ltd., New Delhi.
- 6 Radhaswami M. Practical Banking, Sultan Chand & Sons, New Delhi.
- 7 Dekock. Central Banking, Crosby Lockwood Staples, London.

B21BB01GE
Entrepreneurship and Startups
Credits: 2

Course Objectives:

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

Course Outcomes

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

Course Outline

Block 1: Entrepreneurship

Block 2: Startups

Block 1: Entrepreneurship :

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

Block 2: Startups

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

References

- 1.Dr. C.B. Gupta, Dr. N.P. Srinivasan, *Entrepreneurship Development in India* –, Sultan Chand and Sons. (All Modules)
- 2.P. Saravanavel, Kay, Ess, Pee, Kay, *Entrepreneurial Development Principles, Policies and Programmes* –(All Modules)
- 3.Peter F.Drucker, *Innovation and Entrepreneurship*. (Module I)
- 4.Sangram Keshari Mohanty, *Fundamentals of Entrepreneurship*, New Delhi: PHI. (All Modules)

- 5.K. Swapna, John S. Moses and Y. Sarada, *Startup Management*, Himalaya Publishing House (All Modules)
- 6.Peter Thiel, *Zero to One: Notes on Startups, or How to Build the Future* — Crown Publishing Group, (Module II)
- 7.Deirdre Sartorelli, *Startup Smart, A Handbook for Entrepreneurs* – (Module II)
- 8.Vasanth Desai, *Small Business Entrepreneurship*, Himalaya Publishing House. (All Modules)
- 9.Renu Arora & S.K. Sood: *Fundamentals of Entrepreneurship and Small Business*. (Module I)
10. Abha Mathur, *Entrepreneurship*, Taxman Publishing (All Modules)