



MILAD-E-SHERIEF MEMORIAL COLLEGE

Accredited by NAAC with 'B' Grade

KAYAMKULAM-690502

KERALA STATE- SOUTH INDIA

(A Minority Community Educational Institution)

Affiliated to the University of Kerala

Web site: www.msmcollege.in, E-mail: msmcollege@rediffmail.com

Fax: 0479-2445594, Tel. No: 0479-2442111



Criterion 1.3.1 AQAR 2020-2021

MILAD-E-SHERIEF MEMORIAL COLLEGE



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KAYAMKULAM-690 502

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SUPPORTING DOCUMENT FOR 1.3.1

Institution Integrates Crosscutting Issues Relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability Into The Curriculum

1.3 CURRICULUM ENRICHMENT

1.3.1 List and Description of Courses which Address Cross Cutting Issues (Professional Ethics, Gender, Human values, Environment & Sustainability)

I. Name of Programme:

First Degree Programmes (CbcS System) in B.A. English & Communicative English

SEMESTER I

FIRST DEGREE PROGRAMME IN ENGLISH (CBCS System)

Foundation Course I for BA/BSc - **WRITINGS ON CONTEMPORARY**

ISSUES: EN 1121 No. of credits: 2 No. of instructional hours: 4 per week (Total 72 hrs.) AIMS

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

critically. **OBJECTIVES**

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

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

critically. **COURSE**

OUTLINE

Module I: Globalization and its

Consequences Essays: (1) “The Globalized

World” – Avinash Jha.

(2) “Globalization and Education: Third World Experience” – Amit Bhaduri.

Poem: “Unending Love” - Rabindranath Tagore

Module II: Environmental Issues

Essay: “Forests and Settlements” - Romila Thapar Poems: (1) “God’s Grandeur” - G.M.Hopkins

(2) “The World is too Much with Us” -

Wordsworth Module III: Human Rights

Essay: “Thinking about Human Rights” - Manisha Priyam, Krishna Menon &

Madhulika Banerjee, Poem: “London” - William Blake

Fiction: *Untouchable* [an extract] – Mulk Raj

Anand Module IV: The Gender Question

Essays: “Gender, Culture and History” – Manisha Priyam, Krishna Menon & Madhulika Banerjee, Fiction: “The Elder Sister” – M. T. Vasudevan Nair

COURSE MATERIAL

Modules 1 - 4

Core reading: *Meeting the World: Writings on Contemporary Issues*. Pearson, 2013.

Semester II

First Degree Programme in English (CBCS

System) Common for B.A/B Sc [EN1211.1]

& 2(a) [CG1271]No. of Credits: 4

No. of instructional hours: 6 per week (Total

90 hrs) ENVIRONMENTAL STUDIES

Module

1

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

Module 2

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

its impact on environment.

Module 3

Pollution: air, water, soil and marine, noise, thermal and nuclear hazards. Solid waste management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management. Social issues and the Environment: from unsustainable to sustainable development, water conservation-rain water harvesting; global warming; consumerism and waste products: various acts to protect the environment; Environment protection Act; Air (Prevention and Control of Pollution) Act; Water (Prevention and Control of pollution) Act; Wild Life Protection Act; Forest Conservation Act:

Module 4

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

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

**Total Marks: 100
Marks**

Written Exam: 60

Internal Assessment: 15 Marks (Attendance- 5 marks+ 10 test paper) Field work and project: 25 Marks

SEMESTER III

FIRST DEGREE PROGRAMME (CBCS System)

Language Course VI (English IV) - WRITING AND PRESENTATION

SKILLS Common for B. A, B. Sc EN: 1311.1 &

Language Course V (English III): for Career related 2(a) EN: 1311.3

No. of credits: 4

No. of instructional hours: 5 per week (Total

90 hrs.) AIMS

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

writing. **OBJECTIVES**

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

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

COURSE OUTLINE

Module 1

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

Module 2

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

Module 3

Writing models – essay - précis - expansion of ideas – dialogue - letter writing – personal letters formal letters - CV – surveys – questionnaire - e-mail – fax - job application - report writing. Academic writing - writing examinations - evaluating a text - note-making- paraphrasing – summary writing - planning a text – organizing paragraphs – introduction – body – conclusion – rereading and rewriting - copy editing - accuracy.

