

**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in to the Curriculum**

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## **Syllabi of Courses which Address Crosscutting Issues**

# Core Courses

MAHATMA GANDHI UNIVERSITY

SYLLABI FOR CORE COURSES - UG PROGRAMMES

2017 ADMISSIONS ONWARDS

## COURSE 1 - Methodology of Literary Studies

Course Code	EN1CR01
Title of the course	Methodology of Literary Studies
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	108

### AIM OF THE COURSE

The course seeks to introduce the student to the major signposts in the historical evolution of literary studies from its inception to the current postcolonial realm.

### OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to discern the following:

1. The emergence of literature as a specific discipline within the humanities.
2. The tenets of what is now known as 'traditional' approaches and also that of 'formalism.'
3. The shift towards contextual-political critiques of literary studies.
4. The questions raised by Cultural Studies and Feminism(s)
5. The issues of sublaternity and regionality in the literary domain.

### COURSE OUTLINE

#### Module 1

(18 hours)

**Part A:** W. H. Hudson: "Some Ways of Studying Literature" from *An Introduction to the Study of Literature*.

**Part B:** William Shakespeare: Sonnet 116 – "Let Me Not to the Marriage of True Minds"

#### Module 2

(18 hours)

**Part A:** Cleanth Brookes: "The Formalist Critics" from the *My Credo* series: *The Kenyon Review*

**Part B:** Emily Dickinson: "Because I could not stop for Death" (poem 479)

**Module 3**

**(18 hours)**

**Part A:** Terry Eagleton: "What is Literature?" from *Literary Theory: An Introduction*.

**Part B:** Mahasweta Devi: "Kunti and the Nishadin"

**Module 4**

**(18 hours)**

**Part A:** Lois Tyson: "Feminist Criticism"

**Part B:** Sara Joseph: "Inside Every Woman Writer"

**Module 5**

**(18 hours)**

**Part A:** Peter Barry: Postcolonial Criticism

**Part B:** 2 Poems in tandem: Mahmoud Darwish: "Identity Card" and S. Joseph: "Identity Card"

**Module 6**

**(18 hours)**

**Part A:** Pradeepan Pampirikunnu: "What did Literary Histories Say to You?"

**Part B:** Poikayil Appachan: "No Alphabet in Sight"

**Approaching the Course:**

Ideally this paper should have a consistent linearity from Module 1 to 6; such a step-by-step progression will help trace the following trajectory effectively: **Traditional** to **Formalist** to **Political-Contextual** to **Feminist** to **Postcolonial** to **Regional-Subaltern** methodologies.

**Core Text:** *Nuances: Methodology of Literary Studies*. Macmillan and Mahatma Gandhi University

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR COMMON COURSES - UG PROGRAMMES**

**2017 ADMISSIONS ONWARDS**

**COURSE 2 - Pearls from the Deep**

Course Code	<b>ENICC02</b>
Title of the Course	<b>Pearls from the Deep</b>
Semester in which the Course is to be taught	<b>1</b>
No. of Credits	<b>3</b>
No. of Contact Hours	<b>72</b>

**AIM OF THE COURSE**

To introduce students to the different genres of literature and to the niceties of literary expression.

**OBJECTIVES OF THE COURSE**

- On completion of the course, the student should be able to:
1. appreciate and enjoy works of literature.
  2. appreciate the aesthetic and structural elements of literature.

**COURSE OUTLINE**

**Module 1 [Fiction]**

**(18 hours)**

Ernest Hemingway: *The Old Man and the Sea*

**Module 2 [One Act Plays]**

**(18 hours)**

Susan Glaspell: Trifles  
 Asif Currimbhoy: The Refugee  
 A. A. Milne: The Boy Comes Home

**Module 3 [Short Stories]**

**(18 hours)**

Guy De Maupassant: Two Friends  
 O. Henry: The Gift of the Magi

K. A. Abbas: Sparrows  
Flora Annie Steel: Valiant Vicky, the Brave Weaver

**Module 4 [Poems]**

**(18 hours)**

Rumi: The Chance of Humming  
Walter Scott: Lochinvar  
John Keats: La Belle Dame sans Mercy  
Robert Frost: After Apple Picking  
Chinua Achebe: Refugee Mother and Child  
Kamala Das: My Grandmother's House  
Ted Hughes: Jaguar  
Pablo Neruda: Tonight I can Write the Saddest Lines  
P. P. Ramachandran: How Simple!

**Core Text:** *Pearls from the Deep*. Cambridge University Press and Mahatma Gandhi University

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**2017 ADMISSIONS ONWARDS**  
**COURSE 3 - Issues that Matter**

Course Code	EN2CC03
Title of the course	Issues that Matter
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

**AIM OF THE COURSE**

To sensitize the learners to contemporary issues of concern.

**OBJECTIVES**

By the end of the course, the learner should be able to:

1. Identify the major issues of contemporary significance
2. Respond rationally and positively to the issues raised
3. Internalise the values imparted through the selections.

**COURSE OUTLINE**

**Module 1**

**(18 hours)**

Luigi Pirandello: War

Judith Wright: The Old Prison

Arundhati Roy: Public Power in the Age of Empire

**Module 2**

**(18 hours)**

Bertolt Brecht: The Burning of the Books

W. H. Auden: Refugee Blues

Romila Thapar: What Secularism is and Where it Needs to be Headed

**Module 3**

**(18 hours)**

Zitkala- Sa: A Westward Trip

Bandhumadhav: The Poisoned Bread

Temsula Ao: The Pot Maker

**Module 4**

**(18 hours)**

Khushwant Singh: A Hosanna to the Monsoons

Ayyappa Paniker: Where are the woods, children?

Sarah Joseph: *Gift in Green* [chapter 2] - Hagar: A Story of a Woman and Water

**Module 5**

**(18 hours)**

Ghassan Kanafani: *Six Eagles and a Child*

Sanchari Pal: The Inspiring Story of How Sikkim Became India's Cleanest State

Indrajit Singh Rathore: Hermaphrodite

**Core Text: *Issues that Matter***

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**2017 ADMISSIONS ONWARDS**

**COURSE 4 - Savouring the Classics**

Course Code	EN2CC04
Title of the Course	Savouring the Classics
Semester in which the course is to be taught	2
No. of credits	3
No. of contact hours	72

**AIM OF COURSE**

To introduce the students to the taste of time tested world classics.

**OBJECTIVES OF THE COURSE**

On completion of the course, the student should:

1. become familiar with the classics from various lands.
2. understand the features that go into the making of a classic.

**OUTLINE OF THE COURSE**

**Module 1 [Poems]**

**(18 hours)**

Homer: Odysseus tells Eurycleaia to conceal his identity (*Odyssey* - Book 19: 476 - 507)  
 Sappho: Jealousy  
 Kalidasa: Look to This Day  
 Omar Khayyam: Rubaiyat (last four quatrains: 72-75)  
 Dante - Dante meets Virgil (*Inferno* - Canto 1: 61-99)  
 Matsuo Basho: Haikus  
 Alexander Pushkin: The Song of the Kazak

**Module 2 [Shakespeare Excerpts]**

**(18 hours)**

*Romeo and Juliet*: ACT II, Scene ii  
*The Merchant of Venice*: ACT IV, Scene i

**Module 3 [Novel Excerpts]**

**(18 hours)**

Victor Hugo: *Les Miserables* (Part 1- Fantine Book II)  
Mark Twain: *The Adventures of Huckleberry Fin* (Raft Passage)

**Module 4 [Short Fiction]**

**(18 hours)**

Dostoyevsky: A Christmas Tree and a Wedding  
Arthur Conan Doyle: The Adventure of the Dancing Men

**Core Text:** *Savouring the Classics*

**Recommended Reading**

Italo Calvino: *Why Read the Classics?*  
A. C. Bradley: *Shakespearean Tragedy*  
Katherine Armstrong: *Studying Shakespeare: A Practical Introduction*  
Gemma McKenzie: *Foundations of European Drama*  
Harold Bloom: *The Western Canon*  
Jeremy Hawthorn: *Studying the Novel*  
C. Marydas: *Shakespearean Aesthetics for University Wits*

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**SYLLABI FOR COMMON COURSES - UG PROGRAMMES**

**2017 ADMISSIONS ONWARDS**

**COURSE 5 - Literature and/as Identity**

Course Code	EN3CC05
Title of the course	Literature and/as Identity
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	90

**AIM OF THE COURSE**

The course is intended to sensitise students to the various ways in which literature serves as a platform for forming, consolidating, critiquing and re-working the issue of 'identity' at various levels.

**OBJECTIVES OF THE COURSE**

On completion of the course, the student should be aware of the following:

1. The subtle negotiations of Indigenous and Diasporic identities with-in Literature.
2. The fissures, the tensions and the interstices present in South Asian regional identities.
3. The emergence of Life Writing and alternate/alternative/marginal identities.

**COURSE OUTLINE**

**Module 1 (Diasporic Identities)**

**(18 hours)**

Agha Shahid Ali: I See Kashmir from New Delhi at Midnight  
M.G. Vassanji: Leaving  
Imtiaz Dharker: At the Lahore Karhai  
Chitra Banerjee Divakaruni: Indian Movie, New Jersey

**Module 2 (South Asian Identities)**

**(18 hours)**

C. V. Velupillai: No State, No Dog  
Sadaat Hasan Manto: The Dog of Tetwal  
Intizar Hussain: A Chronicle of the Peacocks  
Selina Hossain: Double War

**Module 3 (Life Writings)**

**(18 hours)**

Malcolm X: "Nightmare", excerpt from *The Autobiography of Malcolm X*.

Sashi Deshpande: Learning to be a Mother in *Janani – Mothers, Daughters, Motherhood*, (ed.) Rinki Bhattacharya.

**Module 4 (Indigenous Identities)**

**(18 hours)**

Excerpts from *Binti*, the Santhal creation song of cosmology, the *Bhilli Mahabharat* and *Garhwali Songs in Painted Words - An Anthology of Tribal Literature* - Edited by G. N. Devy.

Amos Tutuola: *The Palm-Wine Drinkard*. [Excerpt]

**Module 5 (Alter Identities)**

**(18 hours)**

Nathaniel Hawthorne: The Birth Mark

John Henrik Clarke: The Boy Who Painted Christ Black

Ruskin Bond: The Girl on the Train

**Core Text: *Literature and/as Identity***

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**SYLLABI FOR CORE COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**  
**COURSE 4 – Symphony of Verse**

Course Code	<b>EN3CR04</b>
Title of the course	<b>Symphony of Verse</b>
Semester in which the course is to be taught	<b>3</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

To acquaint the student with the rich texture of poetry in English.

**OBJECTIVES OF THE COURSE**

On completion of the course the students shall have:

1. an understanding of the representation of poetry in various periods of the English tradition.
2. an awareness of the emerging cultural and aesthetic expressions that poetry makes possible.

**COURSE OUTLINE**

**Module 1 (Renaissance and Restoration)**

**(18 hours)**

Edmund Spenser: One Day I Wrote Her Name

William Shakespeare: Sonnet 130

John Donne: Canonization

John Milton: Lycidas

John Dryden: A Song for St. Cecilia's Day

**Module 2 (Romantic Revival)**

**(18 hours)**

William Wordsworth: Lucy Gray

Samuel Taylor Coleridge: Christabel (Part I)

Percy Bysshe Shelley: Ode to the West Wind

John Keats: To Autumn

**Module 3 (Victorian)**

**(18 hours)**

Alfred, Lord Tennyson: Ulysses  
Robert Browning: Porphyria's Lover  
Matthew Arnold: Dover Beach  
Christina Rossetti: A Hope Carol

**Module 4 (Twentieth Century)**

**(18 hours)**

W. B. Yeats: Easter 1916  
T S Eliot: The Love Song of J Alfred Prufrock  
Philip Larkin: The Whitsun Weddings  
Sylvia Plath: Lady Lazarus

**Module 5 (Contemporary)**

**(18 hours)**

A. D. Hope: Australia  
Maya Angelou: Phenomenal Woman  
Seamus Heaney: Digging  
Carol Ann Duffy: Stealing

**Core Text: *Symphony of Verse***

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**SYLLABI FOR CORE COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**  
**COURSE 3 – Harmony of Prose**

Course Code	<b>EN3CR03</b>
Title of the course	<b>Harmony of Prose</b>
Semester in which the course is to be taught	<b>3</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

The student is given space to mature in the presence of glorious essays, both Western and Non-Western.

**OBJECTIVES OF THE COURSE**

On completion of the course, the student shall be:

1. familiar with varied prose styles of expression.
2. aware of eloquent expressions, brevity and aptness of voicing ideas in stylish language.

**COURSE OUTLINE**

**Module 1** **(18 hours)**

Francis Bacon: Of Friendship

Jonathan Swift: The Spider and the Bee

Joseph Addison: Meditations in Westminster Abbey

**Module 2** **(18 hours)**

Samuel Johnson: Death of Dryden

Charles Lamb: Dream Children; a reverie

William Hazlitt: The Fight

**Module 3**

**(18 hours)**

Robert Lynd: Forgetting

Virginia Woolf: A Room of One's Own (an extract)

Aldous Huxley: The Beauty Industry

**Module 4**

**(18 hours)**

Nirad C. Choudhari: Indian Crowds (extract from *The Autobiography of an Unknown Indian*)

Amartya Sen: Sharing the World

A. K. Ramanujan: A Flowery Tree: A Woman's Tale

**Module 5**

**(18 hours)**

Kamau Brathwaite: Nation Language

Pico Iyer: In Praise of the Humble Coma

William Dalrymple: The Dancer of Kannur (extract from *Nine Lives*)

**Core Text: *Harmony of Prose***

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**COURSE 6 – Illuminations**

Course Code	<b>EN4CC06</b>
Title of the course	<b>Illuminations</b>
Semester in which the course is to be taught	<b>4</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

To acquaint the learners with different forms of inspiring and motivating literature.

**OUTLINE OF THE COURSE**

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

1. maintain a positive attitude to life.
2. evaluate and overcome setbacks based on the insights that these texts provide.

**COURSE OUTLINE**

**Module 1 [Life Sketches]**

**(18 hours)**

Helen Keller: Three Days to See  
 Jesse Owens: My Greatest Olympic Prize  
 Dominic Lapierre: Mother Teresa

**Module 2 [Essays]**

**(18 hours)**

Lafcadio Hearn: On Reading  
 Stephen Leacock: Are the Rich Happy?  
 A.G. Gardiner: On Courage

**Module 3 [Speeches]**

**(18 hours)**

J. K. Rowling: The fringe benefits of failure and the importance of imagination  
 Malala Yousafzai: Nobel Lecture

**Module 4 [Short Stories]**

**(18 hours)**

Oscar Wilde: The Nightingale and the Rose  
 George Orwell: The Miser

John Galsworthy: Quality  
Paolo Coelho: The Beggar and the Baker

**Module 5 [Poems]**

**(18 hours)**

William Ernest Henley: Invictus  
Robert Frost: The Road Not Taken  
Kahlil Gibran: Of Good and Evil  
Joyce Kilmer: Trees

**Core Text: *Illuminations***

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**SYLLABI FOR CORE COURSES - UG PROGRAMMES**

**2017 ADMISSIONS ONWARDS**

**COURSE 5 – Modes of Fiction**

Course Code	<b>EN4CR05</b>
Title of the course	<b>Modes of Fiction</b>
Semester in which the course is to be taught	<b>4</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

To acquaint students with various modes of fiction.

**OBJECTIVES OF THE COURSE**

On completion of the course, the student will have comprehended the categories of British and non- British short fiction, and also the novel as a form of literary expression.

**COURSE OUTLINE**

**Module 1 [Short Fiction: British]**

**(36 hours)**

Mary Shelley: The Mortal Immortal  
 Jerome K. Jerome: The Dancing Partner  
 H. G. Wells: The Stolen Body  
 Somerset Maugham: Rain  
 G. K. Chesterton: The Blue Cross  
 James Joyce: Araby  
 Muriel Spark: The Executor  
 A. S. Byatt: On the Day E. M. Forster Died

**Module 2 [Short Fiction: Non British]**

**(36 hours)**

Henry Lawson: The Drover's Wife  
 Maxim Gorky: Mother of a Traitor  
 Stephen Crane: A Dark Brown Dog  
 Katherine Mansfield: A Cup of Tea  
 Pearl S Buck: Once upon a Christmas  
 Gabriel Garcia Marquez: A Very Old Man with Enormous Wings

Mary Lerner: *Little Selves*  
Nadine Gordimer: *Once Upon a Time*

**Module 3 [Fiction]**

**(18 hours)**

Charles Dickens: *Great Expectations*

**Core Text for Modules 1 and 2: *Modes of Fiction***

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR CORE COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**

**COURSE 9 – Indian Writing in English**

Course Code	<b>EN5CR09</b>
Title of the course	<b>Indian Writing in English</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

The course is intended to sensitise students to the various ways in which literature written in English, in the Indian sub-continent serves as a platform for forming, consolidating, critiquing and re-working the issue of national 'identity' at various levels.

**OBJECTIVES OF THE COURSE**

On completion of the course, the student should be aware of the following:

1. The subtle flavours that distinguish the 'Indian' quotient in English writings from India.
2. The different concerns that Indian English writers share, cutting across sub-nationalities and regionalities.
3. The *locus standi* of diasporic 'Indian' writers.

**COURSE OUTLINE**

**Module 1 (Poetry)**

**(18 Hours)**

Henry Derozio: The Harp of India  
 Nissim Ezekiel: The Patriot  
 Jayanta Mahapatra: Freedom  
 Kamala Das: Introduction  
 Dom Moraes: Absences

**Module 2 (Fiction)**

**(18 Hours)**

Anita Nair: *Ladies Coupe*

**Module 3 (Drama)**

**(18 Hours)**

Girish Karnad: *Tughlaq*

**Module 4 (Short Fiction)**

**(18 Hours)**

R. K. Narayan: *The Antidote*

Salman Rushdie: *The Free Radio*

Jhumpa Lahiri: *The Interpreter of Maladies*

Chitra Banerjee Divakaruni: *Mrs Dutta Writes a Letter*

**Module 5 (Prose)**

**(18 Hours)**

Rabindranath Tagore: *Nationalism in India*

B. R. Ambedkar: *Back from the West and Unable to Find Lodging in Baroda*

Satyajit Ray: *Odds Against Us*

Amitav Ghosh: *The Imam and the Indian*

**Core Text: *Indian Writing in English***

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR OPEN COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**  
**COURSE 3 – English for Careers**

Course Code	<b>EN5CROP03</b>
Title of the course	<b>English for Careers</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>4</b>
No. of contact hours	<b>72</b>

**AIM OF THE COURSE**

To make the students competent in their job-seeking, job-getting, and job-holding needs. The course shall cater to equipping the students in Comprehensive Language Enhancement.

**OBJECTIVES OF THE COURSE**

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

1. To develop communicative skills, which will enable them to prepare for a career and function effectively in it.
2. To equip themselves in oral and written communication to enhance their academic and professional use of language.
3. To train themselves in making effective presentations.

**COURSE OUTLINE**

**Module 1[Oral and Written Skills for Jobs and Careers] (18 hours)**

- a. Applying for jobs—Preparing Resumes—Writing Cover letters.
- b. Preparing for interviews—Taking Interviews—Post-Interview follow-up-Promotion
- c. Interviews—Group Discussions

**Module 2[Correctness of Language Usage] (18 hours)**

- a. Common errors in communication and how to avoid them.
- b. Some Notions—Conventional and idiomatic expressions.
- c. Today's Vocabulary
- d. Grammar for Grown-ups

### Module 3 [Facing People]

(18 hours)

- a. Structuring and delivering a presentation.
- b. Communication in the Management context.
- c. Importance of Words/Language.
- d. Horizontal and Democratic Communication.

### Module 4 [Keeping the Job]

(18 hours)

- a. Human relationships in academic and professional life.
- b. Front Office Management and Keeping public relations (Telephone Skills)
- c. Soft Skills for Team Building.
- d. Keeping the Job—Professional Ethics
- e. Managing Multiple Roles- Healthy Balancing of family and career.

### Reading List

1. Samson et al. *English for Life - 4*. New Delhi: Cambridge UP.
2. Vasudev, Murthy. *Effective Proposal Writing*. New Delhi: Response, 2006.
3. *Towards Academic English: Developing Effective Writing Skills*. New Delhi: Cambridge UP, 2007.
4. *Oxford Guide to Effective Writing and Speaking*. OUP, 2007.
5. Bhatnagar, R. P. *English for Competitive Examinations*. New Delhi: Macmillan, 2009.
6. *English for Careers*. Pearson.
7. *ABC of Common Grammatical Errors*. Macmillan, 2009
8. Kaul, Asha. *The Effective Presentation*. New Delhi: Response
9. Shepherd, Kerry. *Presentations at Conferences, Seminars and Meetings*. New Delhi: Response.
10. Vilanilam, J. V. *More Effective Communication: a Manual for Professionals*. Response 2008
11. *English for Career Development*. Orient Longman, 2006.

**Core Text:** *English for Careers*

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**COURSE – Environmental Science and Human Rights**

Course Code	<b>EN5CREN01</b>
Title of the course	<b>Environmental Science and Human Rights</b>
Semester in which the course is to be taught	<b>5</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**Core module syllabus for Environmental Studies & Human Rights for under-graduate courses of all branches of higher education**

**VISION**

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues.

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution has been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a

six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

## **OBJECTIVES**

Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.

Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develops positive attitudes and values.

To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.

To help the students in acquiring the basic knowledge about environment and the social norms that provides unity with environmental characteristics and create positive attitude about the environment.

## **Module I**

**(18 hours)**

**Unit 1:** Multidisciplinary nature of environmental studies - Definition, scope and importance  
Need for public awareness.

**Unit 2:** Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

- a) Forest resources: Use and over-exploitation, deforestation: case studies - Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources: case studies.
- d) Food resources: World food problems - changes caused by agriculture and overgrazing - effects of modern agriculture – fertilizer & pesticide problems – water logging – salinity: case studies.
- e) Energy resources: Growing energy needs - renewable and non renewable energy sources - use of alternate energy sources: case studies.
- f) Land resources: Land as a resource - land degradation - man induced landslides – soil

erosion and desertification.

Role of individual in conservation of natural resources - Equitable use of resources for sustainable life styles.

### **Unit 3: Ecosystems**

Concept of an ecosystem - Structure and function of an ecosystem - Producers, consumers and decomposers - Energy flow in the ecosystem.

Ecological succession - Food chains, food webs and ecological pyramids.

Introduction, types, characteristic features, structure and function of the given ecosystem - Forest ecosystem

## **Module II**

**(26 hours)**

### **Unit 1: Biodiversity and its conservation**

Introduction - Bio-geographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.

India as a mega-diversity nation.

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts -

Endangered and endemic species of India

### **Unit 2: Environmental Pollution**

Definition - Causes, effects and control measures of: Air pollution - Water pollution - Soil pollution - Marine pollution - Noise pollution - Thermal pollution - 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: floods, earthquake, cyclone and landslides

### **Unit 3: Social Issues and the Environment**

Urban problems related to energy - Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people: its problems and concerns: case studies

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust: case studies - Consumerism and waste products

Environment Protection Act - Air (Prevention and Control of Pollution) Act - Water

(Prevention and control of Pollution) Act - Wildlife Protection Act - Forest Conservation Act

Issues involved in enforcement of environmental legislation - Public awareness

## **Module III**

**(10 hours)**

Jean Giono: *The Man Who Planted Trees*

K. Satchitanandan: Hiroshima Remembered

**Module IV**

**(10 hours)**

Bessie Head: Heaven is not Closed

Safdar Hashmi: Machine

**Module V**

**(26 hours)**

**Unit 1: Human Rights**

An Introduction to Human Rights: Meaning, concept and development - Three Generations of Human Rights (Civil and Political Rights, Economic, Social and Cultural Rights).

**Unit 2: Human Rights and United Nations**

Contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

**Unit 3: Environment and Human Rights**

Right to Clean Environment and Public Safety

Issues of Industrial Pollution - Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies - Issues of Waste Disposal - Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation.

Conservation issues of Western Ghats: Mention Gadgil committee report, Kasthuri Rangan report.

Over-exploitation of ground water resources, marine fisheries, sand mining, etc.

**Internal: Field study**

Visit to a local area to document environmental grassland/ hill /mountain

Visit a local polluted site: Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds, etc

Study of simple ecosystem: pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

**REFERENCES**

Bharucha, Erach. *Text Book of Environmental Studies for Undergraduate Courses*. University Press, 2nd Edition 2013 (TB)

Clark, R. S. *Marine Pollution*, Oxford: Clarendon (Ref)

- Cunningham, W. P., Cooper, T. H., Gorhani, E & Hepworth, M. T. 2001 *Environmental Encyclopaedia*, Mumbai: Jaico. (Ref)
- De A. K. *Environmental Chemistry*, Wiley Eastern. (Ref)
- Down to Earth*, Centre for Science and Environment (Ref)
- Heywood, V. H & Watson, R. T. 1995. *Global Biodiversity Assessment*, Cambridge UP (Ref)
- Jadhav, H & Bhosale, V. M. 1995. *Environmental Protection and Laws*. Delhi: Himalaya (Ref)
- McKinney, M. L & Schock, R. M. 1996. *Environmental Science Systems & Solutions*. Web enhanced edition (Ref)
- Miller T.G. Jr., *Environmental Science*, Wadsworth (TB)
- Odum, E. P 1971. *Fundamentals of Ecology*. W. B. Saunders (Ref)
- Rao, M. N. & Datta, A. K. 1987. *Waste Water Treatment* Oxford & IBII (Ref)
- Rajagopalan, R. *Environmental Studies from Crisis and Cure*, Oxford UP, 2016 (TB)
- Sharma B.K., 2001. *Environmental Chemistry*. Meerut: Geol. (Ref)
- Townsend C. Harper J, and Michael Begon, *Essentials of Ecology*, Blackwell Science (Ref)
- Trivedi R. K. *Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards*, Vol I and II, Enviro Media (Ref)
- Trivedi, R. K. and P. K. Goel. *Introduction to Air Pollution*. Techno-Science (Ref)
- Wanger, K. D. 1998. *Environmental Management*. Philadelphia: W.B. Saunders (Ref)
- (M) Magazine (R) Reference (TB) Textbook

## Human Rights

- Amartya Sen. *The Idea Justice*. New Delhi: Penguin, 2009.
- Chatrath, K. J. S. Ed. *Education for Human Rights and Democracy*. Shimla: Indian Institute of Advanced Studies, 1998.
- Law Relating to Human Rights*. Asia Law House, 2001.
- Shireesh Pal Singh, *Human Rights Education in 21<sup>st</sup> Century*. New Delhi: Discovery
- S. K. Khanna. *Children and the Human Rights*. Common Wealth, 2011.
- Sudhir Kapoor. *Human Rights in 21<sup>st</sup> Century*. Jaipur: Mangal Deep, 2001.

United Nations Development Programme. *Human Development Report 2004: Cultural Liberty in Today's Diverse World*. New Delhi: Oxford UP, 2004.

### **Six months compulsory core module course in Environmental Studies & Human Rights for undergraduates**

#### **Teaching Methodologies**

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five modules covering 72 lectures. The first two modules will cover 44 lectures which are class room based to enhance knowledge skills and attitude to environment. The third and fourth is based on subject related environmental studies which will be covered in 20 lecture hours and would provide student a multidisciplinary knowledge on environmental issues in relation with the core subject. Human rights is also included in the fifth module and 8 lectures are set apart for that. Field study is one of the most effective learning tools for environmental concerns and is purely for internal evaluation. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

Course material provided by UGC for class room teaching and field activities be utilized.

The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose.

Environmental Core Module shall be integrated into the teaching programmes of all undergraduate courses.

#### **Core Text for Module 3 & 4: *Greening Knowledge***

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR CORE COURSES - UG PROGRAMMES**

**2017 ADMISSIONS ONWARDS**

**COURSE 13 – Modern World Literature**

Course Code	<b>EN6CR13</b>
Title of the course	<b>Modern World Literature</b>
Semester in which the course is to be taught	<b>6</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

To make the students aware of the stupendous variety that resides in Literatures the world over.

**OBJECTIVES OF THE COURSE**

- On completion of the course, the students should be able to discern the following:
1. That literatures the world over engage in very deep ways with the vicissitudes of life.
  2. World literatures often defy genres/regionalities and canonical assumptions to emerge as a platform where poetics and politics fuse.
  3. The notion of Major and Minor, Central and Peripheral literatures is a myth.

**COURSE OUTLINE**

**Module 1 [Poetry]**

**(18 hours)**

Marina Tsvetaeva: Meeting  
 Federico Garcia Lorca: New Heart  
 Pablo Neruda: Ars Poetica  
 Leopold Sedar Senghor: Black Woman  
 Wislawa Szymborska: The Terrorist, He's Watching  
 Adonis: Nothing but madness remains  
 Bei Dao: The Answer  
 Ko Un: A Poet's Heart

**Module 2 [Short Stories: European]**

**(18 hours)**

Leo Tolstoy: God Sees the Truth, but Waits  
 Bjornstjerne Bjornson: The Father  
 Franz Kafka: Before the Law

Bertolt Brecht: *The Monster*  
Albert Camus: *The Guest*  
Javier Marias: *The Life and Death of Marcelino Iturriaga*

**Module 3 [Short Stories: Non-European]**

**(18 hours)**

Ryunosuke Akutagawa: *In a Grove*  
Jorge Luis Borges: *The Garden of Forking Paths*  
Naguib Mahfouz: *Half of a Day*  
Julio Cortazar: *Continuity of Parks*  
Danilo Kis: *The Encyclopaedia of the Dead*  
Juan Gabriel Vasquez: *The Dogs of War*

**Module 4 [Novel]**

**(18 hours)**

Italo Calvino: *The Cloven Viscount*

**Module 5 [Drama]**

**(18 hours)**

Eugene Ionesco: *Chairs*

**Core Text: *Modern World Literature***

# Complementary Courses

MAHATMA GANDHI UNIVERSITY

SYLLABI FOR COMPLEMENTARY COURSES - UG PROGRAMMES

2017 ADMISSIONS ONWARDS

SEMESTER 3 (BA English Model 1 & Model 2)

**COURSE 3: The Evolution of Literary Movements: The Shapers of Destiny**

Course Code	EN3CM03
Title of the course	<b>The Evolution of Literary Movements: The Shapers of Destiny</b>
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	108

## 1. AIM OF THE COURSE

To make the learner aware of the way in which history shapes the life and literature of a people

## 2. OBJECTIVES OF THE COURSE

- To give the learner a comprehensive overview of the history of Britain and its impact upon the rest of the world
- To enable him to understand English literature in the light of historical events
- To analyse the manner in which a person is moulded by the historical events of his personal and communal life

## 3. COURSE OUTLINE

### Module 1: Moulding and Being Moulded

18 hours

Early settlers and invaders- the Iberians, the Celts and Romans, the Angles, Saxons, Jutes. The Anglo Saxon heptarchy- The coming of Christianity- Theodore of Tarsus and the organization of the church- Alfred the Great – St. Dunstan and Edgar – Canute the Danish king- Edward the Confessor, Harold Godwin- Society and literature of the time-the

Witangemot -the Anglo Saxon Chronicle, Beowulf, Caedmon, Cynewulf, Venerable Bede and others-

### **Module 2: The True Briton**

**36 hours**

Normans: the last invaders –William the Conqueror –the reforms of Henry I- Feudalism- the Angevin kings - the struggle between the church and the state, St. Thomas Becket – the universities of Oxford and Cambridge–the Guilds - Richard the Lionheart and the Crusades- the Magna Carta- Henry III – Simon de Montfort, and the Parliament- Edward I, annexation of Wales, Scotland and Ireland – Edward II and Edward III – The Black Death, The Hundred Years War, The Peasants Revolt – the effects of these on society and literature- The Wars of the Roses – Chaucer and the growth of the East Midland dialect into standard English – Growth of drama and stage performances- Chaucer’s contemporaries- John Wycliffe and the Lollards..

### **Module Three : Britannia Rules the Waves**

**36 hours**

The Tudor Dynasty- benevolent despots – Renaissance – maritime discoveries – the scientific temper and scientific inventions- flamboyant Henry VIII, Reformation- religious persecution- Thomas More, Erasmus, Thomas Cromwell-The Book of Common Prayer- Elizabeth I- Shakespeare – nest of singing birds- Francis Drake- peace and prosperity- The Stuarts and the Divine Right Theory- The Authorised Version- The Civil War- Oliver Cromwell and the Protectorate – John Milton- the Jacobean playwrights – Restoration- Caroline writers- The Whigs and Tories- Queen Anne and the expansion of colonialism – The Glorious Revolution

### **Module Four : A Precious Stone Set in the Silver Sea**

**18 hours**

The United Kingdom today- Physical features of the British Isles, geography, demography – Customs and practices – myths and legends –the growth and development of the English language –the position held by the UK in today’s world

### **Reading List**

1. Trevelyan, G. M. Illustrated English Social History (Vol 1-6). England: Penguin, 1968.
2. Churchill, Winston. A History of the English Speaking Peoples (Vol 1-12). London: Cassel and Co., 1966.
3. Nehru, Jawaharlal. Glimpses of World History. New Delhi: Penguin, 2004.
4. Alexander, Michael (ed.) A History of English Literature. New York: Palgrave-Macmillan, 2007.
5. Sampson, George (ed.) A History of English Literature. Delhi: Foundation, 2004.
6. Thorndike, Lynn. Encyclopedia of World Civilization (Vol 2). Delhi: Shubi Publications, 1990.
7. Yeats, W. B. Writings on Irish Folklore Legend and Myth. London: Penguin, 1999.
8. Warner, Marina. From the Beast to the Blond. London: Vintage, 1995.

**4. Core Text:** Susan Varghese. *Evolution of Literary Movements: The Shapers of Destiny*. Current Books.

**MAHATMA GANDHI UNIVERSITY**

**SYLLABI FOR COMPLEMENTARY COURSES - UG PROGRAMMES**

**2017 ADMISSIONS ONWARDS**

**SEMESTER 4 (BA English Model 1 & Model 2)**

**COURSE 4: The Evolution of Literary Movements: The Cross Currents of Change**

Course Code	<b>EN4CM04</b>
Title of the course	<b>The Evolution of Literary Movements: The Cross Currents of Change</b>
Semester in which the course is to be taught	<b>4</b>
No. of credits	<b>4</b>
No. of contact hours	<b>108</b>

**AIM OF THE COURSE**

To enable students to have a notion of the evolution of literature and to help them perceive the interplay of social processes and literature

**OBJECTIVES OF THE COURSE**

By the end of the course it is hoped that:

1. students will be competent to understand literature against the backdrop of history.
2. students will be inspired to contribute dynamically to historical and literary processes.

**COURSE OUTLINE**

**Module 1 [Literature and Revolution] (36 hours)**

- a. The interaction between the French Revolution and the literature of the age
- b. Literature in the context of the Russian Revolution

**Module 2 [Literature and Renaissance] (18 hours)**

- a. The social context of the burgeoning of literature in Latin America
- b. Kerala at the dawn of awakening

**Module 3 [Literature and Liberation] (36 hours)**

- a. Literature and feminism
- b. Dalit writing

**Module 4 [Literature and the Third World]**

**(18 hours)**

- a. Articulating the Postcolonial Experience
- b. An overview of New Literatures

**Core Text:** Dr B Keralavarma. *Evolution of Literary Movements: The Cross-currents of Change.*

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR CORE COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**  
**COURSE 12 – American Literature**

Course Code	<b>EN6CR12</b>
Title of the course	<b>American Literature</b>
Semester in which the course is to be taught	<b>6</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

To enable the students to have a holistic understanding of the heterogeneity of American culture and to study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts.

**OBJECTIVES OF THE COURSE**

At the end of the course, the student shall be:

1. familiar with the evolution of various literary movements in American literature.
2. acquainted with the major authors in American Literary History.

**COURSE OUTLINE**

**Module 1 [Prose]**

**(18 hours)**

M. H Abrams: Periods of American Literature in *A Glossary of Literary Terms*  
 Robert E. Spiller: The Last Frontier in *The Cycle of American Literature*  
 Ralph Waldo Emerson: Gifts  
 James Baldwin: If Black English isn't Language, then Tell me, What is?

**Module 2 [Poetry]**

**(18 hours)**

Walt Whitman: I Hear America Singing  
 Emily Dickinson: I dwell in Possibility  
 Robert Frost: Love and a Question  
 e. e. cummings: Let's Live Suddenly without Thinking  
 Langston Hughes: Let America be America Again  
 Allen Ginsberg: A Supermarket in California  
 Adrienne Rich: In a Classroom

Marianne Moore: Poetry

**Module 3 [Short Story]**

**(18 hours)**

Nathaniel Hawthorne: My Kinsman, Major Molineux

Edgar Allan Poe: The Purloined Letter

Mark Twain: How I Edited an Agricultural Paper

Leslie Marmon Silko: Lullaby

Kate Chopin: A Respectable Woman

**Module 4 [Drama]**

**(18 hours)**

Arthur Miller: *The Crucible*

**Module 5 [Novel]**

**(18 hours)**

Harper Lee: *To Kill a Mocking Bird*

**Core Text: *American Literature***

**MAHATMA GANDHI UNIVERSITY**  
**SYLLABI FOR CORE COURSES - UG PROGRAMMES**  
**2017 ADMISSIONS ONWARDS**  
**COURSE 11 – Women Writing**

Course Code	<b>EN6CR11</b>
Title of the course	<b>Women Writing</b>
Semester in which the course is to be taught	<b>6</b>
No. of credits	<b>4</b>
No. of contact hours	<b>90</b>

**AIM OF THE COURSE**

To introduce the theoretical and literary responses by women and the concerns that govern feminist literature.

**OBJECTIVES OF THE COURSE**

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

1. critically respond to literature from a feminist perspective.
2. realize how the patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions.
3. identify how stereotypical representations of women were constructed and how these are subverted by feminist writing

**COURSE OUTLINE**

**Module 1 [Essays]**

**(36 hours)**

Betty Friedan: The Problem that has No Name (Chapter 1 of *The Feminine Mystique*)  
 Elaine Showalter: Towards a Feminist Poetics  
 Patricia Hill Collins: Mammies, Matriarchs and Other Controlling Images (Chapter 4 of *Black Feminist Thought* pp. 79-84)

**Module 2 [Poetry]**

**(18 hours)**

Anna Akhmatova: Lot's Wife

Mamta Kalia: After Eight Years of Marriage  
Julia Alvarez: Women's Work  
Meena Alexander: House of a Thousand Doors  
Sutapa Bhattacharya: Draupadi  
Kristine Batey: Lot's Wife  
Vijayalakshmi: Bhagavatha

**Module 3 [Short Fiction]**

**(18 hours)**

Charlotte Perkins Gilman: The Yellow Wallpaper  
Willa Cather: A Wagner Matinee  
Isabel Allende: And of the Clay We Created  
Sara Joseph: The Passion of Mary

**Module 4 [Fiction]**

**(18 hours)**

Alice Walker: *The Color Purple*

**Core Text: *Women Writing***

## Syllabi for Common Courses

### **COURSE VI: EVOLUTION OF THE PHILOSOPHY OF SCIENCE: LITERARY PERSPECTIVES**

<b>COURSE CODE</b>	<b>ENCN6</b>
TITLE OF THE COURSE	EVOLUTION OF THE PHILOSOPHY OF SCIENCE: LITERARY PERSPECTIVES
SEMESTER IN WHICH THE COURSE IS TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

#### **1. Aim of the Course**

- The course aims at promoting a new way of thinking which will encompass both science and literature and facilitate communication between both science and literature.

