

**Scheme of First Degree Programme under Credit and Semester
System (CSS)
in SOCIOLOGY**

SEM	Course Code	Course Title	Number of Credits	CE (Marks)	ESE (Marks)	Total
I	EN 1 1 1 1.1	Language Course I (English- I)	4	20	80	100
	ML/HN 1111.1	Language Course II (Addl. Language)	3	20	80	100
	EN 1 1 2 1	Foundation Course I (English)	2	20	80	100
	SG 1 1 4 1	Core- I- Introduction to Social Sciences	4	20	80	100
	PS 1 1 3 1	Complementary I –Political Science (Principles of political Science.)	2	20	80	100
	HY 1 1 3 1.1	Complementary II- History (History of Modern India during 1857- 1900)	2	20	80	100
		TOTAL	17	120	480	600
II	EN 1 2 1 1.1	Language Course III (English II)	4	20	80	100
	EN 1 2 1 2.1	Language Course IV (English III)	3	20	80	100
	ML/HN 1 2 1 1.1	Language Course V (Addl. Language II)	3	20	80	100
	SG 1 2 4 1	Core II- Understanding Indian Society	4	20	80	100

	PS 1 2 3 1	Complementary III- Political Science (Introduction to Political Theory)	3	20	80	100
	HY 1 2 3 1.1	Complementary IV- History (History of Modern India during 1901-1920)	3	20	80	100
		TOTAL	20	120	480	600
III	EN 1 3 1 1 .1	Language Course VI (English- IV)	4	20	80	100
	ML/HN 1 3 1 1 .1	Language Course VII (Addl. Language III)	4	20	80	100
	SG 1 3 2 1	Foundation Course II (Informatics)	3	20	80	100
	SG 1 3 4 1	Core III -Sociological Theory	4	20	80	100
	PS 1331	Complementary V-Political science (Public Administration)	3	20	80	100
	HY 1331.1	Complementary VI- History (History of Modern India 1921-1947)	3	20	80	100
		TOTAL	21	120	480	600
IV	EN 1 4 1 1 .1	Language Course VIII (English V)	4	20	80	100
	ML/HN 1411.1	Language Course IX (Addl. Language IV)	4	20	80	100
	SG 1441	Core IV- Research Methodology	4	20	80	100

	SG 1442	Core V– Social Psychology	3	20	80	100
	PS 1431	Complementary VII-Political Science (International politics)	3	20	80	100
	HY 1431.1	Complementary VIII- History (History of contemporary India After 1948)	3	20	80	100
		TOTAL	21	120	480	600
V	SG 1 5 4 1	Core VI- Structure & Transformation of Kerala Society	4	20	80	100
	SG 1 5 4 2	Core VII - Sociology of Development	2	20	80	100
	SG 1 5 4 3	Core VIII – Gender and Society	4	20	80	100
	SG 1 5 4 4.1	Core IX– Rural Development	4	20	80	100
	SG 1 5 4 5.1	Core X-Social Anthropology	4	20	80	100
	SG 1 5 5 1.1	Open I- Life Skill Education	2	20	80	100
	SG 1 6 4 5	Project Work	-	-	-	-
		TOTAL	20	120	480	600
VI	SG 1 6 4 1	Core XI – Environmental Sociology	4	20	80	100

	SG 1 6 4 2	Core XII– Public Health & Social Epidemiology	4	20	80	100
	SG 1 6 4 3.2	Core XIII- Social Welfare Administration	4	20	80	100
	SG 1 6 4 4.1	Core – XIV Crime and Society	3	20	80	100
	SG 1 6 6 1.2	Elective 1-Tourism and Society	2	20	80	100
	SG 1 6 4 5	Dissertation	4	-	80+ 20(Viva-Voce)	100
		TOTAL	21	100	500	600
		GRAND TOTAL	120	700	2900	3600

Semester I

Core Course - I

Credit 4

SG 1141 INTRODUCTION TO SOCIAL SCIENCES

Aim of the Course

The course intends to familiarize the students with the emergence of Social Sciences and Sociology as a discipline, key sociological concepts and the significance of sociology

Objectives:

- Develop an understanding of historical roots of Social Science
- To create an awareness on the various concepts of sociology
- To identify the relevance of Sociology as a discipline and its application

MODULE I: Social Science and its Methods

Social science – Social world seen through the lens of science , Steps in scientific methods and its applications, The method of social science, Common sense in social sciences, Objectivity – Problem of objectivity in Social Sciences.

MODULE II: Historical Roots of Social Sciences and Sociology

Socio-Political Background of Sociology-Period of Renaissance, Enlightenment, from philosophy to social science, Basic epistemology of Social Sciences. Emergence of Sociology as a Discipline, Sociology and its relation with other sciences- Anthropology, Economics, Political Science, History, Psychology and Law

MODULE III: Introduction to Sociology

Sociology – definition, aims, subject matter and scope. Basic concepts Society, Community, Association, Institutions, Social groups, Status and role, Culture, Social control, Social change, Structure and function, Norms and values.

MODULE IV: Significance of Sociology in contemporary society

Applied Sociology, Sociology and social problems, Sociology and social policy sociology and development, Public Sociology

Student activity: *Students should be asked to prepare postured using any of Sociological concepts that can be used effectively for understanding society or for analyzing social problems.*

Pedagogy:

While introducing sociology as a social science emphasis should be laid on the distinctiveness of its perspective rather than on its substantive themes of study. For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies. Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.

Essential Readings

Harlambos, M, Sociology: Themes and Perspectives; Oxford University Press, 1980

Bottomore, T.B. Sociology: A Guide to Problems and Literature; Blackie and Sons India Ltd; 1971

Davis, K. Human Society; Surjeet Publications, India; 2000

Mac Iver and Page Society: An Introductory Analysis; Mac Millan India Ltd., New Delhi

Hunt, Elgin “Social Science and its Methods” in Social science an introduction to the study of society, Allyn and Bacon, 2008

Perry John “through the Lens of sciences” in Contemporary Society; An introduction to Social Sciences, Allyn and Bacon, 2009

Sujata Patel et al (ed), Thinking Social Science in India, Sage , New Delhi 2002

Inkeless, Alex: What is sociology? New Delhi: Prentice Hall of India, 1987. Jayaram, N.: Introductory sociology. Madras: Macmillan India, 1988.

Johnson, Harry M.: Sociology: A systematic introduction. New Delhi: Allied Publishers, 1995

MichealBurawoy , Public Sociology

Semester II

Core Course - II

Credit 4

SG 1241 UNDERSTANDING INDIAN SOCIETY

Aim of the Course

The course intends to conceptualize Indian society and understand the continuity between the present and the past of Indian society

OBJECTIVES:

- The course is aimed at conceptualizing Indian society through presenting a comprehensive, integrated and empirically-based profile of Indian Society.
- To understand continuity between the present and the past structural make of Indian society.
- To understand different theoretical perspective on Indian society
- To analyze different social institutions in contemporary Indian society

MODULE I: The Structure and Composition of Indian Society: Communities: villages, towns, cities, rural-urban linkages, Caste through Ages in Indian society, Scheduled Castes, Scheduled Tribe ,Other Backward Castes and Minorities

MODULE II: Cultural and Ethnic Diversity: Historically-embedded diversities in respect of language, caste, religious beliefs and practices and cultural patterns.

MODULE III Theoretical perspectives on Indian society

Perspectives to the study of Indian society: Indological, Structural, Marxist, Cultural, Subaltern and Civilizational

MODULE IV: Social Institutions in contemporary Indian society: Caste: Brahminical and non-Brahminical views, Caste and class linkages, Marriage: Inter - religious dimensions, Religious pluralism and secularism.

Pedagogy:

The participation and involvement of students should be ensured through formal and informal discussions in the class room and field visits. They should be encouraged to write short essays on the

local situation and local issues under the guidance of the teacher. Wherever possible, illustrations should be drawn from the local situation

Student activity: *Students should be asked to prepare a notice board in the class on any of the major challenges faced by the social institutions in India*

References:

Ram Ahuja: Indian Social System. Rawat Publications, New Delhi.

Patricia Uberoi (Ed): Family, Kinship and Marriages in India. Oxford University Press, New Delhi.

S. C. Dubey: Indian Society. National Book Trust, India, New Delhi. David Mandelbaum: Society in India. Popular Prakasan, Bombay.

Victor S D' Souza : Inequality and its Perpetuation. Manohar Publications, New Delhi.

Srinivas, M.N. 1976. *Nation-Building in Independent India*. Delhi: Oxford University Press

Beteille.A.1981. *Backward Classes and the New Social Order*. Delhi: Oxford University Press.

Srinivas, M.N. 1966. *Social Change in Modern India*. Bombay: Allied Publishers.

Singh, Y. 1973. *Modernization of Indian Tradition*. Delhi: Thomson Press.

Semester III

Core Course - III

Credit 4

SG 1341 SOCIOLOGICAL THEORY

Aim of the course

The aim of the course is to make the student aware of the origin, development and foundations of Sociological theories.

Objectives

- To acquaint the students to the philosophical roots of sociological theory
- To familiarize the students to the various contexts that led to the emergence of sociology as a distinctive discipline
- To familiarize the classical contributions in sociological theories

MODULE I: Sociological theorizing: roots and background

Transition from Social Philosophy to Sociology, French Revolution and formation of the Modern State; Industrial Revolution and the rise of Capitalism

Development of Scientific Spirit

MODULE II: Origin of Sociology as a distinctive Discipline

Auguste Comte: Law of three stages and hierarchy of sciences, Positivism, Social Statics and social Dynamics. Herbert Spencer: Social Evolution, Social Darwinism, Organic Analogy

MODULE III: Theoretical Developments in Sociology

Karl Marx: Materialistic Conception of history, Class and class struggle. Emile Durkheim: Social fact, Social Solidarity, Suicide. Max Weber: Ideal types, Power and Authority, Protestant Ethic and Sprit of Capitalism

MODULE IV: Schools of Sociological Theory

Functionalism, Conflict school, Social interactional perspectives

Student activity: Students are to be formed into groups and each group should be assigned a posture preparation project on each theoretical perspective.

Pedagogy:

The focus of this paper is on the substantive, theoretical and methodological issues which shaped the thinking of pioneering and classical sociologists and which continue to concern the practitioners of sociology today. Unless otherwise necessary to understand their contributions, the biographical details of the sociologists should be kept to the minimum

Essential Reading

Aron, Raymond (1965), Main currents in Sociological Thought, Vol 1 London, Penguin

Craib Ian (1997), Classical social Theory, Oxford University Press
Ken Morrison (2006), Marx Durkheim, Weber , Sage Publications

Bert n Adams and R A Sydie, Sociological Theory, Vistar Publications

Nisbert (1967), The Sociological Tradition, London, Heinemann Educational Books Ltd

George Ritzer, Sociological Theory, New York, McGraw Hill, 1993

Turner , Jonathan (1995), The Structure of Sociological Theory, Jaipur , Rawat Publications

Coser, Lewis (1996), Masters of Sociological Thought, Jaipur Rawat Publications

Wallace and Alison (1995), Contemporary Sociological Theory

Francis Abraham , An Introduction to Concepts and Theories, New Delhi, Oxford University Press

Abraham & Morgan, Sociological Thought. New Delhi, Mac Millan India

Semester III

Foundation Course - I

Credit 3

SG 1321 SOCIAL INFORMATICS

Aim of the Course

To update and expand basic informatics skill and attitudes relevant to the emerging knowledge society and also to equip the students to effectively utilize the digital knowledge for their course

Objectives of the Course

- To review the basic concepts and functional knowledge in the field of informatics
- To review functional knowledge in a standard office package and popular utilities
- To create awareness about social issues and concerns in the use of digital technology
- To impart the skills to enable students to use digital knowledge resources in learning

MODULE I: Overview of Information Technology

Features of modern personal computer and peripheral Computer Networks and Internet, Overview of operating systems and major application software

MODULE II: Knowledge Skill for Higher Education

Internet as a knowledge repository, Academic search techniques, Creating cyber presence, case study of academic websites, open access initiatives open access publishing methods. Introduction to use of IT in teaching, case study of educational software, academic services- INFLIBNET, NICNET, BRNET

MODULE III: Social Informatics

Relevance of informatics in society: Social Cybernetics –meaning and Characteristics. Difference between IT, ICT's and ITES .Impact of IT on social interactions: e-groups, virtual communities and

blogging. Impact of IT on language and culture, localization of issues, Digital divide, IT and Social Change-Internet, Mass media and Globalization, Corporatization of Knowledge

MODULE IV: Cyber Ethics and Cyber Security

Cyber ethics – Cyber-crimes – Security – Privacy Issues – Cyber Laws – Cyber addictions – Information overload – Health Issues – Guidelines for Proper Usage of Computers and Internet – e-waste and Green computing - Cyber Security and Cyber Laws-Cyber legislations in India , Role of Cyber Cell.

Note: Expecting only the conceptual level understanding. No detailed account is needed. No Practical examinations

Student activity: Students are advised to create their cyber presence at least increasing web address blog or other activities.