Module 4

Presentation as a skill - elements of presentation strategies – audience – objectives – medium – key ideas - structuring the material - organizing content - audio-visual aids – handouts - use of power point - clarity of presentation - non-verbal communication - seminar paper presentation and discussion.

COURSE MATERIAL

Modules 1 – 4

Core reading: *English for Effective Communication*. Oxford University Press,

2013.**Further reading:**

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

Pearson, 2009.**Reference:**

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

SEMESTER IV

FIRST DEGREE PROGRAMME (CBCS System)

Language Course - READINGS IN

LITERATURE Common for BA/BSc: EN 1411.1 &

Career related 2(a): EN 1411.3

No. of credits: 4

No of instructional hours: 5 hours/week [Total

90 hours]AIMS

1. To sensitize students to the aesthetic, cultural and social aspects of literature.

2. To help them analyze and appreciate

literary texts. **OBJECTIVES**

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

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

phenomenon. **Module 1**

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

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

Module 2

Drama Scope and definition – different types – one act plays - structure – dialogue – characters – action. **Module 3**

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

Module 4: Fiction. What is fiction – different types – plot – characters – setting – point of view – short story – its characteristics.

COURSE

MATERIAL

Module 1

Core reading: *Readings in Literature*. Department of Publications, University of Kerala.

Poems prescribed:

1. William Shakespeare: *To Be or Not to Be (Hamlet, Act III, Scene 1)*
2. William Blake: *The Tiger*
3. William Wordsworth: *Lucy Gray*

4. Alfred Lord Tennyson: *Tithonus*
5. Emily Dickinson: *The Wind Tapped like a Tired Man.*
6. Rabindranath Tagore: *Leave This Chanting* (Poem 11 from *Gitanjali*)
7. T S Eliot: *Marina*
8. Ted Hughes: *Full Moon and Little*

Frieda. Module 2 Core reading:

Vincent Godefroy - *Fail not our Feast*

[from *Dramatic Moments: A Book of One Act Plays*. Orient Black

Swan, 2013] **Module 3**

Core reading: *Readings in Literature*. Department of Publications, University of

Kerala. Essays prescribed:

1. Robert Lynd: *The Pleasures of Ignorance*
2. Martin Luther King: *I Have a Dream*
3. Stephen Leacock: *The Man in Asbestos*
4. Isaac Asimov: *The Machine That Won the War.*
5. E.R. Braithwaite: *To Sir, with Love* [extract]

Module 4

Core

reading:

Stories for Life, Indian Open

University. Stories prescribed:

- (i) Catherine Mansfield: *A Cup of Tea.*
- (ii) O Henry: *The Last Leaf.*
- (iii) Rabindranth Tagore: *The Postmaster.*
- (iv) Oscar Wilde: *The Happy Prince.*
- (v) Ernest Hemingway: *A Day's*

Wait Further reading

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

Routledge, 2009. **Direction to Teachers**

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

SEMESTER III
FIRST DEGREE PROGRAMME (CBCS System)

Language Course IV - WRITING AND PRESENTATION SKILLS: EN 1311.2 for B.Com

No. of credits: 3

No. of instructional hours: 3 per week (Total

54 hrs.)AIMS

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

writing.**OBJECTIVES**

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

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

effectively.**COURSE OUTLINE**

Module 1

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

Module 2

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

Module 3

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

Module 4

Presentation as a skill - elements of presentation strategies – audience – objectives – medium – key ideas - structuring the material - organizing content - audio-visual aids – handouts - use of power point - clarity of presentation - non-verbal communication - seminar paper presentation and discussion.

COURSE MATERIAL

Modules 1 – 4

Core reading: *English for Effective Communication*. Oxford University Press,

2013. **Further reading:**

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

Pearson, 2009. **Reference:**

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

SEMESTER IV

FIRST DEGREE PROGRAMME (CBCS System)

Language Course - READINGS IN LITERATURE: EN 1411.2 for BCom

No.of credits: 3

No of instructional hours: 3 hours/week [Total

54 hours]AIMS:

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

literary texts. **OBJECTIVES:**

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

1. understand and appreciate literary discourse.

2. look at the best pieces of literary writing critically.
3. analyze literature as a **cultural and interactive**

phenomenon. Module 1

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

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

Module 2

Drama - Scope and definition – different types – structure – dialogue – characters – action.

Module 3

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

Module 4

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

COURSE MATERIAL

Module 1

Core reading: Selection of poems from *Readings in Literature*. Department of Publications, University of Kerala.