#### **2. Objective of the course**

- To inculcate in the students a broad outlook which will enable them to understand that literature with scientific content is the best means of communicating scientific ideas in an interesting manner

#### **3. Course outline**

Module 1 – General Perspectives

(18 hours)

1. What is Science? – George Orwell
2. The Origin of Science – Will Durant
3. Scientific Outlook – C.V.Raman
4. Our Picture of the Universe – Stephen Hawking
5. Our Ancestors – Carl Sagan

Module 11- Specific Concerns (18 hours)

1. Literature and Science – Aldous Huxley
2. Literature and Ecology – William Rueckert
3. Science and Society – Albert Einstein
4. A Little Bit of What You Fancy – Desmond Morris

Module 111 – Narratives on Science (18 hours)

1. Moxon's Master – Ambrose Bierce
2. The Stolen Bacillus – H.G.Wells
3. EPICAC – Kurt Vonnegut
4. Comets – Jayant Narlikar

Module IV – Science on Stage (18 hours)

1. The Last War – Neil Grant
2. Unplugged – G. L. Horton

Module V – Poetic Musings on Science (18 hours) (18 hours)

1. Science – Robinson Jeffers
2. Hiroshima Remembered – Satchidanandan
3. Cosmic Gall – John Updike
4. Once I Looked into Your Eyes – Paul Muldoon
5. Your Attention Please – Peter Porter
6. The Microbe – Hillaire Belloc
7. The Magnet and the Churn – William S. Gilbert

**4. Core Text**

Dr K Sujatha and Dr Sobhana Kurien Ed. *Evolution of the Philosophy of Science: Literary Perspectives*. Ane books and Mahatma Gandhi University.

**5. Model Question Paper**

(To be incorporated later)

## SYLLABI FOR COMMON COURSES

### Course V: REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT

COURSE CODE	ENCN5
TITLE OF THE COURSE	REFLECTIONS ON INDIAN POLITY, SECULARISM AND SUSTAINABLE ENVIRONMENT
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

#### 1. AIM OF THE COURSE

- To impart Gandhian values and to make the students positively respond to the concepts of secularism, democracy and love of nature.

#### 2. OBJECTIVES OF THE COURSE

- To enable the students to grow into responsible citizens taking pride in the secular and democratic traditions of the country.
- To inculcate a cosmopolitan outlook in the students and to equip them to fight against the divisive forces in the society.
- To make the students aware of the consequences of mindless exploitation of nature.

#### 3. OUTLINE OF THE COURSE

##### MODULE I: Readings on Indian Constitution and Federalism (18 hours)

1. The Preamble of the Constitution
2. Rajendra Prasad : "Let Posterity Judge"
3. Sebastian : "Exciting Views"
4. Amulal Hingorani : "Brother Abdul Rahman"

*Note: "Dimensions of Indian Federalism" by Rajesh Kumar is excluded.*

**MODULE II: Readings on Gandhian Philosophy (18 hours)**

- |                  |                                   |
|------------------|-----------------------------------|
| 1. Vallathol     | : “My Master”                     |
| 2. Louis Fischer | : “Gandhi and Western World”      |
| 3. Raja Rao      | : “The Cow of the Barricades”     |
| 4. M.K.Gandhi    | : “Round Table Conference Speech” |
| 5. C E M Joad    | : “The Gandhian Way”              |

**MODULE III: Readings on Secularism (18 hours)**

- |                        |   |
|------------------------|---|
| 1. Mohinder Sing Sarna | : “Smaller Gandhis”                                     |
| 2. Kumar Vikal         | : “Can you Make Out”                                    |
| 3. Shashi Tharoor      | : “The Idea of India: India’s Mosaic of Multiplicities” |
| 4. Ismat Chughtai      | : “Roots”   |
| 5. Padma Sachdev       | : “Smoke”   |

**MODULE IV: Readings on Sustainable Environment (36 hours)**

- Fritjof Capra : “Deep Ecology”
- A K Ramanujan : “Ecology”
- Sujatha Bhatt : “The First Meeting”
- Ramachandra Guha : “A Gandhian in Garhwal”
- Jack London : “The Law of Life”
- Elizabeth Bishop : “The Fish”
- Chief Seattle : “The End of Living and the Beginning of Survival”
- Robinson Jeffers : “The Last Conservative”
- 

**4. CORE TEXT**

Dr B Keralavarma Ed. *Understanding India: An Anthology on Indian Polity, Secularism and Sustainable Environment*. Macmillan and Mahatma Gandhi University.

5. Model Question Paper  
(To be incorporated later)

## SYLLABI FOR COMMON COURSES

### Course I: COMMUNICATION SKILLS IN ENGLISH

COURSE CODE	ENCN1
TITLE OF THE COURSE	COMMUNICATION SKILLS IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

#### 1. AIM OF THE COURSE

- To develop the students' ability to use English language accurately and effectively by enhancing their communication skills.

#### 2. OBJECTIVES OF THE COURSE

- To introduce the students to the speech sounds of English in order to enable them to listen to English and speak with global intelligibility.
- To enable the students to speak English confidently and effectively in a wide variety of situations.
- To help the students to improve their reading efficiency by refining their reading strategies.

#### 3. COURSE OUTLINE

##### MODULE – I

##### Speech Sounds

18 hours

Phonemic symbols - Vowels - Consonants - Syllables - Word stress - Stress in polysyllabic words – Stress in words used as different parts of speech - Sentence stress – Weak forms and strong forms – Intonation – Awareness of different accents: American, British and Indian – Influence of the mother tongue

## MODULE – II

### Listening

18 hours

Active listening – Barriers to listening – Listening and note taking – Listening to announcements – Listening to news on the radio and television

## MODULE- III

### Speaking

36 hours

Word stress and rhythm – Pauses and sense groups – Falling and rising tones – Fluency and pace of delivery – Art of small talk – Participating in conversations – Making a short formal speech – Describing people, place, events and things – Group discussion skills and telephone skills

## MODULE – IV

### Reading

18 hours

Reading: theory and Practice – Scanning - Surveying a textbook using an index - reading with a purpose – making predictions – Understanding text structure – Locating main points – Making inferences - Reading graphics - reading critically – Reading for research

#### 4. CORE TEXT

V.Sasikumar, P Kiranmai Dutt and Geetha Rajeevan, . *Communication Skills in English*. Cambridge University Press and Mahatma Gandhi University.

#### FURTHER READING

Sl.No	Title	Author	Publisher & Year
1	<i>A Course in Listening and Speaking I &amp; II</i>	Sasikumar V.,Kiranmai Dutt and Geetha Rajeevan	New Delhi: CUP, 2007
2	<i>Study Listening: A Course in Listening to Lectures and Note-taking</i>	Tony Lynch	New Delhi: CUP, 2008
3	<i>Study Speaking: A Course in Spoken English</i>	Anderson, Kenneth, Joan	New Delhi: CUP, 2008

	<i>for Academic Purposes</i>	Maclean and Tony Lynch	
4	<i>Study Reading: A Course in Reading Skills for Academic Purposes</i>	Glendinning, Eric H. and Beverly Holmstrom	New Delhi: CUP, 2008
5	<i>Communication Studies</i>	Sky Massan	Palgrave Macmillan
6	<i>Effective Communication for Arts and Humanities Students</i>	Joan Van Emden and Lucinda Becker	Palgrave Macmillan

5. MODEL QUESTION PAPER  
(To be incorporated)

## SYLLABI FOR COMMON COURSES

### Course III: CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION

COURSE CODE	ENCN3
TITLE OF THE COURSE	CRITICAL THINKING, ACADEMIC WRITING AND PRESENTATION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

#### 1. AIM OF THE COURSE

- To develop the critical and analytical faculty of students and to improve their proficiency in reading, writing and presentation.

#### 2. OBJECTIVES OF THE COURSE

- To make the students aware of the fundamental concepts of critical reasoning and to enable them to read and respond critically, drawing conclusions, generalizing, differentiating fact from opinion and creating their own arguments.
- To assist the students in developing appropriate and impressive writing styles for various contexts.
- To help students rectify structural imperfections and to edit what they have written.
- To equip students for making academic presentations effectively and impressively.

#### 3. COURSE OUTLINE

##### MODULE – I

##### Critical Thinking

18 hours

Introduction to critical thinking – Benefits - Barriers – Reasoning - Arguments - Deductive and inductive arguments – Fallacies - Inferential

comprehension- Critical thinking in academic writing - Clarity - Accuracy – Precision - Relevance

## **MODULE – II**

**Research for Academic Writing and the Writing Process** **18 hours**

Data collection - Use of print, electronic sources and digital sources - Selecting key points - Note making, paraphrasing, summary – Documentation - Plagiarism – Title – Body paragraphs - Introduction and conclusion – Revising - Proof-reading

## **MODULE – III**

**Accuracy in Academic Writing** **18 hours**

Articles - Nouns and prepositions - Subject-verb agreement - Phrasal verbs - Modals - Tenses - Conditionals – Prefixes and suffixes – Prepositions - Adverbs – Relative pronouns - Passives - Conjunctions - Embedded questions - Punctuation – Abbreviations

## **MODULE – IV**

**Writing Models** **18 hours**

Letters - Letters to the editor - Resume and covering letters - e-mail - Seminar papers - Project reports - Notices - Filling application forms - Minutes, agenda - Essays

## **MODULE – V**

**Presentation Skills** **18 hours**

Soft skills for academic presentations - Effective communication skills – Structuring the presentation - Choosing appropriate medium – Flip charts – OHP - PowerPoint presentation – Clarity and brevity - Interaction and persuasion - Interview skills – Group Discussions

4. CORE TEXT

Marilyn Anderson, Pramod K Nayar and Madhucchandra Sen. *Critical Thinking, Academic Writing and Presentation Skills*. Pearson Education and Mahatma Gandhi University.

5. MODEL QUESTION PAPER  
(To be incorporated)

## SYLLABI FOR COMMON COURSES

### Course IV: MUSINGS ON VITAL ISSUES

COURSE CODE	ENCN4
TITLE OF THE COURSE	MUSINGS ON VITAL ISSUES
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	3
NO. OF CONTACT HOURS	72

#### 1. AIM OF THE COURSE

- To provide an overall awareness about relevant societal and global issues through a critical reading of appropriate literary pieces.
- To inspire students to think critically about vital social issues that confront the contemporary world.

#### 2. OBJECTIVES OF THE COURSE

At the end of the course,

- The students are expected to understand and evaluate issues that are of vital importance in today's world.
- The students will have acquired the ability to respond empathetically to social issues.
- They will be able to write literary and critical pieces on issues of social relevance.

#### 3. OUTLINE OF THE COURSE

##### **MODULE ONE: Globalization and its consequences (18 hours)**

1. Fritjof Capra : "The Dark Side of Growth"
2. Joseph Stiglitz : "Globalization"
3. D H Lawrence : "Money Madness"
4. S Joseph : "For the Dispossessed"
5. Vandana Shiva : "The Social Costs of Economic Globalization"
6. Jagannath Prasad Das : "Kalahandi"

**MODULE TWO: Human Rights**

**(36 hours)**

1. Leah Levin : "Universal Declaration of Human Rights"
2. Nani A Palkivala : "Human Rights and Legal Responsibilities"
3. Martin Luther King : "I Have a Dream"
4. Kalpana Jain : "Stigma, Shame and Silence"
5. Wole Soyinka : "Telephone Conversation"
6. Richard Wright : "Twelve Million Black Voices"
7. Aruna Roy : "Tune in to the Voice of the Deprived"
8. Johannes V. Jensen : "Lost Forests"
9. Omprakash Valmiki : "Joothan"

*Note: "Peace and the New Corporate Liberation Theology" by Arundhati Roy is excluded.*

**MODULE THREE: Gender Questions**

**(18 hours)**

1. Jamaica Kincaid : "Girl"
2. Taslima Nasrin : "At the Back of Progress"
3. Judy Brady : "Why I Want a Wife"
4. J B Priestley : "Mother's Day"
5. Amartya Sen : "More Than 100 Million Women are Missing"

*Note: "Widow" by Gudipat Venkat Chellam is excluded.*

**4. CORE TEXT**

Dr P J George Ed. *Musings on Vital Issues*. Orient Blackswan and Mahatma Gandhi University.

5. Model Question Paper  
(To be incorporated later)

## SEMESTER 2

### **HY2CRT02- Understanding Early India: From Hunting Gatherers to Land Grants**

#### **Module 1**

Prehistoric Cultures in India-Hunting gathering to settled agriculture-Palaeolithic-Neolithic Revolution-Pre Harappan Cultures and sites-Chalcholithic settlements- Proto History- Harappan Civilization.

#### **Module 2**

Age of early literatures-1500-600BCE- Sources-Literature- Pottery- Identity of Aryans- Debate- Early and Later Vedic Age- Social Stratification-Varna to Jati- Tribal Society- State Formation.

#### **Module 3**

Second Urbanization- Jana- Mahajanapadhas- Magadha-Heterodox Sects- Jainism-Buddhism- Ajivikas-Charvakas- Early Tamilakam-Literature and Polity.-Rise of Urban centers-Trade.

#### **Module 4**

Early State Formation- Mauryas-Sources-The first centralized Empire- Polity-Administration-diplomatic policy of Dhamma- Post Mauryan dynasties- Gupta Age- Age of land grants- Indian Feudalism-Debate-Development in Art and Architecture-Gandhara Mathura and Andhra School of art-Temple Architecture-Nagara-Dravida and Vesara

#### **Essential Readings**

- D. D. Kosambi, An Introduction to the Study of Indian History, Sangam Books, 2004.
- D. N. Jha, Economy and Society in Early India: Issues and Paradigms, Munshiram Manoharlal Publishers, 1993.
- D.N Jha, The Feudal Order: State, Society, and Ideology in Early Medieval India, Manohar Publishers & Distributors, 2002
- Gamble Clive, Archaeology: The Basics, Routledge, 2007.

- Gregory L Possehl, *The Indus Civilization, A Contemporary Perspective*, Sage, 2010.
- Irfan Habib, *The Indus Civilization: A People's History Of India 2*, Tulika, 2002.
- Irfan Habib, *The Peoples History of India-I(Pre History)*, Tulika, 2002.
- Irfan Habib-Vivekanad Jha, *A People's History of India 5 – Mauryan India*, Tulika, 2002.
- Kesavan Veluthat, *The Early Medieval in South India*, OUP, 2009.
- N. Karashima, *State and Society in South india*, OUP, 2001.
- Partha Mitter, *Oxford History of Indian Art*, Oxford, 2001.
- R. Champakalakshmi, *Trade, Ideology and Urbanization : South India 300 BC to AD 1300*, OUP, 1996.
- R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidas, 2002.
- R.S Sharma, *Indian Feudalism*, MacMillan Publication, 2005.
- R.S Sharma, *India's Ancient Past*, Oxford, 2006.
- Raymond Allchin, *Archaeology of Early Historic South Asia*, Cambridge, 1995
- Romila Thapar, *From Lienage to State*, OUP, 1985.
- Romila Thapar, *Interpreting Early India*, OUP, 1999.
- Romila Thapar, *Cultural Past*, OUP, 2003.
- Romila Thapar, *The Mauryans Revisited*, Centre for Studies in Social Sciences, 1987
- Romila Thapar, *The Penguin History of Early India*, Penguin Books, 2002.
- Shereen Ratnagar, *Understanding Harappa – Civilization in the Greater Indus Valley*, Tulika Books, 2002.
- Thomas R Trautmann, *The Aryan Debate: Debates in Indian History and Society*, OUP, 2007.
- Uma Chakravathi, *The Soicial Dimensions of Early Buddhism*, Munshiram Manoharlal Publishers, 1996.
- Upinder Singh, *A history of ancient and early medieval India*, Pearson, 2009.

## SEMESTER 3

### HY3CRT03- Polity, Society and Economy in Pre-Colonial India

#### Module-1 Interpreting the Sources

- (a) Survey of Sources and Historiography – Persian *Tarikh* and *Nama* tradition – Sufi literature *Malfuzat*, *Premakhyanas*.
- (b) Mughal sources – AbulFazal, Badauni, Bernier

#### Module – 2 Polity and Institutional Structures in Delhi Sultanate

- (a) Arab Conquest of Sind –Nature of Turkish campaign- Foundation, expansion and consolidation of Sultanate –Slave, Khalji, Thuglaq, Syyid and Lodi –Mangol Menace
- (b) Kingship - Concept of sovereignty –Administration – Revenue system - Nature and composition of ruling class: Nobility and *Ulema-Iqtas* system – Urban and Rural Societies –*Sufi* and Bhakti cults- Art and architecture
- (c) Agricultural - Non-agricultural production –Inter regional and maritime trade

#### Module – 3 Mughal Empire

- (a) Campaign and Conquest – Babur and Humayun – Sher interregnum and reforms – Administrative system under Akbar: *Zabt*, *Mansab*, *Jagir*, *Suhl-i-Kul* –Akbar's religious policy- Akbar's Rajput policy - Mughal ruling class –Decline of Mughal empire: *Jagirdari* crisis, Popular revolts
- (b) Agricultural Production- Rural society – Non-agricultural production –Urban centers - Commerce and maritime trade - Science and technology
- (c) Syncretic religious movements – Art, painting and architecture.

#### Module – 4 Regional Political Formations

Vijayanagara society and power structure – Warlordism: *Nayakas*- *Bhahmini* Sultanate – Emergence of Marathas- *Ashtapradhan*.

#### Essential Readings

- R. S. Sharma, *Early Medieval Indian Society*, *Orient Blackswan*, 2014.
- B.Chattopadhyaya, *The Making of Early Medieval India*, *OUP*, 1998.

- B. Chattopadhyaya, *Representing the Other, Sanskrit Sources and Muslims*, Manohar Publications, 1998
- SAA Rizvi, *Wonder that was India II*, Picador, 2005.
- Irfan Habib, *Medieval India: The Story of a Civilization*, National Book Trust, 2006.
- IrfanHabib (ed.), *Medieval India I*, OUP, New Delhi, 2009
- Mohammad Habib and K A Nizami, *A Comprehensive History of Medieval India, The Delhi Sultanate (AD 1206-1526)*, People's Publishing House, 1992.
- K A Nizami, *State and Culture in Medieval India*, Adam Publishers, 2000.
- Mohammad Habib, *Politics and Society During the Early Medieval Period*, People's Publishing House, 1981.
- John S Deyell, *Living Without Silver; The Monetary History of Early Medieval North India*, OUP, 1990.
- Peter Jackson, *The Delhi Sultanate; Political and Military History*, Cambridge, 1999.
- H Siddiqui, *Perso-Arabic Sources of Information, Life and Conditions in the Sultanate of Delhi*, Munshiram Manoharlal, 1992.
- T. Raychoudhari and IrfanHabib; Ed. *Cambridge Economic History of India* Vol. 1, Orient Blackswan Pvt Ltd, 1984.
- J.L.Mehta, *Advanced Study in the History of Medieval India*, 3 Vols, Sterling Publishers, 2009.
- Satish Chandra, *Medieval India: From Sultanate to the Mughals (1206-1526)*, Har Anand Publications, 2007.
- Satish Chandra, *Medieval India: From Sultanate to the Mughals (1526-1748)*, Har Anand Publications, 2007.
- Satish Chandra, *Essays on Medieval Indian History*, OUP, New Delhi, 2003.
- Satish Chandra, *History of Medieval India*, Orient BlackswanPvt Ltd., 2007.
- Satish Chandra, *Mughal Religious Policies, Rajputs and the Deccan*, Vikas Publishing House, 1993.
- IrfanHabib, *An Atlas of the Mughal Empire*, OUP, 1985.
- Irfan Habib, *Agarian System of Mughal India*, OUP, 1963.
- SherinMoosavi, *People, Taxation and Trade in Mughal India*, OUP, 2009.

- J F Richards, *The Mughal Empire*, Cambridge University Press, 1993.
- Athar Ali, *The Mughal Nobility under Aurangzeb*, OUP, 2001.
- Ebba Koch, *Mughal Architecture*, Prestel, 1991.
- Kulke, H, *The State in India 1000 – 1700*, OUP, 1995.
- S A A Rizvi, *Religious and Intellectual History of the Muslims in Akbars Reign*, Munshiram Manoharlal Publications, 1995.
- Charlotte Vaudeville, *Myths, Saints and Legends in Medieval India*, OUP, 1996.
- K. A. N. Sastri, *A History of South India*, OUP, New Delhi, 2008.
- Noboru Karashima, *Towards a New Formation: South Indian Society under Vijayanagar Rule*, OUP, 1992.
- KesavanVeluthat, *The Early Medieval in South India*, OUP, New Delhi, 2009.
- KesavanVeluthat, *The Political Structure of Early Medieval South India*, Orient Blackswan, 2012.
- Burton Stein, *Peasant State and Society in Medieval South India*, OUP, 1980.
- Burton Stein, *The Vijayanagara 1. 2*, Cambridge, 1989.
- Gordon S, *The Marathas 1600 – 1818*, Cambridge, 1993.

## SEMESTER 3

### **HY3CRT04- CULTURAL TRENDS IN PRE-COLONIAL KERALA**

#### **Module 1 Geography moulds History**

Kerala's physiological features- role of Arabian Sea and Indian Ocean determining Kerala History- Historiography-sources-traditional, primary and secondary- folklore and oral history

#### **Module II**

**Early Settlements:** Expansion of Agriculture and consolidation of Socio-economic structure- Pre-hisotric –Paleolithic-Neolithic Periods-Iron Age Settlements –Megalithic Settlements and

culture-Tinai concept- Exchange patterns- Tamil heroic culture-multiple subsistence forms socio-cultural groups-social divisions-melur and kizhor-Izhichinan-Izhipirappalan-polity- society-Kizhan-velir-mannan- Roman trade-presence of Buddhist-Jain-Sankaracharya- Brahmin migration and settlements-Ur and Kutis-Nadus-consolidation of agrarian hierarchy-Uralar-Karalar, Paniyalar/Atiyalar-tenurial control and subjugation of the Kutis and the primary producers.

### **Module III Age of Perumals and Swaroopams**

Perumals of Makotai-Establishment of temple related society and economy- trade guilds Anchuvannam-Manigramam-Nanadeshikal-Bhakti cult –Alwars and Nayanars- Perumal's decline-Transition to Swaroopams-Kolathiri-Nediyiruppu-Perumpadappu-Venad-polity-adhikari-prakriti—Nizhal- Kutipati-expansion of agriculture-village communities- Sanketam-changatham-society- jati- marumakkathayam- tharavadu- status and role of women-sambadham-Literature-Manipravalam- science-astronomy- mathematics- medicine-philosophy- festival- arts.

### **Module IV Social control, trade and culture**

Social Stratification and caste formation-Hierarchy and Social Segregation-customs and practices-law and justice- trade-internal and external –Arab-Chinese-cultural synthesis- on the eve of European arrival.

#### **Essential Readings**

- Raghava Varrier and Rajan Gurukkal (eds.), *Cultural History of Kerala*, Vol.1, Govt of Kerala, 1999.
- M.R Raghava Varier, *Vadakkanpattukaludepaniyala*
- K.K.N Kurup, *The Socio-economic Transformation of South Indian Villages during the 20<sup>th</sup> century (a case study based on oral history)*, Folklore Society of South Indian Languages, 2005.
- Kavalam Narayana Panikkar, *Folklore of Kerala*, National Book Trust, 2015.
- Chummar Choondal, *Christian folklore*, Kerala Folk lore Academy, 1988.
- Chummar Choondal, *Kerala Folk Literature*, Kerala Folk lore Academy, 1980.
- Chummar Choondal, *Kummatti*, Kerala Folklore Academy, 1971.
- C.Achutha Menon, *Ballads of North Malabar*, Madras, 1935
- M.V Vishnu Namboothiri, *Uttarakeralathile Thottam Pattukal*, Kerala Sahithya Academy, 1982
- Chirakkal Balakrishnan Nair, *Kerala Bhasha Ganangal*, Kerala Sahithya Academy, 1979.

- Dr.V.V Haridas, *Samoothirikalathe kozhikkode,kathayum charithravum*, SPCS, 2009.
- M.R.Raghava Varrier, *Madhyakalakeralam Swaropaneethiude charithrapathangal*, SPCS, 2014.
- M.R Raghava varrier,*Keralolpathy Grandhavari*, SPCS, 2016

## SEMESTER 4

### HY4CRT05 MAKING OF MODERN KERALA

#### **Module I Beginning of European Colonization**

Arrival of European trading companies-Portuguese,Dutch, English French- relation with Calicut and Cochin- Formation of Modern Travancore- Mysorean Invasion-socio-economic impact- Early resistance against English East India Company- Sakthan Thampuran- Pazhassi Raja- Veluthasmpi-Paliath Achan-Kurichia revolts.

#### **Module II Towards Modernity**

- a) The role of Missionaries-Printing, press and education-Herman Gundert- Bailey – Kuriakose Elias Chavara etc.- Indigenous and modern medicine-*Hortus malabaricus*
- b) Socio-religious reform movements - anti-caste and anti-untouchability movements- Nature and scope of the movement-impact on family-system of inheritance-marriage-demand for opportunities-Sree Narayana Guru – Kumaranasan-Chattampiswamikal-Ayyankali – Sahodaran Ayyappan- Pandit Karuppan- K.P Vallon – Vagbhatananda-Poykayil Yohannan - V.T.Bhattathirippad-Vakkom Abdulkhadar Moulavi-Arya Pallom-Parvathy Nenminimangalam-Kallumala Samaram – Emergence of caste and communal organizations.

#### **Module III Early Political and Cultural Movements in Kerala**

Movements for political reform and responsible Government-Early leaders of Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilaphat-Malabar Rebellion-Vaikom Satyagraha-Non-cooperation Movement Civil Disobedienc-Salt satyagraha-Guruvayoor Satyagraha- Memorials- Malayali and Ezhava Memorials-Temple Entry Proclamation- Quit India Movement-Aikya Kerala Movement.

## Module IV Kerala since independence

General Elections-1952- Formation of Kerala as a linguistic state – First Communist Ministry: Land reforms and policies on education -Commercialisation of agriculture-Migration– Kerala Model of development - Marginalized of Social Groups and alienation of land -Ecology and sustainable development.

### Essential Readings

- Sreedhara Menon A, *A Survey of Kerala History*, (2nd Ed.) [Chapters IX,X, XI]D. C Books, 2008
- Sreedhara Menon A, *The Legacy of Kerala*.D.C Books, 2010.
- Sreedhara Menon A, *Cultural Heritage of Kerala*, D.C Books, 2008.
- Narayanan, MGS, *Calicut: The City of Truth Revisited*, University of Calicut, 2006.
- Krishna Iyer, K.V. *Zamorins of Calicut*. University of Calicut, 1999.
- P J Chreian (ed.), *Perspectives in Kerala History*, [Chapter III], Cultural Department, Govt. of Kerala, 1999.
- Padmanabha Menon., *Kochi Rajya Charithram*, Mathrubhumi Publications, 1989.
- P. Sanal Mohan, *Modernity of Slavery:Struggles against Caste Inequality in Colonial Kerala*, OUP, 2015.
- M Kunhaman, *Globalization: A Subaltern Perspective*, Center for Subaltern Studies, 2002.
- T.P. Sankarankutty Nair, *A Tragic Decade in Kerala History*, Kerala Historical Society, 1977.
- T H P Chentarassery, *Ayyankali*, Prabhath Books,2013.
- C.I Issac, *Evolution of Christian Church in India*, Suryagatha, 2013.
- Janaki Nair, *Women and Law in Colonial India*, Kali for Women(In collaboration with National Law School India University) 1996
- G Arunima, *'There Comes Papa': Colonialism and the Transformation of Matriliny in Kerala, Malabar C. 1850-1940*, Orient Longman, 2003.
- Rekha Raj, *Dalit Women as Political Agents: A Kerala Experience*. [Economic and Political Weekly, Vol - XLVIII No. 18, May 04, 2013. ]
- Raghava Warriar, *Village Communities in Pre- Colonial Kerala*, Asian Educational Services, 1994.
- Raghava Warriar, *Ammavazhi Keralam*, Kerala Sahithya Academy, 2006.
- K K Kochu, *Dalit Nerkazhchakal*, Raven Publication, 2013.
- P Bhaskaranunni, *Pathonpathan nuttandile keralam*,Kerala Sahithya Academy, 1988.
- Pradeepan Pampirikunnu, *Dalit Patanam : Svattavam, Samskaram, Sahityam*, State Institute of Languages,
- K Raviraman [ed], *Development, Democracy and the State*, Rutledge, 2010
- K K Abdul Sattar[ed], *Mappila Kizhakla Patanangal*, Vachanam Books, 2014]
- K K S Das, *Dalit Prathyayasasthram:Charithram, Sahityam,Sauntharyasasthram*, State Institute of Languages, 2014.
- K M Bahauddin, *Kerala Muslim History: A Revisit*, Other Books, 2012.
- K N Ganesh, *Keralathinte Samuha Prathisanthy*, Center for Social Studies, 2003.

## SEMESTER 5

### **HY5CRT07- Inheritance and Departures in Historiography**

The course intends to trace the historiographical trends from the traditional phase to the contemporary scene. The course is designed to orient students in new trends with a view to improving their understanding of historical writings and perspectives and to inspire the students in taking up higher courses in History.

#### **Module-1 Classical Notion of History**

History and Historiography-The European versions - Greek Notion of History - Roman Histories - Church Historiography- The Persian version of History –Ancient Indian conceptualization of past- Notions of time in history

#### **Module-2 The Positivist Turn**

Positivist Historiography - Facts- Interpretation Shift to Explanation Hegalian Philosophy of History - Marxian Materialism- Spengler – Toynbee

#### **Module-3 The Paradigm Shift**

Annales –Lucien Febvre and Marc Bloch- Braudelian approach-Third and Fourth generation Annales- Idea of Total History -History of Mentalities and Emotions- The Post Modern Turn – Post Colonial History.

#### **Module-4 History from the margins**

History from below-Subaltern Studies - Local History –Oral History- Women's History

#### **Reading List:**

R.G Collingwood, *The Idea of History*, OUP, New York, 1946.

EH Carr, *What is History?*, Penguin, London, 1961

Arthur Marwick, *Nature of History*, Macmillan, London, 1970

Arthur Marwick, *The New Nature of History*. Palgrave, London, 2001.

- M.I. Finley, *The Greek Historians*, Viking, New York, 1971.
- G.A Cohen, *Karl Marx Theory of History*, OUP, London, 1978.
- Tom Bottomore, *Dictionary of Marxist thought*, Blackwell, New York, 1983
- T.R Venugopal (ed) *History and Theory*
- Marc Bloch, *The Historians Craft*, Vintage, New York, 1953
- Fernand Braudel, *On History*, University of Chicago Press, Chicago, 1980.
- Peter Burke, *The French Historical Revolution, The Annales School*, Polity Press, 1990.
- Robert M Burns, *Historiography : Critical concepts in Historical Studies*, London ,2006.
- Harbans Mukhia and Maurice Aymard, *French Studies in History 2 Vols*, Sangam Books, New Delhi 1988.
- Ranajit Guha (ed.) *Subaltern Studies: Vol-1*, OUP, New Delhi, 1996.
- Sumit Sarkar, *Writing Social History*, OUP, New Delhi, 1998.
- Dipesh Chakrabarthy, *Habitations of Modernity*, University of Chicago Press, 2002.
- Vinay Lal, *Subaltern Studies and its Critics: Debates over Indian History* in *History and Theory*, Vol.40, No.1 (Feb 2001) pp. 135-148.
- Dipesh Chakrabarthy, *Marx after Marxism: A Subaltern Historians Perspective-*. EPW Vol 28. No22 (May 29, 1993) pp. 1094-1096.
- Paul Thompson, *Voice of the Past*, OUP, New York, 2000.
- Satish K Bajaj, *Recent trends in Historiography*, Anmol publications, New Delhi 1998
- J. Donald Hughes, *An Environmental History of the World*, Psychology Press, New York, 2001.
- Juliet Gardiner, *What is history today?*, Palgrave, 1988.
- K. Offen, *Writing Womens history: International Perspectives*, John Wiley & Sons, London 1991.
- Keith Jenkins, *Re thinking History*, Routledge, London, 1995
- Keith Jenkins, *From Carr to Elton, Rorty to White*, Routledge, London, 1995
- Shashi Bhushan Upadhyaya, *Historiography in the Modern World*, New Delhi, OUP, 2016

## SEMESTER 5

### HY5CRT08- India: Nation in the Making

#### Module 1 Impact of British Rule

- a) Three phases of British economic imperialism Mercantilist, Industrialist & Capitalist phases. Deindustrialisation, Commercialisation of agriculture, Impoverishment of Peasantry, Disruption of traditional village economy Rural Indebtedness, Famine and poverty. Economic drain, nationalist critique of colonial economy. Rise of industrial Bourgeoisie & working class.
- b) Revolt of 1857 – Nature & Consequences
- c) Initiatives in social reforms in the 18<sup>th</sup> & 19<sup>th</sup> century

#### Module 2 Phases of National Movement

- a. Early phase of Indian National Movement; Nationalism – Rise of political movements as the expression of Indian nationalism, pre congress political organizations and its campaigns. Formation of INC, safety Valve theory Moderates methods of political work partition of Bengal Swadeshi & Boycott, Muslim League, Minto Morley Reforms First World War and nationalist response, Home Rule movement, Lucknow pact Montagu Chemsford Reforms, Dyarchy.
- b. Gandhiji & Indian National Movement Era of Mass Nationalism. Gandhian perspectives and methods. Rowlatt Act, Jallianwalabagh, Khilafat movement, Non co-operation movement, Swaraj party, Simon Commission, Nehru Report, Civil Disobedience movement, Regional variations, Round Table Conference, Communal Award, Poona pact, Govt. of India Act 1935, congress Rule in provinces,
- c. Revolutionaries, *Anusilan, Ghadr, HSRA*

### **Module 3 Towards Freedom & partition;**

- a. II World War & Nationalist Response, August offer, Cripps Mission, Quit India Movement, INA, Cabinet Mission, Atlees statement, Mount batten plan, Indian Independence Act. Long term dynamics of national movement.
- b. Integration of states, Constituent Assembly and the making of the Indian constitution, Role of B.R. Ambedkar.

### **Module 4**

#### **Uprisings against the British**

- a. Movement from the margins- the subaltern - Tribal uprisings, Caste & class organization, Peasant and workers movements, Caste and Gender Associations
- b. Theorising Indian National movement- STS Strategy- dynamics of the movement

#### **Readings:**

1. Bipin Chandra, *History of Modern India*, Orient Blackswan, 2012.
2. -----, *Rise and growth of Economic Nationalism in India*, Anamika, 2016.
3. -----, *India's Struggle for Independence*, OUP, 1989.
4. -----, *Nationalism and Colonialism in Modern India*, Orient Blackswan, 1981
5. -----, *Communalism in Modern India*, Har Anand, 2008.
6. -----, *Indian National Movement: The Long Term Dynamics*, Har Anand, 2008.
7. Tirthankar Roy, *The Economic History of India 1857-1947*, OUP, 2006.
8. Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Blackswan Pvt Ltd
9. G Aloysius, *Nationalism Without a Nation in India*, OUP, 1998.
10. S.N.Sen, *Indian History and Culture*, MacMillan India Ltd, 2007.
11. Judith Brown, *Gandhi's Rise to Power*, Cambridge, 1974.

## Course Title

# **HY5CRT 10 - ENVIRONMENTAL STUDIES & HUMAN RIGHTS IN HISTORICAL OUTLINE**

## **SYLLABUS**

**4 credits**

**72 hrs**

### **Module I**

#### **Unit 1 : Multidisciplinary nature of environmental studies**

Definition, scope and importance

**(2 hrs)**

Need for public awareness.

#### **Unit 2 : Natural Resources :**

Renewable and non-renewable resources : Natural resources and associated problems.

a) **Forest resources** : Use and over-exploitation, deforestation, case studies.

Timber extraction, mining, dams and their effects on forest and tribal people.

b) **Water resources** : Use and over-utilization of surface and ground water,

floods, drought, conflicts over water, dams-benefits and problems.

c) **Mineral resources** : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

d) **Food resources** : World food problems, changes caused by agriculture and

overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

e) **Energy resources**: Growing energy needs, renewable and non renewable energy sources,

use of alternate energy sources, Case studies.

f) **Land resources:** Land as a resource, land degradation, man induced landslides, soil erosion and desertification

- Role of individual in conservation of natural resources.
- Equitable use of resources for sustainable life styles. ( 10 hrs)

### **Unit 3: Ecosystems**

- Concept of an ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the given ecosystem:- Forest ecosystem

( 6 hrs)

## **Module II**

### **Unit 1: Biodiversity and its conservation**

- Introduction
- Bio-geographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India

( 8 hrs)

### **Unit 2: Environmental Pollution**

Definition

Causes, effects and control measures of: -

- a. Air pollution
- b. Water pollution
- c. Soil pollution
- d. Marine pollution
- e. Noise pollution

- f. Thermal pollution
- g. 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: floods, earthquake, cyclone and landslides. (8 hrs)

**Unit 3: Social Issues and the Environment**

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness (10 hrs)

**Module – III**

**Unit 1- Historical Outline-** Environmental history and its relation with environmental studies- scope of environmental studies in history- interdisciplinary nature.

**Unit 2-Roots of environmental Crisis** – four mode of resource use – hunting gathering- nomadic pastoralism – settled agriculture – industrial phase

**Unit 3- Forest resources: Colonial Phase-** Use and over-exploitation, forest laws in British India- concept of scientific forestry- alienation of adivasis from forests-hunting and impact on wild life. (10 hrs)

**Module – IV**

**Unit 1-Post Colonial Scenario-** the developmental drive – industrialization- dams and mines- tribal struggles.

**Unit 2-The struggles from the margins** – Land alienation and tribal protest movements- its strategies and ideology.

**Unit 3- Environmental Movements-** Chipko- Narmada Bachao Andolan- Silent Valley and Plachimada- Women and environmental struggles **(10 hrs)**

## **Module – V**

**Unit 1- Human Rights**– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

**Unit-2 Human Rights and United Nations** – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

**Human Rights in India** – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

**Unit-3 Environment and Human Rights** - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

**Conservation of natural resources and human rights:** Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. **(8 Hrs)**

### **Internal: Field study**

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

## REFERENCES

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clanderson Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (Ref)
16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)
18. (M) Magazine (R) Reference (TB) Textbook

## **SEMESTER 5**

### **OPEN COURSE**

#### **HY5OCT01 – INTRODUCING ENVIRONMENTAL HISTORY**

This course will introduce students to the dynamic field of environmental history, presenting essential concepts, concerns and methodology in the context of global / Indian environmental history.