Essential reading

Pearson, Technology in Action

RajaramanV , Introduction to information Technology, Prentice Hall Alexis Leon & Mathew Leon, computers today, Leon Vikas

Peter Notion, Introduction to Computers, Indian adapted edition George Perry, SAMS
Teach Yourself Open office org, SAMS

Alexis Leon & Mathew Leon, Fundamentals of Information Technology Armand Mathew, The Information Society, London Sage Publications

Ajai S Gaur, Statistical methods for Practice and Research, New Delhi, response books

Appleyard, R. ed. 1989. The impact of international migration on developing countries Paris:OECD,

Barber, Bernard 1952. Science and the social order New York: Free Press.Sociology

Web resources

www.fgcu.edu/support/office2000

www.openoffice.org

Semester IV

Core Course - IV

Credit 4

SG 1441 RESEARCH METHODOLOGY

Aim

The aim of the course is to make the students aware of the social research methods

Objectives

- To provide an understanding of the fundamentals of social research and its applications
- To understand the scientific nature of research and various steps involved in it.
- To understand the various tools, techniques and methods of data collection
- To understand the role of statistics in Social research

MODULE I: Fundamentals of Social Research

Social Science Research – Meaning and purpose, Types of research –Pure, applied and action research, Difference between Methodology and Methods, Scientific method Challenges in Social Research- subjectivity and objectivity, Ethical Issues in Social Research

MODULE II: Methods & Techniques in Quantitative and Qualitative Research

Qualitative Research- Ethnography and Participant Observation, Structured and Unstructured interviews, Focus Group Discussions, Case Studies and Oral Narratives

Quantitative research –Social Survey

MODULE III: Steps in Social Research

Formulation of research problem-steps, Literature Review , Objectives, Concepts, variables, Formulation of Hypothesis, Research Design-types, Data Collection-Types of Data - Primary and Secondary. Tools of Primary data collection – Questionnaire, Interview Schedule Methods-Sampling and Census, Data Analysis, Report Writing

MODULE IV: Role of Statistics in Social Research

Definition, Nature, and Scope of Statistics, Use of Statistical methods in Social Research, Limitations of Statistics, Classification and Tabulation of data, Diagrammatic and Graphical Representations, Context of using Measures of Central Tendencies and Measures of Dispersion.

***Student activity:** Students shall be asked to prepare a model project proposal following the different steps in social research and review at least two research reports based on its research methodology*

Pedagogy

The purpose of the course is to train students as good researches and investigators. The uses of techniques and methods have to be understood along with the perspective that governs research. An effort should be made to distinguish between techniques and methods.

Essential Readings

Ahuja, Ram (2006), Research Methods, New Delhi Rawat Publications,

Clarie,S. Marie Jahoda, Morton Deutsch and Stuart W Cooke, (1962) , Research Methods in Social sciences, New York, Molt, Reinchart and Whinstone

Kerlington, F N (1983) , Foundation of Behaviour Research, New Delhi, Surjeet Publications

Godde, WJ &Hatt, P K (1981), Methods in Social Research, New York, McGraw Hill

Bajpai S R , (1967)of social Survey and research , George Allen and Unwin

Bryman, Alan. 1988. Quality and Quantity in Social Research. London: Unwin Hyman.

Garrett, Henry. 1981. Statistics in Psychology and Education. David Mckay. Indian Publication – Mrs.A.F. Sheikh ForVakils, Bombay, Tenth Reprint.

Jayaram, N. 1989. Sociology: Methods and Theory. Madras: Mac Millan.

Kothari, C.R. 1989. Research Methodology: Methods and Techniques, Bangalore, Wiley Eastern.

Punch, Keith. 1996. Introduction to Social Research. London: Sage.

Semester **IV**

Core Course - V

Credit **3**

SG 1442 SOCIAL PSYCHOLOGY

Aim:

The aim of the course is to introduce nature, methods and concepts in social psychology

Objectives:

- To provide an understanding of basic concepts in social psychology
- To provide basic understanding on social behavior
- To provide basic understanding on personality and its relation with social system

MODULE 1: Nature of Social Psychology

Nature, subject matter and scope of Social Psychology, Methods of Studying Social Psychology and its importance, Relationship of social psychology with Sociology and Psychology

MODULE II: Group behaviour

Social Group - characteristics importance and types - Primary and Secondary & In group and Out group – Definition, characteristics and classifications of Crowd, Audience, Mob, Public Opinion, Prejudice, Rumor. Characteristics, types and functions

MODULE III: Personality and Social System

Personality – Meaning and types. Factors affecting personality – Biological, Psychological and Social- Personality traits, Freudian theory of personality

MODULE IV: Leadership

Leadership: Meaning, characteristics, classification and types, functions of leadership

Essential Readings

David Krech And Richard S Crutehfield :Theory And Problems Of Social Psychology

David Krech And Richard S Crutehfield And Egerton L Ballachey: Individual And Society

Kuppuswamy B :Elements Of Social Psychology

Shaw M.E and Costanso P.R: Theories Of Social Psychology
Sheriff M And Sherriff C.M: Social Psychology

Lind Gren H.C: An Introduction To Social Psychology

Cooper B Joseph And James L McGaugh: Integrating Principles Of Social Psychology

Douglas T Kenrick: Social Psychology

Steven L Neuberg,Robert B Cialdini: Social Psychology Unraveling The Mystery

Sharon S Brehm,Saul M Kassin, Steven Fein :Social Psychology

Semester **V**

Core Course - VI

Credit **4**

SG 1541 STRUCTURE AND TRANSFORMATION OF KERALA SOCIETY

Aim: The aim of the course is to analyze the structure and transformation of Kerala society in a sociological angle

Objectives:

- To assist the students in recollecting the social and cultural history of Kerala society
- To familiarize the students the major social transformation in Kerala and its implications in present society
- To sensitize the students on necessity of sociological imagination of various problems of Kerala

MODULE I: Antecedents of Kerala Society: Society and culture in Sangam, PostSangam and in 11th century, Impact of Portuguese, Dutch and British rule on Kerala society and culture.

MODULE II: Salient Social Institutions : Structural and functional changes in Family (Tharavad), Marriage (Thalikettukalyanam), Kinship (Matrileny), Economy (Land reforms), Polity (Civic rights movements) and Religion (Religious harmony)

MODULE III: Social transformation in Kerala : Caste as a social evil, Anti-caste and anti untouchability movements - SreeNarayana Guru, Ayyankali. Vaikom and Guruvayoor Sathyagraha, Temple entry Proclamation. Land transfers and Socio economic impact Agrarian reforms in pre and post-independence period

MODULE IV: Contemporary Kerala Society: Demographic transition, Environmental issues, Becoming a consumer state, Marginalized sections and struggles for land, Violence against women. Issues relating to migrant labour

Pedagogy: - While analyzing Kerala society emphasis should be laid on to assist the students in recollecting the social and cultural history of Kerala society in a sociological angle. For effective teaching and meaningful leaning illustrations may be drawn from relevant empirical studies, novels and cinema. To familiarize the students the major social transformation in Kerala and its implications in present society, the articles written in academic journals and popular Malayalam journals can be used

Student activity: - *The students should be asked to bring out at least one contemporary social issue in Kerala and its causes and consequences in the form of a seminar paper or assignment*

References:

J.V. Vilanilam. 2012. Introduction to Kerala Studies. New Jersey: IISAC.
Swarna Mukhopadhyay. 2007. The Enigma of Kerala Women. New Delhi: Social Science Press.

M.A Oommen. 1999. Rethinking Development. New Delhi: Concept Publishing company.

Joseph Tharamangalam. 2006. Kerala: the paradoxes of public action and development. New Delhi: Orient Longman.

K.K. Kochu. 2012. Kerala charithramsamooharoopikaranavum P.K. Gopal Krishnan.2008. keralathintesamskaarikacharithram.

Elamkulamkunjanpillai. 2005. Thiranjeduthakrithikal. Kerala University

Kerala Development Report,2005 ,State Planning Board,Thiruvananthapuram

Kujan Pillai,Elamkulam.P.N,1970, Studies in Kerala History, Thiruvananthapuram

Menon, Padmanabha, K.P. 1933, *History of Kerala*, Vol III, Ernakulam,Cochin Government Press.

Menon, Sreedhara,A. 2008 (Revised edition). *A Survey of Kerala History*, Kottayam, DC Books,

T C Varghese, Agrarian change and economic consequences of land tenure in Kerala 1850-1960. Delhi Allied Publications

Panickar,K.M, 1965, *A History of Kerala*, Madras, Commercial Printing and Publishing House,

Narayanan, M.G.S. 1972.*Cultural Symbiosis in Kerala*, Thiruvananthapuram, Kerala

Historical Society

William, Logan, 1981. *Malabar*, Thiruvananthapuram,TheChaithram Publications,

M A Oommen , Land reforms and socio economic change in Kerala , Christian Institute for the study of religion and society

Saradamony , Emergence of a slave caste , peoples Publishing House

MS Rao, Social Movements and social Transformation : A study of two backward class movements in India, McMillan

Semester **V**

Core Course - VII

Credit **2**

SG 1542 SOCIOLOGY OF DEVELOPMENT

Aim of the Course

The course intends to expose the students of the development processes going on in the global context and its implications in developing countries

Objectives

- To provide conceptual understanding of social development To introduce some of the theories of development
- To familiarize the Global Scenario of Development
- To assess the impact of Development on Social Institutions and Groups

MODULE I- Concepts of Development

Social Change, Progress, Social Development, Economic Development, Human Development, Sustainable Development. Participatory development, Growth vs. Development

MODULE II - Theories of Development

Dependency Theory – Immanuel Wallenstein, Alternative world view – Schumacher Gandhian Development Model

MODULE III -Global Scenario of Development

Global inequalities in Development – Developed and Underdeveloped Nations, Colonialism and emergence of World Capitalism, Role of WTO, World Bank, Consequences of Capitalistic Development in the third world countries.

Student activity: *Based on latest Human Development Report(UNDP) compare the development indicators of any ten countries including India . Find out reason for development and underdevelopment in these countries based on development theories and model*

Essential reading

Amin Samir. 1979. *Unequal Development*. New Delhi: OUP

- Appadurai Arjun. 1997. *Modernity at Large: Cultural Dimensions of Globalization*. New Delhi: OUP
- Dasgupta Biplab. 2005. *Globalization. India's Adjustment Experience*. New Delhi: Sage.
- Dereze Jean and Sen Amartya. 1996. *India: Economic Development and Social Opportunity*. New Delhi: OUP.
- Haq Mahbub UL. 1991. *Reflections on Human Development*. New Delhi: OUP
- Hoogvelt Ankie. 1998. *The Sociology of Development*. London: Macmillan.
- Koshy Ninan (ed). 2002. *Globalization. The Imperial Thrust of Modernity*.
Mumbai: Vikas Adhyayan Kendra.
- Moore Wilbert and Robert Cook. 1967. *Social Change*. New Delhi: Prentice-Hall (India)
- Navdanya. 2007. *Corporate Hijack of Land*. New Delhi: Navdanya.
- Preston P.W. 1996. *Development Theory: An Introduction*. Blackwell: OUP
Sharma SL. 1986. *Development: Socio-Cultural Dimensions*. Jaipur: Rawat.
- Sikdar Soumya. 2002. *Contemporary Issues in Globalization*. New Delhi: OUP
- Srinivas M.N. 1966. *Social Change in Modern India*. Berkley: University of Berkley.
- Srivastava S.P. 1998. *The Development Debate*. Jaipur: Rawat Publications
- Sudan Falendra K. 2005. *Globalization and Liberalization. Nature and Consequences*. New Delhi: Serials Publications.
- UNDP. 2002. *Human Development Report*. New York: OUP
- Wallerstein Immanuel. 1974. *The Modern World System*. New York: OUP
- Thomas Isaac & Richard W Franke, Local Development and Planning Leftword Books, New Delhi, 2000

Semester **V**

Core Course - VIII

Credit **4**

SG 1543 GENDER AND SOCIETY

Aim:

The course will introduce to the students basic concepts in Gender, helps them in understanding the gender attributes and to increase their awareness of analyzing gender in various domains

Objectives

- To make the students familiar of the different concepts related to gender
- To increase the critical thinking skills by analyzing the gender attributes
- To understand the impact of development on Gender

MODULE I: Understanding Gender

Social construction of Gender, Gender and Sex, Third Gender ,Gendering, Patriarchy, Gender Differences, Gender Inequality, Gender Bias, Gender Discrimination, Gender division of labour

MODULE II: Theorizing Gender

First and Second wave feminism, Third wave feminism, Post-colonial feminism, Masculinities and Men's studies

MODULE III: Gender in Indian context

Gender and Work-feminization of labour , Gender and Family-Gender socialization , Gender and Caste-issues of Dalit and tribal women , Gender and Politics-women in local bodies , Gender and media-Indecent Representation of women Act . 1986, Constitutional safeguards to women in India

MODULE IV: Gender and Development, Gender Issues

Women in Development to Gender and Development, Gender budgeting, Violence against women, women trafficking, Gender justice practices in Kerala

Pedagogy

Gender is a category of social analysis and is not just a women's question. It should be treated as a participatory movement to make the world a better place to live in. It should be emphasized that feminism is about power as there are other discourses on power. Examples from the Indian context should be given from all religious communities, regions, cultures and classes to highlight the position of women under them and also to focus on diversity and difference.

Student activity: *Prepare a research paper with the help of Content analysis on violence against women and children or Preparation of group project on a gender justice model that can be followed in the state of Kerala.*

References

S.Jackson& Jones (Ed).Contemporary Feminist Theories, Edinburgh: University Press. 1998.

VeenaMajumdar, Emergence of women's question in India & the Role of Women's Studies, CWDS Occasional Paper-7. 1985.

KamlaVasin, Patriarchy.NewDelhi:Kali for Women,1994. Tong.R, Feminist Thought, Sydney. Unwin, 1989.

Engendering Development.A Co-publication of Oxford Univ Press & World Bank. 2002.

Radha Kumar, History of Doing, Kali For Women, 1998.

Neera Desai and M Krishnaraj, Women and Society in India.

India, Government of India 1974, Towards Equality : Report of the Committee on the Status of Women.