Poems prescribed:

1. William Shakespeare: *To Be or Not to Be (Hamlet, Act III, Scene 1)*
2. William Blake: *The Tiger*
3. William Wordsworth: *Lucy Gray*
4. John Keats: *Ode to Autumn*
5. Rabindranath Tagore: *Leave This Chanting (Poem 11 from Gitanjali)*
6. Ted Hughes: *Full Moon and Little*

Frieda. Module 2 Core reading:

Vincent Godefroy - *Fail not our Feast* - from *Dramatic Moments: A Book of One Act Plays*. Orient Black Swan, 2013.

Module 3

Core reading

Readings in Literature (Published by the University of Kerala) **Essays prescribed:**

1. Robert Lynd: *The Pleasures of Ignorance*
2. Martin Luther King: *I Have a Dream*
3. E.R. Braithwaite: *To Sir, with Love*

[extract] **Module 4 Core reading:**

Stories for Life [Indian Open University] Stories prescribed:

- | | | | |
|---------------------------|------------------------|-----------------------|--------------------------|
| (i) Catherine Mansfield | <i>A Cup of Tea.</i> | (iv) Oscar Wilde: | <i>The Happy Prince.</i> |
| (ii) O Henry: | <i>The Last Leaf.</i> | (v) Ernest Hemingway: | <i>A Day's Wait.</i> |
| (iii) Rabindranth Tagore: | <i>The Postmaster.</i> | | |

Further reading

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

Routledge, 2009. **Direction to Teachers**

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

SEMESTER III
FIRST DEGREE PROGRAMME IN
ENGLISH LANGUAGE AND LITERATURE (CBCS
System)READING FICTION

Common for ENGLISH LANGUAGE AND LITERATURE Core Course III: EN
1341

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CAREER-RELATED FIRST DEGREE PROGRAMME (CBCS) - Group 2 (a) IN
ENGLISH & COMMUNICATIVE ENGLISH Core Course III: CG 1341

No. of credits: 3

No. of instructional hours: 4 per week

(Total: 72 hrs)AIMS:

1. To make students aware of the diverse fictional forms in prose.
2. To enable them to analyse and appreciate various fictional writings.
3. To give them an insight into other cultures.
4. To help them think and write

imaginatively.**OBJECTIVES**

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

1. identify different fictional forms
2. analyse and appreciate fictional writings.
3. write imaginatively.

COURSE OUTLINE

Module 1

- Prose fiction - fable, short story, novel.
- Elements of fiction - plot, theme, characterization (flat and round characters), setting, point of view.
- Types of Novel – romance, picaresque novel, sentimental novel, epistolary novel, historical novel, gothic novel, science fiction, detective fiction, utopian, dystopian fiction, Bildungsroman - Creative-non fiction
- Narrative strategies - stream of consciousness,

Meta fiction.**Module 2:** Modern British fiction

Module 3: Modern European

fiction**Module 4:** Short Stories

COURSE MATERIAL

Module 1

Core reading: Chapter 3 from *A Concise Companion to Literary Forms*. Emerald, 2013.

Module 2

Core reading George Orwell: *Animal Farm* (Penguin

Edition)**Module 3**

Core reading: Voltaire: *Candide* (Penguin

Classics)**Module 4**

Core reading: *Golden Threshold: An Anthology of One Act Plays and Stories*, Orient Blackswan, 2013. The following short stories:

O’Henry:	“Romance of a Busy Broker”
Katherine Mansfield:	“The Little Girl”
A.C. Doyle:	“The Red-headed League”
Norah Burke:	“The Family Man”
R.K.Narayan:	“Lawley Road”

Further reading

1. Klarer, Mario. *An Introduction to Literary Studies*. Sec. Ed. Indian Reprint. Routledge,

2009. (Section:Fiction)

2. Hudson, W. H. *An Introduction to the Study of English Literature*. (Chapter IV: The Study of Prose Fiction)

Instruction to Teachers:

- The work of each author has to be placed against the literary backdrop of the age.
- The literary significance of the work is to be briefly discussed in the classroom and hence the student is expected to have an awareness of the respective works.
- Questions are not to be asked from such details at the examination.
- While discussing fiction, the formal, structural and stylistic aspects of the work should be referred to.