##### **Module 1 Basics**

What is Environmental history? - Political, material and cultural dimensions of environmental history- Interdisciplinary approaches – Ecology and environment- cultural ecology- environmentalism- deep ecology- planetary consciousness- UN and environment- Stockholm Declaration- Earth Summits- Climate change and protocols

##### **MODULE 2 Roots of Environmental Crisis**

Mode of resource use- hunting gathering- nomadic pastoral- settled agriculture- industrial- ecological impact

##### **MODULE 3 The Context of Colonial India**

Pre colonial scenario- European attitude towards environment- the European gaze- Imperial Agendas and exploitation of natural resources-deforestation-ship building-Railways-opening of plantations- world war and forests-reservation of forests and enactments-plant imperialism- botanical gardens - hunting in colonial India

##### **MODULE 4 - Environmental Movements in India**

Chipko Movement-Narmada Bachao Andolan-Silent Valley in Kerala- Plachimada issue-sand mining and river protection groups-voices from the margins-Women and environment.

##### **Essential Readings:**

Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988

Al Gore, *Earth in the Balance*, London, 1992

Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field*, *Environmental History*. Vol 12, No. 1, Jan .2007.

- Erach Bharucha, *Textbook of Environmental Studies*, Universities Press India Pvt Ltd, 2005.
- Lester R. Brown, *Eco-Economy*, Orient Blackswan Pvt Ltd
- Samir Dasgupta, *Understanding the Global Environment*, Pearson Longman, New Delhi, 2009.
- S.N. Chary, *Environmental Studies*, Macmillan India Ltd, 2008.
- Agrawal et.al, *A Textbook of Environment*, Macmillan India Ltd, 2002.
- Kiran B. Chhokar, *Understanding Environment*, Sage Publications, 2004.
- S.P. Misra, et.al, *Essential Environmental Studies*, Ane Books, New Delhi, 2008.
- V.K. Ahluwalia, et.al, *Environmental Science*, Ane Books, New Delhi, 2006.
- Donald Worster, ed., *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988.
- Alfred W. Crosby, *Ecological Imperialism: the biological expansion of Europe, 900-1900*, New York, 1986.
- Dennis Pirages, *The Ecological Perspective and the Social Sciences*,  
International Studies Quarterly, Vol. 27, No. 3 (Sept. 1983), pp. 243-255 <http://www.jstpr.org/stable/2600681>
- John Bellamy Foster, *Ecology Against Capitalism*
- Lester J. Bilsky (ed), *Historical Ecology*, New York, 1980.
- J.F. Richards and R. Tucker, (ed) *World Deforestation in the Twentieth century*, Durham, 1988.
- Patricia Jagentowicz Mills, *Feminism and Ecology: on the Domination of Nature*,  
Hypatia, vol. 6, No. 1, Ecological Feminism (Spring, 1991) pp 162-178.  
<http://www.jstor.org/stable/3810039>.
- Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.
- Ramachandra Guha, *Natures Spokesman: M. Krishnan & Indian Wildlife*, Penguin Books, New Delhi, 2007.

## SEMESTER 6

### **HY6CRT11- MAKING OF CONTEMPORARY INDIA**

#### **Module 1**

Government of India Act 1935- Popular Movements-Partition- Independence- Famine- Riots- Migration and Rehabilitation-issue of refugees.

#### **Module 2**

Integration of Princely States-Drafting of the Constitution-Reorganization of Indian States-Tribal Issues- India's Foreign Policy- Nehruvian Legacy and NAM - JP Movement – Emergency-Land Reforms- Naxal Movement-Separatist Movements (Punjab, Assam & Nagaland)

#### **Module 3**

Planning Commission-Five Year Plans-Agricultural & Industrial Policies-Revolutions (Green, White, Blue, Yellow)-Nationalisation of Banks- Human Development Index- Demonetization and Indian Economy.

#### **Module 4**

Decentralisation and Panchayati Raj- Consolidation of Caste and Communal forces in Politics –Nature of anti-corruption Movements -Women's Reservation-NEP since 1991-Impact of Globalization

#### **Essential Readings;**

1. Granville Austin, *Indian Constitution: Cornerstone of a Nation*, New Edition, OUP, 2011.
2. Francine Frankel, *India's Political Economy, 1947-2004*, New Delhi: Oxford University Press, 2006.
3. Paul Brass, *The Politics of India Since Independence*, Cambridge: Cambridge University Press, 1994.
4. Bipan Chandra, et.al (ed). *India After Independence*, New Delhi: Penguin Books, 2015
5. Ram Chandra Guha, *India After Gandhi: The History of the World's Largest Democracy*, New Delhi: Picador, 2007

Semester 4 - History of Malayalam Literature - 2/ Political Science - 2/  
Basics of Indian Numismatics - 2/Statistics - 2

## SEMESTER 1

### HY1VOT07 - ENVIRONMENTAL HISTORY

#### **Module I Introduction to Environmental History**

Definition - nature – scope – need and importance – basic facts and concepts .

#### **Module 2 Nature Ages of Natural History**

The pre – Cenozoic era in brief

##### **The Cenozoic era**

- **The Paleogene era** with special importance to the historical features of the Paleocene, the Eocene and the Oligocene era.
- **The Neogene era** with special importance to the historical features of the Miocene, Pliocene, Pleistocene and Holocene eras.

#### **Module 3 The Prehistory**

Meaning, need and modes of study

##### **The Stone Ages**

- **Paleolithic Era** – life – tool making – art - culture
- **Mesolithic era**– life – tool making – art – culture
- **Neolithic era**– life – tool making – art – culture – Neolithic Revolution
- **Chalcolithic era**– life – tool making – art - culture

**The Bronze Age**– life – tool making – art - culture

**The Iron Age**– life – tool making – art - culture

#### **Module 4 History of the Evolution of Man**

**Stages in the Evolution of man** with special importance to the theories of evolution – Lamarck – Charles Darwin – ‘natural selection’ and the ‘survival of the fittest’.

### Readings

1. Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988.
2. Eugene P. Odum, *Fundamentals of Ecology*, New York, 1971.
3. Erach Bharucha, *Textbook of Environmental Studies*, Universities Press, 2008.
4. K.M. Agrawal et al., *A Textbook of Environment*, Macmillan, 2002.
5. Al Gore, *Earth in the Balance*, London, 1992
6. S.N. Chary, *Environmental Studies*, Macmillan, 2008.
7. Kiran B. Chhokar, *Understanding Environment*, Sage, 2004.
8. S.P. Misra, et al., *Essential Environmental Studies*, Ane Books, New Delhi, 2008.
9. V.K. Ahluwalia, et al., *Environmental Science*, Ane Books, New Delhi, 2006.
10. Lester R. Brown, *Eco-Economy*, Orient Blackswan, 2002.
11. M.N. Buch, *Environmental Consciousness and Urban Planning*. London, 1993
12. Alfred W. Crosby, *Ecological Imperialism*, London, 1986
13. *Multinationals and Environment* by Green Peace and third World Net Work, New Delhi, 1992
14. Saral Sarkar, *Green Alternative Politics in West Germany: The New Social Movements* 2 vols. India, 1993
15. Ashis Nandy, *The Intimate Enemy*, India, 1988
16. A.K. Tripally, *Ecology and Environment*, 1993
17. R.M. Lodha, *Environmental Essays*, 1991
18. M.M. Jana, *Environmental Degradation and Development Strategies in India*. 1991.

19. I. Mohan *The Fragile Environment*, 1991

20. S.K. Agarwal, *Fundamentals of Ecology*, 1992.

21. Prof. K.P. Joy, (Ed) *Eco Development and Nature Conservation*, 1995

## SEMESTER 2

### HY2VOT08 - DEMOGRAPHIC HISTORY OF INDIA

#### Module I Demographic Expansion and Sedentarisation

Population explosion in Africa - shift in the pattern of land use - climatic changes - natural and human deforestation.

#### Module II Colonisation, Migration and Ecological changes.

History of the beginning of migration from Africa - The west European demographic takes over - European migrations and ecological changes - ecological imperialism.

#### Module III Demographic History in Indian Context

- Period of Constant Population (1901 – 1921)
- Period of steady Growth ( 1921 – 1951)
- Period of Rapid High Growth (1951 -1981)
- 1981 – present : Signs of Slowing Down Population

#### Module IV History of Indian Census

##### 1. Census in the pre- independence period

- The Ancient & Medieval period: Vedas, Arthasasthra, 'Ain - e - Akbari' and other sources with signs of census.
- The Modern Period : Early British attempts to establish census system in India – James Prinsep, Henry Walter, Fort. St. George, H. Beverly, W.C. Plowden .

##### 2. Census in the post- independence period

- Census of India Act 1948 – Register General, Census Commissioner and Ministry of Home Affairs.
- A systematic analysis of the 2011 census.

### Readings:

1. Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988.
2. Eugene P. Odum, *Fundamentals of Ecology*, New York, 1971
3. Al Gore, *Earth in the Balance*, London, 1992
4. M.N. Buch, *Environmental Consciousness and Urban Planning*. London, 1993
5. Alfred W. Crosby, *Ecological Imperialism*, London, 1986
6. *Multinationals and Environment* by Green Peace and third World Net Work, New Delhi, 1992
7. Saral Sarkar, *Green Alternative Politics in West Germany: The New Social Movements* 2 vols. India, 1993
8. Ashis Nandy, *The Intimate Enemy*, India, 1988
9. A.K. Tripally, *Ecology and Environment*, 1993
10. R.M. Lodha, *Environmental Essays*, 1991
11. M.M. Jana, *Environmental Degradation and Development Strategies in India*. 1991
12. I. Mohan *The Fragile Environment*, 1991
13. S.K. Agarwal, *Fundamentals of Ecology*, 1992
14. Prof. K.P. Joy, (Ed) *Eco Development and Nature Conservation*, 1995
15. Santhosh George, (Ed), *Environmental History in Indian Context*, India, 2013.

## SEMESTER 3

### HY3VOT09 - HISTORY OF INDIAN FORESTRY

#### **Module 1 Background of Indian Environmental History**

Colonial Forest Historiography- Brandis- Ribbontrop- Stebbing- Post Colonial Perspective- Ramachandra Ghuha- Madhav Gadgil- Mahesh Rangarajan- Sivaramakrishnan- Richard Grove and Cambridge School- Kerala Historiography

#### **Module 2 Definition and Background**

British domination-need to enhance revenue-practice of extension of agriculture at the expense of forests- strategic experiments of the colonial state and policy shifts-forest control-timber for ship building in search of alternatives-Malabar teak- monopoly scheme- acquisition of teak felling right-growth of ship building.

#### **Module 3 Major Forest Legislation**

Forest Acts of 1865, 1878, Madras Forest Act 1882, 1878, 1927, forest policy of 1954, Criminal Tribes Act, major forest struggles in colonial India

#### **Module 4 Forest Legislations in Kerala**

Colonialism and native forests- Travancore, Cochin forest regulations- Travancore Forest Act 1887- Cochin Forest Act 1905- Kerala Forest Legislations

#### **Readings:**

1. Albion. R.G. *Forests and Sea Power* (Cambridge 1987)
2. Stebbing E.P *The Forest of India* 4 Vols. (London 1923-27)
3. Ribbentrop. B. *Forestry in British India* (Calcutta 1900)
4. Allchimad Hugde, *The Pre history of a Desert* (Delhi, 1984)
5. R. Guha *The Unquiet Woods* (Delhi 1989)
6. M. Gadgil, R.Guha, *The Figgured Land, An Ecological History of India*, OUP, 2006.

7. Trever and Smythies , *Practical Forest Management*, (Allahabad 1923)
8. R.S. Troup, *Indian Forest Utilisation* (Calcutta , 1907)
9. S.P.Misra, et.al, *Essential Environmental Studies*, Ane Books, New Delhi, 2008.
10. R.S. Troup, *The Work of the Forest Department in India* (Calcutta 1907)
11. R.S. Troup, *Colonial Forest Administration* (Oxford, 1940)

## **SEMESTER 4**

### **HY4VOT10 - COLONIALISM AND INDIAN FORESTS**

#### **Module 1 Forest Administration as Timber Management**

Peril way expansion-impact on forests-setting up of the Forest Department-German foresters-debate over the forest question-legislation-question of people's rights and state monopoly

#### **Module 2 Commercial Cash Crop Plantations**

Introduction of monoculture plantations – Tea, Coffee, teak – Important tea plantations in India.

#### **Module 3 Impact of World War I and Indian Fores**

The impact of great economic depression upon the forests -mechanical extraction forestry geared to meet war requirements- -

#### **Module 4 Inter War Period**

II World War and Indian Forest- Indian Forest Policy after Independence- Institutionalization of Indian Forest

### **Readings:**

1. Albion. R.G. *Forests and Sea Power* (Cambridge 1987)
2. Stebbing E.P *The Forest of India* 4 Vols. (London 1923-27)
3. Ribbentrop. B. *Forestry in British India* (Calcutta 1900)
4. Allchimad Hugde, *The Pre history of a Desert* (Delhi, 1984)
5. S.P.Misra, et.al, *Essential Environmental Studies*, Ane Books, New Delhi, 2008.
6. R. Guha *The Unquiet Woods* (Delhi 1989)
7. M. Gadgil, R.Guha, *The Figgured Land, An Ecological History of India*
8. Trever and Smythies , *Practical Forest Management*, (Allahabad 1923)
9. R.S. Troup, *Indian Forest Utilisation* (Calcutta , 1907)
10. R.S. Troup, *The Work of the Forest Department in India* (Calcutta 1907)
11. R.S. Troup, *Colonial Forest Administration* (Oxford, 1940)

## **SEMESTER 5**

### **HY5VOT11 - HUMAN ECOLOGY**

#### **Module 1 Our Environment**

Forest types-wet evergreen, evergreen, semi evergreen, moist deciduous, deciduous-grass land shola- mangroves, rivers, fresh water, soil, biomass, climate – forest products – uses of forest

#### **Module 2 Environmental Movements**

Green parties and ideology-environmental pressure groups -Indian experience-Chipko Movement-The Appiko Movement – Jungle Bachao Andolan – the Navdanya

Movement - Narmada Bachao Andolan-Silent Valley in Kerala-the Pathrakadavu Issue-Plachimada issue-sand mining and river protection grOUPs-pollution and waste disposal-voices from the margin-Women and environment.

### **Module 3 Energy Sources**

Fossil Fuels and Demerits – Renewable energy sources – scope for new sources – energy conservation.

### **Module 4 Equitable use of Resources for Sustainable life styles**

- } Introduction - equitable use and sustainable development of resources-sharing and caring of resources
- } Safe water for all
- } Food for all
- } Fuel for all
- } Roll of an individual in conservation of natural resources.

### **Readings**

1. Khozim G. *The Biosphere and Politics* (Moscow, 1976)
2. Richard G. Wilkson, *Poverty and Progress, An Ecological Model of Economical Development*
3. E.P. Thompson *Whigs & Hunters* (Harmondsworth, 1987)
4. Hugh Stretton; *Capitalism; Socialism; and the Environment* [Cambridge; 1976]
5. Vandana Shiva; *Ecology and the Politics of Survival; Conflicts Over Natural Resources in India*, [Newdelhi ; 1991]
6. M.Gadgil and R.Guha; *Ecology and Equity* [Penguin; 1996]
7. R.Guha, *Voices and Choices*; [O; U.P]

8. Giles.R.H, Wildlife Management Techniques
9. Odum.E.P, Fundamentals of Ecology
10. K. PSagreiya Forests and Forestry
11. S.P.Misra, et.al, *Essential Environmental Studies*, Ane Books, New Delhi, 2008.
12. Kylash Chandra Bebarta IFS, Forest Resources and Sustainable Development

## SEMESTER 6

### **HY6VOT12 - WILD LIFE MANAGEMENT**

#### **Module 1-Wildlife Management- An Introduction**

Wildlife : Definition, meaning, type- classification among Wildlife - order, class, germs, family and species- wild eco system and habitat- an overview of habitat conservation.

#### **Module 2-Strategies in Wildlife Management**

Natural and artificial modes of wildlife conservation- Wildlife sanctuaries- biological resources- national parks- zoo- wildlife rescue system.

#### **Module 3 -Organizational setup in Wildlife management**

World Wildlife Fund- United Nations Environmental Programme (UNEP)- Wildlife Conservation Society- NGOs Concerned to Wildlife Management- Red data book- Wildlife activism

#### **Module 4 -Wildlife Conservation in Indian Context**

Beginning of Wildlife conservation in India- Colonialism and its aftermath- Formation of Wildlife Acts and Policies in Independent India- Project Tiger and Project Elephant

## Readings

1. Kozhim G. The Biosphere and Politics (Moscow)
2. Richard G. Wilkson, Poverty and Progress, An Ecological Model of Economical Development
3. E.P. Thomson Whigs and Hunters (Harmondsworth, 1987)
4. Hugh Stretton Capitalism, Socialism and Environment (Camebridge 1976)
5. Vandana Siva Ecology and the Politics of Survival: Conflict over Natural Resources in India (New Delhi 1991)
6. M. Gadgil and R. Guha, Ecology and Equity (Penguin 1996)
7. R. Guha, Voices and Choices (OUP)
8. Giles R.H. Wild Life Management Techniques
9. Odum E.P., Fundamentals of Ecology
10. K.P. Sagreiya, Forest and Forestry
11. S.P. Misra, et.al. Essential Environmental Studies, Ane Books, New Delhi 2008
12. Kylash Chandra Bebartta IFS, Forest Resources and Sustainable Development

## 3. Vocational Courses - Archaeology and Museology

### Vocational Courses

Semester1- HY1VOT13 -Introduction to Archaeology

Semester2 - HY 2VOT14 - Methods in Archaeology

Semester3 - HY 3VOT15 - Basics of Museology

Semester4 - HY 4VOT16 - Methods of Museology

Semester5 - HY 5VOT17 - Systems of Museology

Semester6 - HY 6VOT18 - Understanding Ancient Indian history through  
Archaeology

**Module 5****Data Analysis with Scilab/ SPSS**

Some important websites providing information on specialised areas of historical studies - websites that would aid the historian with data/insights from other disciplines towards inter-disciplinarity through IT.

**Essential Reading**

- ◆ *Allan Evans, Kandal Martin et al. Technology in Action*, Pearson Prentice Hall (Third Edn.)
- V. Rajaraman, *Introduction to Information Technology*, Prentice Hall
- ◆ Alexis Leon & Mathews Leon, *Computers Today*, Leon Vikas, Rs. 180
- ◆ Peter Norton, *Introduction to Computers*, 6<sup>th</sup> ed., (Indian Adapted Edition)

**Additional References**

- Greg Perry, SAMS Teach Yourself Open Office.org, SAMS
- Alexis & Mathews Leon, *Fundamentals of Information Technology*, Leon Vikas
- George Beekman, Eugene Rathswohl, *Computer Confluence*, Pearson Education
- ITL Educational Solutions, *Introduction to Information Technology*, Pearson Education, 2006, Singapore.
- Barbara Wilson, *Information Technology: The Basics*, Thomson Learning
- John Ray, *10 Minute Guide to Linux*, PHI, ISBN 81-203-1549-9
- ◆ Ramesh Bangia, *Learning Computer Fundamentals*, Khanna Book Publishers

**Web Resources:**

- [www.fgc.edu/support/office2000](http://www.fgc.edu/support/office2000)
- [www.openoffice.org](http://www.openoffice.org) *Open Office Official web site*
- ◆ [www.microsoft.com/office](http://www.microsoft.com/office) *MS Office web site*
- ◆ [www.lgta.org](http://www.lgta.org) *Office on-line lessons*
- [www.learnthenet.com](http://www.learnthenet.com) *Web Primer*
- [www.computer.org/history/timeline](http://www.computer.org/history/timeline)
- [www.computerhistory.org](http://www.computerhistory.org)
- <http://computer.howstuffworks.com>
- [www.keralaitmission.org](http://www.keralaitmission.org)
- [www.technopark.org](http://www.technopark.org)
- <http://ezinearticles.com/?Understanding-The-Operation-Of-Mobile-Phone-Networks&id=68259>
- <http://www.scribd.com/doc/259538/All-about-mobile-phones>
- <http://www.studentworkzone.com/question.php?ID=96>
- <http://www.ofc.usyd.edu.au/edweb/revolution/history/mobile2.html>

**SEMESTER IV****HYC 05 UNDERSTANDING THE PAST**

The Course intends to familiarize the students the basic terms, concepts and categories of history to understand the discipline as an intelligent knowledge system. The scientific understanding of the discipline with different approaches of history at different historical contexts and the methodology of historical writing is introduced with techniques and technicalities.

**Module1****Introducing the Discipline**

History meanings, nature and scope epistemology- use and abuse of History - Ideas of History Varieties of History

**Module 2****Understanding Historiography**

Historiography Meanings and trends Approaches to History History and Theory - Inter-disciplinary.

**Module 3****Basics in Historical Method**

- A. Heuristics criticism, internal external synthesis Causation and Generalization
- B. Footnotes, bibliography, index, tables, charts and maps-
- C. Hermeneutics Understanding and explanation - interpretation subjectivity and objectivity

**Module 4****Technical Expressions**

- A. Anachronism, hypothetic- deductive method Conceptual contrasts, induction-deduction, diachronic - synchronic
- B. Conceptual categories race, class, culture, gender, community, caste etc.

**Reading List**

1. E H Carr, *What is History*, Penguin Books, New Delhi, 1990.
2. Jeremy Black & Donald M. Mac Rauld, *Studying History*, Palgrave Mac Millan, New York, 2007.
3. Arthur Marwick, *Nature of History*
4. Arthur Marwick, *New Nature of History*
5. John Adams, Hafiz T A, Robert Roeside, David White, *Research Methods for Graduate Business and Social Science Studets* (Sage)
6. R.G. Collingwood, *The Idea of History*, OUP, 1974.
7. M.I. Finley, *The Greek Historians*.
8. G.A. Cohen, *Karl Marx theory of History*.
9. Fernand Braudel, *On History*.
10. Paul Thomson, *Voice of the Past*.
11. Jenkins, *Rethinking History*
12. T.R. Venugopal (Ed.) *History and Theory*

**SEMESTER IV****HYC 06 ♦ EARLY SOCIETIES IN INDIA**

The course explores the various aspects of early Indian societies in a historical perspective through the scholarship of an inter-disciplinary nature.

**Module 1****Reconstructing Ancient Indian History**

- (A) Early Indian notions of History - Sources and tools of historical reconstruction - Historical interpretations related to gender, environment, technology and regions
- (B) Hunting gathering societies- Paleolithic culture- sequences and distribution - stone industries and other technological developments- Mesolithic cultures - Regional and chronologic distribution- new developments in technology and economy rock art
- (C) Food producing societies- Understanding the region as land, chronological distribution of the Neolithic and Chalcolithic cultures, subsistence and patterns of exchange

**Module 2**

- (A) Harappan society- Origins- settlement patterns and town planning agrarian base craft production and trade social and political organization religious beliefs and practices art and the problem of urban decline Post- Harappan traditions
- (B) Cultures in transition settlement patterns technological and developments social stratification political relation The Aryan problem-
- (C) Early iron age- Material culture lineage society Material base of the Mahajanapadas Second Urbanization Material and cultural base of Jainism, Buddhism and other heterodox traditions.
- (D) Case of the Tamil South idea of the Sangam Age

**Module 3****Changing Political Formations**

- (A) Nature and bases of the Mauryan Empire Asokas Dharma
- (B) Post- Mauryan politics Kushanas and Satavahanas

**Module 4****Changing Phase Towards Early Medieval India**

- (A) Agrarian expansion land grants- changing production relations- graded land-rights and peasantry
- (B) Problem of urban decline trade, currency and urban settlements
- (C) *Varna* proliferation of *jatis*- changing norms of marriage and property
- (D) The nature of polities The Gupta empire and its contemporaries
- (E) Cultural developments literature elite and vernacular- art and architecture form and patronage
- (F) Opening up of the river valleys in the South Agrarian expansion institutions *agraharas*- *nagaras*, temples, trade- organization *Brahmadeyas* - *Devadanas*

**Reading List**

1. Stuart and Piggot, *Pre-Historic India*
2. Raymond Allchin, *The Birth of Indian Civilization*.
3. Gregory L Possehl, *The Indus Civilization, A Contemporary Perspective* (Sage)
4. Romila Thapar, *The Penguin History of Early India* (Till 1300), Penguin Books, 2002.
5. -----, *Interpreting Early India*, OUP, New Delhi, 2000.
6. -----, *Cultural Past*, OUP, New Delhi, 2009.
7. -----, *From Lineage to State*, OUP, New Delhi, 2000.
8. -----, *Ashoka and the Decline of the Mauryas*
9. D. P. Aggarwal, *The Archaeology of India*
10. Stanley Wolpert, *An Introduction to India*, Penguin India, new Delhi, 1991
11. Raymond Allchin, *Archaeology of Early Historic South Asia*
12. A.L. Basham, *The Illustrated Cultural History of India*, OUP, 2009.
13. A. L. Basham, *The Wonder That was India*
14. P.N. Chopra, et.al, *Ancient India*, Sterling Publishers, New Delhi, 2005.
15. N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*
16. D.K. Chakravarti, *The Archaeology of Ancient Indian Cities*
17. Uma Chakravarti, *The Soicial Dimensions of Early Buddhism*, 1997
18. Dev Raj Chanana, *Slavery in Ancient India*, 1960
19. B. D. Chattopadhyaya, *The Making of Early Medieval India*, 1994
20. D. P. Chattopadhyaya, *History of Science And Technology in Ancient India*, 1986
21. Parameswari Lal Gupta, *Coins*, National Book Trust, (4<sup>th</sup> Edition)
22. D. N. Jha, *Economy and Society in Early India: Issues and Paradigms*, 1993
23. D. D. Kosambi, *An Introduction to the Study of Indian History*
24. S. K. Maity, *Economic Life in Northern Indian in the Gupta Period*
25. H. C. Raychaudhuri, *Political History of Ancient India*
26. K. A. N. Sastri, *A Comprehensive History of India*, Vol. II
27. -----, *A History of South India*, OUP, New Delhi, 2008.
28. Kesavan Veluthat, *The Early Medieval in South India*, OUP, New Delhi, 2009.
29. R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*
30. -----, *Material Culture and Social Formations in Ancient India*, Mac Millan, New Delhi, 2007.
31. -----, *Indian Feudalism*

- C.Freeman, *The Greek Achievement: The Foundation of western world*, Penguin 2000
- A.M.M. Jones, *Athenian Democracy*, John Hopkins Press.
- D.Stockton, *Classical Athenian Democracy*, OUP
- P.A.Brunt, *Fall of Roman Republic and Related Essays*, Clarendon Press, 1988.
- E.Gibbon, *Fall and Decline Of Roman Empire*
- P.Kennedy, *Rise and Fall of Great Powers*.
- M.Tymowski, *The Origin and Structures of Political Institutions in Pre-colonial Black Africa*.

## SEMESTER V

### HYC09 INDIA: NATION IN THE MAKING

The course explains India's emergence as a Nation in spite of defying the concept of nation state through its unity in diversity. The course also attempts to explain the transition from religious imagination to perception of a secular state.

#### Module 1

Historiography Colonial scenario Conception of India as a geographical unity - Explaining Nation and Nationalism Uniqueness of Indian experience

#### Impact of British Rule

- (1) Economic processes before and after the Industrial Revolution Break up of rural economy Impoverishment of peasants and weavers Export of raw materials and import of British manufactured goods Drain of wealth Rise of Industrial Bourgeoisie and Working Class.
- (2) Revolt of 1857- Nature and consequences Tribal uprisings
- (3) Initiatives in social reforms in the 18<sup>th</sup> and 19<sup>th</sup> century

#### Module 2

##### Phases of Indian Nationalist Movement

- (1) Nationalism: trends up to 1919 Political ideology and organisations Formation of I N C - Moderates and extremists Swadesi movement- Revolutionaries -
- (2) Gandhi and Indian Nationalist Movement (Gandhian perspectives and methods) - Impact of World War I Rowlatt Act Jallianwallabagh Non- co operation Civil Disobedience movement Quit India Movement INA Partition Integration of the States

#### Module 3

##### Major Landmarks in Constitutional Development

Acts before the 20<sup>th</sup> century Minto- Morley Reforms - Montague-Chelmsford Reforms Government of India Act of 1935 Indian Independence Act of 1947 Constituent Assembly and the making of the Indian Constitution Role of B R Ambedkar

#### ◆Module 4

##### Functioning of Secularism In Contemporary India

Unity in diversity Secondary contradictions Autonomous or hegemonic Workers movements, Tribal uprisings Peasants movements Caste and Gender Associations Theorising Relevance of Pluralism and multi-culturalism Compulsions of electoral politics Caste and religion in Indian politics

#### Readings:

1. Bipin Chandra, *Modern India*
2. -----, *Rise and Growth of Indian Nationalism*
3. -----, *India's Struggle for Independence*
4. -----, *Nationalism and Colonialism in Modern India*
5. -----, *Communalism in Modern India*.
6. Tirthankar Roy, *The Economic History of India 1857-1947*, OUP, 2006.
7. Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Blackswan Pvt Ltd
8. S.N.Sen, *Indian History and Culture*, MacMillan India Ltd, 2007.
9. A. R. Desai, *Social Background of Indian Nationalism*
10. P.N.Chopra, et.al, *Modern India*, Sterling Publishers, New Delhi, 2005.
11. Judith Brown, *Gandhi's Rise to Power*

12. Paul Brass, *The Politics of India Since Independence*
13. Ranajith Guha, *A Subaltern Studies Reader* (Ed.)
14. Peter Hardy, *Muslims of British India*
15. Irfan Habib, Dharma Kumar and T Raychoudhari, *Cambridge Economic History of India*, Vol.I & Vol II, Orient Blackswan.
16. Sumit Sarkar, *Writing Social History*

**SEMESTER V**  
**HYC10 TRENDS IN HISTORICAL WRITING**

The course intends to trace the historiographical trends from the traditional phase to the contemporary scene. The course is designed to orient students in new trends with a view to improving their understanding of historical writings and perspectives and to inspire the students in taking up higher courses in History.

**Module-1****Classical Notion of History**

The European versions Greek Notion of History Roman Histories Church Historiography- The Persian version of History Ibn Khaldun and Holistic idea of History.

**Module-2****Western Empiricism and shift to explanation**

Positivist Historiography Facts- Interpretation Shift to Explanation Hegelian Philosophy of History Marxian Materialism

**Module-3****Grand Narratives**

Spengler Toynbee Annales paradigm shift in perspectives Total History History of Mentalities and Emotions Everyday life.

**Module-4****Macro to Micro Histories**

History from below Post-modern trends in History - Local History - New Histories.

**Reading List:**

- R.G Collingwood, *The Idea of History* OUP, 1946.  
 EH Carr, *What is History?* London, 1961  
 Arthur Marwick, *Nature of History*. London, 1970  
 Arthur Marwick, *The new nature of History*.  
 M.I. Finley, *The Greek Historians*, New York, 1971.  
 G.A Cohen, *Karl Marx Theory of History*, London, 1978.  
 Tom Bottomore *Dictionary of Marxist thought*.  
 T.R Venugopal (ed) *History and Theory*  
 Marc Bloch, *The Historians Craft*, New York, 1953  
 Fernand Braudel, *On History*.  
 Peter Burke, *The French Revolution in History*.  
 Robert M Burns, *Historiography : Critical concepts in Historical Studies*, London ,2006.  
 Harbans Mukhia and Maurice Aymard, *French Studies in History Vols*, New Delhi 1988.  
*Subaltern Studies, Vol-I*  
 Sumit Sarkar, *Writing Social History*.  
 Dipesh Chakrabarthy *Habitations of Modernity*.  
*Subaltern Studies and its Critics: Debates over Indian History - Vinay Lal, History and Theory, Vol.40, No.1 (Feb 2001) pp. 135-148.*  
*Marx after Marxism: A Subaltern Historians Perspective- Dipesh Chakrabarthy. EPW Vol 28. No22 (May 29, 1993) pp. 1094-1096.*  
 Paul Thompson, *Voice of the Past*.  
 Satish K Bajaj, *Recent trends in Historiography* New Delhi 1998  
 J. Donald Hughes, *An Environmental History of the World*, New York, 2001.  
 Juliet Gardiner, *What is history today?*, 1988.

K.Offen, Writing Womens history: International Perspectives, London 1992.

### SEMESTER VI

#### HYC 11 ISSUES IN CONTEMPORARY INDIA

##### Module I

Understanding Caste and Communalism. Caste and Electoral Politics.

Community and Communal Representation. Communalism, Secularism and Multiculturalism.

##### Module II

Gender-Social Construction, Feminist Movements, Place of women in Indian society(both pre-Independent and post-independent period) Gender and Media.

##### Module III

Definition of Tribe, Tribe as an Administrative Organization, State Policies on Tribal Welfare, Tribal Movements-Ecological and Human Rights.

##### Module IV

Federalism, Role of Regional Parties, Concept of Decentralization and Development, Role of Media in National and International Development. Flow of information Between countries.

##### Reading list:

B.R.Ambedkar, What Congress and Gandhi have done to the Untouchables.

Gale Omvedt, Challenging Brahmanism and Caste (Sage)

-----, Dalit Visions: The Anti-Caste Movement and Construction Of Indian Identity.

Govind Chandra Rath (Ed.), Tribal Development in India, (Sage), New Delhi, 2006

A.Baviskar In the Belly of the River Tribal Conflict over development in Narmada Valley.(OUP)

Terran J Byres, ed. The State Development Planning and Liberalization in India(OUP)

S.Bandhopadhyaya, Caste Protest and Identity in Colonial India(Richmond: Curzon Press)

B.S.Cohn, An Anthropologist among the Historians and other essays.(OUP)

Mukul Kesavan, Secular Commonsense (Penguin)

Neera Chandhoke & Praveen Priyadarshi (Eds.) Contemporary India: Economy, Society, Politics. Pearson Education, New Delhi, 2009.

Bipan Chandra, In the Name of Democracy, Penguin Books, 2003.

Sunil Khilnani, The Idea of India, Penguin Books, 2004.

Ghanshyam Shah, Social Movements in India, (Sage), New Delhi, 2004.

M.S. Gore, Unity in Diversity: The Indian Experience in Nation Building.

S.Bayly, Caste Society and Politics in India from 18<sup>th</sup> century to Modern Age.

M.N.Srinivas, Social Change in Modern India.

S.K.Chaube, Caste Politics and Indian Federation

G.Forbes, Women in India.

A.Beteille, Society and Politics in India.

R.Guha, ed. The Subaltern Reader

G.Pandey The Construction of Communalism

E.Zelliot, From Untouchables to Dalit: Essays on Ambedkar Movement.

Bipan Chandra, Communalism in Modern India.

Jeffery Patricia-Frogs in a well: Indian women in Purdah

Ray, Raka, Fields of Protest: Womens Movements in India.

Millet.K, Sexual Politics

A.K.Majumdar and Bhanwar Singh, Regionalism in Indian Politics.

T.K.Oomen, Towards a Federal India: A Conceptual Exploration and an Empirical Explication

A.S.Narang, Regionalism, Alienation and Federation.

Srinivas, R.Melkote, H.Leslie Steevens, Communication for development in the Third world.

K.J.Kumar-Mass Communication in India

Schram Wilbur-Mass Media in National Development

<b>FIRST SEMESTER</b>
<b>Course Code: HY010101</b>
<b>PERSPECTIVES ON HISTORIOGRAPHY</b>

### **Objectives**

As an initiating course for the post graduate programme in history, Perspectives on Historiography is conceived to open the critical domains of historiography through locating certain significant shifts in the methodology and method of history writing. As the title indicates, the course aims at opening the panorama of history writing for making the student critically aware about the makings of historical perspectives entrenched in the arsenals of scientific as well as theoretical foundations and moorings. This course is crafted to serve the purpose of acting as a spring board for the better understanding of the subsequent papers that deal with separate regions and themes.

### **Outcome**

Through this course the students gain access to the world of historical perspectives and identify how history writing has changed and reconfigured notions about the past. Most significantly they become critically aware of the dangers of ahistorical thought processes and how the school of historiography emerged through confronting with such forces. The course also inspire the student to make his/her own understanding of various schools of historiography and emerge in the end with their own perspectives that enables them to anchor in an area of research.

### **Module I**

#### **Past in India- Pre Colonial Approaches**

Notions of Past in ancient India- Ithihasa Purana tradition- embedded and externalized forms of history- Idea of time- Jain and Buddhist traditions- Carita literature-Sangam literature - Historiography under Sultanate and Mughal rule.

### **Module II**

#### **Western Approaches**

Professionalisation of History- Enlightenment historiography- Hegelianism- Positivism and science of History- Berlin Revolution and Ranke-Marx and Historical Materialism- New Marxist Historiography-Thompson and History from Below

### Module III

#### The Annaliste Paradigm

The context of Annales – Marc Bloch and Lucien Febvre- Ferdinand Braudel and geo structural history- Idea of Total history- Mentalities History-Robert Mandrou – Ladurie-Philippe Aries- Le Goff- Carlo Ginsburg and Micro History- Chartier-Cultural and Linguistic Turn.

### Module IV

#### Emancipatory Turn in Historiography

Post Modern History- Michel Foucault and Notions of History-Hayden White- Ankersmith- Keith Jenkins- Pierre Nora- Memory and History-Oral History

#### Reading List

- A. Momigliano, *Essays in Ancient and Modern Historiography*, Oxford, 1977
- Anna Green, Kathleen Troup, *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*, New York University Press 1999,
- Arthur Marwick, *Nature of History*, London, Rpt.1990
- Arthur Marwick, *The New Nature of History*, Palgrave, 2001
- C.A. Cohen, *Karl Marx's Theory of History*, London, 1983
- Carlo Ginsburg, *The Cheese and the Worms*, John Hopkins University Press,2013
- Daniel Woolf,*Global History of History*, Cambridge University Press, 2011
- Emmanuel Le Roy Ladurie,*The Peasants of Languedoc* (1966; English translation 1974)
- Emmanuel Le Roy Ladurie, *Montaillou: Cathars and Catholics in a French Village, 1294-1324* (1978)
- Fernand Braudel, *Of History*, Chicago University Press, 1980
- Fernand Braudel, *Civilisation Matérielle, Economie et Capitalisme XVe-XVIIIe Siècle* (3 vol. 1979) (translated as *Capitalism and Material Life*;
- Fernand Braudel, *La Méditerranée et le Monde Méditerranéen à l'Epoque de Philippe II* (1949) (translated as *The Mediterranean and the Mediterranean World in the Age of Philip II*)
- Georg G Iggers Edward Wang, *Global History of Modern Historiography*
- Georges Duby, *History Continues*, (1991, Translated 1994)
- Gertrude Himmelfarb, *The New History and the Old*, Harvard University Press,1987
- H.E. Barnes, *History of Historical Writing*, New York, 1963
- Hayden White, *Metahistory: The Historical Imagination in Nineteenth-Century Europe*

**Course Code: HY010102**

**TRANSITION FROM PRE-STATE TO STATE SOCIETIES IN  
INDIAN HISTORY**

The paper requires the students to be knowledgeable about the processes of social transition from one formation to another and the characteristic features of each formation. This necessitates acquaintance with the relevant social theories. The purport of the paper is to provide the students conceptual insights into the transitional processes of early societies in the Indian subcontinent. The readings appended are highly selective and devoid of articles as one can see. Both the teachers and students should augment the list to make it comprehensive.