Ray,Kaka,2012,Handbook of Gender, New Delhi, Oxford

Rao,Nitya,2008,Good women do not inherit land-Politics, Land and Gender in India,New Delhi, Social Science Press

Gender Equality and Development,2012,World Development Report, Washington DC, World Bank

Semester **V**

Core Course - IX

Credit **4**

SG 1544.1 RURAL DEVELOPMENT

Aim of the course

The aim of the course is to give an understanding about the rural development Policies and programmes

Objectives

- To create an understanding of the rural society in India
- To understand the various approaches to the study of rural development
- To understand the policies and strategies of rural development in India

MODULE I: Rural Sociology

Nature, Scope and Significance of Rural Sociology, Rural Urban differences

MODULE II: Rural development – An introduction

Rural development: Concept and basic elements. Growth, Development and Change. Determinants of Rural development, Rural Problems in India-Poverty, Health, Sanitation and Problems of Indian agriculture

MODULE III: Rural development: Policies and Strategies

Need for rural development. Rural development policies in India, Rural development strategies in India and its critical review

MODULE IV: Planning for rural development

Planning: Levels and Functions, Decentralized Planning. Methodology for micro level planning, Role of Panchayathi raj institutions in Rural Development

Field visit: *Visit to a Development Block and Panchayathi Raj institutions in order to analyze the programmes and policies undertaken for rural development*

- To understand the different methods adopted in Social Anthropology
- To familiarize the students with the social and cultural life of the Tribal society in India.
- To equip the students for a comprehensive understanding of the transformations in Tribal society in India

MODULE I: Nature and Scope of Social Anthropology

Meaning, Nature, Origin and Scope of social Anthropology, Development of Social and Cultural anthropology

MODULE II: Methods of social Anthropology

Historical method, Comparative methods Ethnography, Case study, participant and non-participant observation, focus group interview

MODULE III: Tribes in India

Definition, characteristics, types tribal zones. Tribal situation in Kerala Major tribal problems in Kerala, Constitutional safe guards and Tribal welfare programmes

MODULE IV: Policies and Approaches of Tribal development

Policy of Isolation, Assimilation and Integration, Political approach, Administrative approach, Religious approach, Voluntary agency approach, Anthropological approach

Field Visit: *Visit at least one tribal settlement in Kerala and submit a report based on the Socio, cultural and economic organization and their problems*

Essential reading

Chandra, Ramesh, Minority- Social and Political Conflict

Thomas, John K, Human Rights of Tribals

Gupta, Aman, Human Rights of Indigenous people

Prasad, Archana. Against Ecological Romanticism, Three Essays Collective, New Delhi, 2003

Iyer, L.K.Anathakrishna. The Tribes and Castes of Cochin, Cosmo Pub.N.Delhi 1981(1909)

Iyer, Krishna L.A. Tribes and Castes of Travancore, Cosmo Pub.

approach of Amartya Sen, Four pillars of Life Skill Education—learning to know, learning to be, learning to leave together, learning to do- , Enhancing capabilities through life skill education.

MODULE II: Soft Skill Development

Definition of Soft Skill, Elements - Communication skill, Critical thinking and problem solving, Team work, Management, Professional skills ,Ethical and moral values , leadership skills - Importance and the need for the promotion of soft skill, competency matrix, techniques to improve soft skills, Hard skills and its importance.

MODULE III: Self and Society

Self-esteem, Self-control, Emotional intelligence Emotional quotient, Personality, Personality determinants—Physical, Psychological and Social- Healthy Personality and Sick personality, Conflict resolution, Positive thinking and Assertiveness

Essential Readings

Abernathy,R and Reardom, Hot tips for Teachers,Zephyr Press, 2002

AmerthyaSen , Development as Freedom, Oxford University Press, 1999 Anna Maria

Hoffman; am.hoffman @ unesco,Org

Behm,CA People skills;The core of performance Improvement,International Performance Improvement Networker News letter 19,p 1-11

Delors Jacques, Learning; The Treasures within, UNESCO, Paris

Elizabeth B Hurlock, Personality Development ,Tata McGraw Hills, Newyork 1976

Kakkar S B , Educational Psychology , New Delhi , PHI World Development Report 2007

WHO- Partners in Life skill Education, Geneva

www.unesco.org

Wikipedia.org. soft skill

www.google.search. Soft skill

Semester VI

Core Course - XI

Credit 4

SG 1641 ENVIRONMENTAL SOCIOLOGY

Objectives:

- To make aware of the students about the various environmental issues
- To give adequate attention to the study of the environmental issues as an academic programme
- To develop an understanding about how developmental programmes affecting the existence of human life

MODULE I: Environmental Sociology

Rise decline and resurgence of environmental Sociology. Definition, scope, importance of Social ecology and its major categories, Use and abuse of the natural resources and bio diversity conservation

MODULE II: Theoretical foundations of environmental sociology

Views of Durkheim, Weber and Marx, Religious views – Hinduism, Christianity and Islam

MODULE III: Environmental issues

Issues pertaining to water, air, soil, nuclear hazards, solid waste, sanitation, e-waste, Development Induced Displacement

MODULE IV: Global Environmental Issues and Environmental Movements in India

Global warming, climate change, Ozone depletion, international cooperation, earth summit, Kyoto protocol

Major environmental movements in India and Kerala – Narmada BachoAndolan, Chipko Movement, Silent valley, Plachimada Agitation

Field Visit/ Student Activity: - *Students are advised to collect data on the Origin, nature, ideology and outcome of an environmental movement in India and Submit report*

Essential readings

Benny Joseph, Environmental studies

Shardha Singh & Manisha Shukla, Environmental studies, AITBS Publishers Delhi, 2005

Sukant K Chaudhary, Culture, Environment and Sustainable Development, Mittal Publications, New Delhi

Robe White, Controversies in Environmental Sociology, Cambridge University Press, 2004

Redcliff and Benton, Social Theory and Global Environment, New York, 1994

Hessel and Ruether, Christianity and Ecology, Harvard University Press, 2000

Ramachandra Guha, Social Ecology, Oxford University Press, 1994

R B Singh & D K Thakur, Environmental management, Jaipur, Indus valley Publications 2005.

Semester VI

Core Course - XII

Credit 4

SG 1642 PUBLIC HEALTH AND SOCIAL EPIDEMIOLOGY

Aim

To explore social epidemiology as a subject of importance and interest to public health

Objectives

- To provide an understanding on the social background of health and diseases
- To bring out the importance of social interventions along with medical interventions for the prevention and control of diseases
- To recognize the need for effective health policies and programmes for the promotion and protection of health

MODULE I: Social Medicine and Social Epidemiology

Concept of Public health: History and development of social medicine. Components of social medicine: – social pathology, social diagnosis and social sciences. Concept of epidemiology: Definition and objectives, and scope of Social epidemiology. Contemporary theories of social epidemiology – psycho social, social production of diseases and eco social theory

MODULE II: Concept of Health and Disease

Definition and dimensions of health: – Physical mental social spiritual emotional and occupational. Concept of well-being – Heredity, environment , life style, socio economic status , health and family welfare services, aging of population, gender and other factors such as health related systems (Food and agriculture , education and social welfare). Concept of disease causation – Germ theory of diseases, epidemiological triad, multi factorial causation of diseases, natural history of disease and levels of prevention

MODULE III: Maintenance and Inequalities in Health

Healthy Environment – personal Hygiene, proper nutrition early diagnosis and treatment .Physical health and mental Health. Different levels of inequalities in health. Social cost of illness: – Social stigma, Discrimination, Isolation, Marginalization.

MODULE IV: Health policy in India

Health policies and health indicators for sustainable development: Challenges to health care system – Commercialization of health care, need for quality Maintenance

Student Activity: *Students are advised to visit a hospital and observe maintenance and inequalities in health*

Essential reading

Lisa F Berkman, Social Epidemiology

MichealDakes& Jay S Kaufman, Methods in social Epidemiology research David Armstrong , an outline of Sociology as Applied to Medicine

David Melcanic, Medical sociology A selective View

David Melcanic&Lindaq H Aiken , applications of social sciences to clinical medicine

David Tuckett, Basic reading in medical sociology Susser and Watson, Sociology in Medicine

Chloe. E Bird, Peter Conrad, Hand Book of medical Sociology Patricia Jones, Sociology in Medicine

Parker, social and preventive Medicine K park Essentials of community health

Semester VI

Core Course - XIII

Credit 4

SG 1643.2 SOCIAL WELFARE ADMINISTRATION

Aim of the course

The aim of the course is to make the student aware of the concepts and agencies of social welfare administration and social policy

Objectives

- To acquire the students the various dimensions of Social welfare administration
- To develop an understanding about the major social welfare programmes and agencies
- To acquire knowledge regarding Social Policy and social legislations in India

MODULE I: Meaning of Social Welfare Administration

Social welfare administration: Concept, Nature and Scope, Principals and functions. Social welfare administration at national, state and local level; Central social welfare board , state welfare board,

MODULE II: Agencies of Social Welfare

Social welfare programme and agencies; Evolution of social welfare in India; Social Welfare agencies; meaning, definition, types and modal of NGOs; Role of NGOs in national development, governmental schemes on social welfare;

MODULE III: Social Policy and Weaker sections

Social policy; definition, need, evolution and constitution base; sources and instrument of social policy, polices regarding other backward castes (OBCs), scheduled castes (SCs), scheduled tribal (STs), policies and programme for women, children, aged and handicapped, development implementation of programme for weaker sections.

MODULE IV: Social legislations and social welfare

Social legislation; definition, its role as an instrument of social change, constitutional basis for social legislation; fundamental rights and directive principal of state policy. Social legislations for weaker sections

Student activity: students are advised to conduct a study among their neighbourhood about the social welfare and social security measures given by government and NGOs and present the findings in the class room.

Essential Readings

Bose A.B., Social Welfare planning in India, U.N. publishers, Bangkok.

Coudry, Paul Hand book on social welfare Atma Ram & sons, Delhi 1993. Dension D & Chairman, Valeeries, Social policy and administration,

George Allan and Unwin, London.

Dubey S.N., Administration of social welfare programmes in India, Somaiya Publishers, Bombay

Dubey S.N. & Murida, Administration of policy and programmes for Backward classes in India, Somaiya Publishers, Bombay.

Jacob K.K., Social Policy in India

Moser, Caroline O.N., Gender Planning and Development: Theory, Practice and Training, London: Routledge. (1994)

Planning Commission. Report of the Working Group on District Planning, Vol.1. New Delhi: Government of India (1984)

Planning Commission: Report of the Working Group on District Planning, Vol.2. New Delhi: Government of India (1985)

Rondinelli, Dennis S., Planning Development Projects, Pennsylvania: Dowden, Hutchinson and Ross, Inc.

Semester VI

Core Course - XIV

Credit 3

SG 1644.1 CRIME AND SOCIETY

Aim:

To introduce to the students crime, changing profile of crimes, and the correction of criminals in India

Objectives:

- To introduce various theoretical perspectives on crime
- To acquaint students to alternative schemes, policies related with crime
- To sensitize students about causes, social dimensions consequences of crime and measures to control forms of crime.

MODULE I: Crime: Concept and Theories

The Concept Characteristics and classification of Crime, Theories of Crime - The Classical School- Free Will Theory , Organic deficiency Theory-Cesar Lambroso, Sociological School- Sutherlands, Cohen, Merton , Victimological Perspective

MODULE II: Changing Profile of Crime

Organized Crime: Meaning and features. White Collar Crime: Meaning features, causes, Crime against Women-- Rape, Female Foeticide, Eve-teasing, and Dowry Death, Domestic Violence and Sexual Abuse. Terrorism Concept, and characteristics, causes of terrorism in India Cyber Crimes

MODULE III: Correction of Criminals

Meaning and Significance of Correction and correctional administration: Punishment-- Types of Punishment - Retribution, Deterrent, Prevention and Reformation. Prisons, Problems of Prisons, National Policy and Prison Reforms in India. Alternative Imprisonment, Probation, Parole. Open Jails, Rehabilitation of Prisoners

Field Visit: *-A visit to nearby prison and study how correctional measures are working for the criminals*

Essential Readings:

Teeters, Negley and Harry Elnar Barnes, 1959 : New Horizons in Criminology, New Delhi, Prentice Hall of India.

Sutherland, Edwin, H. and Donald R. Creassy, 1968: Principles of Criminology, Bombay, Times of India Press.

Parsonage Willam H., 1979 : Perspective on Criminology, London, Sage Publications.

Ministry of Home Affairs, 1998 : Crime in India, New Delhi : Government of India.

Gill, S. S., 1998 : The Pathology of Corruption, New Delhi, Harper Collins Publishers (India).

Reid. Suetitus, 1976 : Crime and Criminology, Illinois, Deyden Press. Merton, R. K., 1972 : Social Theory and Social Structure, New Delhi, Emerind Publishing Co.

Paranjpe N. V. : Criminology and Penology, Central Law Publication : Allahabad.

Ahmed Siddique : Criminology Problems and Perspective, Eastern Book Co.

Chander D. : Open Air Prisons (A Sociological study), Vohra Publishers and Distributors, Allahabad.

Sinha, Niraj, Edited : Women and Violence, Vikas Publishing House.

Ahuja, Ram : Social Problems in India, Rawat Publication, Delhi and Jaipur.

Ahuja Ram, Criminology, Rawat Pub. Jaipur.

Goel, Rakesh M. and Manohar S. Powat, 1994 : Computer Crime Concept, Control and Prevention. Bombay Sysman Computers Pvt.Ltd.