SEMESTER IV

FIRST DEGREE PROGRAMME IN

ENGLISH LANGUAGE AND LITERATURE (CBCS

System) Core Course V – READING PROSE: EN 1441

No. of credits: 4

No. of instructional hours: 5 per week (Total:

90 hrs.) AIMS

1. To help students understand and appreciate different types of prose writing.
2. To introduce to them the basic concepts of style and literary devices in prose.
3. To acquaint them with cultural diversity and divergence in perspectives.
4. To enable them to write creatively and

critically. **OBJECTIVES**

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

1. recognize various types of prose writings.

2. analyse, understand and appreciate prose writings
3. write creatively and critically in an expository or

argumentative way. **COURSE OUTLINE**

Module 1

- Essay – formal/impersonal essay and informal/personal essay
- Types of essays: periodical essay, critical essay
- Life Writing: biography, autobiography, memoir

and diaries. **Module 2:** Prose up to the 18th Century.

Module 3: 19th Century

Prose **Module 4:** Modern

Prose **COURSE**

MATERIAL

Module 1: Core reading: Chapter 4 from *A Concise Companion to Literary Forms*. Emerald, 2013.

Module 2: Core reading: *Reflections* (A Collection of Essays published by Pearson Education) Essays: 1. Bacon: *Of Studies*

2. Samuel Pepys: (An extract from Pepys' Diaries) 1660 Jan - Feb.
3. Addison: *Sir Roger at the Assizes*
4. James Boswell: (An extract from *Life of Samuel*

Johnson) **Further reading**

Hudson, W.H. *An Introduction to the Study of English Literature*. Chapter: The Study of The Essay.

Module 3: Core reading:

Reflections Essays: 1.

Lamb: Dream Children

2. Hazlitt: *On Familiar Style*

3. Ruskin: *On Reading*

Module 4: Core reading:

Reflections Essays: 1. Robert

Lynd: *Indifference*

2. Camus: *Nobel Prize Acceptance Speech*

3. Anne Frank: *The Diary of a Young Girl* (an extract)

Instruction to Teachers:

- The work of each author has to be placed against the literary backdrop of the age.
- The literary significance of the work is to be briefly discussed in the classroom and hence the student is expected to have an awareness of the respective works.
- Students should be made to listen to and read speeches and prose passages.
- Questions are not to be asked from such details at the examination

SEMESTER IV
FIRST DEGREE PROGRAMME IN
ENGLISH LANGUAGE AND LITERATURE (CBCS System)
Foundation Course II – INFORMATICS: EN 1421

No. of credits: 3

No. of instructional hours: 4 per week

(Total: 72 hrs) AIMS

1. To update and expand basic informatics skill and attitudes relevant to the emerging knowledge society
2. To equip students to utilize the digital knowledge resources effectively for their

chosen fields of study **OBJECTIVES**

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

1. update and expand their knowledge in the field of informatics
2. understand the nature of the emerging digital knowledge society
3. use digital knowledge resources effectively for

their studies **COURSE OUTLINE**

Module 1: Informatics: an introduction.

History and development of computers – Types of computers – Personal Computers (PC) – Workstations
– Laptops – Palmtops – Mobile devices – Notebooks – Mainframe computers – Super computers – IT and the Internet - Cyber ethics and cyber crimes like hacking and morphing.

Module 2: Basic Hardware and Software.

Monitor – CRT and LCD – CPU – Mouse – Keyboard – Ports – USB – Input/output devices – Printers – Scanners – Pen drives - Modems – Microphones – Speakers – Bluetooth devices.

Module 3: Operating Systems:

Microsoft Word – Excel – PowerPoint – Linux – Computer virus – Antivirus tools – File formats – jpg
– jpeg – mp3 – zip – RAR.

Module 4: Net working and Internet:

What is networking? – LAN – WAN – Search engines – Social Net working.

COURSE MATERIAL

Modules 1 – 4:

Ravindran Asari - *The Basics of Informatics*. Scientific International Pvt. Ltd, 2013.

Reading list:

1. Alexis and Mathew Leon. *Fundamentals of Information Technology*. Leon Vikas
2. Beekman, George and Eugene Rathswohl. *Computer Confluence*. Pearson Education.
3. Norton, Peter. *Introduction to Computers*. Indian Ed.2. Evans, Alan, Kendal Martin et al *Technology in Action*. Pearson Prentice Hall, 2009.
4. Norton, Peter. *Introduction to Computers*. Indian Ed
5. Rajaraman, V. *Introduction to Information Technology*. Prentice Hall.