**Module 1**

Historiographical Considerations: State and Society as represented in Colonial Writings - Oriental Despotism and Asiatic Society - Asiatic Mode of Production Debate - Insights from Social sciences on Indian state and society- Theoretical Preliminaries: a) Pre-State and State Situations and b) Formation of the State.

**Module 2**

The Question of State and Harappan Civilization - Political Organization - the Harappan Society - Archaeological Evidences for the Harappan State - The Unicorn: Lineage Organization and the Mode of Political Expansion - Characterization of the Harappan State.

**Module 3**

The Post-Harappan Scenario - Political Processes in the Rigveda- Pre-state situation in the Middle Ganga Valley - Lineage Society- Processes of transition from Lineage to State - State and the Varna system - Political structure of the Mahajanapadas - Emergence of Monarchy in the Gangetic North India.

**Module 4**

The Pre-Mauryan Political Scenario - The Tribal confederacies - The Structure of the Nanda Monarchy – The Formation of the Mauryan Empire - The Structure of the State under Asoka - The Form of the state in the Arthashastra - The Recent Interpretations of the Mauryan State.

## Reading List

- Claessen, H.J.M. and P. Skalinik, *The Early State*, The Hague, 1978.
- D.D. Kosambi, *An Introduction to the Study of India History*, Sangam Books Ltd, Bombay, 1956
- D.D. Kosambi, *The Culture and Civilisation of Ancient India in Historical Outline*, Vikas, New Delhi, 1994.
- D.N Jha, *Ancient India in Historical Outline*, Manohar, New Delhi, 1998.
- Fussman, Gerard, "Central and Provincial Administration under the Mauryas", *Indian Historical Review*, 1978.
- Krader, L. *The Formation of the State*, London, 1968.
- Kumkum Roy, *Enquiries of Monarchy in North India*, Oxford University Press, New Delhi, 1995.
- Mabbet, *Truth, Myth, and Politics in Ancient India*, Oxford University Press, New Delhi, 1980.
- R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Mac Millan, New Delhi, rpt.1990.
- R.S. Sharma, *Material Culture and Social Formations in Ancient India*, Mac Millan, New Delhi, 1983.
- R.S. Sharma, *The State and Varma Formation in the Mid-Ganga Plains*, Manohar Publications, New Delhi, 1996.
- R.S. Sharma, *The State of Varna Formation in the Mid-Ganga Plains*, Manohar Publishers, New Delhi, 2003.
- Romila Thapar, *Ancient Indian Social History*, Orient Longman, New Delhi, 1979.
- Romila Thapar, *Asoka and the Decline of the Mauryas*, OUP, New Delhi, 2012.
- Romila Thapar, *Early India: From the Origins to AD 1300*, Penguin India, 2003.
- Romila Thapar, *From Lineage to State*, Oxford University Press, New Delhi, 1984.
- Romila Thapar, *Interpreting Early India*, Oxford University Press, New Delhi, 1999.
- Romila Thapar, *The Mauryas Re-visited*, K.P. Bagchi & Company, New Delhi, 1984
- Shereen Ratnagar, *Enquiries in to the Political Organization of Harappan Society*, Ravish Publishers, Pune, 1991.
- Shereen Ratnagar, *Harappan Archaeology: Early State Perspectives*, Primus Books, New Delhi, 2016.
- Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, New Delhi, 2009.

**Course Code: HY010103**

**HISTORY OF KERALA TILL THE END OF THE  
PERUMAL RULE**

**Objectives**

The course starts with a critical historiographical understanding about the ancient and early medieval history of Kerala. The purport of the course is to provide the students various aspects of historical process in early historic and early medieval period of Kerala History.

**Outcome**

Students will be introduced to a holistic perspective on the past with environmental background of Kerala cannot be seen as uniform or linear in form and is necessary to comprehend the social formations in Kerala. As a result, students will be acquainted with logical approaches and new ways of acquiring knowledge on early social formations of Kerala. Students are expected to explore primary sources.

**Module 1**

**Historiographical Positions on Ancient and Early Medieval Kerala**

A. History of Sangam Period - Elamkulam Kunjan Pillai and M G S Narayanan- studies on Classical Tamil literature and heroic culture – K Kailasapathy, George L Hart and K V Zevelebil- K Sivathamby and Tinai concept and the notions of Micro – Eco-Zones – Social formation - Gurukkal and Varier- Human Geographical approach – K N Ganesh – N Athiyaman’s criticism of redistributive economy – importance of agriculture.

B. Histories of Kualashekharas of Makotai -Elamkulam Kunjan Pillai and the notions on economy and society - integrative approach of M G S Narayanan on Chera state -cultural symbiosis- Rajan Gurukkal and Raghava Varier on social formation during Perumal period—K N Ganesh and historical materialist approach – Keralathinte innalakal- K S Madhavan and the history of production process and primary producers- problems of centrality of wetland paddy economy - need for an inclusive history of early medieval Kerala.

## **Module 2**

### **Human Ecology, Landscape, Prehistory and Early Historic Iron Age Society:**

Holocene Geomorphology of hills, rivers and coast- ecosystem and climate – archaeology of landscape –changing rivers ,marine settings and their impact on prehistory –features of Paleolithic Mesolithic and Neolithic cultures-Iron Age – technological change from Stone Age to Iron Age - pastoralism and agriculture – megalithic monuments -typology and pattern. Tinai ecosystem and multiple economies – formation of uzhakudi settlements in the riparian midlands – settler cultivators in the midland - kutis and urs- forms of exchange – transmarine contacts -political structure of Chera chiefdom.

## **Module 3**

### **Economy and Society during the Perumal Rule**

Further development of multiple economies – paddy fields- kari lands parambu purayitam- coastal life forested and Ghats region- life activities in Ghats and coastal plains- expansion of nadus – Budha Jain influences –migration of Brahmans and formation of Brahman settlements- dominance of brahmanical temples – land ,labour and production process – labour appropriation and formation of atiyar groups –kutis and subjugation of tenant cultivators and craft groups- institution of karanmai and urala land control – domination of landed property – devasvam and brahmasvam- jati hierarchy and the subjugation of kutis and Atiyar groups.

## **Module 4**

### **Polity and Culture under the Nattutayavar and Perumals**

polity under nattutayavar and perumals – adhikari- prakriti- nizhal –nuttuvar- debate on the nature of the chera state – temples and uralars as parasitic entities- temple culture and bhakti cult – alvars and nayanars-trade and trading corporations-importance of Arab –Chinese and West Asian Trade- Indian Ocean Trade and its impact on society and economy.

## **Reading List**

A. Sreedhara Menon, *A Survey of Kerala History*, DC Books, Kottayam.

Aju K Narayanan, *Keralathile Budhamatha Parambaryam Naattarivilute*, SPCS, NBS, 2012.

B Stein (Ed), *Essays in South India*, Vikas Publications, New Delhi,

Dr.Ajith Kumar [ed], *Archaeology in Kerala: Emerging Trends*, Department of Archaeology, University of Kerala, Thiruvananthapuram, 2012.

Dr.K Sugathan, *Budhamathavum Jathi Vyavasthayum*, Progress Publication Calicut, 2014.

## SECOND SEMESTER

Course Code: HY010201

### HISTORY OF SOCIAL INSTITUTION AND STRUCTURES OF EARLY INDIA

The paper seeks to have a specific focus on the history of institutions and structures of early societies in the subcontinent. It is intended to provide the students with knowledge about what the institutions mean and how they evolved and worked in the past societies. The idea is to enable the students to gain insights into the historical roots of social institutions and structures that persist in our times. Articles should enrich the reading

#### **Module I**

Institutions of the Vedic Society: Historical context of their merged state and inseparability into social, economic, political and religious Institutions - Gotra and Pravara, Varna and Kula - dasya-vidatha, Gana, Gopa and Samiti - Yajna, Dana, Dakshina and Sulka - The Pastoral tribal social structure with slave labour.

#### **Module II**

The character of the Vedic religious Institutions : The brahmana-Sramana dichotomy - The Jain, Ajivika, and Budhist Religious Orders - The institution -of Sangha, Samaja and Puga - The Sartha-The Grama; Janapada, Narga and Pattina The stratified Varna society with slave labour.

#### **Module III**

From Varna to Jati : The historical process of the information of jati-s - The System of hereditary occupation and endogamy - The System of periodic exaction or taxation in the age of Mauryas - Variety of taxes - The Parishad- The institutional nature of administration and bureaucracy - The continuity .and change in the stratified Varna society based of slave labour.

#### **Module IV**

The Hierarchically stratified Jati Society: The Institution of land grants - The mahadana-s such as hiranyagarbha, gosahasra and tulabhara - The proliferation of Jati-s or the phenomenon of sakimajati - The institutional character of kingship- Chakravarthy model of kingship and the consecration - High Sounding royal titles- The institution of land dues - The Institution of service

tenure - The bhakti cult under the Bhagavathamovement - The formation of tenurial hierarchy- Hierarchically stratified jati society based of forced labour (vishti).

### Module V

Early Historic Society in Tamillakam - Aintinai and Social grouping-Economic, Social, Political Structures and Institutions - Ventan, Velir, Kizhar levels of the chiefdom- The politics of raids and redistribution- The Institution of Kotai - Pana-s and the pattu tradition - the flowers Symbolism - untattu- Vatakkiruttal -Velan Veriyattu- Karauaikuttu -the Kalauu and Karpu.

### Reading List

- B.P.Sahu, *The Changing Gaze*, Oxford University Press, New Delhi, 2013.
- D.D. Kosambi, *An Introduction to the Study of Indian History*, Bombay: Sangam Books, 1956)
- D.R. Chanana, *Slavery in Ancient India*, Delhi: People's Publishing House, 1960
- H.S. Sharma, *Aspects Political Ideas and Institutions in Ancient India*, Motilal Banarsidas, New Delhi, 1959.
- H.S. Sharma, *Indian Feudalism*, Motilal Banarsidas, New Delhi, 1980.
- K.K. Pillai, *Social History of the Tamils*, Madras University Publication
- R.S. Sharma, *Material Culture and Social Formations in Ancient India*, Oxford University Press, New Delhi, 1983
- R.S. Sharma, *Sudras in Ancient India*, Motilal Banarsidas, New Delhi, 1980.
- Rajan Gurukkal & Haghava Varier (eds), *Cultural History of Kerala*, vol. I, Department of Cultural Publication, Trivandrum, 1999.
- Romila Thapar, *Cultural Pasts*, Oxford University Press, New Delhi, 2004.
- Romila Thapar, *From Lineage to State*, Oxford University Press, New Delhi, 1984.
- Romila Thapar, *Readings in Early Indian History*, Oxford University Press, 2013.
- S. Chattopadhyaya, *Social Life in Ancient India*, Calcutta, 1965
- Uma Chakravathy, *Social Dimensions of Early Buddhism*, Delhi: Motilal Benarsidas, 1984

**Course Code: HY010202**

**SOCIAL FORMATION OF KERALA**

**AD 1200- 1800**

The paper intends to provide a critical understanding about the pre modern history of Kerala. The students have already familiarized the main themes of early medieval history of Kerala at their graduation. The students are expected to acquire the knowledge about the social formation process and its varied cultural and institutional mechanisms in medieval Kerala. The purport of the paper is to enable the students to have a critical understanding of the inter connection and the intersectional relations of socio-political power relations and cultural mechanism in pre modern Kerala with inter- disciplinary perspective.

**Module I**

**Historiographical Positions**

The notion of post -Perumal Period- Medieval Kerala as feudal society- K M Panikar and the Da Gama Epoch- EMS and the conceptions of jati -janmi -Naduvazhithvam, K N Ganesh and the notion of janma- kana Maryadavyavastha-S Raju's interpretation of Svarupam as Svam Form-M R Raghava Varier and the notion of Swarupam as state- caste and medieval Kerala society-debate on caste and slavery-medieval trade --A P Ibrahim Kunju's view on Mysorean impact.

**Module II**

**Agrarian Expansion in Kerala**

Historical antecedence -Land -vayal, padam ,kari, karapadam, vilakam,thottam ,parambu ,purayitam, kadu-Labour -atiyaraal -pulayar - parayar,chanter ,izhavar-kutis and craft groups - Production Process -monocrops and multi crops- forest and forest economy -tribal groups- coastal ecosystem and coastal resources - coastal communities and their life activities- inland water systems and resources-multiple economies and consolidation of production process- expansion of settlements - thara,kuti,pura,chala, madam,tharavadu,vedu,kovilakam,mana,illam- growth of nadus and naduvazhiswarupams.

### **Module III**

#### **Economy and Consolidation of Naduvazhi Swarupams**

Expansion of parambupurayitam economy –Western ghatt and forest resources- tribal communities and forest life worlds- coastal and coastal life –multi crops and commercial crops – craft production and craft groups – metal workers –labour process and agrarian technology- trade, monetization and growth of towns and markets – tenurial forms- janmam – kanam – panayam - otti –Nature of Political Power under Naduvazhiswarupams- Venadu , Cochin Kozhikodu and kolathunadu -revenue system- entitlement hierarchy – legal structure - Kerala in the Indian Ocean trade – Arab, Chinese and West Asian trade- European contact- Portuguese -Dutch and English – European impact and indigenous responses-

### **Module IV**

#### **Cultural Power and Multiple Hierarchies**

Temple and brahmanical control of land- brahmanical dominance and ritual authority – jati hierarchy and brahmanical patriarchy–smritis-aachaarams – maryadas - social and cultural distancing – untouchability and social enclavisation – notions of purity and pollution – codes of social control – dress codes and occupational codes – gender hierarchies- ideology and practice.Subjugation of women and lower castes- caste and multiple power relations – caste and graded inequality -Dissent and protest tradition.

#### **Reading List**

- A P Ibrahim Kunju, *Mysure Kerala Relations in the 18<sup>th</sup> Century*, Kerala Historical Society Thiruvananthapuram, 1975.
- A P Ibrahim Kunju, *Studies in Medieval Kerala History*, Kerala Historical Society Thiruvananthapuram, 1975.
- E M S Nampoothiripad, *Kerala CharithramMarxistVeekshanathil*, Chintha Publishers, Thiruvananthapuram, 1990.
- E M S Nampoothiripad, *KeralamMalayalikalute Mathrubhumi*, ChinthaPublishers, Thiruvananthapuram 2016.
- K N Ganesh, *KeralathinteInnalakal*, State Institute of Languages,Thiruvananthapuram, 2011.
- K N Ganesh, *Reflections on Pre- Modern Kerala*, Cosmo Books, Thrissur,2016.
- K P Padmanabha Menon, *Kochirajyacharithram*, Mathrubhumi, Calicut.
- K V Krishna Ayyar, *The Zamorins of Calicut*, Publication Division, Calicut University,1999.
- KesavanVeluthat and P P. Sudhakaran [Eds], *Advances in History*, Calicut .
- Kunnukuzhi S Mani,*PulayarNoottandukalilute*, Mythri Books , Thiruvananthapuram,

**Course Code: HY010204**

**REFLECTIONS ON WOMEN'S HISTORY AND  
GENDER IN MODERN INDIA**

**Objectives**

This paper seeks to examine women's history and gender in the larger context of India's transition to modernity. The intention of the paper is to bring to debate the extra-ordinary lives of millions of women who are termed 'ordinary' by the mainstream patriarchal notions. It is expected that the intervention of feminist theory and a critique of patriarchal consciousness would reframe the epistemological pattern of reading history as men's story.

**Outcomes**

The paper is expected to enable students of history to turn towards a new methodological and epistemological framework. The question of gender and women's subordinate position would help us to restructure the norms of patriarchy and associated forms of authority. The stress on knowledge production and its gendered background must open new vistas of enquiry into the categories of women, sexuality, gender, and female subalternity.

**Module I**

Historical background for the development of feminist movements in the western world- three waves of feminism- feminism in South Asia in the context of colonialism and European modernity – colonialism and the construction of Indian womanhood- feminist epistemology, theory and the critique of knowledge - feminist critique of Indian history - defining gender- gender justice - gender equality - gendering social history - debates on gender construction and the role of family, culture, state and public sphere in India.

**Module II**

Indian nationalism and modernity from women's perspectives - Indian women and the question of colonial modernity: education, marriage, dress codes, sexuality and everyday life experiences- Modernity and its approaches towards women's question and gender - nationalist historiography and women's question - gender associations and women's associations in colonial India - women leaders of Indian nationalist movements.

### Module III

Social structures and the question of gender justice: caste and religion as forms of authority-critique of male-centered - socio-religious reform movements - Brahmanic patriarchy - Dalit women and their experiences - child brides and widows in colonial India - *Smartha Vicharam* in Kerala and the issue of gender inequality - Resistance against patriarchal structure - development of Constitutional remedies and its limitations in addressing women's question.

### Module IV

Sexual inequalities and violence in India - purity-pollution debates - state, market and commodification of female body - sex work and the limitations of state - domestic violence - the issue of pornography - debates on LGBTs - development and the question of women in India- the system of enforcing cultural taboos such as honor killings, chastity, virginity, dowry, sati and child marriage on women and its implications for nation and gender justice.

### Reading List

Alison M Jaggard (Ed). *Gender and Global Justice*, Polity Press, Malden, MA, 2014.

Alison M Jaggard and Susan R. Bordo, eds. *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*, Rutgers University Press, New Brunswick, NJ 1989.

Ann Taylor Allen, "Feminism, Social Science, and the Meanings of Modernity: The Debate on the Origin of the Family in Europe and the United States, 1860–1914". *The American Historical Review*. 104 (4), 1999.

Chris Beasley, *What is Feminism?*, Sage, New York, 1999.

Ellen Messer-Davidow, *Disciplining Feminism: From Social Activism to Academic Discourse*, Duke University Press, Durham, NC, 2002.

Geraldine Forbes, *Women in Colonial India: Essays on Politics, Medicine, and Historiography*, Chronicle Books, 2004.

Geraldine Forbes, *Women in Modern India*, Cambridge University Press, New Delhi, 2006.

Gerda Lerner, *The Creation of Feminist Consciousness from the Middle Ages to Eighteen-seventy*, Oxford University Press. 1993.

Jasbir Jain, *Women in Patriarchy*, Rawat Publication New Delhi, 2005.

June Freedman, *Feminism*, Viva Books Private Limited, 2002.

Kamla Bhasin, *What's Patriarchy*, Raj Press, New Delhi, 1994.

**Course Code: HY010304**

**APPROACHES TO THE PRACTICE OF HISTORY**

**Objectives**

The Paper seeks to provide the students the methods of research ie, the basic tools and techniques of research as distinguished from methodology ie, science of the construction of knowledge. It is primarily a Practice Oriented paper directly linked to research. However, it is not altogether devoid of theory, for it requires the students to gain considerable theoretical knowledge in textual analysis and Source criticism.

**Outcome**

The students will learn to apply historical methods to gauge records of the past and cull out evidential statements that are relevant for the historical narrative. They will acquire historical research skills in the effective use of archives, libraries, on line data bases and non-conventional sources like films, paintings and oral testimonies. On a higher level the students will learn to conceptualise, problematise and theories the findings of research.

**Module I**

Epistemology, ontology and the research practice in History- Theory testing and Theory building approaches- Historical Sources- Primary, Secondary and Tertiary- Non Conventional Evidences- Oral Testimonies- Approaching Visual Materials- Photographs- Feature Films, Advertisements and Cartoons

**Module II**

Source Criticism and Analysis- Heuristics and Hermeneutics- Textual Analysis- Structural and Post Structural methods - Representative nature of evidences-Oral History and Oral Tradition- Oral Textual Analysis- Oral History Interview methods- Life Stories and Historical Analysis – Collective Biography.

### Module III

Nature of Historical Research- Causation and Generalisation- Historical Objectivity and Subjectivity- Hypothesis- Use of Theory in Historical research - Distortion of History- Ethics in historical research- Types of Plagiarism.

### Module IV

Stylistic Conventions- Referencing Methods- - Foot Notes-End Notes- - Bibliography-Proof Reading- Glossary- Indexing- Illustrations-Use of Maps, Tables, Charts and Images- Digital History- Use of Internet- Digital Archives and Libraries-Oral history archives- Online Oral History GIS-Spatial Technologies and Digital Mapping.

### Readings

Ann Laura Stoler, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* Princeton University Press, 2008.

Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing* John Wiley & Sons, 2013

Anthony Grafton, *The Footnote: A Curious History* Harvard University Press, 1999.

Antoinette Burton, *Archive Stories: Facts, Fictions, and the Writing of History* Duke University Press, 2006.

Arlette Farge, Natalie Zemon Davis, Thomas Scott, *The Allure of the Archives* Yale University Press; Translation edition, 2015.

C.M. Brouira, *Heroic Poetry*, Cambridge University Press, London, 1966.

E.H. Carr, *What is History?*, Penguin Books, London

G. Elton, *The Practice of History*, London

Hayden White, 'Historiography and Historiophoty', *The American Historical Review*, vol.93. no.5, (Dec 1988)pp 1193-1199.

J. Tosh, *The Pursuit of History*, London, 1984

Jacques Barzum and Graft, *The Modern Researcher*, Houghton Mifflin, Boston, 1992.

Jan Vansina, *The Oral Tradition*, London, 1965

John Lewis Gaddis, *The Landscape of History: How Historians Map the Past*, OUP, 2004.

Jorma Kalela, *Making History: The Historian and the Uses of the past*, Palgrave Macmillan, 2012

Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, New York: Modern Language Association of America, 1984

Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*. Chicago:

<b>FOURTH SEMESTER</b>
<b>ELECTIVES</b>
<b>GROUP-A</b>
<b>Course Code: HY800401</b>
<b>HISTORY OF MEDICINE AND HEALTH SYSTEMS IN MODERN INDIA</b>

### **Objectives**

Institutionalization of medical knowledge is an essential feature of modernity. An examination of the history of medicine and health systems in modern India can indicate how specialized knowledge in a particular branch has been used for colonial hegemony and power relations. Therefore, the objective of this paper is to examine how the development of colonialism led to the hegemonic institutionalization of medical knowledge and health systems in the region.

### **Outcome**

The proposed paper is expected to enable students of history to understand how medical knowledge and health systems have been evolved in India over the years. Moreover, the paper would help students to examine how the hegemonic assumptions of colonial knowledge systems produced various forms of authority and power structures. In short, this paper will be helpful for post-graduate students to recognize how colonial knowledge produced notions of body, diseases, alternate medicines and health systems in India.

### **Module I**

#### **Tracing Modernity in Medicine**

Concept of Health, Hygiene and medicine in Indian, Arabic and European systems- Medicine as a biological phenomenon and as a metaphysical entity - Role of missionaries, Portuguese, Dutch, French and British engagement in medicine - Development of western medicine as official medicine and the hegemonic claims - Development of Hospitals and Medical Departments in Bengal, Madras and Bombay Presidencies - Origins of Indian Medical Service, Central and Provincial Medical Services - Subordinate Medical Services and Public Health Department.

## **Module II**

### **Development of Medical Institutions and Structures**

Colonialism and the development of medical institutions: Madras General Hospital, Lahore Medical School - Contributions of John Tylor and John Mc Lennan - Calcutta Medical College- Medicine and Pharmacy Licentiates - Dr. John Grant Committee of 1833 and its recommendations - the Medical and Physical Society of Bombay - the Grant Medical College, Madras Medical College - Royal Army Medical Corps.

## **Module III**

### **Colonial Health Policy**

Colonialism and the growth of epidemics in India - socio-political and ecological conditions. Public Health, sanitation, hygiene and body under colonialism - development of medical surveillance system - medical encounters with caste, gender and sex - epidemics and disease control- vaccinations - Mental health systems- origin of lunatic asylums and government mental hospitals.

## **Module IV**

### **Societal Reflections**

The reception of doctors, apothecaries, nurses, compounders and dressers in India - Medical knowledge and women students - Role of alternate medical systems- responses from Unani medicine, homeopathy, sidhha and Ayurveda systems. Development of Madras Ayurvedic College, Madras Medical Registration Act of 1914- All India Ayurvedic Congress, Role of MM Gananath Sen, decentralization of health administration, Central Advisory Board of Health, Madras Public Health Act, health survey and development committee.

### **Reading List**

- Andrew Wear, *Medicine in Society: Historical Essays*, Cambridge University Press, Cambridge 1992
- Baber, Z *The Science of Empire: Scientific Knowledge, Civilization and Colonial Rules in India*, State University Press, Albany, New York 1996.
- Bandopadhyay, A. (Ed.). *Science and Society in India 1750-2000*, Manohar, New Delhi 2010.
- Crawford DG. *History of the Indian Medical Services, 1600-1913*, Thacker & Co, London 1914.
- Crozier R. *Medicine, Modernization, and Cultural Crisis in China and India*. Comp Stud Soc Hist. 1970

**Course Code: HY800402**

**KNOWLEDGE SYSTEMS IN PRE-MODERN  
INDIA**

**Objectives**

The course is designed to provide a theoretical outline on Indian knowledge systems and introduce learners to the vast world of indigenous knowledge systems. This will provide wider epistemological insights and acquaint students with the traditional knowledge form of Indian subcontinent in the most demystified manner.

**Outcome**

Students will be develop a frame of mind tuned to a holistic understanding of India's pre-modern intellectual legacy. This helps to demystify the past and situate the present and future applications of traditional science and technology more sensibly. Traditional wisdom lost in modern times have been rediscovered using new theoretical tools and theoretical preliminaries are critical to current academics. The intellectual history of regions are vast and varied and learners will be able to appreciate the multiple trajectories in Indian knowledge systems.

**Module I**

**Archaeology and Knowledge Systems:**

Overview of Harappan Technology and Science- Indus Ceramics and Lapidary Technology- Copper/Bronze Metallurgy - Iron Technology in ancient India – Ceramic, Metal and Glass Technologies in early historic period – Indus and Brahmi paleography.

**Module II.**

**Texts and Knowledge systems:**

Vedangas and specialized knowledge systems: Siksha, Kalpa, Nirukta, Chhandas, Jyotisha, Vyakarana - Sulba Sukta- Vedanta – Nyaya- Arthasastra- Pali Canons and Buddhist Logic.

### **Module III.**

#### **Classical and Regional Knowledge Systems:**

Astronomy and Mathematics - Bhaskara- Aryabhata-Varahamihira - Raja Jai Singh -  
Mathematical traditions of Kerala - Ayurveda: Classifications, Samhitas and Acaryas -  
Lexicography: Amara and Hemachandra – Natyasastra - Samarankana Sutradhara- Pre-industrial  
Navigation and Shipping on Western Coast of India.

### **Module IV**

#### **Foreign Impact on the Indian knowledge systems:**

Persian Impact- Arab Contacts and Influence on Knowledge Systems – Fusion of Indian and West  
Asian Science and Technology under Delhi Sultanate and Mughals –Cognitive Encounters during  
the Colonial Phase- Spread of Indian Knowledge Systems to the West.

#### **Reading List**

- A.K. Bag, *History of Mathematics in Ancient and Medieval India*, Chaukhamba Orientalia,  
Varanasi, 1979. .
- A.K. Bag, *History of Technology in India*. 4 Vols, Indian National Science Academy, New Delhi,  
1997.
- A.K. Bag, *India and Central Asia , Science and Technology*, 2 Vols, Indian National Science  
Academy, New Delhi
- A.K. Bag, *Science and Civilization in India* Vol. 1. Navarang Publishers, New Delhi, 1985.
- Alok Kumar Kanungo, *Glass beads in Ancient India: An Ethnoarchaeological Approach*, London:  
BAR International Series, 2004.
- D.B. Chakrabarti and Nayanjyothi Lahiri, *Copper and Its Alloy in Ancient India*, Munshiram  
Manoharalal, New Delhi, 1996.
- D.M. Bose, Sen & Subbarappa, *A Concise History of Sciences in India*, Indian National Science  
Academy, 1971.
- D.P- Agarwal, *The Copper Bronze Age in India*, Munshiram Manoharalal, New Delhi, 1974.
- D.P. Sighal, *India and World Civilization*, Rupa & Co. New Delhi, 1993. (The Chapter on Science)
- Deo Prakash Sharma, *Science and Metal Technology of Harappans*, Ansari Books, New Delhi  
2012.
- G.L. Possehl, *Urban Civilization*, Oxford University Press, New Delhi
- George Geevarghese Joseph, *A Passage to infinity: Medieval Indian Mathematics from Kerala  
and its Impact*, Sage, New Delhi, 2009.

**Course Code: HY800403**

**PERSPECTIVES ON HUMAN RIGHTS  
IN INDIA**

**Objectives:**

The main objective of the course is to introduce the student about the concept and major challenges of various human rights issues. The study definitely gives good behaviour, social dealings and farsightedness.

**Outcome:**

This course enables students to set of critical reflections that draw upon the varied global and local, social and political contexts in which human rights operate. The course helps to evolve strategies in the mind of students to tackling such human rights issues.

**Module 1**

Human Rights: Meaning and Characteristics – Classification of Human Rights - Human Rights through the Ages - Culture-Dependent Debate - Approaches to Human Rights- Western, Marxian and Third World

**Module II**

UN and Human Rights - UN Declaration of Human Rights: History, Importance and Objectives – International Covenant on Economic, Social, Cultural, Civil and Political Rights – World Congress on Human Rights - Human Rights Implementation Mechanism (ILO, UNOHCR,) – World trade and Human Rights - Right to Development: UN Initiatives on integrating Human Rights with Sustainable Development.

**Module III**

Human Rights: India's heritage in Ancient Times – Medieval times – Modern period – Socio-Religious Movements – British Colonialism and Human Rights violations in India –Indian National Movement and Human Rights – Indian Constitution and Human Rights Provisions– Mechanism for Human Rights Protection (NHRC, NCW, NCSCST, NCM, NCBC).

#### Module IV

NGOs and Human Rights Movements – Judicial activism and violation of rights – Armed Forces Special Powers - The Old Age People: State initiatives – Human Rights and the State: Encounters and custodial deaths, torture - Threats to Human Rights: Terrorism- Fundamentalism - Human Rights and Vulnerable Groups: Women, children – Minorities, Dalits and Tribals

#### Reading List

- Amartya Sen, *The Idea Justice*, New Delhi: Penguin Books, 2009.
- Amnesty International., *Human Rights in India*: New Delhi; Sage, 1994.
- Annual Reports of NHRC, NCW, NCSC&ST*
- Bajwa G.S. *Human Rights in India*
- Capital Crimes: Deaths in Police Custody, Delhi, 1980-199*, PUDR, Delhi, March 1998
- Convention on Child Rights*
- Custodial Rape: A Report on the Aftermath*, PUDR, Delhi, May, 1994.
- Desai, A.R. ed. *Violations of Democratic Rights in India*, Bombay : Popular Prakashan, 1986
- Deasi.A.R, *Expanding Governmental Lawlessness and Organized Struggles*, Delhi, 1991.
- Devasia V.V., *Women, Social Justice and Human Rights*, New Delhi: APH, 2009.
- National Policy on Senior Citizens, 2011*
- Durga Das Basu, *An Introduction to the Constitution of India*, New Delhi, PHI
- Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford, London,
- Gupta. U. N. 2004 *The Human Rights Conventions and Indian Law*, Atlantic Publishers & distributors, New Delhi.
- Inside the family: A Report on Democratic Rights of Women*, PUDR, Delhi, 1987.
- Human Rights: A Source Book*, NCERT.
- Human Rights in India*, Amnesty International, 1993.
- Ishay M. R., *The History of Human Rights*, Orient Longman, New Delhi, 2004.
- Jack Donnelly, *The Universal Declaration of Human Rights: Theory and Practice*,
- Johari J.C. - *Human Rights and New World Order*
- Jhon K. Thomas, *Human Rights of Tribals*, Delhi: Isha Books, 2005.
- Kevin Boyle (ed.), *New Institutions for Human Rights Protection*, OUP, Clarendon, 2009.
- Mahmood Monshipouri et.al, Eds., *Constructing Human Rights in the Age of Globalization*, New Delhi, PHI, 2004.
- Mithreyi Krishna Raj (ed.), *Women and Violence. A Country Report: A Study Sponsored by UNESCO*, ROWS/SNDT, Mumbai, 1991

<b>FOURTH SEMESTER</b>
<b>CORE COURSE</b>
<b>Course Code: HY010401</b>
<b>SITUATING ENVIRONMENTAL HISTORY OF INDIA</b>

### **Objectives**

Primarily the course aims at integrating perceptions and values of humans that reconfigured their relation with the natural eco systems and wildlife. Environmental dimensions of political, social, cultural, economic, ideological and gender histories are focused to generate a differentiated kind of knowledge perspective about pre-colonial, colonial and post-colonial lifeworld of India. Taking cues from the growth area of forest history, the course unfolds various trajectories of environmental history of the Indian nation. Crucially, the course adds on to the environmental and planetary consciousness of the student through a deeper historicisation of problems connected with man nature relations.

### **Outcome**

The course empowers the students to historically contextualize human nature relations that have culminated in the contemporary environmental problems and transmit certain values which are pivotal in preserving nature and natural environment. It significantly educate the student in exposing dangers that are connected with the notions of progress in colonial India and the ideology of development in post colonial scenario of nation making. On a micro level, the course trains the students in identifying local environmental problems and thereby become change agents through transmitting a balanced position taking on issues related to environmental destruction and preservation. Over and above, through integrating methodologies from sciences, the students get an opportunity to realise the dimensions of applied environmental history.

### **Module I**

Global Environmental History- Main trends- Forest and Environmental historiography in India- Colonial and Post-colonial approaches- Scope of environmental history-Perceptions of environment in Pre-colonial India-Habitat and livelihood patterns- modes of resource use-Forest

management in the Mauryan period-state assertion- conservation from above –conservation from below –the Mughals and Royal hunting

### **Module II**

The colonial state and India's natural environment- Travels and Scientific mapping- Botany and empire making- Plant transfer and plant Imperialism- reservation of forests and scientific forestry- Botanical Gardens- Forest legislations- Famine, Diseases and Alienation- –Agrarian and tribal resistance-wildlife history and hunting- Plantation history- Conquest of the princely state ecologies- Travancore and Cochin – deforestation- Floods-Ecological Imperialism

### **Module III**

Post-colonial scenario-Industrialization Drive-Hydroelectric projects, dams-mines deforestation and pollution- urban agglomerations-Contesting development Interpretations of Environment – Conflicting perspectives-Ecological Nationalisms-Issue of Sustainable Development

### **Module IV**

Emergence of environmental movements-Ideological dimensions and strategies-Critique of development and creation of alternatives-*Chipko*-Silent Valley-Narmada *Bachao Andolan*-Role of women in Indian environmental movements

### **Reading List**

- Arnold, David and Ramachandra Guha, eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, Oxford University Press, New Delhi, 1995.
- Arnold, David, *The Tropics and the Travelling Gaze*, University of Washington Press, 2014.
- Arnold, David, *Toxic Histories*, Cambridge University Press, 2016.
- Baviskar, Amita, *In the Belly of the River: Tribal Conflicts over Development in Narmada Valley*, Oxford University Press, New Delhi, 1995.
- Bhattacharya, Neeladri, *The Great Agrarian Conquest*, Permanent Black, 2018.
- Brandis, Dietrich, *Indian Forestry*, Woking, 1897.
- Cederlof, Gunnel and K.Sivaramakrishnan, ed., *Ecological Nationalisms: Nature, Livelihoods and Identities in South Asia*, Delhi: Permanent Black, 2005.
- Celerdoff, Gunnal and Mahesh Rangarajan, *At Nature's Edge*, OUP, 2018.
- Crosby, Alfred.W, *Ecological Imperialism: The Biological Expansion of Europe, 900- 1900*, New York, 1986.

**Course Code: HY010402**

**INDIA: NATION IN THE MAKING**

### **Module 1**

Locating and Conceptualizing the Nation- Theories on Nationlaism-- Ernest Renan's idea of What is a nation?-Ernest Gellner theory of Mobility and Cultural Homogenization -Benedict Anderson's theory of imagined political community—Nationalism as Derivative Discourse Partha Chatterjee--Valentine Chirol and other colonial writers arguments on India Tanika Sarkar, Dipesh Chakrabarthy and Christopher Pinney's observations- -Aditya Nigam - The crisis of secular nationalism in India---G.Aloysius views on cultural nationalism---the concept of India as a multi-national state--- Sunil Khilani's the Idea of India---Ramachandra Guhas vision India as an unnatural nation.

### **Module 2**

Rise of modernity – Missionary involvement: Education, Caste, Gender and Religion – Emergence of middle class and their response to colonial modernity – Socio-Religious reform movements and their contradiction.

### **Module 3**

Early attitudes and critique on Colonialism – Drain of Wealth – Genesis of associations – Birth of Indian National Congress and its political programme – Non-INC movements: Peasant, Workers, *Adivasi*, *Dalit*, Gender movements – Revolutionary terrorism – Indian Nationalist activities abroad – Gandhian strategies -Critique of Gandhian Strategies.

### **Module 4**

Rise of political communities – Hindu Mahasabha, Muslim League, Akali Dal – Jinnah and Nehru Contradiction – Two Nation Theory – Communalism – Partition of India – Nature of Integration to the Indian Union – Idea of nation: Nation as a collection of plurality and not a homogeneity.

### **Reading List**

- Aditya Nigam, *The Insurrection of Little Selves: The Crisis of Secular Nationalism in India*, OUP, New Delhi, 2006.
- Anthony D Smith, *Theories of Nationalism*, (Torch Book Library Edition), New York: Harper and Row, 1971.
- Anthony D Smith, *Nationalism*, Oxford, New York, OUP, 1994.
- Arundhati Virmani. *A national flag for India: Rituals, nationalism, and the politics of sentiment*. New Delhi, Permanent Black, 2008.
- Ashis Nandy, *The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of Self*, New Delhi, OUP, 1994.
- Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*, London, New edition, 2006 (first Published 1983).
- Christopher Pinney, *Photos of the Gods!: The Printed Image and Political Struggle in India*, Reaktion Books, London, 2004.
- Dipesh Chakrabarty, *Provincializing Europe: Post-Colonial Thought and Historical Difference*, Princeton and Oxford, Princeton University Press, 2000.
- Eric Hobsbawm. *Nations and Nationalism Since 1780*, Cambridge University Press, London, 2014.
- Ernest Gellner, *Nations and Nationalism*, Cornell University Press, New York, 1983.
- Ernest Renan, *What is a Nation?*, Columbia University Press, New York, 2018)
- G.Aloysius, *Nationalism without a Nation in India*, OUP, New Delhi, 1997.
- Jawaharlal Nehru, *The Discovery of India*, New Delhi, first Published 1946, OUP, 2002.
- M.K. Gandhi, *Hind Swaraj or Indian Home Rule*, Printed and Published by Jitendra T Desai, Navajivan Publishing House, Ahmedabad.
- Partha Chatterjee, *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books for the United Nations University, 1986.
- \_\_\_\_\_, *The Nation and Its Fragments: Colonial and Postcolonial Histories*, Princeton, Princeton University Press, 1993.
- Partha Sarathi Gupta, *Power, Politics and the People: Studies in British Imperialism and Indian Nationalism*, Permanent Black, New Delhi, 2001.
- Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy*, HarperCollins 2007.
- Rudolf C Heredia, 'Interpreting Gandhi's Hind Swaraj', *Economic and Political Weekly*, June 12, 1999.