Makkar,S.P. Singh and Paul C Friday 1993 Global Perspectives in Criminology Jalandhar :

Semester	VI	Elective - I
Credit	2	

SG 1661.2 TOURISM AND SOCIETY

Aim:

The aim of the course is to introduce the students the basic concepts and forms of tourism and to analyze the social and cultural impact of tourism

Objectives

- To introduce tourism as an industry
- To familiarize students the history of domestic and international tourism
- To acquaint students with some important issues of contemporary tourism
- To familiarize the students the socio- cultural impact of tourism

Course outline

MODULE I: Tourism – Basic Components

Meaning and definition of Tourism, Tourism as an industry, Related concepts-social tourism, social contact, leisure, hospitality, Tourism as a multidisciplinary subject, significance of the study of sociology of tourism

MODULE II: Forms and types of tourism

Forms and types of tourism: Religious, cultural, medical urban, eco-tourism, responsible Tourism. Social determinants of tourism

MODULE III: Social and cultural impact of tourism

Role of tourism in development, Development paradigms in tourism, Impact of tourism on society and culture, Scope of Tourism in Kerala

Student activity: *Visit a tourist centre and preparation of a report based on various aspects of tourism*

Essential Readings

David Weaver & Laura Lawton, Tourism management, John Wiley & Sons , Austria

Peter M Burns, An introduction to Tourism and Anthropology, Routledge, New Fetter lane

R K Pruthi, Pro Poverty Tourism, Rajat Publications, New Delhi

B K Goswami and G Ravindran, A Text Book of Tourism

Chris Ryan, Recreational Tourism, Demand and Impact, Viva Books, New Delhi

K K Sharma , Tourism and Culture , Sarup and Sons New Delhi

Sudheeshna Babu, Sitikantha Misra(ed) Tourism Development Revisited , Responsible Pub

COMPLEMENTARY COURSES OFFERED BY OTHER DEPARTMENTS

- **POLITICAL SCIENCE**
- **HISTORY**

Semester I

Complementary Course -I

Credit 2

PS 1131 PRINCIPLES OF POLITICAL SCIENCE

Aim of the Course:

The course intends to familiarize the students with the fundamental principles of Political Science.

Objectives of the course:

- To familiarize the students the major principles of Political Science
- To introduce to the students major concepts of Political Science
- To impart them with basic orientation about the institution of state and civil society

MODULE I: Political Science- Meaning – Definition – Nature – and Scope, Relationship of Political Science with other Social Sciences

MODULE II: Major approaches to the study of Political Science – Traditional – Marxian – Behavioural – Post-Behavioural approaches.

MODULE III: Modern Political Concepts:

Political Culture

Political Socialization, Political Communication

MODULE IV: State – Elements – state and nation - State and Civil Society.

BOOKS

1. Appaduri, The Substance of Politics (Oxford University Press, Delhi)
2. A.C. Kapoor, Principles of Political Science (S. Chand & Co., New Delhi .

3. B.K. Gokhale, Political Science: Theory and Governmental Machinery (AR. Sheth& Co. Bombay)
4. Carolyn M. Elliott (Ed.), Civil Society and Democracy: A Reader (Oxford University Press, New Delhi)
5. J.C. Johari, Contemporary Political Theory (Sterling Publishers, New Delhi)
6. J.C. Johari, Major Modern Political Systems (Vishal Publications, Delhi)
7. J.C. Johari, Principles of Modern Political Science (Sterling Publishers, New Delhi)
8. N.N. Agarwal, VidyaBhushan&VishnooBhagwan, Principles of Political Science (Ram Chand & Co., Delhi)
9. Naresh Chandra Roy, Jyotirindradas Gupta & Jayanta Kumar Ray, Principles of Political Science (Macmillan & Co., Ltd, Calcutta)
10. Robert A. Dahl & Bruce Stinebrickner, Modern Political Analysis (Pearson Education, Delhi)
11. Rodee, Anderson ,&Christol, Introduction to Political Science (MacGraw Hill , New York .)
12. S.P Varma, Modern Political Theory (Vikas Publishers, New Delhi)

Semester II

Complementary Course -III

Credit 3

PS 1231 INTRODUCTION TO POLITICAL THEORY

Aim of the Course:

The course intends to impart the students with an orientation on Political theory

Objectives of the Course:

- To familiarize to the students major political ideologies
- To make aware about human rights and its importance
- To introduce party systems and the operations of pressure groups

MODULE I: Political Ideologies

Liberalism

Democracy

Marxism

Gandhism

MODULE II: Political System

Legislature – Functions – Bicameral unicameral Executive – Parliamentary – Presidential – Plural

Judiciary – Functions – Rule of Law – Administrative law.

MODULE III: Human Rights

Origin of Human Rights

Universal Declaration of Human Rights

National and State Human Rights Commissions in India

MODULE IV: Political Dynamics

Political Parties – Functions – Party Systems

Pressure Groups and Interest Groups – Functions

BOOKS:

1. A.C. Kapoor, Principles of Political Science (S. Chand & Co., New Delhi).
2. Mrs. Swaravasthianand Sri Ram Maheswari, Public Administration (Lekshmi Narayan Agarwal, Agra)
3. Ash Narain Roy, The Third World in the Age of Globalization (Maddhyam Books, Delhi)
4. B.K. Gokhale, Political Science: Theory and Governmental Machinery (A.R. Sheth & Co. Bombay)
5. Carolyn M. Elliott (Ed.), Civil Society and Democracy: A Reader (Oxford University Press, New Delhi)
6. Darren J O'Byrne, Human Rights: An Introduction (Pearson Education, Delhi)
7. Dr. Bhanwar Lal Harsh, Human Rights Law in India (Regal Publications, New Delhi)

8. Earnest Barker, Principles of Social and Political Theory (Oxford University Press, Delhi)
9. Ian Brownlie & Guy S. Goodwin Gill (Eds.), Basic Documents on Human Rights (Oxford University Press, New Delhi)
10. J.C. Johari, Contemporary Political Theory (Sterling Publishers, New Delhi)
11. J.C. Johari, Major Modern Political Systems (Visual Publications, Delhi)
12. J.C. Johari, Principles of Modern Political Science (Sterling Publishers, New Delhi)
14. James Petras & Henry Veltmeyer, Globalization Unmasked (Madhyam Books, Delhi)
15. Madan G. Gandhi, Modern Political Theory (Sterling Publishers, New Delhi)

Semester III

Complementary Course- V

Credit 3

PS 1331 PUBLIC ADMINISTRATION

Aim:

The course is intended to create an understanding of the basic elements of Public Administration

Objectives:

- To equip the students with some theoretical understanding about Public Administration
- To embody detailed discussion on Organization, Personnel Administration and Financial Administration

MODULE I: Nature Scope and importance of Public Administration–

Public and Private Administration - Growth of Public Administration - New Public Administration

MODULE II: Organization:

Principles of Organization - Hierarchy, Span of Control, Unity of Command - Delegation - Coordination - Centralization – Decentralization Chief Executive - Administrative functions - Line, Staff and Auxiliary Agencies, Department, Bases (4P's) Public Corporation and Independent Regulatory Commission

MODULE III: Personnel Administration

Civil Service (Bureaucracy) Recruitment - Problems of recruitment - Methods of Recruitment - Direct and Indirect - Recruitment agencies

Training - Kinds of Training - Methods of Training - Conduct - discipline - performance appraisal

MODULE IV: Financial Administration

Budgetary process in India - Preparation - Enactment and Execution of Budget

MODULE V: Public Policy

Meaning and importance - Factors responsible for the formulation of Public Policy

Development Administration - Role of District Collector in Development Administration - Good Governance

Public Relations in Public Administration - Importance - Role of Mass Media

BOOKS:

1. Appleby, Paul. H., Policy and Administration, University of Alabama Press.
2. Aggarwal.U.C., (ed) Public Administration - Vision & Reality, IIPA Golden Jubilee Publication, Indian Institute of Public Administration New Delhi (2005).
5. Avasthi&Maheswari, Public Administration, Lakshmi Narayan Agarwal, Agra 3 (2007).
6. Basu, Rumki, Public Administration - Concepts and Theories, Sterling Publishers, New Delhi.
7. Sharan.P, Modern public Administration, MeenakshiPrakasham.
8. Sharma, M.P, Theory and Practice of Public Administration.

Semester IV

Complementary Course - VII

Credit 3

PS 1431 INTERNATIONAL POLITICS

Aim:

The course seeks to equip the students with the basic concepts, theories, ideologies, and approaches in the study of International Politics

Objectives:

- To provide an overview of the changing power relations in the international arena.
- To create awareness about major issues in global politics

MODULE I

Meaning, Nature and Scope of International Politics

MODULE II

Main Approaches to the Study of International Politics: Idealism vs. Realism, System Theory

MODULE III

State System and its Features: Nationalism, Sovereignty, National Power

MODULE IV

International Organization: Role of U.N in Maintaining International Peace and Security

Regional Organizations- SAARC, ASEAN, E.U.

MODULE V

Issues in Global Politics: Globalization and its Impact on Developing Countries International Terrorism, Global Warming, Energy Crisis, Food Crisis, Weapons of Mass Destruction

Books:

1. Baylis, John and Steve Smith (2001): The Globalization of World Politics, New York: Oxford University Press.
2. Calvo-coressi, Peter (1962): World Politics since 1945, New York. 3. Claude, Inis (1964): Swords into Plowshares, New York.
5. 4. Diehl, Paul, F. (2005): The Politics of Global Governance, New Delhi: Viva Books
6. Gopakumar, G. ed. (2003): International Terrorism and Global Order in the 21st Century, New Delhi: Kanishka.
7. Kaplan, Morton (1969): System and Process in International Politics, Princeton: PUP.

8. Morgenthau, Hans, J. (1985): Politics Among Nations, New Delhi: Kalyani Publishers.
9. Thomson, Kenneth (1960): Political Realism and the Crisis of World Politics, Princeton: PUP.
10. Wenger, Andreas and Doron Zimmermann (2004): International Relations-From the Cold War to the Globalized World, New Delhi: Viva Books.

Semester I

Complementary - II

Credit 2

HY 1131.1 HISTORY OF MODERN INDIA (1857-1900)

MODULE I: Revolt of 1857

Background – Different Theories of the Revolt – Restorative Character of 1857 – Impact of the Revolt – Positive and Negative

MODULE II: Socio-Religious Reform Movements

Brahma Samaj, Arya Samaj – Prarthana Samaj-SathyaShodak Samaj – Theosophical Society-Ramakrishna Mission- Aligarh Movement- Self-respect Movement – Back ward Class Movements- Impacts

MODULE III: Background of Indian Nationalism

The concept of Nationalism – Causative Factors – Early Political Organizations – Indian National Congress – Different Theories – Early Leaders – Ideology –Political ideology.

Essential Readings

1. Kenneth W. Jones , *Socio – Religious Reform Movements in British India* , Foundation Books , New Delhi, 1994
2. SumitSarkar , *Modern India* , (1885 – 1947), Mac Millan, Madras , 1983
3. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakasam, Bombay, 1976
4. MunshirulHasan (ed) , *India's Partition ,Process, Struggle and Mobilization* , Oxford University Press
5. Anil Seal , *Emergence of Indian Nationalism* , Cambridge University Press, 1960
6. GyanandraPandey , *Remembering Partition*, Cambridge University Press
7. K.N.Panikkar, *Culture, Ideology, Intellectual and Social Consciousness in Colonial India* ,Tulika ,New Delhi, 1995
8. S. Chandra Sekhar , *Colonialism Conflict and Nationalism* , ViswaPrakasam,New Delhi , 1995

9. Bipan Chandra , (et.al) *India's Struggle for Independence* , Penguin Books , New Delhi, 1987
10. Ranajith Guha (ed), *Subaltern Studies Vol. I : Writing on South Asian History and Society* , Oxford University Press , Delhi , 1997
11. G.Aloysius , '*Nationalism without a Nation*' , Oxford University Press, Delhi, 1997
12. Karl Marx & Frederick Engels , '*The First War of Indian Independence*' - 1857-1859, Progress Publishers , Moscow, 1975
13. Supita Kaviraj , *The Unhappy Consciousness : Bankim Chandra Chathopathyaya and the formation of Nationalist Discourse in India* " Oxford University Press , Delhi , 1995
14. B.R Ambedkar, *What Congress and Gandhi have done to Untouchables* , Thakar & Company , Bombay, 1945
15. E.M.S. Namboothiripad , *A History of India n Freedom Movement* : Social Scientist Press, Trivandrum , 1986

Semester II

Complementary -IV

Credits 2

HY 1231.1 HISTORY OF MODERN INDIA (1901-1920)

MODULE I: Indian National Congress in Crisis

Moderates and Extremists- Emergence of Militant Nationalism – Partition of Bengal – Swadeshi and Boycott

Rise of Communalism – Formation of Muslim League – Minto-Morley Reforms (Constitutional Effects)

MODULE II: Impact of First World War on Indian Nationalism.

Home rule movement – Ghadar Party – Lucknow Pact- Khilafat Movement- Montague-Chelmsford Reforms

MODULE III: Advent of Gandhi (Gandhian Ideologies)

The Satyagrahas – Champaran – Kheda – Ahmedabad – Rowlett Act – Jallianwala Bagh Massacre and its effects.