**ബി.എ. മലയാളം മോഡൽ 2**  
**സെമസ്റ്റർ 1 വൊക്കേഷണൽ കോഴ്സ്**  
**(മോഡൽ 2 കോപ്പിറൈറ്റിംഗ്)**  
**കോഴ്സ് കോഡ് : ML1VOT01**

**പരസ്യകലയും പരസ്യഭാഷയും**

**മൊഡ്യൂൾ 1**

എന്താണ് പരസ്യം , സങ്കല്പനങ്ങൾ, നിർവ്വചനങ്ങൾ, സിദ്ധാന്തങ്ങൾ, പരസ്യചിത്രം, ആധുനിക പരസ്യസിദ്ധാന്തങ്ങൾ

**മൊഡ്യൂൾ 2.**

എന്താണ് പരസ്യഭാഷ. പരസ്യങ്ങളിൽ ഉപയോഗിക്കുന്ന ഭാഷയുടെ നാനാവശങ്ങളെപ്പറ്റിയുള്ള പഠനം. വ്യത്യസ്ത മാധ്യമങ്ങളും അവയുടെ ഭാഷയും പത്രം, റേഡിയോ ടെലിവിഷൻ, ഫിലിം ഇന്റർനെറ്റ് എന്നീ മാധ്യമങ്ങളിലെ പരസ്യ നിർമ്മാണത്തിന്റെ സാങ്കേതികതകളും അവയുടെ മാധ്യമ ഭാഷയും.

**മൊഡ്യൂൾ 3.**

പരസ്യ നിർമ്മാണത്തിന്റെ മുന്നൊരുക്കങ്ങൾ, ഗവേഷണം, വിക്രയാംശം, കോപ്പി ചിന്തനം, കോപ്പി ഘടന, കോപ്പി ശൈലി, കലാംശം, ലേ ഔട്ട് മറ്റ് എല്ലാ സാങ്കേതികകളും

**മൊഡ്യൂൾ 4**

പരസ്യകലയിലെ സർഗ്ഗാത്മകത. പുതിയ ആശയങ്ങൾ എങ്ങനെ കണ്ടെത്താം, സർഗ്ഗാത്മകത എങ്ങനെ വളർത്തിയെടുക്കാം. ഐഡിയേഷൻ ഐഡിയേറ്റർ, ബ്രെയിൻ സ്റ്റോമിങ്ങ് എന്ത്?. അതിന്റെ പ്രപധാനവും അത് എങ്ങനെ പ്രാവർത്തികമാക്കാം.

മൊഡ്യൂൾ 5 പരസ്യകോപ്പിയും വിവർത്തനവും. വിവർത്തനം സിദ്ധാന്തവും പ്രയോഗവും പരസ്യ കോപ്പിയും പ്രാദേശികഭാഷകളും, പരസ്യകോപ്പി വിവർത്തനം ചെയ്യുമ്പോൾ ശ്രദ്ധിക്കേണ്ട.

മൊഡ്യൂൾ 6 പരസ്യകോപ്പി ടെസ്റ്റിങ്ങും വിശ്കലനവും, കോപ്പി ടെസ്റ്റിങ്ങ് എന്നാൽ എന്ത്? അതിന്റെ പ്രധാനവും, അത് എങ്ങനെ നിർവഹിക്കാം സിദ്ധാന്തങ്ങളും പ്രയോഗങ്ങളും

**പഠനപുസ്തകങ്ങൾ**

- 1 Want to be Copywriter? Sunanda Nag.
- 2 Copywriting in a Week - Robert Ashton (Holder and stughton)
- 3 A Technique for Producing Ideas - James Webb young ( Tata Me Graw Hill)
- 4 Ideate with June a Valladares - June A Valladares (Response Book)
- 5 പരസ്യകല സിദ്ധാന്തങ്ങളും പ്രയോഗവും ജോസി ജോസഫ്  
(എസ് പരാന്റോപബ്ലിക്കേഷൻസ്, കൊച്ചി)
- 6 ഭാഷയും മാധ്യമവും വി.കെ നാരായണൻ (കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട് )

**സഹായകഗ്രന്ഥങ്ങൾ**

- 1 On Advertising - David Oglivy
- 2 How to Advertise - Kenneth, Roman, Jane Maas (Rupa & Co)
- 3 The Language of Advertising - Angela Goddard (Routledge)
- 4 Contemporary Advertising - William F Aren. Courtland L Bove.
- 5 പരസ്യം ജെ വി വിളനിലം (കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്)



- |                           |                           |
|---------------------------|---------------------------|
| 9. മേഘരുപൻ                | - ആറ്റൂർ                  |
| 10. വീട്ടിലേയ്ക്കുള്ള വഴി | - ഡി. വിനയചന്ദ്രൻ         |
| 11. മീര പാടുന്നു          | - സച്ചിദാനന്ദൻ            |
| 12. അത്താഴം               | - എ. അയ്യപ്പൻ             |
| 13. ഡ്രാക്കുള്ള           | - ബാലചന്ദ്രൻ ചുള്ളിക്കാട് |
| 14. ഇഷ്ടമുടിക്കായൽ        | - കുരീപ്പുഴ ശ്രീകുമാർ     |

(25 മണിക്കൂർ)

**മാധ്യമ നാല്**

പലമയുടെ പാഠമായി മാറിയ കവിത. പരിസ്ഥിതി, സ്ത്രീ, ദളിത് പക്ഷങ്ങൾ പ്രസക്തമാകുന്നു. കാവ്യഭാഷയെ സംബന്ധിച്ച മുഖ്യധാരാ സങ്കല്പനങ്ങളുടെ അഴിച്ചുപണികൾ, ചരിത്രത്തിലെ മൗനത്തെ ഭാഷ്യമാക്കിയ രചനകൾ, ഉത്താരായുനികതയുടെ സ്വരവൈചിത്ര്യങ്ങൾ, സരളതയുടെ ധ്വനിസാന്ദ്രതയെ ഉൾക്കൊള്ളുന്ന വ്യത്യസ്തത, ബ്ലോഗെഴുത്ത്, സൈബർ ഇടത്തിന്റെ അപരിമേയ സാധ്യത, കാഴ്ചപരത, താൽക്കാലികത.

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| 15. കൊച്ചിയിലെ വൃക്ഷങ്ങൾ            | - കെ.ജി. ശങ്കരപ്പിള്ള |
| 16. വിൽപത്രം                        | - വിജയലക്ഷ്മി         |
| 17. കാറ്റേ കടലേ                     | - പി.പി.രാമചന്ദ്രൻ    |
| 18. സ്നേഹം                          | - വി.എം. ഗിരിജ        |
| 19. തൊട്ടു തൊട്ടു നടക്കുമ്പോൾ       | - വീരാൻ കുട്ടി        |
| 20. നീ അറിയുക                       | - എം.ബി. മനോജ്        |
| 21. കൈക്കലത്തുണികൾ                  | - വിജില               |
| 22. മുളുകൾ മാത്രം ബാക്കിയാകുന്ന കടൽ | - സൈന                 |

(25 മണിക്കൂർ)

**സഹായക ഗ്രന്ഥങ്ങൾ**

- |  |                          |
|--|--------------------------|
| 1. കവിതാ സാഹിത്യ ചരിത്രം                           | - ഡോ. എം. ലീലാവതി        |
| 2. ആധുനികതയുടെ മധ്യാഹ്നം                           | - നരേന്ദ്രപ്രസാദ്        |
| 3. ആധുനികതയുടെ ചുവന്ന വാൽ                          | - നരേന്ദ്രപ്രസാദ്        |
| 4. കാല്പനികത                                       | - ബി. ഹൃദയകുമാരി         |
| 5. മലയാള കവിതാ പഠനങ്ങൾ                             | - സച്ചിദാനന്ദൻ           |
| 6. പുതുമൊഴി വഴികൾ                                  | - ആറ്റൂർ രവിവർമ്മ        |
| 7. പൊയ്കയിൽ അപ്പച്ചൻ<br>കീഴാളരുടെ വിമോചകൻ          | - കെ.എം. ലേനിൻ           |
| 8. പെൺവഴികൾ  | - കെ.ജി. ശങ്കരപ്പിള്ള    |
| 9. ആധുനികത മലയാള കവിതയിൽ                           | - എൻ. അജയകുമാർ           |
| 10. മുദ്ദിത-മലയാളത്തിലെ ദളിത് പെൺകവിതകൾ            | - എം.ബി. മനോജ് (സമാഹരണം) |
| 11. യുവ കവിതക്കൂട്ടം (ആമുഖം)                       | - ഡോ. കെ. എം. വേണുഗോപാൽ  |
| 12. അക്ഷരവും ആധുനികതയും                            | - ഇ.വി. രാമകൃഷ്ണൻ        |
| 13. നവോത്ഥാന മലയാള കവിത                            | - എസ്. രാജശേഖരൻ          |
| 14. ഇടപെടലുകൾ, സാഹിത്യം,<br>സിദ്ധാന്തം, രാഷ്ട്രീയം | - പി.പി. രവീന്ദ്രൻ       |
| 15. ആധുനിക മലയാള കവിതയിലെ<br>സ്ത്രീപക്ഷ സമീപനങ്ങൾ  | - ഗീത                    |
| 16. എഴുത്തമ്മമാർ                                   | - ഗീത                    |
| 17. പോസ്റ്റ് കോളോണിയൽ                              |                          |

- 23. പഠനത്തിന് സൗകര്യമില്ലാത്ത ക്യാമ്പുകളിലെ സാമ്പത്തിക സൗകര്യങ്ങളുടെ അന്വേഷണങ്ങൾ
- 22. പതിറ്റാണ്ടിലെ ക്യാമ്പ് - ഹി.ആർ. രാജഗോപാലൻ
- 21. മതമത ക്യാമ്പുകളിലെ ക്യാമ്പ് - ഐ.എ. വേണുഗോപാൽ
- 20. സിബിസിസി ക്യാമ്പുകളിലെ ക്യാമ്പ് - ഡോ. എ. അബ്ദുൽകാദർ
- 19. ക്യാമ്പുകളിലെ ക്യാമ്പ് - ഡോ. ഡി. ആർ. പ്രസാദ്
- 18. മതമത ക്യാമ്പുകളിലെ ക്യാമ്പ് - ഡോ. രാജീവ്

**ബി.എ. മലയാളം മോഡൽ 2**  
**സെമസ്റ്റർ 2 വൊക്കേഷണൽ കോഴ്സ്**  
**(മോഡൽ 2 കോപ്പിറൈറ്റിംഗ്)**  
**കോഴ്സ് കോഡ് : ML2VOT05**

**ജേർണലിസം ലക്ഷ്യവും ചരിത്രവും**

**അദ്ധ്യായം 1**

ജേർണലിസത്തിന്റെ ലക്ഷ്യം, വികാസപരിണാമങ്ങൾ-അച്ചടിയും ആദ്യകാല പത്രമാസി  
 കേന്ദ്രം-അച്ചടി ഇന്ത്യയിൽ- കേരളത്തിൽ ബെഞ്ചമിൻ ബെയ്ലി, ഹെർമ്മൻ ഗുണ്ടർട്ട്, തുടങ്ങി  
 മലയാളം സംഭാവനകൾ. ഭാരതീയ പത്രപ്രവർത്തനം സംക്ഷിപ്ത ചരിത്രം, ഇന്ത്യൻ സ്വാതന്ത്ര്യ  
 സമരവും പുതപ്പുകളും, ദേശീയനേതാക്കൾ പത്രപ്രവർത്തന രംഗത്ത്, സ്വാതന്ത്ര്യാനന്തരപത്രപ്ര  
 ത്വത്തിനുമായിട്ടിടിയെ, യു.എൻ.ഐ., പ്രസ്സ് കൗൺസിൽ, പത്രഏജൻസികൾ, അടിയന്തരാവസ്ഥയും  
 പുതപ്പുകളും പത്രപ്രവർത്തനം സമകാലിക മൂല്യം, പത്രപ്രവർത്തനരംഗത്തെ പ്രതിലോമ പ്രവ  
 തനകൾ.

**അദ്ധ്യായം 2**

പുതിയ പ്രവണതകൾ ,ഫോട്ടോ കോംപോസിഷൻ, ഡി.റ്റി.പി., സി.ടി.പി  
 മൾട്ടിമീഡിയ

**അദ്ധ്യായം 3**

പ്രക്ഷേപണം-ചരിത്രം റേഡിയോ സാഹിത്യം, പ്രഭാഷണം, നാടകം വിവിധ റേഡിയോ  
 പരിപാടികൾ

**അദ്ധ്യായം 4**

ജേർണലിസം. വാർത്താ ചാനലുകൾ, വിവിധ ടെലിവിഷൻ പരിപാടികൾ

**അദ്ധ്യായം 5**

ജേർണലിസം

**പരിപൂർണ്ണകങ്ങൾ**

1. ഭാരതീയപത്രചരിത്രം: എം.വി.തോമസ്, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്

2. മലയാളസാഹിത്യവും, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്

3. ജേർണലിസം: രാജഗോപാൽ

4. കഥയും കലയും കെ.എ.ബീന

5. അച്ചുതലവൻകാരണം: അച്യുത് ശങ്കർ എസ്. നായർ

6. പത്രപ്രവർത്തനം: എം.കെ.ശിവശങ്കരൻ

7. മലയാള ടെലിവിഷൻ ചരിത്രം : ഡോ.ടി.കെ. സന്തോഷ്കുമാർ, പ്രസ്സ് അക്കാദമി



**ബി. എ. മലയാളം**

**സെമസ്റ്റർ 5 കോർ കോഴ്സ്**

**കോഴ്സ് കോഡ് : ML5CRT05**

**പരിസ്ഥിതിവിജ്ഞാനവും മനുഷ്യാവകാശപഠനവും**

**ദർശനം**

1. പരിസ്ഥിതി ശാസ്ത്രത്തിന്റെയും പഠനത്തിന്റെയും പ്രാധാന്യം തർക്കമില്ലാത്തതാണ്.
2. അഭംഗുരവികസനത്തിന്റെ ആവശ്യകതയാണ് മനുഷ്യാവകാശത്തിന്റെ ഭദ്രമായ ഭാവിയുടെ താക്കോൽ
3. ഇന്നും നിലനിൽക്കുന്ന മലീനീകരണപ്രശ്നങ്ങളും ഖരമാലിന്യനിർമ്മാർജ്ജനവും പരിസ്ഥിതി അധഃപതനവും സാമ്പത്തിക ഉല്പാദനശേഷിയും രാഷ്ട്രസുരക്ഷാവിഷയങ്ങളും ആഗോളതാപനവും ഓസോൺപാളികളുടെ ശോഷണവും ജൈവവൈവിധ്യത്തിലുള്ള നഷ്ടവും എല്ലാം തന്നെ നമ്മെ പാരിസ്ഥിതിക വിഷയങ്ങളുടെ പ്രസക്തി ബോധ്യപ്പെടുത്തുന്നു.
4. 1992-ൽ റയോവീൽ നടന്ന ഐക്യരാഷ്ട്രസഭയുടെ പരിസ്ഥിതി-വികസനസമ്മേളനവും 2002-ൽ ജൊഹാനസ് ബർഗിൽ നടന്ന അഭംഗുരവികസനത്തെപ്പറ്റിയുള്ള ലോകസമ്മേളനവും നമ്മുടെ ശ്രദ്ധയെ പരിസ്ഥിതി നേരിടുന്ന നശീകരണവിപത്തിലേക്ക് തിരിച്ചുവിടുന്നു.
5. വളരെ വ്യക്തമായ ഒരുകാര്യം, പാരിസ്ഥിതിക വിഷയങ്ങളെക്കുറിച്ചുള്ള അജ്ഞത ഒരു ലോകപൗരനും വെച്ചുപുലർത്താൻ പാടില്ല എന്നതാണ്. ജൈവ വൈവിധ്യത്തിന്റെ കാര്യത്തിൽ വളരെ സമ്പന്നമായ ഒരു രാഷ്ട്രമാണ് ഇന്ത്യ. പലതരം വിഭവങ്ങൾ ഈ വൈവിധ്യത്തിൽ നിന്നും നമുക്ക് ലഭ്യമാണ്.

എന്നാൽ ലോകമാകെയുള്ള കണക്കനുസരിച്ച് 1.7 ദശലക്ഷം ജീവജാലങ്ങളെ മാത്രമേ ശാസ്ത്രം വർഗ്ഗീകരിച്ച് വേറിട്ട് വിവരിച്ചിട്ടുള്ളൂ. ഇനിയും ഒരുപാട് ജീവജാലങ്ങളെ വർഗ്ഗീകരിക്കേണ്ടതായിട്ടുണ്ട്. ഇവയെല്ലാം തന്നെ ex-situ, in-situ ക്രമങ്ങളിൽ സംരക്ഷിക്കാനുള്ള ശ്രമങ്ങളും നടന്നുവരുന്നുണ്ട്. ഈ സാഹചര്യത്തിലാണ് ഇന്ത്യപോലുള്ള ജൈവവൈവിധ്യ സമ്പന്നമായ രാജ്യങ്ങളിൽ ബൗദ്ധികസ്വത്തവകാശനിയമങ്ങൾ പ്രസക്തമാകുന്നത്. ഗണപരമായ ഉപയോഗസവിശേഷതകളുള്ള മൃഗങ്ങളെയും സസ്യങ്ങളെയും സൂക്ഷ്മാണുക്കളെയും സംരക്ഷിക്കുന്നതിനു വേണ്ടിയാണിത്.

വാസസ്ഥലനശീകരണവും ഊർജ്ജസ്രോതസ്സുകളുടെ അമിതഉപയോഗവും പാരിസ്ഥിതിക മലീനീകരണവും കൂടിച്ചേർന്ന് ഒരുപാട് ജീവജാലങ്ങളെ ഭൂമിയിൽ നിന്ന് തുടച്ചു നീക്കിയിട്ടുണ്ട്. തുടർന്നും ഒരുപാട് ജീവജാലങ്ങൾ സമീപഭാവീയിൽ അപ്രത്യക്ഷമാകുമെന്ന ഭീഷണിയും നിലനിൽക്കുന്നു. ഈയൊരുസാഹചര്യത്തിൽ പോലും നമ്മുടെ പാഠ്യപദ്ധതികളിൽ പാരിസ്ഥിതികപഠനങ്ങൾക്ക് വേണ്ടത്ര ഊന്നൽ ലഭിച്ചിട്ടില്ല. ഇതു കണക്കിലെടുത്തുകൊണ്ടാണ് ഉന്നതവിദ്യാഭ്യാസത്തിന്റെ എല്ലാതലങ്ങളിലും പരിസ്ഥിതി പഠനം ഒരു അടിസ്ഥാനവിഷയമായി ഉൾപ്പെടുത്തണമെന്ന് ബഹു സുപ്രീംകോടതി യു.ജി.സി.ക്കു നിർദ്ദേശം നൽകുന്നത്.

ഇതിന്റെ ചുവടുപിടിച്ചാണ് ഇന്ത്യയിലെ എല്ലാ സർവ്വകലാശാലകളിലും കോളേജുകളിലും ആറുമാസം ദൈർഘ്യമുള്ള പരിസ്ഥിതി പഠനകോർമൊഡ്യൂൾ കോഴ്സ് നിർബന്ധമായും ഉണ്ടായിരിക്കണമെന്ന് യു.ജി.സി. നിഷ്കർഷിക്കുന്നത്.

മനുഷ്യാവകാശപഠനം ഉൾപ്പെടെ അഞ്ച് മൊഡ്യൂളുകളാണ് പാഠ്യപദ്ധതിയിൽ ഉണ്ടാവുക. ആദ്യരണ്ട് മൊഡ്യൂളുകൾ യു.ജി.സി.നിർദ്ദേശങ്ങൾ അനുസരിച്ചുള്ള പരിസ്ഥിതി പഠനമാണ്. തുടർന്നുള്ള രണ്ട് മൊഡ്യൂളുകൾ അതതു ഐഹികപാഠ്യവിഷയങ്ങളുമായി ബന്ധപ്പെടുത്തി വികസിപ്പിച്ചെടുക്കേണ്ടതുമാണ്. അഞ്ചാമത്തെ മൊഡ്യൂൾ മനുഷ്യാവകാശമെന്ന വിഷയത്തെ അഭിസംബോധന ചെയ്യുന്നു.



ക്ഷേത്രവലകൾ-പാരിസ്ഥിതികപിരമിഡുകൾ: തരംതിരിവുകൾ, ഗണങ്ങൾ, സവിശേഷസ്വഭാവങ്ങൾ വനപരിസ്ഥിതി വ്യൂഹത്തിന്റെ ഘടനയും പ്രവർത്തനവും 6 മണിക്കൂർ

**മോഡ്യൂൾ -2**

**യൂണിറ്റ്-1 ജൈവവൈവിധ്യവും ജൈവവൈവിധ്യ സംരക്ഷണവും-**പ്രാരംഭ അവതരണം-ഇന്ത്യയുടെ ജൈവ-ഭൂമിശാസ്ത്രവർഗ്ഗീകരണം- ജൈവവൈവിധ്യത്തിന്റെ മൂല്യം-ഉപഭോഗകേന്ദ്രിതവും ഉൽപ്പാദന കേന്ദ്രിതവുമായ ഉപയോഗങ്ങൾ-സാമൂഹികവും ധാർമ്മികവും ക്രിയാത്മകവുമായ മൂല്യസാധ്യതകൾ-ഇന്ത്യ ഒരു ബുഹർ വൈവിധ്യരാജ്യം എന്ന നിലയിൽ-ജൈവവൈവിധ്യത്തിന്റെ തീച്ചുളകൾ(Hotspot)- ജൈവവൈവിധ്യം നേരിടുന്ന ഭീഷണികൾ- ആവാസസ്ഥലനശീകരണം- അനധികൃത വന്യമൃഗവേട്ടയാടൽ- മനുഷ്യ-വന്യമൃഗസംഘർഷങ്ങൾ- ഇന്ത്യയിൽ വംശനാശഭീഷണി നേരിടുന്ന മൃഗങ്ങളും പക്ഷികളും സസ്യങ്ങളും 8 മണിക്കൂർ

**യൂണിറ്റ് 2- പരിസ്ഥിതിമലിനീകരണം -** നിർവ്വചനങ്ങൾ-മലിനീകരണത്തിന്റെ കാരണങ്ങൾ, ഭവിയുത്തുകൾ, നിയന്ത്രണ നടപടികൾ: വായുമലിനീകരണം, ജലമലിനീകരണം, മണ്ണ് മലിനീകരണം, സമുദ്രമലിനീകരണം, ശബ്ദമലിനീകരണം, താപമലിനീകരണം, ആണവഅപകടങ്ങൾ. ഖരമാലിന്യനിർമ്മാർജ്ജനം-നാശികവും വ്യാവസായികവുമായ മാലിന്യഉല്പാദനത്തിന്റെ കാരണവും ഭവിയുത്തും നിയന്ത്രണനടപടികളും-മാലിന്യനിവാരണത്തിൽ വ്യക്തികളുടെ പങ്ക് (മലിനീകരണ കേസ് പഠനം). 8 മണിക്കൂർ

ദുരന്തനിവാരണം-പ്രളയം, ഭൂചലനം, ചുഴലിക്കാറ്റ്, മണ്ണിടിച്ചിൽ. **യൂണിറ്റ് -3 പരിസ്ഥിതിയും സാമൂഹികവിഷയങ്ങളും** -ഊർജ്ജസ്രോതസ്സുകളുമായി ബന്ധപ്പെട്ട നാശിക പ്രശ്നങ്ങൾ- ജലസംരക്ഷണം-മഴവെള്ള സംഭരണം- വെള്ളക്കെട്ട് നിയന്ത്രണം- ജനങ്ങളെ മാറ്റി പാർപ്പിക്കലും പുനരധിവാസവും-ആശങ്കകൾ പ്രശ്നങ്ങൾ (കേസ് പഠനം).

പാരിസ്ഥിതിക നീതിബോധം- വിഷയങ്ങളും പരിഹാരസാധ്യതകളും- കാലാവസ്ഥാ വ്യതിയാനം-ആഗോളതാപനം-അമ്ലമഴ- ഓസോൺപാളികളുടെ നാശം- ആണവഅപകടങ്ങളും ദുരന്തങ്ങളും (കേസ് പഠനം)

ഉപഭോഗസംസ്കാരവും മാലിന്യപദാർത്ഥങ്ങളും -പരിസ്ഥിതി സംരക്ഷണനിയമം -വന്യജീവി സംരക്ഷണനിയമം-വനസംരക്ഷണനിയമം- പാരിസ്ഥിതിക നിയമനിർമ്മിതിയും നടപ്പിലാക്കലും -പ്രശ്നങ്ങളും പൊതുബോധവും 10 മണിക്കൂർ.

**മോഡ്യൂൾ 3**

കാലികപ്രസക്തവും രാഷ്ട്രീയചിന്ത , സൗന്ദര്യശാസ്ത്രം, സാഹിത്യദർശനം, സാമൂഹിക വിഷയങ്ങൾ എന്നിവയെ സ്വാധീനിക്കുന്നതുമായ പരിസ്ഥിതി ബോധം -2 ലേഖനങ്ങൾ

1. പരിസ്ഥിതി സൗന്ദര്യശാസ്ത്രത്തിന് ഒരു മുഖവുര-ടി.പി. സുകുമാരൻ
  2. പരിസ്ഥിതി ലാവണ്യശാസ്ത്രം ഒരു ദിശാസൂചിക -ഡി.വിനയചന്ദ്രൻ
- (ഈ ലേഖനങ്ങൾ ഹരിതനിരൂപണം മലയാളത്തിൽ എന്ന പുസ്തകത്തിലുണ്ട്) 10 മണിക്കൂർ.

**മോഡ്യൂൾ -4**

പാരിസ്ഥിതിക സംവേദനവും പഠനവും 2 ലേഖനം

1. ഇദം ന മമഃ -നരേന്ദ്രപ്രസാദ് (ഹരിതനിരൂപണം മലയാളത്തിൽ)
2. നോർവെയിൽ നിന്നും ഒരു പർവതസ്തവം-ആഷാമേനോൻ (ഖാൽസയുടെ ജലസ്മൃതികൾ) 10 മണിക്കൂർ.

**മോഡ്യൂൾ-5**

**മനുഷ്യാവകാശങ്ങൾ**  
**യൂണിറ്റ് -1 അവതരണം- അർത്ഥം-ആശയം-ആശയവിപുലീകരണം**  
 മനുഷ്യാവകാശബോധത്തിന്റെ മൂന്നുതലമുറകൾ-പൗരാവകാശങ്ങൾ, രാഷ്ട്രീയാവകാശങ്ങൾ, സാമ്പത്തികാവകാശങ്ങൾ, സാമൂഹികാവകാശങ്ങൾ,സാംസ്കാരികാവകാശങ്ങൾ.



**ബി.എ. മലയാളം**  
**സെമസ്റ്റർ 5 കോർ കോഴ്സ്**  
**കോഴ്സ് കോഡ് : ML5CRT07**

**ചെറുകഥ, നോവൽ**

ഗദ്യസാഹിത്യത്തിന്റെ വളർച്ചയ്ക്ക് കാരണമായ നിരവധി ജനസ്സുകളിൽ ചെറുകഥയുടെയും നോവലിന്റെയും പങ്ക്-ഗദ്യസാഹിത്യത്തിന്റെ വളർച്ചയുടെ വിവിധ ഘട്ടങ്ങൾ - മിഷനറി നോവലുകൾ - പത്രമാസികകൾ - പരിഭാഷകൾ - വിവിധഭാഷാ നോവലുകളുടെ സാധനം - ചരിത്രപരവും സാംസ്കാരികവുമായ മാറ്റങ്ങൾ - പരീക്ഷണങ്ങൾ-സമാലിക് സാഹിത്യത്തിൽ ഏറെ ചർച്ച ചെയ്യപ്പെടുന്ന ദലിത്, സ്ത്രീ, പരിസ്ഥിതി എന്നിവയുടെ അടയാളപ്പെടുത്തലുകൾ - സമകാലിക പ്രസക്തി തുടങ്ങിയവ ആഴത്തിൽ ചിന്തിക്കാനും അന്വേഷിക്കാനും വിദ്യാർത്ഥികളെ നയിക്കുക എന്ന ലക്ഷ്യത്തോടെയാണ് ഈ പാഠ്യപദ്ധതി തയ്യാറാക്കിയിട്ടുള്ളത്.

**മൊഡ്യൂൾ-1**

ആദ്യകാല ഗദ്യം-അച്ചടി-വായന-നോവൽ ജനസ്സ്-ആദ്യകാല നോവലുകൾ -ചരിത്ര നോവലുകൾ-സാമൂഹിക നോവലുകൾ-ദലിത് പരിപ്രേക്ഷ്യം.

വിശദപഠനത്തിന്

- ഒ.ചന്തുമേനോൻ - ഇന്ദുലേഖ (പുതിയപതിപ്പ്)
- പോത്തേരിക്കുഞ്ഞമ്പു - സരസ്വതീവിജയം

**മൊഡ്യൂൾ-2**

ആധുനിക മലയാള നോവൽ - നോവൽ രചനയിലും സങ്കേതത്തിലും വന്ന മാറ്റങ്ങൾ - സ്ത്രീ മുന്നേറ്റങ്ങൾ - സ്ത്രീ പക്ഷ രചനകൾ പാരിസ്ഥിതിക സ്ത്രീവാദം - പെണ്ണെഴുത്തിന്റെ സജീവ സാന്നിധ്യങ്ങൾ - ലിംഗരാഷ്ട്രീയം - കീഴാള പ്രത്യയശാസ്ത്രം

വിശദപഠനത്തിന്

- ഒ.വി.വിജയൻ - ഖസാക്കിന്റെ ഇതിഹാസം
- ഉറുബ് - മിണ്ടാപ്പെണ്ണ്

**മൊഡ്യൂൾ-3**

ആധുനികാനന്തര മലയാള നോവൽ - ആഗോളവൽക്കരണം - കമ്പോളവൽക്കരണം - ആഖ്യോനകലയുടെ ജീവൻ - കീഴാള ചരിത്രത്തിന്റെ പുതുമ - പാരിസ്ഥിതികദർശനങ്ങൾ

വിശദപഠനത്തിന്

- സാനാജോസഫ് - മാറ്റാത്തി
- പി. സുരേന്ദ്രൻ - ജിനശലഭങ്ങളുടെ വീട്

**മൊഡ്യൂൾ-4**

കഥ-സ്വഭാവം, സ്വരൂപം-ഉദയ വികാസപരിണാമങ്ങൾ ആദ്യകാല കഥകൾ - സാരോപദേശകഥകൾ - നാടോടിക്കഥകൾ - മലയാളചെറുകഥയുടെ സുവർണദശ - സാമൂഹ്യരാഷ്ട്രീയ അന്തർധാരകൾ - കഥയുടെ പുതിയലോകം - പുരോഗമനസാഹിത്യം-സാർവ്വലൗകികദർശനം - ആധുനികത - ആത്മനിഷ്ഠപരമായ രചനകൾ - അസ്തിത്വദർശനം - മനോവിജ്ഞാനീയം - ദലിത് - സ്ത്രീ - പരിസ്ഥിതിപരിപ്രേക്ഷ്യങ്ങൾ

- 1. കേസരി - ഉളിപിടിച്ച കൈ
- 2. കെ.സരസ്വതിയമ്മ - രമണി
- 3. ലളിതാംബിക അന്തർജനം - മാറാല
- 4. കാരൂർ - മോതിരം



ലോകത്തിന്റെ വാക്ക് - ഇ.പി.രാജഗോപാലൻ  
 നോവൽ സാഹിത്യം - എം.പിപോൾ  
 നോവൽ പ്രശ്നങ്ങളും പഠനങ്ങളും - അച്യുതൻ എം  
 നോവൽ സാഹിത്യചരിത്രം- പ്രൊഫ. കെ.എം. തരകൻ  
 മലയാളനോവലിന്റെ അടിവേരുകൾ- പ്രൊഫ. . തുമ്മമൺ തോമസ്  
 മലയാളനോവൽ 19-ാം നൂറ്റാണ്ടിൽ- ഡോ.ജോർജ്ജ് ഇരുമ്പയം  
 ചരിത്രനോവൽ മലയാളത്തിൽ -കൽപറ്റ ബാലകൃഷ്ണൻ  
 സി.വിയുടെ ചരിത്രാഖ്യായികകൾ-എം.കെ. കൃഷ്ണൻ  
 നോവൽ സിദ്ധിയും സാധനയും - പി.കെ. ബാലകൃഷ്ണൻ  
 ആധുനികനോവൽ ദർശനങ്ങൾ - പ്രൊഫ. .കെ.എം. തരകൻ  
 മാറുന്ന മലയാളനോവൽ- കെ.പി. അപ്പൻ  
 മലയാള ഭാവന മൂല്യങ്ങളും സങ്കല്പങ്ങളും -കെ.പി. അപ്പൻ  
 നോവൽ മലയാളത്തിൽ തകഴി മുതൽ മുകുന്ദൻ വരെ- അശോകൻ കെ.  
 പ്രത്യക്ഷവൽകരണം നോവലിൽ -വിലാസിനി  
 നോവലിലേക്കോരു കിളിവാതിൽ- വിലാസിനി  
 രോഗത്തിന്റെ പൂക്കൾ -വി.രാജകൃഷ്ണൻ  
 മൗനം തേടുന്നവാക്ക് -വി.രാജകൃഷ്ണൻ  
 സമയപ്രവാഹവും സാഹിത്യകലയും- കെ.പി. അപ്പൻ  
 നോവൽ ബോധവും പ്രതിബോധവും -എഡി. പി.കെ.രാജശേഖരൻ  
 അന്ധനായ ദൈവം -പി.കെ രാജശേഖരൻ



**ബി.എ./ബി.എസ്സി.**  
**സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്**  
**കോഴ്സ് കോഡ് : ML1CCT01**

**കഥാസാഹിത്യം**

**പഠനലക്ഷ്യങ്ങൾ**

1. സാമാന്യമായ സാഹിത്യപരിചയവും വായനാഭിരുചിയും ആസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാളകഥാസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകതാപരിണാമങ്ങൾ തിരിച്ചറിയുക
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവീക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

**പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.**

**ഖണ്ഡം ഒന്ന് - ചെറുകഥ**

1. പുവമ്പഴം - കാരൂർ
2. ഭൂമിയുടെ അവകാശികൾ - വൈക്കം മുഹമ്മദ് ബഷീർ
3. കടൽ - ടി. പത്മനാഭൻ
4. പെരുമഴയുടെ പിറ്റേന്ന് - എം.ടി വാസുദേവൻ നായർ
5. മാനാഞ്ചിറ ടെസ്റ്റ് - വി.കെ. എൻ
6. തരിശുനിലം - മാധവിക്കുട്ടി
7. ആർക്കറിയാം - സക്കറിയ
8. ഓരോ എഴുത്തുകാരിയുടെ ഉള്ളിലും - സാനാജോസഫ്
9. തിരുത്ത് - എൻ.എസ് മാധവൻ
10. മോഹമഞ്ഞ - കെ. ആർ മീര
11. അഗ്നി - സിതാര എസ്.
12. ബിരിയാണി - സന്തോഷ് എച്ചിക്കാനം
13. മോദസ്ഥിരനായ് അങ്ങ് വസിപ്പൂ മലപ്പോലെ - എസ്. ഹരീഷ്
14. പ്രാണി ലോകം - ഉണ്ണി ആർ.
15. ചില സ്വപ്നങ്ങളിൽ..... സീതാ ലക്ഷ്മിയുടെ കറുത്ത മുടിയിഴ - ഇന്ദുമേനോൻ

**ഖണ്ഡം രണ്ട് - നോവൽ**

ആടുജീവിതം - ബന്യാമിൻ

**സഹായകഗ്രന്ഥങ്ങൾ**

1. ചെറുകഥ ഇന്നലെ ഇന്ന് - എം. അച്യുതൻ
2. ചെറുകഥാപ്രസരാനം - എം. പി പോൾ
3. ചെറുകഥ വാക്കും വഴിയും - ഡോ. കെ.എസ് രവീകുമാർ
4. നോവൽ സാഹിത്യ ചരിത്രം - പ്രൊഫ. കെ.എം തരകൻ



## ML 010103 മലയാളചെറുകഥ

സമയം: 90 മണിക്കൂർ  
ക്രഡിറ്റ്: 4

### ആമുഖം

ആഖ്യാനരൂപമെന്ന നിലയിൽ മലയാളചെറുകഥയുടെ ആവിർഭാവവും വളർച്ചയും മനസ്സിലാക്കുക, ചെറുകഥയുടെ ഉത്ഭവവികാസങ്ങൾ സാധ്യമാക്കിയ സാംസ്കാരിക പശ്ചാത്തലവും സാമൂഹികസാഹചര്യങ്ങളും തിരിച്ചറിയുക എന്നിവ ഈ കോഴ്സിന്റെ ലക്ഷ്യങ്ങളാണ്. അച്ചടി, ആനുകാലികപ്രസിദ്ധീകരണങ്ങൾ, അന്തർദ്ദേശീയ പുതുവായനാസമൂഹം എന്നിവ ചെറുകഥയെ രൂപപ്പെടുത്തുന്നതിൽ വലിയ സ്വാധീനം ചെലുത്തിയിട്ടുണ്ട്. പ്രമേയം, ഭാവുകത്വം, കർത്തൃത്വപരമായ നിലപാടുകൾ എന്നിവയൊക്കെ ചെറുകഥാപഠനത്തിൽ ചെലുത്തിയ സ്വാധീനം തിരിച്ചറിയുന്നതിനും പുതിയകാലപ്രവണതകളെ മനസ്സിലാക്കുന്നതിനും വിദ്യാർത്ഥികളെ പ്രാപ്തരാക്കുവാൻ ഈ പാഠ്യപദ്ധതി സഹായകമാണ്.