Essential Readings

1. Sumit Sarkar , *Writing Social History* , Oxford University Press , Delhi , 1998
2. Sumit Sarkar , *Beyond Nationalist Frames : Relocating Post Modernism* , Hindutva History , Permanent Black, Delhi 2002

3. SumitSarkar , *Modern India* , (1885 – 1947), Mac Millan, Madras , 1983
4. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakasam, Bombay, 1976
5. MunshirulHasan (ed) , *India's Partition ,Process,Struggle and Mobilization* , Oxford University Press
6. Anil Seal , *Emergence of Indian Nationalism* , Cambridge University Press, 1960
7. GyanandraPandey , *Remembering Partition*, Cambridge University Press
8. K.N.Panikkar, *Culture, Ideology,Intellectual and Social Consciousness in Colonial India* , Tulika ,New Delhi, 1995
9. S. Chandra Sekhar ,*Colonialism Conflict and Nationalism* , ViswaPrakasam,New Delhi , 1995
10. Bipan Chandra , (et.al) *India's Struggle for Independence* , Penguin Books , New Delhi, 1987
11. RanajithGuha (ed), *Subaltern Studies Vol. I : Writing on South Asian History and Society* , Oxford University Press , Delhi , 1997
12. G.Aloysius , '*Nationalism without a Nation*' , Oxford University Press, Delhi,1997
13. SupitaKaviraj , '*The Unhappy Consciousness*' : Benkin Chandra Chathopathyaya and the formation of Nationalist Discourse in India “ Oxford University Press , Delhi , 1995
14. Kathleen Gough , *Indian Peasant Uprising (Economic and Political Weekly* , April 1974)
15. B.R Ambedkar, *What Congress and Gandhi have done to Untouchables* , Thakar& Company , Bombay, 1945
16. E.M.S. Namboothiripad , *A History of India n Freedom Movement* : Social Scientist Press, Trivandrum , 1986

Semester III

Complementary -VI

Credits 3

HY 1331.1 HISTORY OF MODERN INDIA (1921-47)

MODULE I: Advent of Gandhi on the Political Scene of India

Gandhiji as a Non-Co-operator – Non Co-operation Movement – ChouriChaura – The Swarajist Party – The Simon Commission – Nehru Report – The Civil Disobedience Movement

MODULE II: Emergence of Socialist Ideas

Revolutionary Movement – Bhagath Singh

MODULE III: Round Table Conferences – Government of India Act of 1935 -Second World War and its effects – SubashChandran Bose and INA – RIN Mutiny

Mountbatten Plan – Indian Independence Act – Indian Constitution – Role of B.R Ambedker

Essential Readings

1. SumitSarkar , *Writing Social History* , Oxford University Press , Delhi , 1998
2. SumitSarkar , *Modern India* , (1885 – 1947), MAC Millan, Madras , 1983
3. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakasam, Bombay, 1976
4. MunshirulHasan (ed) , *India's Partition ,Process, Struggle and Mobilization* , Oxford University Press
5. Anil Seal , *Emergence of Indian Nationalism* , Cambridge University Press, 1960
6. GyanandraPandey , *Remembering Partition*, Cambridge University Press
7. K.N.Panikkar, *Culture, Ideology, Intellectual and Social Consciousness in Colonial India*, Tulika ,New Delhi, 1995
8. S. Chandra Sekhar ,*Colonialism Conflict and Nationalism* , ViswaPrakasam,New Delhi , 1995
9. B.R. Nanda , *Mahatma Gandhi : A Biography* , Oxford University Press , Delhi, 1958
10. Gail.Omvedt , *Dalit and the Democratic Revolution : Dr. Ambedkar and the Dalit Movement in Colonial India* , Sage Publication, New Delhi,1994
11. M.S.S. Pandyan , *Brahmin and Non Brahmin Genealogies of Tamil Political Presents*
12. Barbara Metcalf & Thomas R. Metcalf , *A Concise History of India* , Cambridge University Press, New Delhi.1992
13. AnilketAlam , *Becoming India*, Cambridge University Press,New Delhi
14. T.G.Jacob (ed), *National Question in India : Communist Party of India Documents (1942 – 47)*
15. Christopher Jafferlot, *The Hindu Nationalist Movement and Indian Politics (1925-1980's)* Penguin Books ,New Delhi ,1999

HY 1431. 1 HISTORY OF CONTEMPORARY INDIA (After 1948)

MODULE I: Nehruvian Era

Integration of Indian States – Role of Patel and V.P. Menon- Indian Union

MODULE II: The Domestic Reforms

India's Foreign Policy – Non- Alignment – India's Role In World Affairs (Indo-Chinese War and Indo-Pak War)

MODULE III: Post – Nehruvian Period

New Economic Policy – Educational Changes – Information Revolution – Cultural changes- New Social Movement – Women's Movement – Tribal Movements- Cyber laws.

Essential Readings

1. SumitSarkar , Writing Social History , Oxford University Press , Delhi , 1998
2. SumitSarkar , Modern India , (1885 – 1947), MAC Millan, Madras , 1983
3. A.R. Desai, Social Background of Indian Nationalism, Popular Prakasam, Bombay, 1976
4. MunshirulHasan (ed) , India's Partition ,Process,Struggle and Mobilization , Oxford University Press
5. Anil Seal , Emergence of Indian Nationalism , Cambridge University Press, 1960
6. GyanandraPandey , Remembering Partition, Cambridge University Press
7. K.N.Panikkar,Culture, Ideology,Intellectual and Social Consciousness in Colonial India, Tulika ,New Delhi, 1995
8. S. Chandra Sekhar ,Colonialism Conflict and Nationalism , ViswaPrakasam,New Delhi , 1995
9. Andre Beteille , Sociology : Essays on Approaches and Method , Oxford University Press.2002
10. Gail.Omvedt , Dalit and the Democratic Revolution , Sage Publication, New Delhi,1994
11. Bipan Chandra , India After Independence 1947-2000 , Penguin Books , USA,2000
12. Paul R.Brass, The Politics of India Since Independence, Cambridge University Press,New Delhi,1992
13. AnilketAlam , Becoming India, Cambridge University Press,New Delhi,1992

Semester **V & VI**

Credit **4**

SG 1645 PROJECT WORK

Specifications of project work

1. The project work may be any researchable problem relevant to the study of Sociology
2. The project assignment may be given in the 5th semester and report should be submitted at the end of 6th semester
3. The project work can be carried out individually or in a group (not exceeding 5) depends on the availability of teachers and other infrastructure
4. It should be based on either primary or secondary sources of data
5. It should be 40-60 typed spiral bind one (12 fond Times Roman 1.5 space)
6. The project work contain the following items
 - A> Introduction & Review of literature
 - B> Methodology
 - C> Analysis,
 - D> Conclusion & Suggestions if any
 - E> Bibliography & Appendix if any
7. The total marks for project work is 100. 20 marks of the project work is based on a viva voce and 80 marks for project work
8. The viva voce will be conducted as per the norms of the university (both external and internal examiners) .
9. An acknowledgement, declaration, certificate of the supervising teacher etc should be also attached in the project work

Evaluation indicators

1. Project Report

No:	Indicators	Score
1	Introduction & Review of literature	15
2	Methodology	20
3	Analysis,	30
	Conclusion & Suggestions	10
4	Bibliography & Appendix	5
	Total	80

2. Viva Voce

No:	Indicators	Score
1	Presentation skills	5
2	Clarity in the subject	5
3	Defending	5
4	Overall	5
	Total	20

END SEMESTER EXAMINATION SCHEME

(For question paper setters)

- All End Semester Examinations are three hours duration irrespective of credits
- The total marks for end semester examinations is 80
- In this curriculum equal weightage is given to all modules of a particular course. So for examination purpose also that should be maintained.
- There will be four types of questions in the end semester examination
- Part I consists of 10 questions. Each question carries 1 mark. The expected outcome is one word to maximum two sentences each. **At least 2 questions should be included from each module**
- Part II consists of 12 questions. The candidate has to write eight questions. Each carries 2 marks each and which do not exceed one paragraph. **At least 3 question should be included from each module**
- Part III consists of 9 questions. The candidate has to answer 6 questions. Each carries 4 marks which should not exceed 120 words. **At least 2 questions should be included from each module**
- Part IV consists of 4 questions. The candidate has to answer 2 questions. Each question carries 15 marks and it is in the form of a long Essay. **At least 1 question should be included from each module**

**Course Structure of Additional Language - Malayalam for BA/B. Sc.
Degree Programmes**

സെമസ്റ്റർ	:	I
കോഴ്സ് കോഡ്	:	ML. 1111. 1
ലാംഗ്വേജ് കോഴ്സ്	:	II (അഡീഷണൽ ലാംഗ്വേജ് : 1)
ക്രെഡിറ്റ്	:	3

മലയാള കവിത
പുസ്തകം : കവിതാപഥം
(കേരളയൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം)

പാനോദേശ്യം

മലയാള കവിതയെ സംബന്ധിച്ച സാമാന്യജ്ഞാനം വിദ്യാർത്ഥികൾക്കു നൽകുകയാണ് ലക്ഷ്യം. പാഠികളിൽ കാവ്യാഭിരുചി വളർത്തുകയും കാവ്യാസ്വാദനത്തിനും വിശകലനത്തിനും അവരെ സജ്ജരാക്കുകയും വേണം. സെമിനാർ , അസൈൻമെന്റ് തുടങ്ങിയ ഈ ലക്ഷ്യം മുന്നിൽ കണ്ടുകൊണ്ടായിരിക്കണം നൽകേണ്ടത്.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ: ഒന്ന്
കവിത - ആധുനിക കവിത്രയം വരെ

- | | | |
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| 1. എഴുത്തച്ഛൻ | - | പാർത്ഥസാരഥീവർണ്ണനം
'നിരന്നപീലികൾ' മുതൽ 'ഇളകാതെ നിന്നു
കുറഞ്ഞൊരു നേരം' വരെ - 35 വരി) |
| 2. വടക്കൻപാട്ട് | - | ഉണ്ണിയാർച്ചയുടെ അപേക്ഷ
('ഉണ്യാർച്ച തന്നെ വിളിക്കുന്നുണ്ടെ' മുതൽ 'ശേഷം |
| 3. കുമാരനാശാൻ | - | കരുണ (ഒന്നാം ഭാഗം)
('അനുപമകൃപാനിധി' മുതൽ 'നൃത്തഗീതാദികളിലെ
നൈപുണി പോലും' വരെ - 100 വരി) |

മൊഡ്യൂൾ: രണ്ട്
കവിത്രയാനന്തരകവിത

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| 4. ചങ്ങമ്പുഴ | - | കാവ്യനർത്തകി |
| 5. വൈലോപ്പിള്ളി | - | ഊഞ്ഞാലിൽ |
| 6. ഇടശ്ശേരി | - | കറുത്ത ചെട്ടിച്ചികൾ |
| 7. അക്കിത്തം | - | നിത്യമോലം |

മൊഡ്യൂൾ : മൂന്ന്
ആധുനിക പുസ്തകങ്ങൾ

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| 8. വയലാർ | - എന്റെ ദന്തഗോപുരത്തിലേക്ക് ഒരു ക്ഷണക്കത്ത് |
| 9. ഒ. എൻ. വി. കുറുപ്പ് | - അനിശ്ചലങ്ങൾ |
| 10. സുഗതകുമാരി | - അഭിസാരിക |
| 11. അയ്യപ്പപ്പണിക്കർ | - പുരുവസ് |

മൊഡ്യൂൾ : നാല്
ആധുനിക - ആധുനികാനന്തര ഘട്ടം

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| 12. കടമ്മനിട്ട | - കിരാതവൃത്തം |
| 13. ബാലചന്ദ്രൻ ചുള്ളിക്കാട് | - സന്ദർശനം |
| 14. പി. പി. രാമചന്ദ്രൻ | - രണ്ടു ശില്പങ്ങൾ |
| 15. റഫീക്ക് അഹമ്മദ് | - അമ്മത്തൊട്ടിൻ |
- സഹായകഗ്രന്ഥങ്ങൾ**
- | | |
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| 1. കൈരളിയുടെ കഥ | - പ്രൊഫ. എൻ. കൃഷ്ണപിള്ള |
| 2. മലയാള കവിതാസാഹിത്യചരിത്രം | - ഡോ. എം. ലീലാവതി |
| 3. വർണ്ണരാജി | - ഡോ. എം. ലീലാവതി |
| 4. കടലിൽ തങ്ങിയ കാന്തമുതി | - ഡോ. ബി. വി. ശശികുമാർ |
| 5. മുഹൂർത്തങ്ങൾ | - സച്ചിദാനന്ദൻ |
| 6. ആളൊഴിഞ്ഞ അരങ്ങ് | - വി. രാജകൃഷ്ണൻ |
| 7. വൈലോപ്പിള്ളി : എഴുത്തുംജീവിതവും | ഡോ ഇ. ബാനർജി (എഡി.) |
| 8. ഭാവഗീതത്തിന്റെ അടയാളങ്ങൾ
മലയാള കവിതയിൽ | - ആർ. എസ്. രാജീവ് |
| 9. പ്രതിബിംബങ്ങൾ പറയാതിരിക്കുന്നത് | - ആർ. ശ്രീലതാവർമ്മ |
| 10. ഹരിതദർശനം ആധുനികാനന്തര
മലയാളകവിതയിൽ | - ഡോ. സി. ആർ. പ്രസാദ് |
| 11. പ്രകടനഗാനങ്ങളുടെ ആഖ്യാന
സൗന്ദര്യശാസ്ത്രം
(കേരളസാഹിത്യ അക്കാദമി). | - ഡോ. എൻ. അനിൽകുമാർ |
| 12. കടമ്മനിട്ടയിലെ കവി | - (എഡി.) കെ. എസ്. രവികുമാർ. |
| 13. ഹരിതനിരൂപണം മലയാളത്തിൽ | - (എഡി.) ജി. മധുസൂദനൻ, കറന്റ് ബുക്സ്. |
| 14. പരിസ്ഥിതിക്കവിതയ്ക്കൊരാമുഖം | - പി. പി. കെ. പൊതുവാൾ, ഡി. സി. ബുക്സ്. |
| 15. കീഴാളന്റെ പ്രതിരോധതന്ത്രം | - ഡോ. ഷീബ എം. കുര്യൻ. |
| 16. കാവ്യഭാവനയുടെ സ്ത്രീപഠനങ്ങൾ | - ഡോ. എ. ഷീലാകുമാരി. |

സെമസ്റ്റർ : II
 കോഴ്സ് കോഡ് : ML. 1211. 1
 ലാംഗ്വേജ് കോഴ്സ് : V (അഡീഷണൽ ലാംഗ്വേജ് : II)
 ക്രെഡിറ്റ് : 3

ഗദ്യസാഹിത്യം

പുസ്തകം : ഗദ്യപഥം (കേരളയൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം)

പാനോദേശ്യം

മലയാളഗദ്യസാഹിത്യത്തിന്റെ വിവിധമാതൃകകളുമായി വിദ്യാർത്ഥികളെ പരിചയപ്പെടുത്തുകയാണ് ലക്ഷ്യം.

പാഠ്യപദ്ധതി

**മൊഡ്യൂൾ : ഒന്ന്
നോവൽ**

മലയാള നോവൽ പ്രസ്ഥാനത്തിന്റെ ഉത്ഭവ-വികാസ-പരിണാമങ്ങളെപ്പറ്റി സാമാന്യമായി മനസ്സിലാക്കുകയും ഒരു നോവൽ വിശദമായി പഠിക്കുകയും വേണം.

വിശദപഠനത്തിന്

ഒരു ദളിത് യുവതിയുടെ കദനകഥ - എം. മുക്തൻ

**മൊഡ്യൂൾ : രണ്ട്
ചെറുകഥ**

പാനോദേശ്യം

മലയാള ചെറുകഥയുടെ വികാസപരിണാമങ്ങളെപ്പറ്റി സാമാന്യജ്ഞാനം നേടുക, ആഖ്യാനതന്ത്രങ്ങളുടെ വൈചിത്ര്യം മനസ്സിലാക്കുക, പ്രമേയത്തിലും രൂപശില്പത്തിലും സംഭവിച്ച മാറ്റങ്ങൾ അറിയുക.

വിശദപഠനത്തിന്

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| 1. എന്റെ ഗന്ധർവസ്നേഹിതൻ | - ഈ വി. കൃഷ്ണപിള്ള |
| 2. മനുഷ്യപുത്രീ | - ലളിതാംബിക അന്തർജനം |
| 3. കടനല്ലൂരിലെ ഒരു സ്ത്രീ | - ടി. പത്മനാഭൻ |
| 4. ഇതാ ഇവിടെവരെയുടെ പരസ്യവണ്ടി പുറപ്പെടുന്നു | - സക്കറിയ |
| 5. ലോല | - പത്മരാജൻ |
| 6. അച്യുതമ്മമ്മ | - കെ. പി. രാമനുണ്ണി |
| 7. ആറാം കാലം | - അക്ബർ കക്കട്ടിൽ |
| 8. 52 X 32 | - സന്തോഷ് ഏച്ചിക്കാനം |

മൊഡ്യൂൾ : മൂന്ന്

ഉപന്യാസം, പഠനം, അനുഭവം

സാഹിത്യവും സാഹിത്യേതരവുമായ വിഷയങ്ങളെ സംബന്ധിക്കുന്ന അഞ്ചു ചെനകൾ പഠിക്കണം. മലയാള ഗദ്യസാഹിത്യത്തിന്റെ വികാസത്തിൽ ഉപന്യാസങ്ങൾക്കുള്ള പങ്ക് പഠിതാക്കൾക്കു ബോധ്യപ്പെടണം.

വിശദപഠനത്തിന്

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| 1. മാമ്പഴം | - എം. എൻ. വിജയൻ |
| 2. ചങ്ങമ്പുഴയുടെ ക്ഷയരോഗം 'കളിത്തൊഴി' പ്രവചിച്ചിരിക്കുന്നു | - കെ. പി. അപ്പൻ |
| 3. കവിതയുടെ മുലാലടകങ്ങൾ | - സുകുമാർ അഴീക്കോട് |
| 4. ഗുരുസ്ഥരണ | - കലാമണ്ഡലം കൃഷ്ണൻനായർ |
| 5. മഹാനടൻ | - ബാലചന്ദ്രൻ ചുള്ളിക്കാട് |

സഹായകഗ്രന്ഥങ്ങൾ

- | | |
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| 1. കൈരളിയുടെ കഥ | - പ്രൊഫ. എൻ. കൃഷ്ണപിള്ള |
| 2. ആധുനിക മലയാളസാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ | - ഡോ. കെ. എം. ജോർജ്ജ് (ജന: എഡിറ്റർ). |
| 3. മലയാളനോവൽ സാഹിത്യചരിത്രം | - ഡോ. കെ. എം. തരകൻ. |
| 4. മലയാള ചെറുകഥാസാഹിത്യചരിത്രം | - ഡോ. എം. എം. ബഷീർ. |
| 5. ചെറുകഥ ഇന്നലെ ഇന്ന് | - എം. അച്യുതൻ |
| 6. ചെറുകഥയുടെ ചരിത്രം | - വി. രാജകൃഷ്ണൻ |
| 7. കവിതയും മനഃശാസ്ത്രവും | - എം. എൻ. വിജയൻ. |
| 8. രോഗവും സാഹിത്യഭാവനയും | - കെ. പി. അപ്പൻ. |
| 9. പത്തരാജൻ : ദുരന്തകാലങ്ങളിലെ ഗന്ധർവൻ | - ഡോ. സജിത് ഏവുരേത്ത് |
| 10. ശീർഷാസനം | - എം. എൻ. വിജയൻ |

സെമസ്റ്റർ : III
 കോഴ്സ് കോഡ് : ML. 1311.1
 ലാംഗ്വേജ് കോഴ്സ് : VII (അഡീഷണൽ ലാംഗ്വേജ് : III)
 ക്രെഡിറ്റ് : 4

ദൃശ്യകലാസാഹിത്യം

(പാഠപുസ്തകം : ദൃശ്യസാഹിത്യം - കേരളയൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം) പഠനോദ്ദേശ്യം

നമ്മുടെ ദൃശ്യകലാസംസ്കാരത്തിന്റെ സമ്പന്നതയെക്കുറിച്ചുള്ള സാമാന്യമായ അറിവ് വിദ്യാർത്ഥികൾ നേടേണ്ടതുണ്ട്. കഥകളി, തുള്ളൽ, നാടകം, സിനിമ എന്നീ ദൃശ്യകലകളെയും അവയ്ക്ക് ആധാരമായ സാഹിത്യപാഠങ്ങളെയും വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുകയാണ് ലക്ഷ്യം.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ : ഒന്ന്

ആട്ടക്കഥ, തുള്ളൽസാഹിത്യം

കഥകളിയുടെ ഉത്ഭവവികാസപരിണാമം - പ്രധാന ആട്ടക്കഥാകൃത്തുക്കൾ- തുള്ളൽ പ്രസ്ഥാനം - സാമാന്യപരിചയം.

വിശദപഠനത്തിന്

1. നളചരിതം ആട്ടക്കഥ (രണ്ടാം ദിവസം) -ഉണ്ണായിവാദ്യർ (ചുതിൽ തോറ്റ നളനെ പുഷ്പക രൻ കാട്ടിലേക്കു പറഞ്ഞയ്ക്കുന്നതുവരെ) ('ചൊന്നതാചരിപ്പൊരിലുന്നതാമ്മ പ്രീതി' വരെ)
2. കല്യാണസൗഗന്ധികം തുള്ളൽ - കുഞ്ചൻ നമ്പ്യാർ
 ഉദ്ധതനാകുന്ന ഭീമസേനൻ തന്റെ പദ്ധതി തന്നിൽ
 'കണ്ടനേരം തന്നെ നിന്റെ പരാർത്ഥ-
 മൂണ്ടായ് നമുക്കെന്നരിക വൃകോദരാ' വരെ (106 വരി)

മൊഡ്യൂൾ : രണ്ട്

നാടകസാഹിത്യം

മലയാളനാടകപ്രസ്ഥാനം - സാമാന്യാവലോകനം

വിശദപഠനത്തിന്

1. കേരളശാകുന്തളം (നാലാം അങ്കം) - വി.വ. ആറ്റുർ കുഷ്ണപ്പിഷാരടി
 (മറ്റ് അങ്കങ്ങൾ സാമാന്യമായി പരിചയപ്പെടുകയും നാലാം അങ്കം വിശദമായി പഠിക്കുകയും വേണം).
2. ഗുഡ്നൈറ്റ് (ഏകാങ്കനാടകം) - എൻ. എൻ. പിള്ള
3. കറുത്ത ദൈവത്തെത്തേടി - ജി. ശങ്കരപ്പിള്ള

മൊഡ്യൂൾ : മൂന്ന്

തിരക്കഥാപഠനം

ചലച്ചിത്രനിർമ്മിതിയിൽ തിരക്കഥയ്ക്കുള്ള പ്രാധാന്യത്തെക്കുറിച്ച് സാമാന്യജ്ഞാനം നേടണം.

വിശദപഠനത്തിന്

വൈശാലി - എം. ടി വാസുദേവൻ നായർ

സഹായഗ്രന്ഥങ്ങൾ

- | | | |
|--|---|----------------------------|
| 1. കൈരളിയുടെ കഥ | - | പ്രൊഫ. എൻ. കൃഷ്ണപിള്ള |
| 2. ആധുനിക സാഹിത്യചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ | - | കെ. എം. ജോർജ്ജ് (എഡി.) |
| 3. നളചരിതം ആട്ടക്കഥ-കൈരളിവ്യാഖ്യാനം | - | പ്രൊഫ. പരമന രാമചന്ദ്രൻനായർ |
| 4. ഉയരുന്ന തവനിക | - | സി. ജെ. തോമസ്. |
| 5. മലയാള നാടകസാഹിത്യചരിത്രം | - | ജി. ശങ്കരപ്പിള്ള |
| 6. മലയാളനാടകസാഹിത്യചരിത്രം | - | ഡോ: വയലാ വാസുദേവൻപിള്ള |
| 7. സിനിമയുടെ വ്യാകരണം | - | ഡോ. ജിതേഷ് |
| 8. തിരക്കഥാരചന : കലയും സിദ്ധാന്തവും | - | ജോസ് കെ. മാനുവൽ |
| 9. കഥയും തിരക്കഥയും | - | ആർ.വി. എം. ദിവാകരൻ |
| 10. തോപ്പിൽ ഭാസിയുടെ നാടകങ്ങൾ : ഒരു പഠനം | - | ഡോ. എ. ഷീലാകുമാരി. |

സെമസ്റ്റർ : IV
 കോഴ്സ് കോഡ് : ML. 1411.1
 ലാംഗ്വേജ് കോഴ്സ് : IX (അഡിഷണൽ ലാംഗ്വേജ് IV)
 ക്രെഡിറ്റ് : 4

വിനിയോഗം, സർഗ്ഗാത്മകരചന, ഭാഷാവബോധം

പാനോദേശ്യം

(i) ആശയവിനിമയത്തിന്റെ വിവിധ ഘടകങ്ങളും പ്രക്രിയകളും വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുക. ആശയവിനിമയ സിദ്ധാന്തങ്ങളെക്കുറിച്ചും ആശയവിനിമയ മാതൃകകളെക്കുറിച്ചും അവബോധമുണ്ടാക്കുക (ii) ഭരണകാര്യങ്ങൾമാതൃഭാഷയിലൂടെ നിർവഹിക്കപ്പെടുന്നു എന്ന കാര്യം ഇന്ന് പൊതുവെ അംഗീകരിക്കപ്പെട്ടിട്ടുണ്ട്. മലയാളം ഭരണഭാഷയാകുമ്പോൾ ഉണ്ടാകാവുന്ന പ്രശ്നങ്ങളെക്കുറിച്ച് വിദ്യാർത്ഥികളെ ബോധവൽക്കരിക്കുക. ഭരണഭാഷാ മലയാളത്തിന്റെ വ്യാപനത്തിന് അവരെ സജ്ജരാക്കുക. (iii) എഴുത്തുകാരുടെ രചനാനുഭവങ്ങൾ വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുക. സർഗ്ഗാത്മകരചനയ്ക്ക് വിദ്യാർത്ഥികളെ പ്രാപ്തരാക്കുക. (iv) പദം, വാക്യം, ചിഹ്നം എന്നിവ തെറ്റുകൂടാതെ പ്രയോഗിക്കുന്നതിലൂടെ ഭാഷാശുദ്ധി നിലനിർത്തുക. വിവർത്തനത്തിൽ പ്രയോഗിക പരിശീലനം നൽകുക.

പാഠ്യപദ്ധതി

**മൊഡ്യൂൾ : ഒന്ന്
വിനിയമവും മാധ്യമങ്ങളും**

വിനിയമം-നിർവചനം-ആശയവിനിയമ പ്രക്രിയ - വ്യവസ്ഥാപനം (Encoding), നിർവ്യവസ്ഥാപനം (Decoding) ആശയവിനിയമ പ്രക്രിയയുടെ ഘടകങ്ങൾ, ആശയവിനിയമ മാതൃകകൾ- വിവിധതരം ആശയവിനിയമങ്ങൾ - ആത്മഗത, വ്യക്ത്യന്തര, സംഘാതമക, ബഹുജന ആശയവിനിയമങ്ങൾ - വിവിധതരം മാധ്യമങ്ങൾ അച്ചടി, റേഡിയോ, ടെലിവിഷൻ, സിനിമ, ഇന്റർനെറ്റ് തുടങ്ങിയ നവമാധ്യമങ്ങൾ - ഇവയുടെ സവിശേഷതകൾ - മാധ്യമങ്ങളും സമൂഹവും.

വിശദപഠനത്തിന്

മർദ്ദിതം : മൗലികതയും നിരാകരണവും - ഡോ. എ. എം. ശ്രീധരൻ, നാഷണൽ ബുക്ക് സ്റ്റാൾ. (താഴെപ്പറയുന്ന രണ്ടു ലേഖനങ്ങൾ മാത്രം).

1. മാനവ ആശയവിനിയമം- തത്ത്വവും പ്രയോഗവും.
2. ആശയവിനിയമം : സിദ്ധാന്തവും പ്രയോഗവും.

**മൊഡ്യൂൾ : രണ്ട്
ഭരണഭാഷ മലയാളം**

ഭരണഭാഷ - നിർവചനം - ഭരണനിർവഹണം മാതൃഭാഷയിലൂടെ ആകേണ്ടതിന്റെ ആവശ്യകത - മലയാളം ഭരണഭാഷയാക്കുമ്പോൾ സ്വീകരിക്കേണ്ട മുൻനോതുകൾ ഭരണഭാഷയ്ക്കുണ്ടായിരിക്കേണ്ട ഗുണങ്ങൾ - നിയതാർത്ഥബോധകം, ആർജ്ജവം, സുതാര്യത സരളം, ലഘുവാക്യങ്ങൾ, ആശയത്തെക്കുറിച്ചുള്ള അസന്നിഗ്ദ്ധത മുതലായവ - വിവിധ സർക്കാർ വകുപ്പുകളുടെ സാങ്കേതിക പദാവലികൾ.