### മൊഡ്യൂൾ ഒന്ന്

ചെറുകഥ എന്ന സാഹിത്യരൂപം - ഉത്ഭവം, വളർച്ച, ഘട്ടങ്ങൾ, മലയാളചെറുകഥയുടെ രൂപപ്പെടൽ, ആദ്യകാല പത്രമാസികകൾ, സാഹിത്യമാസികകൾ - വിദ്യാവിനോദിനി - ആദ്യകാല ചെറുകഥാകൃത്തുക്കൾ - വേങ്ങയിൽ കുഞ്ഞിരാമൻ നായനാർ, എം. ആർ. കെ. സി, അമ്പാടി നാരായണ പൊതുവാൾ, മുർക്കോത്തു കുമാരൻ, എം. സരസ്വതീഭായി, തച്ചാട്ട് ദേവകിനേത്യാരമ്മ - വിഷയം, ആഖ്യാനരീതി എന്നിവയിലെ പ്രത്യേകതകൾ - കഥയും സമൂഹവും - കേസരിസദസ്സ് - വിവർത്തനങ്ങൾ - സാമൂഹികപരിഷ്കരണപ്രസ്ഥാനങ്ങൾ - റിയലിസം, സോഷ്യലിസ്റ്റ് റിയലിസം - നവോത്ഥാനകഥ - വി. ടി. ഭട്ടതിരിപ്പാട്, പൊൻകുന്നം വർക്കി, തകഴി, കേശവദേവ്.

- |                       |                              |
|-----------------------|------------------------------|
| 1. ദ്വാരക             | - വേങ്ങയിൽ കുഞ്ഞിരാമൻ നായനാർ |
| 2. യഥാർത്ഥഭാര്യ       | - തച്ചാട്ട് ദേവകിനേത്യാരമ്മ  |
| 3. അതികഠിനം           | - വി.ടി.ഭട്ടതിരിപ്പാട്       |
| 4. ശബ്ദിക്കുന്ന കലപ്പ | - പൊൻകുന്നം വർക്കി           |
| 5. ദീനാമ്മ            | - കേശവദേവ്                   |

### മൊഡ്യൂൾ രണ്ട്

മലയാളചെറുകഥയിലെ നവോത്ഥാനപ്രവണതകളുടെ തുടർച്ച - ഇതര മാതൃകകൾ, റിയലിസത്തിൽ സ്വാധീനം - എം. പി. പോളിന്റെ കഥാപഠനങ്ങൾ - മനുഷ്യജീവിത ഇടങ്ങളിലേക്കുള്ള സൂക്ഷ്മനോട്ടങ്ങൾ, ദാരിദ്ര്യം, വിശപ്പ്, തൊഴിലന്വേഷണം, ദേശീയപ്രസ്ഥാനം, രാഷ്ട്രീയാധികാരസ്ഥാപനങ്ങളുമായുള്ള സംഘർഷങ്ങൾ - കാരുർ, ബഷീർ, ലളിതാംബിക അന്തർജ്ജനം - തൊഴിലന്വേഷിച്ച് കേരളംവിട്ടു നടത്തുന്ന യാത്രകൾ, പട്ടാളജീവിതം, പ്രവാസിജീവിതത്തിന്റെ വ്യത്യസ്തചിത്രങ്ങൾ, ഭാഷയും സംസ്കാരവും ദേശീയബോധവും പ്രവാസിജീവിതത്തിൽ സൃഷ്ടിക്കുന്ന ചലനങ്ങൾ, തൊഴിലിടത്തും വീടകത്തും ഉണ്ടായ വിവേചനങ്ങൾ - എസ്.കെ. പൊറ്റക്കാട്, നന്തനാർ, കോവിലൻ, കെ. സരസ്വതിയമ്മ.

- |                   |                        |
|-------------------|------------------------|
| 1. മരപ്പാവകൾ      | - കാരുർ നീലകണ്ഠപ്പിള്ള |
| 2. മലയാളിയുടെ ചോര | - എസ്. കെ. പൊറ്റക്കാട് |
| 3. പ്രതികാരദേവത   | - ലളിതാംബിക അന്തർജ്ജനം |
| 4. പെൺബുദ്ധി      | - കെ. സരസ്വതിയമ്മ      |
| 5. പതാക           | - കോവിലൻ               |

### മൊഡ്യൂൾ മൂന്ന്

ചെറുകഥയുടെ ആഖ്യാനത്തിലും ഭാവുകത്വത്തിലും വന്ന വ്യതിയാനങ്ങൾ - ജാതീയമായ വിവേചനത്തിനെതിരായ എഴുത്തുകൾ - ടി.കെ.സി. വടുതല - ഗ്രാമനഗര ജീവിതചിത്രങ്ങൾ - മൂല്യബോധത്തോടുള്ള നിലപാടുകൾ - കാല്പനികത - ലൈംഗികതയുടെ തുറന്നെഴുത്ത്, പ്രണയം, വ്യക്തിസ്വാതന്ത്ര്യം, തത്തോടുള്ള നിഷേധാത്മകത, ഫാന്റസിയുടെ സാധ്യതകൾ - രാജലക്ഷ്മി, എം.ടി, മാധവിക്കുട്ടി, ടി. നാദൻ - രാഷ്ട്രീയത്തിലെ തീവ്രനിലപാടുകൾ, ഇതിവൃത്തം, ആഖ്യാനരീതി എന്നിവയിലുള്ള മാറ്റങ്ങൾ.



- |                              |  |
|------------------------------|--|
| 9. കെ. എസ്. രവികുമാർ         | - ചെറുകഥ: വാക്കും വഴിയും                                 |
| 10. എം. ടി. വാസുദേവൻനായർ     | - കാഥികളുടെ പണിപ്പുര                                     |
| 11. ഇ. വി. രാമകൃഷ്ണൻ         | - അക്ഷരവും ആധുനികതയും                                    |
| 12. പി. കെ. രാജശേഖരൻ         | - കഥാന്തരങ്ങൾ  |
| 13. കെ. പി. അപ്പൻ            | - ആഖ്യാനവും അനുഭവസത്തയും                                 |
| 14. വി. പി. മാർക്കോസ് (എഡി.) | - സമകാലിക മലയാളചെറുകഥ - വഴിയും പൊരുളും                   |
| 15. വത്സലൻ വാതുശ്ശേരി        | - കഥയുടെ ന്യൂക്ലിയസ്                                     |
| 16. കെ. പി. അപ്പൻ            | - കെ. പി. അപ്പന്റെ തെരഞ്ഞെടുത്ത കൃതികൾ                   |
| 17. പൊൻകുന്നം വർക്കി         | - തെരഞ്ഞെടുത്ത കഥകൾ                                      |
| 18. വി. ടി. ഭദ്രതിരിപ്പാട്   | - വി.ടി.യുടെ കഥകൾ  |
| 19. കേശവദേവ്                 | - പ്രതിജ്ഞയും മറ്റുപ്രധാന കഥകളും                         |
| 20. ലളിതാംബിക അന്തർജ്ജനം     | - ലളിതാംബിക അന്തർജ്ജനത്തിന്റെ കഥകൾ: സമ്പൂർണ്ണം           |
| 21. എം. പി. നാരായണപിള്ള      | - മലയാളത്തിന്റെ സുവർണ്ണ കഥകൾ                             |
| 22. പുനത്തിൽ കുഞ്ഞബ്ദുള്ള    | - മലയാളത്തിന്റെ സുവർണ്ണ കഥകൾ                             |
| 23. യു. പി. ജയരാജ്           | - ഓക്കിനാവയിലെ പതിവുകൾ                                   |
| 24. രാജലക്ഷ്മി               | - രാജലക്ഷ്മിയുടെ കഥകൾ                                    |
| 25. എസ്. കെ. പൊറ്റക്കാട്     | - എസ്.കെ പൊറ്റക്കാടിന്റെ കഥകൾ                            |
| 26. കോവിലൻ                   | - കോവിലന്റെ കഥകൾ   |
| 27. എം. സുകുമാരൻ             | - എന്റെ പ്രിയപ്പെട്ട കഥകൾ                                |
| 28. ഫ്രാൻസിസ് നൊറോണ          | - തൊട്ടപ്പൻ  |
| 29. Brander Mathews          | - <i>The Philosophy of story.</i>                        |
| 30. A. C. Ward               | - <i>Aspects of modern short story.</i>                  |
| 31. Evelyn May Albright      | - <i>The short - story, its principles and stucture.</i> |



**ML 010204 മലയാളനോവൽ**

സമയം: 90 മണിക്കൂർ  
ക്രഡിറ്റ്: 4

**ആമുഖം**

മലയാളനോവലിന്റെ ഉത്ഭവവും വളർച്ചയും കേരളത്തിന്റെ ആധുനികീകരണപ്രക്രിയകളോടു ബന്ധപ്പെട്ടിരിക്കുന്നു. പാശ്ചാത്യവിദ്യാഭ്യാസത്തിന്റെ ആവിർഭാവം, അച്ചടി, ആനുകാലികങ്ങളുടെ പ്രചാരം, പ്രവർത്തനങ്ങൾ, കൊളോണിയൽ ആധുനികതയുടെ പ്രഭാവം, ദേശവിചാരങ്ങൾ, നവോത്ഥാനസംസ്ഥാനത്തിലെ എഴുത്തുകാരുടെ നോവലിന്റെ ഉത്ഭവവികാസങ്ങളെ സ്വാധീനിച്ചിട്ടുണ്ട്. മലയാളത്തിലെ ആദ്യകാല നോവൽകൾ മുതൽ സമകാലികനോവലുകൾ വരെ പ്രമേയസീകരണത്തിലും കഥാപാത്രനിർമ്മിതിയിലും രചനാശൈലിയിലും സവികരിച്ചിട്ടുള്ള സമീപനങ്ങളും പരീക്ഷണങ്ങളും സൈദ്ധാന്തികസങ്കല്പനങ്ങളുടെ അടിസ്ഥാനത്തിൽ പഠനവിധേയമാക്കുകയാണ് ഈ കോഴ്സിന്റെ ലക്ഷ്യം.

**മൊഡ്യൂൾ ഒന്ന്**

നോവലിന്റെ ഉത്ഭവസാഹചര്യം - കൊളോണിയൽ ആധുനികത - അച്ചടി - ഇംഗ്ലീഷ് വിദ്യാഭ്യാസപുതിയ വായനാസമൂഹത്തിന്റെ രൂപപ്പെടൽ - ആദ്യകാലസംരംഭങ്ങൾ - വിവർത്തനയത്നങ്ങൾ - സാഹിത്യ - രാഷ്ട്രീയ സാഹചര്യങ്ങൾ - പാശ്ചാത്യമാതൃകകൾ - ഒ. ചന്തുമേനോൻ, സി.വി. രാമൻപിള്ളയുടെ കൃതികൾ, സമീപനങ്ങൾ.

**വിശദപഠനം**

1. സരസ്വതീവിജയം - പോത്തേരി കുഞ്ഞമ്പു
2. ഇന്ദുലേഖ - ഒ. ചന്തുമേനോൻ
3. ധർമ്മരാജ - സി. വി. രാമൻപിള്ള

**മൊഡ്യൂൾ രണ്ട്**

നവോത്ഥാനം - ഇടതുപക്ഷരാഷ്ട്രീയം - കേസരിയുടെ മാർഗ്ഗദർശനം - ചെലോവ്, മോപ്പനങ്ങളായ എഴുത്തുകാരുടെ സ്വാധീനം - ദേശീയപ്രസ്ഥാനത്തിന്റെ സ്വാധീനം - ആദർശാത്മകത - നവോത്ഥാനയാഥാർത്ഥ്യത്തിനു നൽകുന്ന പ്രാധാന്യം - മനോവിജ്ഞാനീയത്തിലുള്ള താല്പര്യം.

**വിശദപഠനം**

1. രണ്ടിടങ്ങഴി - തകഴി ശിവശങ്കരപ്പിള്ള
2. ന്നൂപ്പുപ്പാക്കൊരാനേണ്ടാർന്നു - വൈക്കം മുഹമ്മദ്ബഷീർ
3. ഉമ്മാച്ചു - ഉറുബ്

**മൊഡ്യൂൾ മൂന്ന്**

സാമൂഹികയാഥാർത്ഥ്യത്തിൽനിന്നു വൈയക്തികാനുഭവങ്ങളിലേക്ക് - സാമൂഹികപരിണാമങ്ങളിൽ സൃഷ്ടിക്കുന്ന വിഹവലത - ആഖ്യാനത്തെ കാവ്യാത്മകമാക്കാനുള്ള താല്പര്യം - പ്രമേയരചനയിലുണ്ടാകുന്ന മാറ്റങ്ങൾ - ഏകാന്തത, അന്യവൽക്കരണം, ദേശഭാവനയിലുണ്ടാകുന്ന പരിണാമങ്ങൾ.

**വിശദപഠനം**

1. കാലം - എം. ടി. വാസുദേവൻ നായർ
2. ഒരോത - കാക്കനാടൻ
3. നെല്ല് - പി. വത്സല

**മൊഡ്യൂൾ നാല്**

ആധുനികതാവാദം, അസ്തിത്വവാദം എന്നിവയുമായി ബന്ധപ്പെട്ട പ്രമേയങ്ങൾ - രചനാശൈലിയിലുണ്ടായ മാറ്റങ്ങൾ - രാഷ്ട്രീയനൈതികതയെക്കുറിച്ചുള്ള വിചാരങ്ങൾ - വായനയിലുണ്ടാകുന്ന മാറ്റം - കൂടുംബം, ഭരണകൂടം, തൊഴിലിടങ്ങൾ തുടങ്ങിയവയിലെ സ്ഥാപനസ്വഭാവിയായ അധികാരസങ്കല്പം.



**ML 010301 ആധുനികമലയാളകവിത-രണ്ടാം ഘട്ടം**

സമയം: 90 മണിക്കൂർ

ക്രഡിറ്റ്: 4

**ആമുഖം**

ആധുനികമലയാളകവിതാപ്രസ്ഥാനം - അൻപതുകളുടെ അവസാന വർഷങ്ങളിൽ തുടക്കം - ലോകമെങ്ങും വ്യാപിച്ച മോഡേണിസം എന്ന പ്രസ്ഥാനം - കവിത, നോവൽ, കഥ, നാടകം, ചിത്രകല, ശില്പകല, സിനിമ എന്നീ മേഖലകളിലെ അവാങ്ങ് ഗാർഡ് (Avant Garde) പ്രസ്ഥാനങ്ങൾ - പുതിയ ചലനങ്ങൾ - ഒന്നും രണ്ടും ലോകയുദ്ധങ്ങളുടെ സ്വാധീനം - നീഷേ, മാർക്സ്, ഫ്രോയ്ഡ് എന്നിവരുടെ സ്വാധീനം - മലയാളത്തിലെ ആധുനികതാപ്രസ്ഥാനം - സ്വാതന്ത്ര്യാനന്തരഭാരതത്തിലെ അസ്വാതന്ത്ര്യങ്ങൾ - മുല്യച്യുതികൾ - രാഷ്ട്രീയാപചയം, പരിസ്ഥിതിനാശം, അനീതി, സാമ്പത്തിക വൈരുദ്ധ്യം എന്നിവയുമായി ബന്ധപ്പെട്ട പ്രമേയങ്ങൾ - രൂപപരമായ മാറ്റങ്ങൾ - ഛന്ദസ്സിനെ സംബന്ധിച്ച പുനർവിചാരങ്ങൾ - ഭാഷാവ്യത്യാസങ്ങൾ - വായ്ത്താരിവ്യത്യാസങ്ങൾ, ശിഥിലവ്യത്യാസങ്ങൾ, കവിതയിൽ ഗദ്യത്തിന്റെ പുതിയ സാധ്യതകൾ - ആധുനിക കവിതയിൽ കാണുന്ന പദ്യം, ഗദ്യം, ശിഥിലവ്യത്യാസം, വ്യത്യാസം ഗദ്യവും കലർന്ന മിശ്രം എന്നിങ്ങനെ നാലുതരം രൂപങ്ങൾ - മിത്ത്, ബിംബം, ശിഥിലബിംബം, ആദിരൂപം, പ്രതീകം എന്നിങ്ങനെ സങ്കേതങ്ങൾ - അലങ്കാരം, ധ്വനി എന്നിങ്ങനെയുള്ള ഭാരതീയകാവ്യസങ്കല്പങ്ങളുടെ പിൻവാങ്ങൽ.

ഇത്തരത്തിൽ ആധുനിക - ആധുനികാനന്തര കവിതകളിൽ ഉണ്ടായിട്ടുള്ള ഭാവുകതാവ്യതിയാനങ്ങളുടെ സൂക്ഷ്മപഠനമാണ് ഈ കോഴ്സിന്റെ ലക്ഷ്യം.

**മൊഡ്യൂൾ ഒന്ന്**

അസ്തിത്വവാദം, ശൂന്യതാവാദം, അസംബന്ധവാദം, അന്യവൽക്കരണം, അപമാനവീകരണം എന്നിവ ഉള്ളടക്കത്തിലും ഇമേജിസം, മുക്തച്ഛന്ദസ്, ഗദ്യം എന്നിവ രൂപതലത്തിലും ചെലുത്തിയ സ്വാധീനങ്ങൾ - മൂന്നു ഘട്ടങ്ങൾ - ദാർശനികാധുനികത, വിപ്ലവാധുനികത, ദേശാധുനികത - ഭാഷയിലും രൂപത്തിലും ഭാവുകതാത്തിലും ഉള്ള പുതുമുഖങ്ങൾ - ലോകകവിയുടെ ഭാവുകതം - ടി. എസ്. എലിയറ്റ്, ഡബ്ല്യു.ബി യേറ്റ്സ് എന്നിവരുടെ സ്വാധീനം - എം. ഗോവിന്ദന്റെ സമീക്ഷ, അയ്യപ്പപ്പണിക്കരുടെ കേരളകവിത തുടങ്ങിയവ - കവിതയിൽ ആധുനികപൂർവ്വഘട്ടത്തിലേതുപോലുള്ള വ്യവസ്ഥകളുടെ നിരാസങ്ങൾക്കു തുടക്കം - പാരമ്പര്യത്തെയും ആധുനികതയെയും ബന്ധിപ്പിക്കുന്ന ഘടകങ്ങൾ - നവീനമായ അർത്ഥം കൈക്കൊള്ളുന്ന മിത്തുകൾ.

**വിശദപഠനം**

- 1. വാക്കേ വാക്കേ കൂടെവിടെ - എം. ഗോവിന്ദൻ
- 2. വിമാനത്താവളത്തിൽ ഒരു കവി - എൻ. എൻ. പാലൂർ
- 3. ബസ്സ്റ്റോപ്പിൽ - മാധവൻ അയ്യപ്പത്ത്
- 4. ഒരു സറിയലിസ്റ്റിന്റെ പ്രേമഗാനം - കെ. അയ്യപ്പപ്പണിക്കർ
- 5. അജന്ത - ആർ. രാമചന്ദ്രൻ
- 6. പാതാളത്തിന്റെ മുഴക്കം - എൻ. എൻ. കക്കാട്
- 7. ഗംഗാനാരായണൻ - വിഷ്ണുനാരായണൻ നമ്പൂതിരി
- 8. പിതൃഗമനം - ആറ്റൂർ രവിവർമ്മ
- 9. ദസ്മാസുരൻ - ചെറിയാൻ കെ. ചെറിയാൻ
- 10. ഗജേന്ദ്രമോക്ഷം - സുഗതകുമാരി

**മൊഡ്യൂൾ രണ്ട്**

സോഷ്യലിസ്റ്റ് ആശയങ്ങൾ പ്രകാശിതമായ എഴുപതുകൾ - രാഷ്ട്രീയാധുനികതയുടെ ഘട്ടം - ആഫ്രിക്കൻ (സ്റ്റാക്ക് പോയട്രി), ലാറ്റിൻ അമേരിക്കൻ, സ്പാനിഷ്, ഫ്രഞ്ച് കവിതകളുടെ സ്വാധീനം - കേരളീയയാഥാർഥ്യത്തോടു സ്പഷ്ടമായി പ്രതികരിക്കുന്ന കവിത - നക്സലിസം, മാവോയിസം, എന്നിവയുടെ സ്വാധീനം - അനീതിയ്ക്കെതിരെയുള്ള നീതിയുടെ പ്രയോഗം എന്ന നിലയിൽ കവിത - യൂറോസെൻട്രിസംവിട്ട് കവിയുടെ മൂന്നാംലോക സഞ്ചാരം - വിയർപ്പും ചെളിയും പുരണ്ട കവിത എന്ന രീതിയിൽ സൗന്ദര്യസങ്കല്പങ്ങളിലെ മാറ്റം - കവിതയിൽ ചൊല്ലലിന്റെ പ്രധാന്യം - കവിയരങ്ങ്, ചൊല്ക്കാഴ്ച.

ആത്മനിഷ്ഠമായ ആവിഷ്കാരം - തീക്ഷ്ണമായ ബിംബങ്ങൾ - സ്വകാര്യബിംബങ്ങൾ, ഗ്രാമ്യഭാഷ



എന്നിവ - സറീയലിസ്റ്റ് ഇമേജുകൾ - നാടകീയ സ്വഗതാഖ്യാനങ്ങൾ - ചിത്രകലയോടുള്ള അടുപ്പം.

**വിശദപഠനം**

1. കഷണി - കെ. ജി. ശങ്കരപ്പിള്ള
2. കബനി - സിവിക് ചന്ദ്രൻ
3. പീഡനകാലം - സച്ചിദാനന്ദൻ
4. കാട്ടാളൻ - കടമ്മനിട്ട രാമകൃഷ്ണൻ
5. മരണവാർഡ് - ബാലചന്ദ്രൻ ചുള്ളിക്കാട്
6. പെങ്ങൾ - ഡി. വിനയചന്ദ്രൻ
7. പച്ച - എ. അയ്യപ്പൻ
8. എം. ഗോവിന്ദൻ - മേതിൽ രാധാകൃഷ്ണൻ
9. അപൂർണം - പ്രഭാവർമ്മ
10. തിരുവോണം - വിജയലക്ഷ്മി
11. ആത്മഹത്യാമുനമ്പ് - കുരീപ്പുഴ ശ്രീകുമാർ

**മൊഡ്യൂൾ മൂന്ന്**

ആധുനികതയുടെ ചില അംശങ്ങൾ നിലനിൽക്കെത്തന്നെ അതിന്റെ വിച്ഛേദവും വിമർശനവുമായി തൊണ്ണൂറുകളിൽ മാറുന്ന കവിത - ഉത്തരാധുനികകവിത, പുതുകവിത എന്നെല്ലാം സംജാതകൾ - ചെറുതുകളെ എഴുതുന്നതിലെ ശ്രദ്ധ, മുഴക്കങ്ങളിൽനിന്ന് അകന്ന താണസ്വരം, സമചിത്തത കൈവരിക്കുന്ന കവിതാഭാഷ-അരികുമനുഷ്യർ, സ്ത്രീകൾ, പരിസ്ഥിതി എന്നിവ സംബന്ധിച്ച് ചില പുതുബോധങ്ങൾ- പുതുകവിതയിലെ ആദ്യമാതൃകകൾ - ആധുനികതയിൽനിന്നുള്ള വഴിമാറൽ - കവിതയിൽ മനുഷ്യകേന്ദ്രിതമായ ജ്ഞാനബോധം പ്രകൃതികേന്ദ്രിതജ്ഞാനബോധത്തിന് വഴിമാറുന്നു- കവിയുടെ നഷ്ടമായ പ്രഭാവലയം - കൊച്ചിയിലെ വൃക്ഷങ്ങൾ, പാണ്ടി എന്നിങ്ങനെയുള്ള കവിതകൾ - സമകാലികമലയാളകവിത - സമകാലീനകവിത, കവിതാസംഗമം, കവിതയ്ക്കൊരിടം എന്നീ പ്രസിദ്ധീകരണങ്ങൾ - പുതുമൊഴിവഴികൾ, യുവകവിതകളും എന്നിങ്ങനെ പുസ്തകങ്ങൾ - തമിഴ്-മലയാളം എഴുത്തുകാരനായ ജയമോഹന്റെ കവിതാസംബന്ധമായ എഴുത്തുകൾ.

ഉത്തരാധുനികതയുടെ ആദ്യാങ്കുരങ്ങൾ - ലോകത്തെ നോക്കിക്കാണുന്ന വീക്ഷണസ്ഥാനത്തിലെ മാറ്റം - കെ. എ. ജയശീലൻ - സച്ചിദാനന്ദൻ പുഴങ്കര - അടുക്കള പോലെ ജീവിതത്തെ തൊടുന്ന തലക്കെട്ടുകൾ - സ്വന്തം വംശീയത അടയാളപ്പെടുത്തുന്ന അത്തോളി രാഘവന്റെ രചനകൾ - സ്വതന്ത്രബോധം-കർത്തൃത്വം ആർജ്ജിക്കുന്ന പാർശ്വമനുഷ്യരും സ്ത്രീകളും - ബിംബകവിത എന്ന സങ്കല്പത്തിൽനിന്നുള്ള മാറ്റം - ഉത്തരാധുനിക ആവിഷ്കാരങ്ങളുടെ പ്രത്യേകതകൾ - പാരഡി, പാസ്റ്റിഷ് - വെട്ടിച്ചുരുക്കപ്പെടുന്ന ജീവിതം, പ്രകൃതി/നിർമ്മിതി എന്ന ദമ്പം.

സ്ത്രീചിന്തകളുടെ വ്യാപനം - ആധുനികകവിതയുടെ വിമർശനം - ഗദ്യത്തിലേക്കു മാറിക്കൊണ്ടിരിക്കുന്ന കവിത - മാറുന്ന കാവ്യഭാഷ.

**വിശദപഠനം**

1. ആരോഹണം - കെ.എ. ജയശീലൻ
2. ഒരു കുരുവി ഒരു മരം - എൻ.ജി. ഉണ്ണികൃഷ്ണൻ
3. അടുക്കള - സച്ചിദാനന്ദൻ പുഴങ്കര
4. കണ്ടത്തി - അത്തോളി രാഘവൻ
5. പ്രതിഷ്ഠ - സാവിത്രി രാജീവൻ
6. മത്സ്യം - റഫീക്ക് അഹമ്മദ്
7. ഒരുവൾ - വി. എം. ഗിരിജ
8. ടീച്ചറിപ്പോഴും രണ്ടിലാണ് - കല്പറ്റ നാരായണൻ
9. രാഷ്ട്രതന്ത്രം - ടി.പി. രാജീവൻ
10. മാർത്തോമാനഗറിലെ പ്രതിമകൾ - പി.എ നാസിമുദീൻ

**മൊഡ്യൂൾ 4**

വിപ്ലവചിന്തകളിലെ അവിശ്വാസം, ആഗോളീകരണം നൽകിയ ശൈലിലുങ്ങൾ, സാധ്യതകൾ - ഉത്തരഘടനാവാദം- ഉത്തരമാർക്സിസ്റ്റ് ചിന്തകൾ, ലഘുഖ്യാനം - പാഠാന്തരത - അപനിർമാണം, കൺസപ്ഷ



ലിസം, ഇൻസ്റ്റലേഷൻ എന്നിവയുടെ സ്വാധീനം - സ്ത്രീ എന്ന ജ്ഞാനവിഷയം - കാസറ്റ് കവിതകൾ, ജനപ്രിയത - ഭാഷാസൂക്ഷ്മത, സുതാര്യത, ലാളിത്യം എന്നിവ മുന്നോട്ടുവയ്ക്കുന്ന കവിതകൾ - പൂർവഭാരമൊഴിഞ്ഞ കവിതകൾ, വിഷയങ്ങളിലൂന്നാത്ത കവിത - പരിസ്ഥിതി സംബന്ധമായ സൂക്ഷ്മത - ലീലാപരത - ക്ഷണികത.

**വിശദപഠനം**

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|------------------------------|----------------------|
| 1. കുഞ്ഞിന്റെ പെൻസിൽ         | - അനിത തമ്പി         |
| 2. പഴയ കാഴ്ചകൾ               | - പി. രാമൻ           |
| 3. മേസ്തിരി                  | - എസ്. ജോസഫ്         |
| 4. സദാചാരി                   | - അൻവർ അലി           |
| 5. അപനിർമാണം                 | - കെ. ആർ. ടോണി       |
| 6. മുഹൂർത്തം                 | - ശ്രീകുമാർ കരിയാട്  |
| 7. പാലൈസ്                    | - മോഹനകൃഷ്ണൻ കാലടി   |
| 8. തീരെ ചെറിയ തരം ചില ഒച്ചകൾ | - വീരാൻ കുട്ടി       |
| 9. ചെസ്സ്                    | - പി. എൻ. ഗോപികൃഷ്ണൻ |
| 10. വിൽപ്പന                  | - സെബാസ്റ്റ്യൻ       |
| 11. യൂണിവേഴ്സിറ്റി ഒരു പാഠം  | - എം. ബി. മനോജ്      |
| 12. മനക്കോട്ട                | - എം. ആർ. രേണുകുമാർ  |

**മൊഡ്യൂൾ അഞ്ച്**

അനുഭവകേന്ദ്രിതമായ എഴുത്ത്, ജാതീയവും സാമ്പത്തികവുമായ അവസ്ഥകൾ, അന്യവക്യതമായ ദളിത്- ആദിവാസി അവസ്ഥകൾ, സ്വത്വബോധം നേടുന്ന കീഴാളജനതകൾ, സ്ത്രീയവസ്ഥ എന്നിവ തുറന്നു ചിത്രീകരിച്ച കവിതകൾ. നാട്ടുഭാഷ പുതുമയോടെ കവിതയിൽ വരുന്നു- അപസംസ്കൃതീകരണം, ജനാധിപത്യവൽക്കരണം, പ്രാദേശികാനുഭവങ്ങൾ എന്നിങ്ങനെ കീഴാളർക്കും സ്ത്രീകൾക്കുമുള്ള അന്തസ്സ് അന്വേഷിക്കുന്ന കവിത- അംബേദ്കർ ചിന്തകൾ, സൈബർ ഇടത്തിന്റെ സ്വാധീനം- മനുഷ്യബന്ധങ്ങളിലെ മാറ്റങ്ങൾ, ലൈംഗികതയുടെ രാഷ്ട്രീയം.

**വിശദപഠനം**

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|----------------------------------|------------------------|
| 1. കൃഷിക്കാരൻ                    | - കുഴൂർ വിത്സൺ         |
| 2. പശു                           | - വിഷ്ണുപ്രസാദ്        |
| 3. അരണവാൽ മോതിരം                 | - ലതീഷ് മോഹൻ           |
| 4. സ്കൂൾ                         | - ബിനു എം. പള്ളിപ്പാട് |
| 5. ആട്ടക്കഥ                      | - എസ്. കലേഷ്           |
| 6. അമ്മ ഒരു കാല്പനിക കവിതയല്ല    | - വിജില ചിറപ്പാട്      |
| 7. മരിച്ച വീട്ടിലെ പാട്ട്        | - അജീഷ് ദാസൻ           |
| 8. മധുര മീനാക്ഷി ചുവർ ചിത്രങ്ങൾ  | - എസ്. കണ്ണൻ           |
| 9. വിജനതയിൽ ഒരു മരം              | - ശ്രീലതാ വർമ്മ        |
| 10. വൃത്തസ്ഥിത                   | - ആർ. ലോപ              |
| 11. മനുഷ്യാകാരം പുണ്ട ഒരു നിലാവ് | - കളത്തറ ഗോപൻ          |
| 12. കറക്കൽ                       | - ഉമാ രാജീവ്           |
| 13. വിഷാദരോഗി                    | - അരുൺപ്രസാദ്          |

**സഹായകഗ്രന്ഥങ്ങൾ**

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| 1. അയ്യപ്പപ്പണിക്കർ  | - അയ്യപ്പപ്പണിക്കരുടെ ലേഖനങ്ങൾ          |
| 2. അജയകുമാർ എൻ.      | - ആധുനികത മലയാളകവിതയിൽ                  |
| 3. അനിൽകുമാർ ടി. കെ. | - മലയാളസാഹിത്യത്തിലെ കീഴാളപരിപ്രേക്ഷ്യം |
| 4. അപ്പൻ കെ.പി.      | - സമയപ്രവാഹവും സാഹിത്യകലയും             |
| 5. കക്കാട് എൻ. എൻ.   | - കവിതയും പാരമ്പര്യവും                  |



6. ഉമ്മർകുട്ടി എ. എൻ. പി. (ജന.എഡി.) - നവീന നിരൂപണം
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8. നരേന്ദ്രപ്രസാദ് - എന്റെ സാഹിത്യനിരൂപണങ്ങൾ
9. നാരായണൻ കെ.സി. - മലയാളിയുടെ രാത്രികൾ
10. നാരായണപിള്ള കെ. എസ്. - കവിത വഴിത്തിരിവിൽ
11. പരമേശ്വരൻ സി. ആർ. - വിപൽസന്ദേശങ്ങൾ
12. പവിത്രൻ പി. - ആധുനികതയുടെ കുറ്റസമ്മതം
13. പോക്കർ പി. കെ. - ആധുനികോത്തരതയുടെ കേരളീയപരിസരം
14. പോൾ എം. എസ്. - ഉത്തരാധുനിക കവിതാപഠനങ്ങൾ
15. പ്രകാശ് കെ. എസ്. - ഫോക്ലോറും കവിതയും
16. പ്രസന്നരാജൻ - കേരള കവിതയിലെ കലിയും ചിരിയും
17. പ്രസാദ് സി. ആർ. - മലയാളകവിത ആധുനികാനന്തരം
18. മുക്തൻ എം. - എന്താണ് ആധുനികത
19. മുരളീധരൻ നെല്ലിക്കൽ - കവിതയിലെ പുതുവഴികൾ
20. രവികുമാർ കെ. എസ്. - കടമ്മനിട്ടയിലെ കവി
21. രവീന്ദ്രൻ പി. പി., ഹാരിസ് വി.സി. (സമാ.) - ശ്രദ്ധ: ഡി. വിനയചന്ദ്രന്റെ കവിത
22. രവീന്ദ്രൻ പി. പി. - ഇടപെടലുകൾ
23. രവീന്ദ്രൻ പി.പി. - വീണ്ടെടുപ്പുകൾ: സാഹിത്യം, സംസ്കാരം, ആഗോളത
24. രാജകൃഷ്ണൻ വി. - രോഗത്തിന്റെ പൂക്കൾ
25. രാജീവൻ ബി. - വാക്കുകളും വസ്തുക്കളും
26. രാമകൃഷ്ണൻ ദേശമംഗലം - കവിയുടെ കലാത്മം
27. ശ്രീകുമാർ ടി. ടി. - ഉത്തരാധുനികതയ്ക്കപ്പുറം
28. ശ്രീകുമാർ ടി. ടി. - ചരിത്രവും ആധുനികതയും
29. ശ്രീജൻ വി. സി. - വാക്കും വാക്കും
30. സച്ചിദാനന്ദൻ - മലയാള കവിതാപഠനങ്ങൾ
31. സാനു എം. കെ. തുടങ്ങിയവർ - അയ്യപ്പണിക്കരുടെ എഴ് കവിതകൾ; പഠനങ്ങളും
32. സുകുമാരൻ ടി. പി. - ഉർവരതയുടെ താളം: സംസ്കാര പഠനങ്ങൾ
33. രാജഗോപാലൻ ഇ.പി. - കവിതയുടെ ഗ്രാമങ്ങൾ
34. സുരേഷ് വെള്ളിമംഗലം(എഡി.)- ഒ. എൻ. വി. കവിത: ഈണവും പൊരുളും
35. ഗോവിന്ദൻ എം. - എം. ഗോവിന്ദന്റെ കവിതകൾ
36. ലീലാവതി എം. - മലയാളകവിതാസാഹിത്യചരിത്രം
37. ബഷീർ എം. എം. (എഡി.) - നവീന കവിത
38. വേണുഗോപാൽ കെ. എം. - സിംബലിസം മലയാളകവിതയിൽ
39. ബാബുരാജ് കെ. കെ. - ഇരുട്ടിലെ കണ്ണാടി
40. സന്തോഷ് ഓ. കെ. - തിരസ്കൃതരുടെ രചനാഭൂപടം
41. രാജേഷ് ചിറപ്പാട് - അഭ്യൂഹ്യതയുടെ ആഖ്യാനങ്ങൾ
42. രാജൻ കെ. - കുട്ടുവഴി
43. വാസു എ. കെ. - കറുപ്പ് അഴകാണെന്ന് വെറുതെ പറയരുത്
44. ജോർജ്ജ് ഇരുമ്പയം - കവിതയുടെ ഭാവി
45. മിനി ആലിസ് (എഡി.) - സമകാലിക മലയാളകവിത: പുതുമയും പലമയും

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സമയം: 90 മണിക്കൂർ

ക്രഡിറ്റ്: 3

## ആമുഖം

ഉത്തരാധുനിക ഭാവുകത്വത്തിലൂടെ രൂപപ്പെട്ട ബഹുസ്വരതയുടെ പശ്ചാത്തലത്തിലാണ് മലയാളത്തിലെ ദളിത്-പരിസ്ഥിതി-സ്ത്രീസാഹിത്യം പഠനവിധേയമാക്കേണ്ടത്. ദമ്പദാത്മകതയിലൂന്നിയ ആധുനികയുക്തിയെ വിനിർമ്മിതിക്കു വിധേയമാക്കുന്ന നിരവധി പഠനങ്ങളുടെ രൂപപ്പെടുത്തൽ വ്യവസ്ഥാപിത ലാവണ്യശാസ്ത്രത്തെ തിരുത്തിയെഴുതുന്നവയായിരുന്നു. ലോകമെമ്പാടും രൂപപ്പെട്ട പ്രാന്തവൽക്കരിക്കപ്പെട്ടവരുടെ സ്വരം സൃഷ്ടിച്ച വൈവിധ്യത്തിന്റെ പശ്ചാത്തലത്തിൽ വേണം ഈ പഠനം സാധ്യമാക്കേണ്ടത്. മുഖ്യധാരാ സാഹിത്യസങ്കല്പനത്തിന്റെ പൊളിച്ചെഴുത്ത് ദളിത്-സ്ത്രീ-പരിസ്ഥിതിസാഹിത്യങ്ങളുടെ പൊതുപ്രത്യേകതയാണ്. വാമൊഴി-വരമൊഴി രൂപത്തിൽ മലയാളത്തിലുണ്ടായിട്ടുള്ള ദളിത്-സ്ത്രീ-പരിസ്ഥിതി സാഹിത്യത്തിന്റെ കണ്ടെത്തലും ശേഖരവും പുനർവായനയും ഈ പഠനത്തെ കൂടുതൽ പ്രസക്തമാക്കുന്നു. ഏകതാനതയെ നിരന്തരം ചോദ്യം ചെയ്യുന്ന ബഹുവിധപഠനങ്ങളുടെ രൂപപ്പെടുലിനെ ഈ പഠനത്തിലൂടെ തിരിച്ചറിയണം. ദളിത്-സ്ത്രീ-പരിസ്ഥിതി സിദ്ധാന്തങ്ങളുടെ പഠനവും അതിന്റെ അടിസ്ഥാനത്തിലുള്ള സാഹിത്യവിശകലനവും ഈ കോഴ്സിൽ സവിശേഷ പ്രാധാന്യമർഹിക്കുന്നു.