ചാനസ്രവർത്തനം

ഇംഗ്ലീഷിലുള്ള സർക്കാർ ഉത്തരവുകളും നടപടിക്രമങ്ങളും മലയാളത്തിലേക്കു മാറ്റാനുള്ള പരിശീലനം.

**മൊഡ്യൂൾ : മൂന്ന്
സർഗ്ഗാത്മകരചന**

സർഗാത്മകത - നിർവചനം - സർഗാത്മകതയുടെ ഉറവിടം - വിവിധ കാഴ്ചപ്പാടുകൾ - കാവ്യപ്രചോദനത്തെക്കുറിച്ചുള്ള ഭാരതീയ സങ്കല്പം - പ്രതിഭയെക്കുറിച്ചുള്ള രാജശേഖരന്റെ അഭിപ്രായം - ഭാവയിത്രി, കാരയിത്രി - ഭാവനയെപ്പറ്റി കോളറിഡേജ് - പ്രഥമഭാവനയും ദ്വിതീയ ഭാവനയും - ഫാന്റസിയും ഇമാജിനേഷനും തമ്മിലുള്ള വ്യത്യാസം - വേർഡ്സ്പർത്തിന്റെ

കാവ്യനിർവ്വഹനം - സർഗ്ഗാത്മകരചനയിലേക്കു നയിക്കുന്ന സാഹചര്യങ്ങൾ- ജന്മവാസനയും അനുഭവവും - രചനയുടെ വിവിധ ഘട്ടങ്ങൾ.

കവിത, കഥ, ലഘുനാടകം, ഹ്രസ്വചിത്രങ്ങൾക്കുള്ള തിരക്കഥ, ഫീച്ചർ തുടങ്ങിയവയുടെ രചനാപരിശീലനം വിദ്യാർത്ഥികൾക്ക് നൽകേണ്ടതാണ്.

ആവശ്യമെങ്കിൽ വിദ്യാർത്ഥികളെ ഗ്രൂപ്പുകളായി തിരിക്കാവുന്നതാണ്.

വിശദപഠനത്തിന്

1. സർഗ്ഗാത്മകത - ഡോ. കെ. എം. കോശി (സാഹിത്യവിജ്ഞാനപ്രവേശിക).
2. വാക്കുകളുടെ ശില്പം - എം. കെ. സാനു (കാവ്യതത്ത്വപ്രവേശിക).
3. എന്റെ കവിതയെപ്പറ്റി ('ഇരുൾചിറകുക' ൽടെ ആമുഖം) - സുഗതകുമാരി
4. കാഥികന്റെ പണിപ്പുര - എം. ടി. വാസുദേവൻ നായർ.

ഒരു കഥ ജനിക്കുന്നു എന്ന അനുഭവക്കുറുപ്പ് മാത്രം)

**മാധ്യമങ്ങൾ : നാല്
ഭാഷാവബോധം**

തെറ്റായ രൂപത്തിൽ എഴുതപ്പെടുന്ന വാക്കുകളും അവയുടെ ശരിയായ രൂപങ്ങളും - വാക്യ രചനയിൽ സാധാരണ വരുന്ന പിഴവുകളും അവ തിരുത്തുന്നതിനുള്ള മാർഗ്ഗനിർദ്ദേശങ്ങളും - പ്രധാനപ്പെട്ട ചിഹ്നങ്ങളും അവയുടെ പ്രയോഗസാഹചര്യങ്ങളും.

പ്രായോഗിക പരിശീലനം

ഇംഗ്ലീഷിൽനിന്ന് മലയാളത്തിലേക്കും മലയാളത്തിൽനിന്ന് ഇംഗ്ലീഷിലേക്കുമുള്ള വിവർത്തനം- ഗദ്യം - പദ്യം, ശൈലികൾ, പഴഞ്ചൊല്ലുകൾ, സാങ്കേതിക പദങ്ങൾ മുതലായവയുടെ വിവർത്തനം.

സഹായകഗ്രന്ഥങ്ങൾ, വെബ്സൈറ്റുകൾ

1. മാധ്യമം : മൗലികതയും നിരാകരണവും - ഡോ. എ. എം. ശ്രീധരൻ, നാഷണൽബുക്ക് സ്റ്റാൾ.
2. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - എം. വി. തോമസ്, കേരള സാംസ്കാരിക പ്രസിദ്ധീകരണവകുപ്പ്.
3. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - പലർ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്.
4. മാധ്യമവിചിന്തനം - ഡോ. കെ. വി. തോമസ്, ഡോ. മാത്യു ജെ. മുട്ടത്ത്, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്.
5. മലയാളവും ഇന്റർനെറ്റും - സുനീത ടി. വി., ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്.
6. സൈബർ മലയാളം - (എഡി.) സുനീത ടി. വി., കറന്റ് ബിക്സ്, തൃശൂർ

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| 7. ഭാഷയും ഭരണഭാഷയും | - ഡോ. എഴുമറ്റൂർ രാജരാജവർമ്മ, ഇൻഫർമേഷൻ ആന്റ് പബ്ലിക്കേഷൻ വകുപ്പ്, കേരള സർക്കാർ. |
| 8. ഭരണ ശബ്ദാവലി | - കേരളഭാഷാഇൻസ്റ്റിറ്റ്യൂട്ട്. |
| 9. വ്യത്യാസപത്രപ്രവർത്തനം | - സ്വദേശാഭിമാനി രാമകൃഷ്ണപിള്ള മാളുബെൻ പബ്ലിക്കേഷൻസ്. |
| 10. ലിനിക്കൽ ബാലഡ്സിന്റെ ആമുഖം | - വില്യം വേർഡ്സ്വർത്ത്, വിവ: ഡോ. തോന്നയ്ക്കൽ വാസുദേവൻ, എം. എൻ. വിജയൻ സാംസ്കാരിക വേദി. |
| 11. സാഹിത്യവിദ്യ | - കുട്ടികൃഷ്ണമാരാർ, മാരാർ സാഹിത്യപ്രകാശം, കോഴിക്കോട്. |
| 12. കാഥികന്റെ പണിപ്പുര | - എം. ടി. വാസുദേവൻ നായർ, ഡി. സി. ബുക്സ്. |
| 13. ഉയരുന്ന യവനിക | - സി. ജെ. തോമസ്, മാളുബെൻ പബ്ലിക്കേഷൻസ്, തിരുവനന്തപുരം. |
| 14. കാവ്യസരൂപം | - എസ്. ഗുപ്തൻനായർ, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്. |
| 15. കഥയുടെ ന്യൂക്ലിയസ്സ് | - ഡോ. വത്സലൻ വാതുശ്ശേരി, ലൈവ് പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്. |
| 16. ഇരുൾചിറകുകൾ | - സുഗതകുമാരി. |
| 17. ഗദ്യശില്പം | - സി. വി. വാസുദേവഭട്ടതിരി, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്. |
| 18. തെറ്റും ശരിയും | - പ്രൊഫ. പന്തന രാമചന്ദ്രൻ നായർ, കറന്റ് ബുക്സ്, കോട്ടയം. |
| 19. തെറ്റില്ലാത്ത മലയാളം | - പ്രൊഫ. പന്തന രാമചന്ദ്രൻ നായർ, കറന്റ് ബുക്സ്, കോട്ടയം. |
| 20. ഭാഷാശുദ്ധി-സംശയപരിഹാരങ്ങൾ | - പ്രൊഫ. പന്തന രാമചന്ദ്രൻ നായർ, കറന്റ് ബുക്സ്, കോട്ടയം. |
| 21. ഭാഷാശുദ്ധിയും ഭരണഭാഷയും | - ഡോ. വിളക്കുടി, രാജേന്ദൻ, പ്രിയദർശിനി പബ്ലിക്കേഷൻസ്. |
| 22. മലയാളശൈലി | - കുട്ടികൃഷ്ണമാരാർ, മാരാർ സാഹിത്യപ്രകാശം, കോഴിക്കോട്. |
| 23. തായ്മമാഴി | - എം. എൻ. കാരശ്ശേരി, ഡി. സി. ബുക്സ്. |

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| 24. ഭരണഭാഷാപ്രശ്നങ്ങൾ | - എം. വി. തോമസ്, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട് |
| 25. വിവർത്തനവിചാരം | - ഡോ. എൻ. ഇ. വിശ്വനാഥത്തമ്പി,
കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്. |
| 26. തർജ്ജമയുടെ താക്കോൽ | - സി. വി. വാസുദേവ ഭട്ടതിരി,
സ്കൈ ബുക്സ്
പബ്ലിഷേഴ്സ്. |
| 27. നല്ല മലയാളം | - സി. വി. വാസുദേവഭട്ടതിരി,
ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്. |
| 28. http://en.wikipedia.org/wiki/media_influence. | |
| 29. http://en.wikipedia.org/wiki/creative_writing. | |
| 30. http://www.du.ac.in/du/course/creative_writing.pdf. | |

Semester I

Common for B.A/BSc [EN 1111.1] & B.Com [EN 1111.2]

Language Course 1: Listening, Speaking and Reading

No. of Credits: 4 General Objectives

The general objective of the course is to make the students proficient communicators in English. It aims to develop in the learners the ability to understand English in a wide range of contexts. The main thrust is on understanding the nuances of listening, speaking and reading English. The course is a step towards preparing the learners to face situations with confidence and to seek employment in the modern globalized world. As knowledge of English phonetics will help the students to listen and to speak English better, they would be given rudimentary training in English phonetics. It also enhances the student's general standard of spoken English. The knowledge of the phonetic alphabets/symbols will help the students to refer the dictionary for correct pronunciation.

Module I Listening

Introduction, definition of listening, listening Vs hearing, process of listening, problems students face in listening, sub-skills of listening, what is good listening? strategies of listening, barriers to listening, listening in the workplace, activities that help you to become better listeners.

Module II Speaking

English, the lingua franca, varieties of English; Indian English, Received Pronunciation, Why phonetics?

Organs of speech and speech mechanism; Classification of English sounds- vowels; consonants; IPA symbols, transcription, the syllable, syllable structure, stress and intonation, some rules of pronunciation, Indian English and deviations from RP, Speaking as a skill; speaking on formal and informal occasions; how to perform a wide range of language functions such as greeting, thanking, complaining, apologizing.

Module III Reading

Introduction, The Reading Process, Reading and Meaning, Methods to Improve Reading, Strengthening Your Vocabulary, Understanding Graphics and Visual Aids, Previewing, Reading in Thought Groups, Avoiding the re-reading of the Same Phrases, Barriers to Reading, Skills for Speed Reading, Sub-skills of Reading, Skimming, Scanning, Extensive Reading, Intensive Reading, Reading E-mail, E-books, Blogs and Web pages

(Students should be given ample practice in dialogue, using core and supplementary materials.)

COURSE MATERIAL

Modules 1-3

Core Reading: *English Language Skills for Communication I* Published by Oxford University Press

Module 4

Core Reading: *Four One-Act Plays* Published by Mainspring Publishers, Chennai

The following one act plays are prescribed

1. *The Pie and the Tart* :Hugh Chesterman
2. *Under Fire* : Laurence Housman
3. *The Brink of Silence* : Esther E. Galbraith
4. *The Dear Departed* : Stanley Houghton

Further reading:

1. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
2. Lynch, Tony. *Study Listening*. New Delhi: CUP, 2008.

3. Kenneth, Anderson, Tony Lynch, Joan Mac Lean. *Study Speaking*. New Delhi: CUP, 2008.

Reference:

Jones, Daniel. *English Pronouncing Dictionary* 17th Edition. New Delhi: CUP, 2009.

SEMESTER I

Foundation Course 1 for BA/B Sc

WRITINGS ON CONTEMPORARY ISSUES: EN 1121

No. of credits: 2

AIMS

1. To sensitize students to the major issues in the society and the world.
2. To encourage them to read literary pieces critically.

OBJECTIVES

On completion of the course, the students should be able to

1. have an overall understanding of some of the major issues in the contemporary world.
2. respond empathetically to the issues of the society.
3. read literary texts critically.

COURSE OUTLINE

Module I: Human Rights

- (1) “Grim Realities, Hopeful Hues” – V.R.Krishna Iyer.
- (2) “Poverty is the Greatest Threat” – N.R.Madhava Menon.
- (3) “The Little Black Boy” – William Blake

Module II: The Gender Question

- (4) “Violence against Women” – Gail Omvedt
- (5) “The Goddess of Revenge” – Lalithambika Antharjanam
- (6) “Nani” – Kamala Das

Module III: Globalisation

(7) “Lessons for Sustainable and Beneficial Coexistence” – Christabell P.J

(8) “Going Local” – Helena Norberg-Hodge

(9) “Freedom” – Balachandran Chullikkad

Module IV: Alcohol and Drug Abuse

(10) “The Bane of Alcoholism” – Adithi .N

(11) “Substance Use Disorders in Children and Adolescents”- Ajeesh P.R

(12) “The Alcoholic at Dawn” – Jeet Thayil

COURSE MATERIAL

Modules 1 - 4

Core reading: *Perspectives on Contemporary Issues*. ed. Vinita Sinha. Emerald Publishers 2016.

SEMESTER II

Language Course (B.A/B Sc English III): ENVIRONMENTAL STUDIES: EN 1211.1

No. of Credits: 4

Module 1

Environmental studies: Definition, Need, Scope and Importance, Need for public awareness. Natural resources- Forest resources, water resources, mineral resources, food resources, energy resources, land resources- over exploitation, case studies.

Module 2

Eco-system- structure and function, producers, consumers and decomposers energy flow in the ecosystem, ecological succession, forest ecosystem, grassland ecosystem, desert ecosystem and aquatic ecosystem. Biodiversity and its value and conservation, hot spots of biodiversity, India as a mega-diversity nation, endangered and endemic species of India, conservation of bio-diversity. In-situ and Ex-situ conservation of bio-diversity. Sustainable use of forest – water- land - resources –Human population and its impact on environment.