സാഹിത്യം മുഖ്യധാരയുടെ പരിധിയിൽപ്പെടുന്നതു മാത്രമല്ലെന്നും ചില കാലങ്ങളിൽ നിശ്ശബ്ദമാക്കപ്പെടുന്ന ജനവിഭാഗങ്ങളുടെ ശബ്ദംകൂടി ഉൾക്കൊള്ളുന്നതാണെന്നുമുള്ള തിരിച്ചറിവ് ഈ പഠനത്തിന്റെ ഫലമാണ്. സമകാലികമായ പാരിസ്ഥിതിക പ്രശ്നങ്ങളെക്കുറിച്ച് പഠിതാക്കൾക്ക് അവബോധമുണ്ടാവുകയും പാരിസ്ഥിതിക പ്രതിസന്ധികളോട് പ്രതികരിക്കുവാനുള്ള മനോഭാവം രൂപപ്പെടുകയും ചെയ്യുന്നു.

## മൊഡ്യൂൾ ഒന്ന്

### ദലിത്-സ്ത്രീ-പരിസ്ഥിതി സിദ്ധാന്തങ്ങൾക്കൊരാമുഖം

ദലിത് എന്ന പദത്തിന്റെ അർത്ഥം - ദലിത് അവസ്ഥ (Dalitness) - ദലിത് അവബോധം (Dalit consciousness) - ജ്യോതിരാവു ഫുലേ - ദലിത് പാതർ മുവ്മെന്റ് - സൗന്ദര്യശാസ്ത്രം, ആത്മീയത പരിസ്ഥിതിവാദം, സ്ത്രീവാദം എന്നിവയിലെ ദലിത്പരിപ്രേക്ഷ്യം - അംബേദ്കറുടെ ചിന്തകൾ.

സ്ത്രീ: സത്തയും സാമൂഹികതയും - ആൺകോയ്മാ വ്യവസ്ഥ(Patriarchy), ലിംഗം(Sex), ലിംഗപദവി (Gender) - ലിംഗരത്ന സ്ത്രീവാദം - റാഡിക്കൽ സ്ത്രീവാദം - മൂന്നാംലോക സ്ത്രീവാദം - മാർക്സിസ്റ്റ് സ്ത്രീവാദം - സോഷ്യലിസ്റ്റ് സ്ത്രീവാദം - കറുത്തസ്ത്രീവാദം - കീർ സിദ്ധാന്തം - സ്ത്രൈണാത്മീയത - കേരളത്തിലെ സ്ത്രീ വിമോചനസമരങ്ങൾ.

പരിസ്ഥിതി, പ്രകൃതി എന്നീ പദങ്ങളുടെ അർത്ഥം - സാമൂഹിക പരിസ്ഥിതിവാദം - ഗാന്ധിപരിസ്ഥിതിവാദം - പാരിസ്ഥിതികമാർക്സിസം - പാരിസ്ഥിതിക സ്ത്രീവാദം - പാരിസ്ഥിതിക ദൈവശാസ്ത്രം - മൂന്നാംലോകപരിസ്ഥിതിവാദം - ആദിവാസി-ദലിത് ഭൂസമരങ്ങൾ.

## മൊഡ്യൂൾ രണ്ട്

### ദലിത് - സ്ത്രീ - പരിസ്ഥിതി സാഹിത്യസിദ്ധാന്തങ്ങൾ

ദലിത്സാഹിത്യം വ്യത്യസ്താഭിപ്രായങ്ങൾ - ദലിതർ എഴുതുന്നത്, ദലിതരെക്കുറിച്ച് എഴുതുന്നത് - ദലിതർക്കുവേണ്ടി ദലിതർ എഴുതുന്നത് - ദലിത്പെണ്ണെഴുത്ത് - ദലിത് ഭാഷ

മുഖ്യധാരാസാഹിത്യത്തിന്റെ പ്രതിരോധവായനകൾ - സാധുജനപരിപാലിനി, ആദിയർ ദിപ്തചേരമർദ്ദുതൻ തുടങ്ങിയ പ്രസിദ്ധീകരണങ്ങൾ.

ആദിവാസി സംസ്കാരം - ഗോത്രഭാഷയുടെ വീണ്ടെടുപ്പ് - ഭൂസമരങ്ങൾ

സ്ത്രീരചന - സ്ത്രീപക്ഷരചന - സ്ത്രീവാദരചന - സ്ത്രീസർഗ്ഗാത്മകത - വെർജീനിയ വുൾഫ് - ലിംഗപദവി(Gender) - സിമോൻ ദ ബൂവ്വാ - സ്ത്രീസാഹിത്യം - എലൈൻ ഷോവാൾട്ടർ - ഉടലെഴുത്ത് - സ്ത്രീഭാഷ - ലൂസി ഇറിഗാരെ, ഹെലൻ സിക്സു - മലയാളത്തിലെ പെണ്ണെഴുത്ത് - അന്താരാഷ്ട്ര വനിതാവർഷം - സ്ത്രീ എന്ന പുസ്തകത്തിന്റെ പ്രസിദ്ധീകരണം - 1980 കളിലെ ബദലമ്പേഷനങ്ങൾ - സ്ത്രീവാദഎഴുത്ത് - സാറാജോസഫ് - 90കളിലെ സ്ത്രീവാദചിന്തകൾ - സ്ത്രീവാദ ദൈവശാസ്ത്രം

8. \* ബഹുമാനപ്പെട്ട മന്ത്രിമാർ - സാധാരണക്കാർ  
 7. തൊഴിൽ കേന്ദ്രങ്ങളിൽ പ്രവേശിക്കാൻ കഴിയാതെ പോകുന്നവർ (പ്രസി)

6. മോശം - കെ. സത്യൻ

5. സർവ്വതോമുഖം - കെ. ആർ. മീ

4. പതിമൂന്നാം - മാധവൻ

3. മനോഹരം - വിജയലക്ഷ്മി

2. വനിതകൾക്കായി - സി. ശങ്കർ

1. വനിതകൾക്കായി - ബാലാമണി

**കവിതകൾ**

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**വിമർശനം**

- 9. ചരിത്രത്തിലെ(ന്റെ) മറവികൾ - ഗീത
- 10. ചെമ്മീൻ: തിരയും കഥയും - എസ്. ശാരദക്കുട്ടി
- 11. ഒരു മുഴുക്കണ്ണാടിയിലേക്കുള്ള ശ്രമങ്ങൾ - ജി. ഉഷാകുമാരി

**മൊഡ്യൂൾ അഞ്ച് - പരിസ്ഥിതി സാഹിത്യം**

**കവിത**

- 1. ഭൂമിയെയും കലാപത്തെയുംകുറിച്ച്  
എന്റെ രാഷ്ട്രീയം - മേതിൽ രാധാകൃഷ്ണൻ
- 2. കാട് - ഡി. വിനയചന്ദ്രൻ
- 3. പട്ടാമ്പിപ്പുഴമണലിൽ - പി. പി. രാമചന്ദ്രൻ

**കഥ**

- 4. ഞാനും എന്റെ ദൈവവും - പി. വത്സല
- 5. നീരാളിയൻ - അംബികാസുതൻ മാങ്ങാട്

**നോവൽ**

- 6. ഹെർബേറിയം - സോണിയ റഫീക്ക്

**നാടകം**

- 7. ഇടനിലങ്ങൾ - കെ. വി. ശ്രീജ

**ആത്മകഥ**

- 8. കണ്ടൽക്കാടുകൾക്കിടയിൽ  
എന്റെ ജീവിതം - കല്ലേൻ പൊക്കുടൻ

**വിമർശനം**

- 9. വേദകാലസംസ്കൃതിയും പാരിസ്ഥിതികപ്രതിസന്ധിയും - എസ്. കാപ്പൻ
- 10. മിനമാത്താ പ്രഖ്യാപനം - എം. എം. ആർ. മോഹനൻ (പരിഭാഷ)
- 11. വിമർശനത്തിന്റെ ഹരിതീകരണം - ജി. മധുസൂദനൻ

**സഹായകഗ്രന്ഥങ്ങൾ**

**മൊഡ്യൂൾ ഒന്ന്, രണ്ട്**

- 1. അജു കെ. നാരായണൻ (എഡി.) - ദലിത് തിരിച്ചറിവുകൾ
- 2. കെ. വി. ശശി (എഡി.) - ദളിത് വിമർശനം: പരികല്പനകൾ പ്രയോഗങ്ങൾ
- 3. ബോബി തോമസ് (എഡി.) - ദളിത്പാതകൾ
- 4. എം. ബി. മനോജ് (സമാ.) - മുദ്രിത: മലയാളത്തിലെ ദളിത് പെൺകവിതകൾ
- 5. ഒ. കെ. സന്തോഷ്,  
എം. ബി. മനോജ് (സമാ.) - കാതൽ: മലയാളത്തിലെ ദളിത് കവിതകൾ
- 6. എം.ബി. മനോജ് (എഡി.) - ആച്യാനം, സാന്നിദ്ധ്യം, സൗന്ദര്യം
- 7. കുന്നുകുഴി എസ്. മണി,  
പി.എസ്. അനിരുദ്ധൻ - മഹാത്മാ അയ്യൻകാളി: അയ്യൻകാളിയുടെ അറിയപ്പെടാത്ത ചരിത്രം
- 8. എം. ബി. മനോജ് (എഡി.) - സമൃദ്ധ്: ദളിത് സാഹിത്യം, സംസ്കാരം, സമീപനം
- 9. കവിയൂർ മുരളി - ദലിത് സാഹിത്യം
- 10. ടി. കെ. അനിൽകുമാർ - ദലിത് സാഹിത്യം: ചരിത്രവും വർത്തമാനവും
- 11. ജി. മധുസൂദനൻ - ഹരിതനിരൂപണം മലയാളത്തിൽ
- 12. എം. അച്യുതൻ - പരിസ്ഥിതിപഠനത്തിന് ഒരാമുഖം
- 13. ആർ. രാധാകൃഷ്ണൻ,  
ജോജി കൃട്ടമ്മേൽ - സൈലന്റ് വാലി: ചെറുത്തുനിൽപ്പിന്റെ നാൾവഴി
- 14. മിനി പ്രസാദ് (എഡി.) - നാളെയുടെ പരിസ്ഥിതിദർശനങ്ങൾ
- 15. മ്യൂസ് മേരി ജോർജ്ജ് - സ്ത്രീയേ എനിക്കും നിനക്കും എന്ത്
- 16. ജോർജ്ജ് കെ. അലക്സ് - വിദ്യാഭ്യാസം ജീവന്റെ പൂർണ്ണതയ്ക്ക്



**B. Sc DEGREE PROGRAMME MATHEMATICS (UGCBCS 2017)**

**FIFTH SEMESTER**

**CODE : HUMAN RIGHTS AND MATHEMATICS FOR ENVIRONMENTAL STUDIES**

**CORE MODULE SYLLABUS FOR ENVIRONMENTAL STUDIES & HUMAN RIGHTS  
FOR UNDER GRADUATE COURSES OF ALL BRANCHES  
OF HIGHER EDUCATION**

**Vision**

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and world Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues..

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

**Objectives**

- Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues. By developing and enhancing critical and creative thinking skills, It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.
- Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment

healthy and sustainable for the future, encourage character building, and develop positive attitudes and values.

- To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment for protecting the nature and natural resources.
- To help the students in acquiring the basic knowledge about environment and to inform the students about the social norms that provide unity with environmental characteristics and create positive attitude about the environment.

**4 hours/week (Total Hrs: 72)**

**4 credits**

### **SYLLABUS**

**Text Book :**

1. **Thomas Koshy : Fibonacci and Lucas numbers with applications, John Wiley & Sons, Inc (2001).**

**Unit 1 :Multidisciplinary nature of environmental studies**

Definition, scope and importance  
Need for public awareness.

**(2 hrs)**

**Unit 2 : Natural Resources :**

Renewable and non-renewable resources : Natural resources and associated problems.

- a) **Forest resources** : Use and over-exploitation, deforestation, case studies.  
Timber extraction, mining, dams and their effects on forest and tribal people.
- b) **Water resources** : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) **Mineral resources** : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) **Food resources** : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- e) **Energy resources**: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, Case studies.
- f) **Land resources**: Land as a resource, land degradation, man induced landslides, soil erosion and desertification

- Role of individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles.

**( 10 hrs)**

**Unit 3: Ecosystems**

- Concept of an ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession

- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the given ecosystem:-  
Forest ecosystem

( 6 hrs)

## **ModuleII**

### **Unit 1: Biodiversity and its conservation**

- Introduction
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India

( 8 hrs)

### **Unit 2: Environmental Pollution**

Definition

Causes, effects and control measures of: -

- h. Air pollution
- i. Water pollution
- j. Soil pollution
- k. Marine pollution
- l. Noise pollution
- m. Thermal pollution
- n. 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: floods, earthquake, cyclone and landslides.

(8hrs)

### **Unit 3: Social Issues and the Environment**

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act

- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness

(10 hrs)

### **Module III : Fibonacci Numbers in nature**

The rabbit problem, Fibonacci numbers, recursive definition, Lucas numbers, Different types of Fibonacci and Lucas numbers. Fibonacci numbers in nature : Fibonacci and the earth, Fibonacci and flowers, Fibonacci and sunflower, Fibonacci, pinecones, artichokes and pineapples, Fibonacci and bees, Fibonacci and subsets, Fibonacci and sewage treatment, Fibonacci and atoms, Fibonacci and reflections, Fibonacci, paraffins and cycloparaffins, Fibonacci and music, Fibonacci and compositions with 1's and 2's (excluding Fibonacci and poetry, Fibonacci and electrical networks)

**Text 1 : Chapters 2 & 3 (excluding Fibonacci and poetry, Fibonacci and electrical networks)**

### **Module IV : Golden Ratio (10 Hrs)**

The golden ratio, mean proportional, a geometric interpretation, ruler and compass construction, Euler construction, generation by Newton's method. The golden ratio revisited, the golden ratio and human body, golden ratio by origami, Differential equations, Gattei's discovery of golden ratio, centroids of circles,

Text 1 : Chapters 20, 21

### **Module V : Human rights**

**Unit1-Human Rights**– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

**Unit-2 Human Rights and United Nations** – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

**Human Rights in India** – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

**Unit-3 Environment and Human Rights** - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect

of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

**Conservation of natural resources and human rights:** Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriangan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. (8 Hrs)

#### Internal: Field study

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

#### References

19. .Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
20. Clark.R.S., Marine Pollution, Clarendon Press Oxford (Ref)
21. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
22. De A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
23. Down to Earth, Centre for Science and Environment (Ref)
24. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
25. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
26. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
27. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
28. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
29. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
30. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)

31. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
32. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
33. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (Ref)
34. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
35. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)
36. (M) Magazine (R) Reference (TB) Textbook

### **Human Rights**

1. Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.
2. Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998)
3. Law Relating to Human Rights, Asia Law House,2001.
4. Shireesh Pal Singh, Human Rights Education in 21<sup>st</sup> Century, Discovery Publishing House Pvt.Ltd, New Delhi,
5. S.K.Khanna, Children And The Human Rights, Common Wealth Publishers,1998.2011.
6. Sudhir Kapoor, Human Rights in 21<sup>st</sup> Century,Mangal Deep Publications,Jaipur,2001.
7. United Nations Development Programme, Human Development Report 2004: Cultural Liberty in Today's Diverse World, New Delhi: Oxford University Press, 2004.

### **QUESTON PAPER PATTERN**

Module	Part A (2 marks)	Part B (5 marks)	Part C (15 marks)	Total
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## Semester-V

Core Course: VIII

Credit-4 (72 hours)

### PH5CRT08: ENVIRONMENTAL PHYSICS AND HUMAN RIGHTS

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- To help the students in acquiring the basic knowledge about environment and the social norms that provides unity with environmental characteristics and create positive attitude about the environment.

## **Module I**

### **Unit 1: Multidisciplinary nature of environmental studies(2 hours)**

Definition, scope and importance

Need for public awareness.

### **Unit 2: Natural Resources:(10 hours)**

Renewable and non-renewable resources: Natural resources and associated problems.

a) **Forest resources:** Use and over-exploitation, deforestation, case studies.

Timber extraction, mining, dams and their effects on forest and tribal people.

b) **Water resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

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f) **Land resources:** Land as a resource, land degradation, man induced landslides, soil erosion and desertification

- Role of individual in conservation of natural resources.
- Equitable use of resources for sustainable life styles.

### **Unit 3: Ecosystems**

**(6 hours)**

- Concept of an ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the given ecosystem:- Forest ecosystem

## **Module II**

### **Unit 1: Biodiversity and its conservation**

**(8 hours)**

- Introduction
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India

### **Unit 2: Environmental Pollution**

**(8 hours)**

Definition, Causes, effects and control measures of: -

- a. Air pollution
- b. Water pollution
- c. Soil pollution
- d. Marine pollution
- e. Noise pollution
- f. Thermal pollution
- g. 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: floods, earthquake, cyclone and landslides.

**Unit 3: Social Issues and the Environment (10 hours)**

- Urban problems related to energy
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- Issues involved in enforcement of environmental legislation
- Public awareness

**Module III**

**Non-renewable and Renewable Energy Sources (10 hours)**

Non-renewable energy sources:-Coal, Oil, Natural gas; Nuclear fission energy; Merits and demerits of non-renewable energy.

Renewable energy sources: Biomass energy- Biogas plant - Fixed dome type and moving dome type; Wind energy; Wave energy; Tidal energy; Hydroelectricity; Geothermal energy conversion; Ocean thermal energy conversion; Fusion energy; Hydrogen energy- Production (electrolysis) and storage; Merits and demerits of each renewable energy sources; Storage of intermittently generated renewable energy (qualitative); Fuel cell.

#### Module IV

##### Solar energy

(10 hours)

Sun as a source of energy- Solar radiation, Solar Constant, Spectral distribution; Solar pond - Convective and salt gradient types; Flat plate collector; Solar water heater - Direct and indirect systems- Passive and active systems; Optical concentrator - Parabolic trough reflector - Mirror strip reflector - Fresnel lens collector; Solar desalination; Solar dryer - Direct and indirect type; Solar cooker; Solar heating of buildings; Solar green houses; Need and characteristics of photovoltaic (PV) systems; Solar cells - Principle, Equivalent circuits, V-I characteristics, fill factor, conversion efficiency; PV Sun tracking systems; Merits and demerits of solar energy.

#### Module – V

(8 hours)

**Unit 1- Human Rights**– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

**Unit-2 Human Rights and United Nations** – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

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#### Internal: Field study

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- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
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(Field work Equal to 5 lecture hours)

### REFERENCES

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13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)

## SEMESTER – I

### BOCG101 LISTENING AND SPEAKING SKILLS IN ENGLISH

**Objectives:** To introduce the students to the speech sounds of English in order to enable them to listen to English and speak with global intelligibility. To enable the students to speak English confidently and effectively in a wide variety of situations. To help the students to improve their reading efficiency by refining their reading strategies.

#### MODULE – I

**Speech Sounds:** Phonemic symbols – Vowels – Consonants – Syllables – Word stress – Stress in polysyllabic words – Stress in words used as different parts of speech – Sentence stress – Weak forms and strong forms – Intonation

**Sample activities:**

- 1- Practice reading aloud. Use a variety of texts including short stories, advertisement matter, brochures, etc
- 2- Read out a passage and ask the students to identify the stressed and unstressed syllables.

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#### MODULE – II

**Basic Grammar:** Articles - Nouns and prepositions - Subject-verb agreement - Phrasal verbs - Modals - Tenses - Conditionals – Prefixes and suffixes – Prepositions -Adverbs – Relative pronouns - Passives - Conjunctions - Embedded questions - Punctuation – Abbreviations- concord- collocations-phrasal verbs- idiomatic phrases

**Sample activities:**

- 1- Ask students to write a story/report/brochure, paying attention to the grammar.

#### MODULE – III

**Listening:** Active listening – Barriers to listening – Listening and note taking – Listening to announcements – Listening to news on the radio and television.

**Sample activities:**

- 1- Information gap activities (e.g. listen to a song and fill in the blanks in the lyrics given on a sheet)
- 2- Listen to BBC news/ a play (without visuals) and ask the students to report what they heard.

#### MODULE– IV

**Speaking-** Fluency and pace of delivery – Art of small talk – Participating in conversations – Making a short formal speech – Describing people, place, events and things – Group discussion skills, interview skills and telephone skills **Sample activities:**

- 1- Conduct group discussion on issues on contemporary relevance.
- 2- Ask students to go around the campus and talk to people in the canteen, labs, other departments etc. and make new acquaintances.
- 3- Conduct mock interviews in class.
- 4- Record real telephone conversations between students and ask them to listen to the recordings and make the corrections, if any are required.

#### MODULE – V

**Reading:** Theory and Practice – Scanning – Surveying a textbook using an index – reading with a purpose – Making predictions – Understanding text structure – Locating main points – Making inferences – Reading graphics – Reading critically – Reading for research.

**PBOC104 LIFE SKILLS**

Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. They represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. *Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be.*

General Objectives:

- To understand the meaning of life and its challenges
- To develop one's self understanding
- To provide skills and knowledge needed to cope with life's problems and challenges
- To develop critical thinking skills so participants learn a number of alternatives in dealing with a difficult situation.

**MODULE-I**

Restructuring one's own life story: Recalling early memories-Find out people who affected your life positively/negatively- Find out some core thoughts which guide the student in his/her behavior. Personality, development of personality, choice theory „Willam Glasser, ABC model of Albert Ellis, understanding life story through Alfred Alder theory, fictional goal, motivation, inferiority types of inferiority psychological types situations contribute to faulty lifestyle birth order and personality.

**MODULE -II**

Self acceptance, Self esteem, Self concept - Development of self esteem, esteem, high self-esteem, low self-esteem, inflated self-esteem, self concept, Factors affecting self esteem and self concept, Strategies to develop self esteem, and self acceptance, development stages of self-concept ,the formation of self concept during early childhood, self concept in middle childhood, the development of self concept in adolescence.

**MODULE -III**

Positive thinking. Definition of personality, Relationship among thoughts, feelings and behavior, Theory of cognition, Positive and negative thinking, Tips to develop positive thinking, healthy benefits of positive thinking, tips to develop positive thinking, how to focus on positive thinking, traits of negative thinking, ways to overcome negative thinking, feelings and behavior, aggressive behavior, assertive behavior, passive behavior, passive aggressive behavior.

**MODULE -IV**

Motivation: definition of motivation, Abraham Maslow's needs theory, Motivating and demotivating factors

**MODULE -V**

Planning for life: Personal evaluation, Self assessment, Planning for life, steps for self evaluation, benefits of self evaluation, self evaluation maintenance theory Abraham Tesser , Self assessment, Johari window, TA

**Books for Reference:**

- „We shall overcome, A textbook on life coping skills - Dr.Xavier AlphonseS.J
- „walking the extra mile A text book on interpersonal relationship and communication skills, Dr.Xavier AlphonseS.J

## SEMESTER – III

### BOCG301

### PRINCIPLES OF MANAGEMENT

*Objective: This course is a basic introductory and foundational management course. It is designed for students who desire to equip themselves with key knowledge, skills, and competencies in various aspects of management. The course encompasses the core components of management including planning, organizing, leading and controlling the organizations*

#### MODULE – I

**Nature and Process of Management:** Schools of Management Thought – Management Process School, Human Behavioural School, Decision Theory School, Systems Management School, Contingency School – Managerial Role – Basics of Global Management.

#### MODULE – II

**Planning:** Objectives – Types of plans - single use plan and repeated plan – MBO, MBE– strategic planning and formulation. Decision making - types and process of decision making – forecasting.

#### MODULE – III

**Organising:** Types of organisation - formal and informal, line and staff, functional – organisation structure and design – span of control, delegation and decentralisation of authority and responsibility – organisational culture and group dynamics.

#### MODULE – IV

**Staffing:** Recruitment, Selection, Induction, Training, Maintenance and retrenchment Systems approach to HRM – Performance appraisal and career strategy – IIRD - meaning and concept.

#### MODULE – V

**Directing:** Motivation – meaning - need for motivation. Theories of motivation - Herzberg and McGregor. Leadership- importance – styles of leadership, Managerial Grid by Blake and Mouton, Leadership as a *Continuum* by Tannenbaum and Schmidt  
Path Goal Approach by Robert House (in brief) **Controlling** - Concept, Significance, Methods of establishing control.

## SEMESTER - IV

### BOCG401 SOFT SKILL AND PERSONALITY DEVELOPMENT

*Objective: The course aims to cause a basic awareness about the significance of soft skills in professional and inter-personal communications and facilitate an all-round development of personality.*

#### MODULE - I

**Personal Skills:** Knowing oneself- confidence building- defining strengths- thinking creatively- personal values-time and stress management.

#### MODULE - II

**Social Skills:** Appropriate and contextual use of language- non-verbal communication-

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interpersonal skills- problem solving.

#### MODULE - III

**Personality Development:** Personal grooming and business etiquettes, corporate etiquette, social etiquette and telephone etiquette, role play and body language.

#### MODULE - IV

**Presentation skills:** Group discussion- mock Group Discussion using video recording - public speaking.

#### MODULE - V

**Professional skills:** Organizational skills- team work- business and technical correspondence-job oriented skills-professional etiquettes.

#### Books for Reference:

1. Matila Treece: *Successful communication*: Allyun and Bacon Pubharkat.
2. Jon Lisa, *Interatid skills in Tourist Travel Industry*, Longman Group Ltd.
3. Robert T. Reilly, *Effective communication in tourist travel Industry* Dilnas Publication.
4. Boves. *Thill Business Communication Today* Mcycans Hills Publication.
5. Dark Studying *International Communication* Sage Publication.
6. Murphy Hidderandt Thomas *Effective Business Communication* Mc Graw Hill.

**AIM**

- To bring in proper awareness among the students on Environmental Issues

**OBJECTIVES**

- To build a pro-environmental attitude and a behavioral pattern in society based on sustainable lifestyles
- To impart basic knowledge on pollution and environmental degradation.

**MODULE 1**

(15 hrs)

Introduction to Environment Science : Development and Environment, Human Population and the Environment : Population growth, variation among nations-Population explosion – Case Studies.Sustainable Development – Concept, Policies, Initiatives and Sustainability strategies, Human Development Index, Gandhian Principles on sustainability.

**Natural systems** -Earth –structure, soil formation- factors affecting, soil types,Atmosphere – structure and composition, Hydrosphere – Oceans, rivers, estuaries, Lakes etc., Physical environment of aquatic systems

**Resource utilization and its impacts on environment** -Renewable and non-renewable resources, Forest resources : Use and over-exploitation, Timber extraction, mining, dams and their effects on forest and associated biota.,Water resources : Use and over-utilization of surface and ground water, conflicts over water, River valley projects and their environmental significance- Case studies – SardarSarovar, Mineral resources : Use and exploitation, environmental impacts of extraction and use of mineral resources,case studies – sand mining, metal mining, coal mining etc

**Food resources** : World food issues, changes caused by - overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, and salinity. Case studies Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.

**Land resources** : Land as a resource, land degradation, soil erosion and desertification.

**Environmental Pollution**

Air pollution: sources- mobile, stationary, fugitive; type of pollutants- primary and secondary air pollutants, Smog- classical smog and photochemical smog, Acid rain; Ozone depletion; impacts of air pollutants on environment; control measures.

Water pollution: Sources- Point and non-point sources; Types – chemical, biological and physical; impacts on the environment; water quality – water quality standards ; control measures.

Soil pollution: sources and impacts

Noise pollution: sources, impacts on health, management

strategies Thermal pollution and Nuclear pollution - sources and

impacts Solid wastes – types, sources, impacts on Environment.

Municipal Solid waste Management: Essential steps- source segregation , collection

, Processing and Disposal of

residues. Environmental Pollution

- case studies

Natural and anthropogenic Disasters and their management : floods, earthquake , cyclone and landslides.

## MODULE 4

(15 hrs)

**History of environment protection**

Silent spring, Ramsar Convention, Stockholm conference, Montreal protocol, Kyoto protocol, earth summit, Rio+10, Rio+20, Brundtland commission Report, Sustainable development

Environmental movements in India, Global initiatives for Environmental protection

Environmental education –basics ,Tbilisi conference, Environment Management Systems

Environment Information Systems, Environmental Impact assessment (EIA) – definition and significance, EIA notification; National and state level Authorities; role of public in EIA of a development project

Social Issues and the Environment

Environmental movements

From Unsustainable to Sustainable development-Urban problems related to energy-

Water conservation- Rain water harvesting; Watershed management

Environmental ethics : Issues and possible solutions.

Environmental Economics, Green house effect and Climate

change Natural and Anthropogenic disasters

Disaster Management ,Wasteland reclamation-Consumerism and waste products-

Environmental Laws – General introduction; Major laws in India.Environment Protection Act-

Air (Prevention and Control of Pollution) Act-Water (Prevention and control of Pollution) Act-

Wildlife Protection Act-Forest Conservation Act-Issues involved in enforcement of

environmental legislation-Public awareness

## TEXT BOOK

*Textbook for Environmental Studies For Undergraduate Courses of all Branches of Higher Education* – Erach Bharucha for University Grants Commission

## Further activities

- Field work
- Visit to a local area to document environmental assets river/
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural/ Solid waste dump yards
- Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)



## SEMESTER V

### CH5CRT05 - ENVIRONMENTAL STUDIES AND HUMAN RIGHTS

Credits – 4 (72 Hrs)

#### **Unit 1: Multidisciplinary Nature of Environmental Studies (12 Hrs)**

Definition, scope and importance. Need for public awareness. Natural resources: Renewable and non-renewable resources, forest resources - use and over-exploitation, deforestation. Water resources - use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources - use and exploitation, environmental effects of extracting and using mineral resources. Food resources - World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems. Energy resources -growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Land resources - land as a resource, land degradation, man induced landslides, soil erosion and desertification

#### **Unit 2: Ecosystems (8 Hrs)**

Concept of an ecosystem. Structure and function of an ecosystem. Producers, consumers and decomposers. Energy flow in the ecosystem. Ecological succession. Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the given ecosystem:- Forest ecosystem.

#### **Unit 3: Social Issues and the Environment (8 Hrs)**

Urban problems related to energy. Water conservation, rain water harvesting, water shed management. Resettlement and rehabilitation of people: its problems and concerns. Environmental ethics: Issues and possible solutions. Environment Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation, Public awareness.

#### **Unit 4: Air, Water and Soil Pollution (12 Hrs)**

**Air pollution:** Causes, effects and control measures. Acid rain, smog, green house effect, Global warming, ozone depletion – causes and consequences. Introduction to noise pollution, hazards of noise pollution.

**Water pollution:** Causes- organic, inorganic and macroscopic contaminants, effects of pesticides, insecticides and detergents on water pollution. Marine pollution, eutrophication, biomagnification, water quality parameters-DO, BOD, COD.

**Soil pollution:** Causes and effects: Agrochemicals, industrial wastes, petroleum wastes, electronic wastes, landfill and dumping. Genetically modified plants.

#### **Unit 5: Toxicology and Toxicological Effects (6 Hrs)**

Toxic chemicals in the environment, impact of toxic chemicals on enzymes, biochemical effects of As, Cd, Pb, Hg, CO, Oxides of Nitrogen and Sulphur.



**Unit 6: Introduction to Green Chemistry**

(4 Hrs)

Introduction to green chemistry, twelve principles of green chemistry, atom economy – examples.

**Unit 7: Environmental Aspects of Nuclear Chemistry**

(10 Hrs)

Nuclear particles, size of the nucleus - nuclear forces - nuclear stability – N/P ratio – packing fraction – mass defect – binding energy - magic numbers. Nuclear models – shell model and liquid drop model.

Natural radioactivity. Modes of decay- group displacement law — rate of decay – decay constant – half-life period – Gieger-Nuttall rule – disintegration series – transmutation reactions using protons, deuterons,  $\alpha$ -particles and neutrons. Artificial radioactivity – positron emission and K electron capture – trans uranic elements, spallation reactions .

Applications of radioactivity: Radio carbon dating – rock dating – isotopes as tracers – study of reaction mechanism (ester hydrolysis). Application of radioactive isotopes in medicine. Nuclear fission - atom bomb - nuclear reactors – fast breeder reactors. Nuclear fusion and hydrogen bomb. Nuclear waste and its impact on environment – nuclear waste management

**Unit 8: Introduction to Human Rights**

(12 Hrs)

An Introduction to Human Rights, meaning, concept and development. Three generations of human rights (civil and political rights; economic, social and cultural rights). Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights. Human Rights in India: Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities. Environment and Human Rights - right to clean environment and public safety. Issues of industrial pollution, prevention, rehabilitation and safety aspect of new technologies such as chemical and nuclear technologies, issues of waste disposal, protection of environment.

**References**

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clarendon Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)



10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (Ref)
16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)
18. H.J. Arnikar, Essentials of Nuclear Chemistry, 4th Edition, New Age International (P) Ltd., New Delhi, 1995 (Reprint 2005).
19. S. Glasstone, Source Book on Atomic Energy, 3rd Edition, East-West Press Pvt. Ltd., New Delhi, 1967.
20. U.N. Dash, Nuclear Chemistry, Sultan Chand and Sons (1991).

Semester 3				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC3CRT04	Economics Of Growth & Development		90

### Learning Objectives

This course enables the student to acquaint with the basic concepts and issues of growth and development from Adam Smith. It makes a student more insightful about the modern approaches to development presented by D Goulet and Amartya Sen.

#### Module I: Introduction to Economics of Growth and Development

Growth and Development - meaning - features - distinction - determinants and indicators - features of underdevelopment - measurement of development - income and non-income indices - GDP, PCI, PQLI, HDI, HPI, GEM - (GDI, GNH) - Development redefined - Development as a total social process - Development as freedom - Development as Liberation - Sen's capability approach - poverty as capability and Entitlement failure - multidimensional poverty index - Quality of life - Education - Health and Nutrition - poverty - absolute and relative - inequality of income and wealth - Gini coefficient - Kuznet's inverted 'U' - Hypothesis - Development gap (22hrs)

#### Module II: Approaches to Development

Approaches to Economic Development: Structuralist - dependency - market- friendly approaches (concepts only) - vicious circle of poverty - Stage theories Rostow - low level equilibrium trap - Critical minimum effort thesis - Big push - Lewis model - balanced vs unbalanced growth strategy - Dualistic theories. (23hrs)

#### Module III: Theories and Factors in the Development Process

Classical - Marxian - Schumpeterian. Economic Development - role of agriculture - capital - technology - choice of technique - Trade and economic development - process of cumulative causation. (20 hrs)

#### Module IV: Human Resource and Development

Human Resource and Development - man power planning - concept of intellectual capital and its size - role of education and health in economic development - Education and health as joint investment for development - Gender and development - women in the labour force - missing women population and economic growth - optimum theory of population - theory of demographic transition - ageing and younging of population. (25hrs)

Semester 5				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
09	EC5CRT09	Environmental Economics	4	90

**Learning objectives :**

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and world Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues. Environmental management has captured the attention of health care managers. Managing environmental hazards has become very important.

Human beings have been interested in ecology since the beginning of civilization. Even our ancient scriptures have emphasized about practices and values of environmental conservation. It is now even more critical than ever before for mankind as a whole to have a clear understanding of environmental concerns and to follow sustainable development practices.

India is rich in biodiversity which provides various resources for people. It is also basis for biotechnology.

Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programmes. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in

college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The experts committee appointed by the UGC has looked into all the pertinent questions, issues and other relevant matters. This was followed by framing of the core module syllabus for environmental studies for undergraduate courses of all branches of Higher Education. We are deeply conscious that there are bound to be gaps between the ideal and real. Genuine endeavour is required to minimize the gaps by intellectual and material inputs. The success of this course will depend on the initiative and drive of the teachers and the receptive students.

### **Module I Unit 1 : Multidisciplinary nature of environmental studies**

Definition, scope and importance (2 hrs)

Need for public awareness.

### **Unit 2 : Natural Resources :**

Renewable and non-renewable resources : Natural resources and associated problems.

a) Forest resources : Use and over-exploitation, deforestation, case studies.

Timber extraction, mining, dams and their effects on forest and tribal people.

b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, Case studies.

f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification

- Role of individual in conservation of natural resources.

- Equitable use of resources for sustainable lifestyles.

( 10 hrs)

### Unit 3: Ecosystems

- Concept of an ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the given ecosystem:-
  - a. Forest ecosystem

( 6 hrs)

### ModuleII Unit 1: Biodiversity and its conservation

- Introduction
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India

( 8 hrs)

### Unit 2: Environmental Pollution

Definition

Causes, effects and control measures of: -

- a. Air pollution
- b. Water pollution
- c. Soil pollution
- d. Marine pollution
- e. Noise pollution
- f. Thermal pollution
- g. 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: floods, earthquake, cyclone and landslides.

(8 hrs)

### **Unit 3: Social Issues and the Environment**

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness

(10 hrs)

### **Module – III Unit I: Economics and Environment**

Environmental Economics – Definition – Scope – Meaning – importance – Environment-Economy interaction (linkages) – material balance model – ecosystem – structure and functions – relation between environment and development – Environment as a necessity and luxury-environmental issues and global concern-Stockholm Conference – Helsinki Convention – Montreal Protocol – Kyoto Protocol – Rio Summit – Paris Convention. Population growth and Environment – market failure – tragedy of commons-sustainable development-policy approach to sustainable development(An overview only). (16hrs)

### **Module IV Unit 1: Framework and Criteria for Environmental Analysis**

Evaluation of environmental benefits – Contingent Valuation Method – Hedonic approach – travel cost method – preventive expenditure method - surrogate market approach – property value approach and wage differential approach - cost benefit analysis – UNIDO analysis –

Little- Mirrlees approach - Environmental Impact Analysis. Pollution control – socially optimum level of pollution – environmental policies and legislations in India. (18hrs)

**Module – V Unit 1- Human Rights**– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

**Unit-2 Human Rights and United Nations** – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

**Human Rights in India** – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

**Unit-3 Human Rights and environmental rights** - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

**Conservation of natural resources and human rights:** Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. (12Hrs)

## Reference

1. Agarwal, K.C 2001 Environmental Biology, Nidi Publ. Ltd, Bikaner.
2. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
3. Brunner.R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc.480p
4. Clark.R.S., Marine Pollution, Clarendon Press Oxford (TB)
5. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001. Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p
6. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, 11.P.1993 Water in crisis, Pacific Institute for Studies in Dev. Environment & Security. Stockholm Environment Institute Oxford University Press 473p

9. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140p
11. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p
12. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p
13. Mhaskar A.K., Matier Hazardous, Techno-Science Publications (TB)
14. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p
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18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB) XI
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)
21. u) Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
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23. (M) Magazine (R) Reference (TB) Textbook
- 24 Rabindra N Bhattacharya. (2007). Environmental Economis an Indian Perspective. Oxford University Press.
- 25 Charls D. Kolstad.(2007). Environmental Economics. New Delhi:OUP.
- 26 Ramaprasad Senguptha. (2009). Ecology and Economics. New Delhi: OUP.
- 27 Janet Thomas.(2009). Environmental Economics. New Delhi: Cenage Learning.
- 28 S.P. Mirsa, S.N. Pandey (2008). Essential Environmental Studies. New Delhi: Ane Books.
- 29 Katar Singh and Shishodia. (2007) Environmental Economics- Theory and application. New Delhi: Sage publication.
- 30 Tom Tietenberg. (2004). Environmental and Natural Resource Economics. Pearson Education.
- 31 Karpagam . M. (2008). Environmental Economics. New Delhi: Sterling Publishers.