Module 3

Pollution: air, water, soil and marine, noise, thermal and nuclear hazards. Solid waste management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management. Social issues

and the Environment: from unsustainable to sustainable development, water conservation-rain water harvesting; global warming; consumerism and waste products: various acts to protect the environment; Environment protection Act; Air (Prevention and

Control of Pollution) Act; Water (Prevention and Control of pollution) Act; Wild Life Protection Act; Forest Conservation Act:

Module 4

Human population and Environment: Population explosion, Family Welfare Programmes, Environment and human health; human rights, HIV/AIDS, Women and Child Welfare, Role of Information Technology in Environment and Human health.

Field work and Project- Visit to ecologically polluted spots: Study of nature: study of forest, insects, animals, birds and plants. Project Report on the basis of field work about 15 pages.

Total Marks: 100

Written Exam: 85 Marks;

Internal Assessment: 15 Marks (Attendance- 5 marks + 10 test paper);

Core Text: *Greening the Earth* Published by Scientific International, New Delhi.

Books for Reference:

Adams, W.M. *Future Nature: A Vision for Conservation*. London: Earthscan, 2003.

Arnold, David and Ramachandra Guha, ed. *Nature, Culture and Imperialism:Essays on the Environmental History of South Asia*. New Delhi: Oxford UPM 2001.

Bahuguna, Sunderlal. "Environment and Education". *The Cultural Dimension of Ecology*. Ed. Kapila Vatsyayan. New Delhi: D.K. Printworld. 1998.

Crson, Rachel. *Silent Spring*. Boston: Houghton Mifflin, 1962.

Guha, Ramachandra- *Environmentalism: A Global History*, New Delhi: Oxford UP, 2000.

Hayward, Tim. *Ecological Thought: An Introduction*: Cambridge; polity, 1994.

Merchant, Crolyn. *The Death of Nature*. New York: Harper, 1990.

Gleick H.P. 1993. *Water in Crisis*, Pacific Institute for Studies in development Environment and security. Stockholm Env Institute. OUP 473 p.

Heywood V and Watson R.E. 1995. *Global biodiversity Assessment*. CUP 1140p

Odum FP. 1971. Fundamentals of Ecology. W.B Saunders Co. USA 574p

Rao. M. N and Dutta A.K. 1987. Waste Water Treatmentt. Oxford and IBH Publ Co Pvt.

Wagner K.D. 1998. Environmental Management. WB Saunders Co. Philadelphia, USA. 499p.

SEMESTER II

Language Course 4: MODERN ENGLISH GRAMMAR AND USAGE

(BA/B Sc English IV) EN 1212.1. (BCom) EN1211.2

BA/B Sc No. of credits: 3

AIMS: 1. To help students have a good understanding of modern English grammar.

2. To enable them produce grammatically and idiomatically correct language.

3. To help them improve their verbal communication skills.

4. To help them minimise mother tongue influence.

OBJECTIVES: On completion of the course, the students should be able to

1. have an appreciable understanding of English grammar.

2. produce grammatically and idiomatically correct spoken and written discourse.

3. spot language errors and correct them.

COURSE CONTENTS

Module 1:

- Modern English grammar - what and why and how of grammar - grammar of spoken and written language
- Sentence as a self-contained unit – various types of sentence – simple – compound – complex – declaratives – interrogatives – imperatives – exclamatives.
- Basic sentence patterns in English - constituents of sentences – subject – verb - object - complement - adverbials.

- Clauses - main and subordinate clauses - noun clauses - relative clauses - adverbial clauses - finite and non-finite clauses - analysis and conversion of sentences – Active to Passive and vice versa – Direct to Indirect and vice versa – Degrees of Comparison, one form to the other.
- Phrases - various types of phrases - noun, verb, adjectival and prepositional phrases.
- Words - parts of speech – nouns – pronouns - adjectives verbs - adverbs – prepositions – conjunctions -determinatives.

Module 2:

- Nouns - different types - count and uncount – collective - mass - case - number – gender.
- Pronoun - different types - personal, reflexive - infinite-emphatic – reciprocal.
- Adjectives - predicative - attributive - pre- and post-modification of nouns.
- Verbs - tense-aspect - voice -mood - Concord - types of verbs – transitive - intransitive- finite - non-finite.
- Helping verbs and modal auxiliaries - function and use.

Module 3:

- Adverbs - different types - various functions - modifying and connective.
- Prepositions - different types - syntactic occurrences - prepositional phrases - adverbial function.
- Conjunctions - subordinating and coordinating Determinatives articles - possessives - quantifiers

Module 4:

- Remedial grammar - error spotting - errors in terms of specific grammatical concepts like constituents of sentences - parts of speech - concord – collocation - sequences of tense - errors due to mother tongue influence.
- Written Composition – precis writing – outline story – expansion of proverb – short essay.

COURSE MATERIAL

Modules 1 - 4

Core Reading: *Concise English Grammar* by Prof. V. K. Moothathu. Oxford University Press, 2012.

Further Reading:

1. Leech, Geoffrey et al. *English Grammar for Today: A New Introduction*. 2nd Edition. Palgrave, 2008.
2. Carter, Ronald and Michael McCarthy. *Cambridge Grammar of English*. CUP, 2006.
3. Greenbaum, Sidney. *Oxford English Grammar*. Indian Edition. Oxford University Press, 2005.
4. Sinclair, John ed. *Collins Cobuild English Grammar*. Harper Collins publishers, 2000.
5. Driscoll, Liz. *Common Mistakes at Intermediate and How to Avoid Them*. CUP, 2008.
6. Tayfoor, Susanne. *Common Mistakes at Upper-intermediate and How to Avoid Them*. CUP, 2008.
7. Powell, Debra. *Common Mistakes at Advanced and How to Avoid Them*. CUP, 2008.
8. Burt, Angela. *Quick Solutions to Common Errors in English*. Macmillan India Limited, 2008.
9. Turton. *ABC of Common Grammatical Errors*. Macmillan India Limited, 2008.
10. Leech, Geoffrey, Jan Svartvik. *A Communicative Grammar of English*. Third Edition. New Delhi: Pearson Education, 2009.

Direction to Teachers: The items in the modules should be taught at application level with only necessary details of concepts. The emphasis should be on how grammar works rather than on what it is. The aim is the correct usage based on Standard English and not conceptual excellence.

SEMESTER III

Language Course 6: WRITING AND PRESENTATION SKILLS

(BA/ BSc English V) EN 1311.1

No. of credits: 4

AIMS

1. To familiarize students with different modes of general and academic writing.
2. To help them master writing techniques to meet academic and professional needs.
3. To introduce them to the basics of academic presentation
4. To sharpen their accuracy in writing.

OBJECTIVES

On completion of the course, the students should be able to

1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

COURSE OUTLINE

Module 1

Writing as a skill – its importance - mechanism of writing – words and sentences - paragraph as a unit of structuring a whole text - combining different sources – functional use of writing – personal, academic and business writing – creative use of writing.

Module 2

Writing process - planning a text - finding materials – drafting – revising – editing -finalizing the draft - computer as an aid - key board skills.

Module 3

Writing models – essay - précis - expansion of ideas – letter writing - personal letters - formal letters - CV – surveys – questionnaire - e-mail – fax - job application - report writing.

Module 4

Presentation as a skill - elements of presentation strategies – audience – objectives – medium - key ideas - structuring the material - organizing content - audio-visual aids - hand-outs - seminar paper presentation and discussion.

COURSE MATERIAL

Modules 1 – 4

Core reading: *Writing today*: Orient Blackswan

Further reading

1. Robert, Barraas. *Students Must Write*. London: Routledge, 2006.
2. Bailey, Stephen. *Academic Writing*. Routledge, 2006.
3. Hamp-Lyons, Liz, Ben Heasley. *Study Writing*. 2nd Edition. Cambridge University Press, 2008.
4. Ilona, Leki. *Academic Writing*. CUP, 1998.
5. McCarter, Sam, Norman Whitby. *Writing Skills*. Macmillan India, 2009.
6. Jay. *Effective Presentation*. New Delhi: Pearson, 2009.

Reference:

Mayor, Michael, et al, Ed. Longman Dictionary of Contemporary English. 5th Edition. London: Pearson Longman Ltd, 2009.

SEMESTER: IV

Language Course 8: READINGS IN LITERATURE

(BA/B.Sc English VI) EN1411.1

No. of credits: 4

AIMS

1. To sensitize students to the aesthetic, cultural and social aspects of literature.
2. To help them analyze and appreciate literary texts.

OBJECTIVES

On completion of the course, the students should be able to:

1. understand and appreciate literary discourse.
2. look at the best pieces of literary writing critically.
3. analyze literature as a cultural and interactive phenomenon.

Module 1

What is literature – literature and context – genres – literature and human values – creative use of language – inculcation of aesthetic sense.

Poetry – what is poetry – different types of poetry – poetic diction – figurative language – themes – stanza – rhyme.

Module 2

Drama.

Scope and definition – different types – one act plays - structure – dialogue – characters – action.

Module 3

Prose

What is prose – different types – personal – impersonal – technical.

Module 4:

Fiction.

What is fiction – different types – plot – characters – setting – point of view – short story – its characteristics.

COURSE MATERIAL

Module 1

Poetry

- | | |
|------------------------|---|
| 1. William Shakespeare | All the World is a Stage |
| 2. William Wordsworth | Leech Gatherer or Resolution and Independence |
| 3. John Keats | La Belle Dame Sans Merci |

4. Matthew Arnold	Dover Beach
5. Alfred Tennyson	Ulysses
6. W B Yeats	A Prayer for My Daughter
7. Wilfred Owen	Insensibility
8. Seamus Heaney	A Constable Calls
9. Sarojini Naidu	A Challenge to Fate
10. Kamala Das	An Introduction
11. Robert Frost	Mending Wall
12. Sachithananthan	Stammer

Module 2

Essays

1. E M Forster	Tolerance
2. J B Priestley	On Doing Nothing
3. Albert Einstein	Religion and Science
4. Jawaharlal Nehru	Independence and After
5. Nelson Mandela	An Ideal for which I am Prepared to Die

Module 3

Core reading: *A Bouquet of Stories*, Edited by Kishore Ram

Stories prescribed:

1. R K Narayan	Doctor's Word
2. K R Meera	Yellow is the Colour of Longing
3. Saki	Open Window
4. Somerset Maugham	The Bet
5. M T Vasudevan Nair	Sherlock

Further reading

1. A Concise Companion to Literary Forms. Emerald, 2013.
2. Abrams, M. H. A Glossary of Literary Terms.
3. Klarer, Mario. An Introduction to Literary Studies. Second edition. Routledge, 2009

Direction to Teachers

The introduction to various genres is intended for providing basic information and no conceptual analysis is intended.

Syllabus

Common Course- Hindi (For B A/ B.Sc.)

Semester-1

HN 1111.1 Language Course-Common (Addl. Language I) - Prose and Grammar

Aim of the Course/Objectives

The aim of the course is to sensitize the student to the aesthetic and cultural aspect of literary appreciation and analysis. To introduce modern Hindi prose to the students and to understand the cultural, social and moral values of modern Hindi Prose. To understand the theory and Practice of Hindi Grammar.

Module 1

Prose

Module 2

Grammar

Parts of speech – Varna – Noun – Ling, Vachan , Karak – Pronoun – Adjective – Verb – Tense, Voice

Grammar Practice – Sentence Correction- Change of Tense – ‘Ne’ rule

Semester 2

HN 1211.1 Language Course -Common (Addl. Language II) - Fiction, Creative Writing and Communication Skills

Aim of the Course/Objectives

The aim of the course is to guide the students to the world of Hindi fiction (Novel & Short Story). To develop the capacity of creative process and communication skills.

Module 1

Short Story

Module 2

Novel

Module 3

Creative Writing

Power of Hindi Language introduction – General principles of writing literary and non-literary –plotting and characterization – observation – investigation, innovation, stylization, Techniques of genre- Appreciation and Critical analysis of poetry, short story, film etc.

Review all other stories except the stories prescribed for study (from Kahani Gulshan). Review recent films(Malayalam, Tamil and Hindi only). An article on your favorite actor or writer.

Module 4

Hindi for academic communication Literary communication, Journalism, Columns, Multimedia as a mode of communication – Important Newspapers and Journals in Hindi – Hindi Journals published from Kerala (Sangrathan, Keral Jyothi etc.)

From the text Kathanjali, edited by A. Meera Sahib. Omit the lesson Dukh by Yashpal.

Semester 3

HN 1311.1 Language Course -Common (Addl. Language III) - Fiction, Creative Writing and Communication Skills

Aim of the Course/Objectives

The aim of the course is to appreciate the literary and stylistic elements of Hindi Drama and One Act Plays. To understand the distinct features of Hindi Drama. To expand translation.

Module 1

Drama

Module 2

One Act Play

Module 3

Translation -Translation definition – importance of translation-field of translation

Types of Translation –Literacy, Non literary and Media Translation- Translation and Technology and Computer- Translation of English passage to Hindi.

Semester 4

HN 1411.1 Language Course -Common (Addl. Language IV) – Poetry, Long Poems and Culture

Aim of the Course/Objectives

The aim of the course is to introduce the student to the world of Hindi poetry Ancient and Modern. To sensitize the student to the aesthetic aspects of literary appreciation and analysis. To introduce the specialties of Indian Culture and Kerala Culture.

Module 1

Poetry - Ancient and Modern

Module 2

Long poems

Module 3

Culture- general introduction

- A. Indian Culture - Ancient period, Mughal period and culture - English power and its cultural impact - Socio religion reform movements - freedom movement – Gandhiji and Non Violence - Nehru and unity in diversity - post independence and post modern culture - specialties of Indian culture.

B. Kerala culture - An introduction to Kerala - Kerala Culture ancient period - protest against caste and colour - Sree Narayana Guru – Chattambiswamikal - Ayyankali - Gandhian movement - Festivals like Onam - Folk Arts – Kathakali - post independence and post modern culture - specialities of Kerala culture.