- 32 R.K. Lekhi et al. (2008). Developmental and Environmental Economics. Ludhiana: Kalyani publishers.
- 33 Ulaganathan Sankar. (2009) Environmental Economics. New Delhi: OUP.
- 34 N. Das Gupha (1997). Environmental Accounting. Wheeler and Co New Delhi.
- 35 Thomas and Callan (2007). Environmental Economics. Thomas South-Western.
- 36 Paul Ackin .(2000) Economic Growth and Environmental sustainability, Routledge, London.
- 37 Nick Hanley. (2009) Environmental Economics in Theory and Practice. Palgrave Macmillian, New York.
- 38 Fisher A.C. (1981). Resource and Environmental Economics. Cambridge University Press, Cambridge.
- 39 Baumol. (1988). Theory of Environmental Policy (second edition). Cambridge University Press, Cambridge
- 40 PrasannaChandra:Projects-Planning,Analysis,Financing,Implementation&Review.(5<sup>th</sup> edition)TataMcGraw Hill.
- 41 PR Trivedi.(2014)Environmental Impact Assessment.APH Publishing Corporation.
- 42 Erach Baraucha (2014) Test book of Environmental studies, Orient Black Swann.

**Semester II**

**Core 2 - DEVELOPMENT AND ENVIRONMENTAL ECONOMICS  
(EC2B02U)**

**No. of Credits - 4**

**No. of Contact hours - 108**

**Learning Objectives**

1. To enable the students to understand the theories and strategies of growth and development
2. To impart knowledge about the issues relating to sustainable development, environmental protection and pollution control measures.

**Module I**

Economic Growth and Development: Meaning and indicators of economic growth and development-GNP-Per capita income-PQLI-HDI-HPI - Sen's capabilities approach- features of underdevelopment - factors affecting economic development (capital, labour and technology) - Development Gap - measuring poverty -theories of economic growth and development: Classical - Marxian - Schumpeterian - Stage theory - structuralist - dependency- and market-friendly approaches (concepts only). (35 Hrs)

**Module II**

Approaches to Economic Development: The vicious circle of poverty - low level equilibrium trap - Critical minimum effort thesis - Big push - Lewis model - Dualistic theories - balanced vs unbalanced growth strategy - cost-benefit analysis. (33 Hrs)

**Module III**

Human Resource Development - concept of intellectual capital- population growth and economic development - Malthusian theory of population - theory of demographic transition - issues of good governance. (15 Hrs)

**Module IV**

Environment-Economy Linkage - environment as a necessity and luxury - environment as a public good - global environmental issues and concerns - Causes for environmental degradation - market failure for environmental goods - the tragedy of commons - sustainable development - property right approach to environmental problems - valuation of environmental damages - pollution - control of pollution: policy instruments and legislations - environmental accounting. (25 Hrs)

**Readings**

1. Todaro and Smith, *Economic Development*, Pearson Education, New Delhi (recent edition).

2. Thirlwall (recent edition), *Growth and Development with Special Reference to Developing Countries* (recent edition) Palgrave MacMillan, New Delhi.
3. Benjamin Higgins (1968), *Economic Development*, Universal Book Stall, New Delhi.
4. Meier, G.M. (2007), *Leading Issues in Economic Development*, Oxford University Press, New Delhi.
5. Katar Singh and Anil Shishodia (2007), *Environmental Economics: Theory and Application*, Sage Publications, New Delhi.
6. Nick Hanley et al (2007), *Environmental Economics: Theory and Practice*, palgrave macmillan.

Semester 6				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
14	EC6CRT14	Indian Economy	4	90

**Module I: Economic Development Strategy since Independence**

Mixed Economic Framework - Key and Strategic Role of PSUs – Economic Crisis of 1990 – Macro Economic Reforms Implemented Since 1991-Structural Adjustment Programmes - Globalisation, Liberalisation and Privatisation –Performance of Indian Economy before and after Economic Reforms -External Sector Reforms since 1991 - Trade and Currency Reforms, - foreign capital - FDI, portfolio investments and MNCs (25hrs)

**Module II- Demographic Features-**

Population–size, structure (sex and age) – characteristics – population change – rural–urban migrations, occupational distribution, problems of over population, population dividend, population policy, Gender inequality, women empowerment. (15hrs)

**Module III: Agriculture, Industry and Service Sector**

Role of Agriculture in Indian Economy-Land Reforms-New Agricultural Strategy - Green Revolution — Need for Second Green Revolution - Agricultural Growth and Performance - New Agricultural Policy – Changes in Land use and Cropping Pattern-Agricultural Finance and Issues - Agriculture during Economic Reform Period - WTO and Indian Agriculture. Industrial growth during pre reform and post reform period-Industrial Policy Resolution of 1956 and 1991 - Role of Micro, Small and Medium Scale Industries (MSMEs) in Indian Economy Its problems and remedies- Role and Performance of Service sector in Indian Economy. (20 hrs)

**Module IV: Economic Planning and Development Issues**

Meaning and rationale of Planning-Basic Strategies, Objectives and Achievements of Planning in India-Strategies of 12th Plan, Inclusive Development-NITI Aayog - Trends in India's National Income – Magnitude of poverty and inequality in India - unemployment, black money and corruption – rising prices - energy crisis – Micro finance and its significance – importance of infrastructure in India's economic development. (15hrs)

**Module V: Kerala Economy**

Features, Kerala model of development - Structural change and economic growth in Kerala - Land reforms - current issues in agriculture – food crisis – changes in cropping pattern – agricultural indebtedness – unemployment - IT sector in Kerala - fiscal crisis in Kerala, Gulf migration, energy policy and energy crisis, decentralized planning in Kerala.

(15hrs)

**Readings**

1. Misra and Puri ( recent edition ), Indian Economy, Himalaya Publishing House, Mumabai.
2. Gaurav Datt & Ashwani Mahajan ( recent Edition), Datt & Sundharam Indian Economy, S. Chand & Co., New Delhi
3. Meera Bai M. (ed) (2008), Kerala Economy, Serials Publication, New Delhi.
4. Prakash B A (2004) Kerala's Economic Development, Sage Publications, New Delhi
5. George K K (1993) Limits to Kerala Model of Developemnt, CDS, Trivandram
6. B A Prakash (2009), The Indian Economy since 1991: Economic reforms and performance , Pearson Education.
7. Sunil Mani et al. (ed) (2006), Kerala's Economy : Crouching Tiger, Sacred Cows, D C Books, Kottayam
8. State Planning Board, Economics Review , Government of Kerala, Thiruvananthapuram ( latest issue)
9. Pulapre Balakrishnan (ed) ( 2011) Economic Reforms and Growth in India, Orient Black Swann.
10. Y V Reddy (2011) Global crisis, Recession and Uneven Recovery, Orient Black Swann.

### Module III

**Accounting and Control of Labour Cost-** Time Keeping and Time Booking-Methods - Systems of Wage Payment-Time Rate System- Piece Rate System- Differential Piece Rate – Taylor's differential piece rate system- Merrick's differential piece rate system- Gantt Task and Bonus plan- Incentive Plans- Halsey Plan - Rowan Plan-Idle Time- Overtime and their Accounting Treatment- Labour Turnover- Causes and effects- Methods of Calculating Labour Turnover. (20 Hours)

### Module IV

**Accounting for Overhead-**Classification of Overhead- Segregation of semi variable overhead- Production overhead- Allocation and apportionment- Primary and Secondary Distribution Summary- Absorption of Overhead- Methods of absorption of overheads- Overhead absorption rates- Actual and pre-determined rates- Blanket and Multiple rates- Over-absorption and Under-absorption- Reasons- Disposal- Introduction to Activity Based Costing (Problems of ABC excluded) (25 Hours)

### Module V

**Preparation of Cost Sheet-** Cost sheet- Objectives- preparation- Tender and Quotation-Reconciliation Statement –Need- Reasons for disagreements in Profits-Preparation- Memorandum Reconciliation Account (20 Hours)

### Suggested Readings

1. Jain, S.P., & Narang, K.L., Advanced Cost Accounting, Kalyani Publishers, New Delhi.
2. Iyengar, S. P., Cost Accounting, Sultan Chand & Sons, New Delhi.
3. Maheswari, S.N., Advanced Cost Accounting, Sultan Chand & Sons, New Delhi.
4. Arora, M. N., Cost Accounting, Vikas Publishing House Pvt. Ltd, New Delhi.
5. J Madegowda, Advanced Cost accounting, Himalaya Publishing House, Mumbai
6. Shukla, M.C., and Grewal, T.S., Cost Accounting, Sultan Chand & Sons, New Delhi.
7. Lall Nigam B M and Jain I C, Cost Accounting Principles and Practice, Prentice Hall of India

## Core Course 15: ENVIRONMENT MANAGEMENT AND HUMAN RIGHTS

Instructional Hours: 90

Credit: 4

### Module I ( 18 Hours)

#### Unit 1 : Multidisciplinary nature of environmental studies (2 Hours)

Definition, scope and importance -need for public awareness.

#### Unit 2 : Natural Resources :

Renewable and non-renewable resources : Natural resources and associated problems.

**Forest resources** : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. **-Water resources** : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. **Mineral resources** : Use and exploitation, environmental effects of extracting and using mineral resources, case

studies. **Food resources** : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. **Energy resources**: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, Case studies. **Land resources**: Land as a resource, land degradation, man induced landslides, soil erosion and desertification - Role of individual in conservation of natural resources- Equitable use of resources for sustainable life styles.

( 10 Hours)

### **Unit 3: Ecosystems**

Concept of an ecosystem -Structure and function of an ecosystem -Producers, consumers and decomposers- Energy flow in the ecosystem -Ecological succession-Food chains, food webs and ecological pyramids-Introduction, types, characteristic features, structure and function of the given ecosystem:- Forest ecosystem

( 6 Hours)

## **Module II ( 26 hours)**

### **Unit 1: Biodiversity and its conservation**

- Introduction –Bio geographical classification of India -Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values-India as a mega-diversity nation-Hotspots of biodiversity-Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts-Endangered and endemic species of India

( 8 Hours)

### **Unit 2: Environmental Pollution**

Definition,Causes, effects and control measures of: - Air pollution,Water pollution, Soil pollution, Marine pollution, Noise pollution,Thermal pollution, 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: floods, earthquake, cyclone and landslides.

(8 Hours)

### **Unit 3: Social Issues and the Environment**

Urban problems related to energy, Water conservation, rain water harvesting, watershed management, Resettlement and rehabilitation of people: its problems and concerns, Case studies, Environmental ethics: Issues and possible solutions,-Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust, Case studies- Consumerism and waste products- Environment Protection Act - Air ( Prevention and Control of Pollution) Act,Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation, Public awareness

(10 Hours)

## **Module – III ( 15 Hours)**

**Recent developments**- Green Accounting- Meaning- History- Scope and Importance-Importance- Advantages and limitations- Green Banking- Meaning- benefits- coverage- steps in green banking- environmental risks for banks- Green banking initiatives- International initiatives- Initiatives in India- Green Marketing- Meaning- Need and benefits- Challenges-

Green marketing in India- Green washing and consequences- Eco tourism- significance- eco tourism activities in India- Opportunities and challenges – carbon credit and carbon exchanges (over view only) - Environmental audit- concept- need and scope (15 Hours)

#### **Module – IV (13 Hours)**

Right to Information Act 2005- Basic terms- Public authority- Competent authority- Appropriate Government- Third Part- Information – record- Right to information- Objectives of the Act- Features of the Act- Obligation of Public authority- Procedure for request of information- time limit- fee- ground of rejection- appeal- exemption from disclosure- Right to access information on specific issues- Banking transactions, insurance transactions, government dealing and related services (13 Hours)

#### **Module – V (18 Hours)**

**Unit 1- Human Rights**– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

**Unit-2 Human Rights and United Nations** – contributions, main human rights related organs UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

**Human Rights in India** – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

**Unit-3 Environment and Human Rights** - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

**Conservation of natural resources and human rights:** Reports, Case studies and policy formulation. Conservation issues of Western Ghats- mention Gadgil committee report, Kasthurirangan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. (18 Hours)

**Assignment may include Field study involving**

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

#### ***Suggested Readings***

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clarendon Press Oxford (Ref)

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## SEMESTER 1

### Core Course -1: DIMENSIONS AND METHODOLOGY OF BUSINESS STUDIES

**Instructional Hours: 54**

**Credit: 2**

#### *Objectives*

- *To understand business and its role in society*
- *To have an understanding of Business ethics and CSR*
- *To comprehend the business environment and various dimensions*
- *To familiarise Technology integration in business*
- *To introduce the importance and fundamentals of business research*

#### **Module 1**

**Business and Environment** Business- Functions - Scope - Significance of business - Objectives of business - Business and development - Forms of business organisations- Stake holders of business- Business Environment – Definition - Features- Importance - Components of business environment- Internal environment and external environment - Micro environment and macro environment- Global business environment  
(10 Hours)

#### **Module 2**

**Business in India-** Stages and developments of business in the Indian economy since independence - Role of public, private, co-operative sectors - Liberalisation, Privatisation and Globalization – Disinvestment – Outsourcing –Recent economic initiatives - Niti Ayog - Make in India initiative  
(10 Hours)

#### **Module 3**

**Technology integration in business-** E Commerce- Meaning- Functions - Operation of E-commerce - Types of E-Commerce -B2C-B2B-C2C- C2B- B2E- B2G- P2P- E-Commerce and E-Business – M-Commerce- Meaning- Advantages- Challenges – E-Payment systems (brief study) Debit/Credit card payment, Net banking, Digital wallet, e-cheque, e-cash – Payment gateway.  
(14 Hours)

#### **Module 4**

**Business Ethics** – Importance - Principles of business ethics - Factors influencing Business Ethics - Arguments in favour and against business ethics - Social responsibility of business – objectives and principles - Arguments in favour and against social responsibility. Corporate Governance – Meaning and importance – Objectives – Principles  
(10 Hours)

#### **Module 5**

**Business Research** – Research- Meaning and Definition- Importance of research- Quantitative and qualitative approach to research-Inductive and deductive reasoning- Major Types of Research (Pure-Applied - Exploratory- Descriptive- Empirical- Analytical) - Business Research- Elements of Business Research-Management Research- -Objectives- Research Methods vs Research Methodology -Research Process(brief outline only) –Research report  
(10 Hours)

#### *Suggested Readings*

1. Keith Davis and William C.Frederick: *Business and Society Management, Public Policy, Ethics*.
2. Peter F. Drucker: *Management Tasks, Responsibilities, Practices*.
3. Peter F Drucker: *The Practice of Management*.
4. P.T.Joseph, S.J, *E-Commerce: An Indian Perspective* , Prentice Hall of India
5. Kamalesh K Bajaj and Debjani Nag: *E-Commerce, the Cutting Edge of Business*., Tata McGraw Hill.
6. Schneider: *E-Commerce*., Thomson Publication
7. CSV Murthy, *Business Ethics, Himalaya Publishing House, Mumbai*
8. C R Kothari *Research Methodology, New Age Publishers*
9. O R Krishnaswamy: *Research Methodology- Himalaya Publications*
- 10.N V Badi and R.V. Badi: *Business Ethics: Vrinda Publications*
11. Cherunilam, Fransis, *Business environment, Himalaya Publishing House, Mumbai*.
12. Fernando, A, C., *Business Environment, Pearson, New Delhi*
- 13 Francis, Ronald & Mishra, Muktha, *Business Ethics: An Indian Perspective, Tata McGraw Hill Pvt Ltd, New Delhi*
- 14 Sharma, J.P., *Corporate Governance, Business Ethics, and CSR, Ane Books Pvt Ltd, New Delhi*.
15. Ghosh, B.N., *Business Ethics and Corporate Governance, Tata McGraw Hill Pvt Ltd, Delhi*.

## **Core Course -2: FINANCIAL ACCOUNTING– I**

**Instructional Hours: 90**

**Credit: 4**

**Objective:** *To equip the students with the skill of preparing accounts and financial statements of various types of business units other than corporate undertakings*

### **Module – I**

**Preparation of Financial Statements** –Conceptual framework- Accounting Principles - Accounting Concepts - Accounting Conventions- - Capital and Revenue Expenditure - Capital and Revenue Receipts - Capital and Revenue Losses - Deferred Revenue Expenditure–Accounting Standards- Objectives -Final Accounts of Sole Trader - Trading Account - Manufacturing Account - Profit and Loss Account - Balance Sheet - Adjusting entries - Closing Entries- Practical Problems with all Adjustments.

**(26 Hours)**

### **Module -II**

**Accounting of Incomplete Records** - Single Entry System - Features - Advantages - Disadvantages - Distinction between Single Entry and Double Entry System- Ascertainment of Profit/loss - Statement of Affairs Method - Conversion Method - Steps for Conversion of Single Entry into Double Entry - Preparation of Trading and Profit and Loss Account and Balance Sheet.

**(20 Hours)**

### **Module - III**

**Royalty Accounts** – Meaning – Minimum Rent – Short Working – Recovery– Journal Entries in the books of Lessor and Lessee – Preparation of Minimum Rent Account – Short Working Account – Royalty Account (Excluding Sublease)– Special Circumstances :Adjustment of Minimum Rent in the event of Strike and Lock - outs - Govt. Subsidy in case of Strikes/Lockouts

**(18 Hours.)**

### **Module - IV**

Course Code	CM010202
Title of the Course	HUMAN RESOURCE MANAGEMENT
Semester	Two
Type	Core
Credits	3
Hours	5 per week and Total 90

### Objectives of the course

To give an overview as to how an organisation identifies requirements of human resources, how it acquires, rewards, develops, motivates and manages people effectively and also provide an insight into the developments taking place in the field of Human Resource Management.

Course Outcome No	Expected Course Outcome	Cognitive Level	Programme Specific Outcome Linkage
1	Acquaintance with basic concepts of HRM and performance appraisal.	Understanding	PSO1
2	Understanding about human resource development, stress management and work life management.	Understanding	PSO1
3	High level knowledge about various aspects of training.	Understanding	PSO1
4	Understanding about various aspects of industrial relations so as to evaluate the real cases of industrial relations.	Evaluate	PSO1
5	Understanding about HR outsourcing HR accounting and HR audit.	Understanding	PSO1

### Unit wise arrangements of the course

Module No	Unit No	Contents	Remarks
<b>Module 1- Human Resource Management – 20 hours</b>			
1	1.1	Human Resource Management – Nature, Scope and Functions - Role and status of HR manager.	Short questions, Short Essay
	1.2	HR policies – Need and Importance – Types of policies- Formulation of Policies.	Short questions, Short Essay
	1.3	HR planning process – Objectives- Need and Importance- Levels of HR Planning - Problems of HRP.	Short questions, Short Essay, Long essay
	1.4	Job analysis- Objectives- Process and Techniques- Job description and specification- Job design – Methods.	Short questions, Short Essay, Long essay
	1.5	Recruitment – Sources and techniques-	Short questions,

		selection- Steps.	Short Essay, Long essay
	1.6	Placement – Concept- Induction- Objectives.	Short questions, Short Essay
<b>Module 2- Human Resource Development- 18 hours</b>			
2	2.1	Concept of HRD: -Objectives, Mechanisms and Assumptions of HRD- HRM vs HRD.	Short questions, Short Essay
	2.2	Qualities of an HRD manager-Principles of HRD.	Short questions, Short Essay
	2.3	Employee Counselling-Need , Concepts, Forms and Steps Human Capital, Emotional Quotient, Mentoring.	Short questions, Short Essay
	2.4	Impact of TQM, Quality Circles, Kaizen on HRM.	Short questions, Short Essay, Long essay
<b>Module 3- Training and Development -17 hours</b>			
3	3.1	Concept of Training-Need and Importance - Organisation and management of training function;	Short questions, Short Essay
	3.2	Training methods and techniques-Attitudinal Training.	Short questions, Short Essay, Long essay
	3.3	Technical training - Training for creativity and problem solving – training for management change – Training for Productivity.	Short questions, Short Essay, Long essay
	3.4	Role, responsibilities and challenges to training managers and employees.	Short questions, Short Essay
<b>Module 4- Performance Appraisal and Industrial Relations – 20 hours</b>			
4	4.1	Performance appraisal – significance - Methods or techniques of performance appraisal.	Short questions, Short Essay, Long essay
	4.2	Job Evaluation- Objectives and Process-Limitations.	Short questions, Short Essay, Long essay
	4.3	Promotion and demotions; transfer, separations: resignation; discharge; dismissal; suspension; retrenchment.	Short questions, Short Essay
	4.4.	Lay off; -Industrial relations – Compensation-Grievance-meaning and causes of grievance	Short questions, Short Essay
	4.5	Importance of Grievance handling - procedure of grievance handling - Hot stove rule-code of discipline.	Short questions, Short Essay, Long essay
	4.6	Employee participation in management-techniques - Sweat equity scheme.	Short questions, Short Essay
<b>Module 5- HR Outsourcing , Records , Accounting and Audit – 15 hours</b>			
5	5.1	HR outsourcing:-legal requirements-contractor's liabilities- liabilities of the company towards contractor's labourers.	Short questions, Short Essay

	5.2	H R records and reports- significance – types.	Short questions, Short Essay
	5.3	Human Resource Accounting – meaning – significance – Approaches to HR Accounting (Theory only).	Short questions, Short Essay, Long essay
	5.4	HR appraisal and audit - concept, scope, methods and importance.	Short questions, Short Essay

### Suggested Assignments

1. Evaluation of real life case studies related to employee participation in management, employee grievance redressal.
2. Make a report on the history sweat equity issues made by companies in India.
3. Evaluation of case studies of companies adopted Kaizen technique, Quality circle and TQM.

### Recommended Text Books:

1. Human Resource Management, Gupta, C.B.: Chand and Sons.
2. Aswathappa K., Human Resource and Personnel Management; Tata McGraw Hill, New Delhi, 1997.
3. Human resource Management, L M Prasad, Sultan Chand.
4. Human resource Management- Text and Cases, S S Khanka, S Chand.
5. Human Resource Management, Sashi K Gupta and Rosy Joshi, Kalyani Publishers.
6. Human Resource Management, D N Venkatesh, P Jyothi, Oxford University Press.
7. Human Resource Management, Uday Kumar Haldar, Juthica Sarkar, Oxford University Press.

### References

1. International Human resource Management – P Subbarao, Himalaya Publishing House.
2. Human Resource Management -Text and Cases- V S P Rao , Excel Publishers.
3. Introduction to International Human Resource Management, Eileen Crawley, Stephen Swailes and David Walsh, Oxford University Press.
4. Strategy Human Resource Management, Agarwala Tanuja, Oxford University Press.

CORE-9 BUSINESS MANAGEMENT

Instructional Hrs-36	Credit-2
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OBJECTIVE- *To familiarise the students with the concepts and principles of Management*

MODULE-1 Management: Introduction - Meaning, nature and characteristics of Management - Scope and functional areas of management - Management as a science art or profession - Management & Administration - Principles of management - Social responsibility of management.-Contributions of F.W.Taylor and Henry Fayol-Emergence of Japan as an industrial giant.

(8hrs)

MODULE-2 Planning-Nature, importance and purpose of planning - Planning process, Objectives - Types of plans MBO-Features-steps.

(5hrs)

MODULE -3 Organising and Staffing : Nature and purpose of organisation, Principles of organisation - Types of organization Organisation Chart- Organisation manual-Departmentation, Committees Authority-Deligation of Authority-Responsibility and accountability-Centralisation Vs decentralisation of authority - Nature and importance of staffing - Process of selection & recruitment.

(10hrs)

MODULE -4 Directing : Meaning and nature of directing - Motivation- meaning-importance-Theories of Motivation (Maslow s, Herzberg, McGregor s, X & Y theory) Leadership-Meaning-Styles Managerial Grid by Blake and Mounon-Likert s Four level model-Coordination-Meaning and importance.

(8hrs)

MODULE-5 Controlling: Meaning and steps in controlling - Essentials of a sound control system - Methods of establishing control-Control by Exception.

(5hrs)

SUGESTED READINGS

1. *Koontz & O Donnell, Management.*
2. *Appaniah & Reddy, Essentials of Management.*
3. *L M Prasad, Principles of management.*
4. *Rustum & Davan, Principles and practice of Management.*
5. *Srinivasan & Chunawalla, Management Principles and Practice.*
6. *S V S Murthy, Essentials of Management.*

## SEMESTER-IV

### CORE-10 CAPITAL MARKET

Instructional Hrs-72	Credit-4
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**OBJECTIVE-**

1. *To give the students an overall idea about Capital market..*
2. *To familiarise the students with capital market operations in India.*

**MODULE-1** The Indian financial system-Components- Role and functions-Recent development in the Indian financial system-Financial market-Classification-Industrial security market-Government security market-Money market-Capital market and money market-Money market instruments.

(10hrs)

**MODULE -2** SEBI-Establishment-Objectives-Powers and functions-

(5hrs)

**MODULE -3** Primary market-Functions of new issue market-Methods of floating new issue-IPO-FPO-Public issue-bonus issue-Right issue-Private placement-Book building-ESOP-Intermediaries in the new issue market-Registrars to the issue-brokers to the issue-Bankers to the issue-Underwriters.

(20hrs).

**MODULE -4** Secondary market-Role and functions of Stock Exchanges-Members of the Stock Exchanges-Classification-type of speculators-Speculative transaction-listing of securities-Classification of listed securities-Methods of trading in a stock exchange-Screen based trading-on line trading-Depository system-Stock market indices.

Course Code	CM010102
Title of the Course	ORGANISATIONAL BEHAVIOUR
Semester	One
Type	Core
Credits	3
Hours	5 per week and Total 90

### Objective of the Course

To understand human behaviour at Individual, Interpersonal, Group and Inter-Group levels and to recognise issues inherent in organisational change, growth, development and conflict

Course Outcome No	Expected Course Outcome	Cognitive Level	Programme Specific Outcome Linkage
1	Basic understanding about the concepts of organisation behaviour.	Understanding	PSO1
2	A very good understanding about individual behaviour, personality and motivation.	Understand and evaluate	PSO1
3	Imparting deep understanding about group behaviour and leadership related to organisational behaviour.	Understanding	PSO1
4	Add the knowledge base of the learner regarding change management and deal with stress.	Evaluate and Apply	PSO1
5	Impart knowledge about the role of organisational culture and conflict on organizational behavior.	Understand and Apply	PSO1

### Unit wise arrangement of the course

Module No.	Unit No.	Contents	Remarks
<b>Module 1- Introduction to Organisational Behaviour – 15 hours</b>			
1	1.1	Meaning and definition of Organisation Behaviour – Scope – Basic concepts of OB – Foundations of OB- Challenges and Opportunities of OB.	Short questions
	1.2	Role of organisation behaviour – Determinants — Challenges and opportunities of OB – Contributing disciplines – Difference between organisational behaviour and organisation theory.	Short questions and short essays
	1.3	Models of OB – Autocratic model – Custodial model – Supportive model – Collegial model.	Short questions short essays and essay questions

<b>Module 2- Individual Behaviour and Motivation – 25 hours</b>			
2	2.1	Concept of Human Behaviour - Characteristics - Models of Man, Factors influencing Individual Behaviour.	Short questions and short essays
	2.2	Personality-Determinants - Personality Traits.	Short questions short essays and long essay questions
	2.3	Perception – Process of perception – Factors influencing Perception – Perceptual errors.	Short questions short essays and long essay questions
	2.4	Attitudes - values -- Learning – Process of Learning - Reinforcement - Behaviour modification.	Short questions short essays and long essay questions
	2.5	Motivation – Concept - Theories or models of motivation- Need hierarchy, Theory X and Theory Y - Two factor theory.	Short questions short essays and long essay questions
	2.6	Contemporary theories of motivation –ERG - Cognitive evaluation - goal setting- equity- expectancy model.	Short questions short essays and long essay questions
<b>Module 3- Group Behaviour and Leadership – 25 hours</b>			
3	3.1	Transactional Analysis - Johari Window – Ego states -Life positions.	Short questions short essays and long essay questions
	3.2	Group - Factors influencing group behaviour- Norms-Cohesiveness.	Short questions short essays and long essay questions
	3.3	Stages of Group Development- Group Structure- Group Decision making.	Short answer and Short essays
	3.4	Teams- Types of teams- Group Vs Teams.	Short answer and Short essays
	3.5	Difference between Authority and Power – Sources of Power- Tactics used to gain power - Status –Problems caused by status system	Short questions short essays and long essay questions
	3.6	Leadership- features – concepts – qualities of good leaders – Leadership styles.	Short questions short essays and long essay questions
	3.7	Theories of Leadership - Behavioural approach - Situational approach – Transactional and transformational Leadership.	Short questions short essays and long essay questions
<b>Module 4- Organisational Change, Development and Stress Management – 15 hours</b>			
4	4.1	Organisational Change – Forces for change - Resistance to change- overcoming resistance to change.	Short questions and short essays
	4.2	Types of change – Revolutionary and evolutionary change.	Short questions and short essays
	4.3	Greiner’s five stages of organisational growth- Organisational Development - concept - OD intervention techniques.	Short questions short essays and long essay questions

	4.4	Stress – Meaning –Types of stress- Causes of Stress- Consequences.	Short questions short essays and long essay questions
	4.5	Stress Management – Need- Techniques adopted for Stress Management in Organisations.	Short questions short essays and long essay questions
<b>Module 5- Organisational Culture and Conflict – 10 hours</b>			
5	5.1	Concept and determinants of organisational culture.	Short questions and short essays
	5.2	Conflict – concept – stages in organisational conflict - functional and dysfunctional aspects of conflict – levels of conflict - Stimulation and resolution of conflict.	Short questions short essays and long essay questions

**Suggested Assignment:**

1. Analysis of Case studies on individual and group behaviour in leading corporates
2. Evaluation of case studies on motivation and leadership in organisation
3. Case study on organisational change, resistance to change and organisational culture

**Recommended Text Books**

1. Robbins S.P., Organisational Behaviour (16<sup>th</sup> Ed.), Pearson.
2. Dwivedi R.S., Human relations and organizational behaviour, MacMillain Publishers
3. Organisational Behaviour, Aswathappa, Himalaya Publishing House
4. Gupta C.B., A Text Book of Organisational Behaviour, S Chand & Company
5. Jai B.P. Sinha, Culture and Organizational Behaviour, Sage India.
6. Kumar Paranit, Organisational Behaviour, Gen Next Publication.
7. King & Lawley, Organisational Behaviour, Oxford University Press.

**References**

1. Organisational Behaviour concepts and cases ,Ghanekar, Anjali ,Everest publisher
2. Human Relations and organisational behaviour : Global perspective, Dwivedi R.S. Macmillan
3. Organisational Behaviour: Foundations, Theories, and Analyses, John B. Miner. Oxford University Press.
4. Fred Luther, Organisational Behaviour, Pearson Education.
5. Sekaran Uma S, Organisational Behaviour, Tata McGraw Hill.

Core Course -13

**ENTREPRENEURSHIP DEVELOPMENT AND  
PROJECT MANAGEMENT**

**Instructional Hours: 90**

**Credit: 4**

**Objectives:**

- *To develop entrepreneurial spirit among students*
- *To empower students with sufficient knowledge to start up their venture with confidence*
- *To mould young minds to take up challenges and become employer than seeking employment and to make them aware of the opportunities and support for entrepreneurship in India*

**Module I**

**Introduction to Entrepreneurship-** Definition and Meaning- Distinction between entrepreneur and manager- Characteristics and traits of an entrepreneur- Skills - Motivation of Entrepreneur- -Functions of an Entrepreneur- Role and importance of Entrepreneurship in economic development- Factors affecting growth of entrepreneurship  
**(10 Hours)**

**Module II**

Classification of entrepreneurs- Dimensions of Entrepreneurship-Intrapreneurship-Technopreneurship-Cultural Entrepreneurship- International Entrepreneurship-Ecopreneurship- Social Entrepreneurship and Women Entrepreneurship- Problems faced by Women Entrepreneurs-Entrepreneurship in Agriculture sector and service sectors- New avenues- Dealership, Networking and Franchising- Entrepreneurship in MSME- Micro Small Medium Enterprises-Definition- Role of MSME- Steps to establish an enterprise.  
**(25 Hours)**

**Module III**

**Project Identification-**Project- Meaning- Types- Project Management- Project life Cycle- Project identification- Sources of Project idea- Constraints in a project- Sources of Business idea-Protecting the Idea-Legal Protection in India-Trademarks- Copyright- Patent- Geographical Indication- Designs-Plant and Farmer Rights-  
**(15 Hours)**

**Module IV**

**Project Formulation and Report-** Formulation of a project- Stages in project formulation- - preparation of a project report- contents- project appraisal- various aspects of appraisal (Problems of appraisal techniques excluded)  
**(20 Hours)**

**Module V**

**Entrepreneurial Support in India-** Entrepreneurial Education and training- Entrepreneurship Development Programmes- Objectives and Methodology- The Concept, Role and Functions of Business Incubators- Start-Ups- Govt. of India Funding and Support for Start-Ups- Cluster Development Schemes- Pradhan Mantri Mudra Yojana- Industrial Estates- Special Economic Zones- Other initiatives and assistance- Green Channel clearances- - Bridge Capital- Seed Capital Assistance- Special Institutions for Entrepreneurial Development and assistance in India-Functions of EDII, NIESBUD, NSIC, SIDBI and DIC  
**(20 Hours)**

### Suggested Readings

1. Anjan, R. *Managing New Ventures, Concepts and Cases in Entrepreneurship*, New Delhi, PHI Learning Private limited.
2. Bhide A, *The Origin and Evolution of New Businesses*, New York, Oxford University Press.
3. Brandt, S. C. (1997). *Entrepreneurship: The 10 Commandments for Building a Growth Company*. New Delhi: Mc Millan Business Books.
4. Manjunath, N. (2008). *Entrepreneurship & Management*. Bangalore: Sanguine Technical Publishers.
5. Khanka S S- *Entrepreneurial Development*- S Chand and Sons
6. Desai, Vasant- *Small Scale Business and Entrepreneurship*- Himalaya Publications
7. AP Padnekar, *Entrepreneurship*, *Himalaya Publishing House, Mumbai*.
8. Rao, V S P- *Business, Entrepreneurship and Management*- Vikas Publishing House
9. Pandya, Rameswary- . *Skill Development and Entrepreneurship in India*, New Century Publications

## SEMESTER 5

### Core Course : COST ACCOUNTING- I

**Instructional Hours: 108**

**Credit: 4**

*Objectives: To familiarise the students with cost concepts and to make the students learn the Fundamentals of cost accounting as a separate system of accounting.*

#### Module I

**Introduction to Cost Accounting**- Meaning- Definition- Cost Concepts-Costing- Cost Accounting- Cost Accountancy- Objectives and functions of Cost Accounting- Cost Unit- Cost Centre- Responsibility Centres- Profit Centre- Cost Control- Cost Reduction- Distinction between Cost Accounting and Financial Accounting-Essentials of a good costing system- Installation of costing system- Methods and Techniques of Cost Accounting- Advantages and Disadvantages of Cost Accounting- Cost concepts and classification- elements of cost

**(18 Hours)**

#### Module II

**Accounting and Control of Material Cost**- Material Purchase Procedure- Inventory control- Material Stock Level-EOQ- ABC- VED and FSN Analysis-JIT- Stock turnover- Material Issue control- Stores records- Bin card and Stores ledger- Documents authorizing movement of materials-Inventory systems: Perpetual and Periodic Inventory System-Continuous Stock Taking - Material Losses-Wastage- Scrap-Spoilage-Defectives- Pricing of issue of materials- FIFO- LIFO- Simple Average- Weighted Average-

**(25 Hours)**

Knowledge economy-business ethics-protection of employees-QWL-worklife balance.

(15 Hrs)

#### REFERENCE BOOKS

1. *Corporate governance and business ethics*, U.C.Mathur, Macmillain India limited.
2. *Corporate governance*, Machiraju, Himalaya Publishing House.
3. *Corporate Governance*, Monks.
4. *Corporate Governance: Principles, Mechanisms & Practice*, Parthasarathy.
5. *Corporate governance and Business Ethics and CSR*, J.P.Sarmma, Ane books private limited.

SEMESTER 111  
Code: BE03C15

Credit-4  
Hrs 90

#### BUSINESS ENVIRONMENT

##### Objectives

- *To understand the impact of environment in business*

MODULE-1 Nature and scope of business environment-meaning, concepts, objectives of business-micro and macro environment-uses of environmental study-relationship between business and its environment.

(15 Hrs)

MODULE-2 Economic environment-economic system-merits and demerits-features of economic system.

(10 Hrs)

MODULE-3 Political and legal environment-classification of political system-political risk-causes-types-relationship between business and government-responsibilities of business towards government-responsibilities of government towards business-kinds of legal system.

(20 Hrs)

MODULE-4 social and cultural environment-natural environment-elements of culture-global and natural culture-social responsibilities of business-CSR-nature-models-strategies-arguments for and against social

responsibility, Natural environment-Environment management-objectives-impact on business.

(30 Hrs)

**MODULE-5** Environmental management-sustainable development-Environmental impact assessment and its relevance-Environmental ethics-EIA inputs to project life cycle- environmental accounting-assessing the components of environmental costs.

(15 Hrs)

**REFERENCE BOOKS**

1. *Business Environment, Elsevier, Ane books private limited.*
2. *Business environment, Fransis Cherunilam, Himalaya Publishing House*
3. *Environmental management, Behera, Himalaya Publishing House*
4. *Environmental management, Jadhav, Himalaya Publishing House*
5. *Essentials of business environment, Aswathappa, Himalaya Publishing House.*
6. *Bussiness Environment , Rosy Joshi & Sangam Kapoor; Kalyani Publishers*



## VALUE EDUCATION

As per the recommendation of the Value Education Cell, the following topics are to be discussed in the value education course during the academic year 2021-22. The fourth day will be extended to accommodate an additional hour after the third hour (that is from 12.30 to 1.15) to discuss these topics. HODs are requested to entrust the class tutors to lead the discussion and sessions of their respective classes.

### **Topics:**

1. Contentment
2. Forgiveness
3. Purity of thought, speech and action
4. Generosity
5. Personal Values I
6. Personal Values II

The study materials and guidelines will be supplied to the departments by the value education cell today itself.

Date: 01.06.2021



*[Signature]*  
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