SEMESTER V

FIRST DEGREE PROGRAMME IN

ENGLISH LANGUAGE AND LITERATURE (CBCS System)

Core Course X - POST COLONIAL LITERATURES IN ENGLISH – EN 1545

No. of credits: 4

No. of instructional hours: 5 per week

(Total: 90 hrs) AIMS

1. To introduce students to Post Colonial literature, life and culture
2. To broaden their aesthetic and intellectual

faculties **OBJECTIVES**

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

1. identify what is distinctly Post Colonial literature
2. read and appreciate Post Colonial literature with insight
3. understand Post Colonial culture and its varying modes of

literary expression **COURSE OUTLINE**

Module 1: Poetry

Module 2: Drama

Module 3: Fiction

COURSE

MATERIAL

Module 1: Poems:

Walt Whitman	–	“Beat! Beat! Drums!” - 1819
Emily Dickinson	–	“Hope” is the thing with feathers (314) - 1830
Robert Frost	–	A Prayer in Spring - 1874
Pablo Neruda	–	A Dog has Died - 1904
A.D. Hope	–	The Death of the Bird - 1907
Elizabeth Bishop	–	The Fish - 1911
Judith Wright	–	Train Journey - 1915
Wisława Szymborska	–	Possibilities - 1923
Nissim Ezekiel	–	Enterprise - 1924
Derek Walcott	–	Ruins of a Great House - 1930
John Pepper Clark	–	Casualties - 1935
Yasmine Gooneratne	–	This Language, This Woman - 1935
Margaret Atwood [1939]	–	Notes Towards a Poem That Can Never be Written.

Core reading: *After the Sunset: An Anthology of Post Colonial Literatures in English.*
Oxford University Press, 2013.

Press.

Module 2:

Drama

Wole Soyinka -
The Strong
Breed. Oxford
University Press.

Core reading:
After the Sunset:
An Anthology of
Post Colonial
Literatures in
English. Oxford
University Press,
2013.

(b) Gabriel Marquez - *Chronicle
of a Death Foretold*. Penguin.

Instruction to Teachers:

The work of each author has to be placed against the literary backdrop of the age. The literary significance of the work is to be briefly discussed in the classroom and hence the student is expected to have an awareness of the respective works. Questions are not to be asked from such details at the examination.

SEMESTER

V

Module 3:

Fiction

(a) F.Scott
Fitzgerald -
*The Great
Gatsby*.
Cambridge
University

FIRST DEGREE PROGRAMME (CBCS

System) ENGLISH LANGUAGE AND

LITERATURE

Open Course I - COMMUNICATIVE APPLICATIONS IN ENGLISH: EN 1551.1

No. of credits: 2

No. of instructional hours: 3 per week

(Total: 54 hrs) AIM

1. To help the students attain high level proficiency in all the four language skills.
2. To equip them for competitive examinations and various International English Language Tests.
3. To enhance their career prospects and employability.
4. To help them develop their personality by fine tuning their communication and

presentation skills. **OBJECTIVES**

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

1. use English for international communication.
2. engage in all kinds of communication activities – informal, formal/business related and academic.
3. perform well in language tests and competitive

examinations. **COURSE OUTLINE**

Module 1

Listening and Speaking: varieties of modern English – British, American, Indian – basic sounds – deviations in American and other varieties – syllable structure – stress – word – stress and sentence stress – intonation.

Verbal Communication: conversation – basic techniques – how to begin, interrupt, hesitate and end – how to express time, age, feelings and emotions – how to respond – using language in various contexts/ situations – talking about oneself, others – describing persons, places, incidents, events and objects – attending an interview – addressing an audience – using audio-visual aids – making short speeches – compering – group discussion.

Non-verbal Communication: body language : postures – orientation – eye contact – facial expression – dress – posture – self concept – self image – self-esteem – attitudes – values and perception.

Module 2: Reading and Writing

Skimming and scanning – fast reading – writing short messages – e mails – preparing notes and reports based on visuals, graphs and diagrams – letters – informal, formal/official/business related – preparing agenda, minutes – CV – Describing persons, places, incidents and events – writing ads – short argumentative essays

Words often confused and misused – synonyms – antonyms – idioms commonly used – corresponding American expressions.

Module 3: Writing for Specific Purposes

Scientific writing – business writing – preparation of project proposals – writing of summaries and reviews of movies and books in English/regional languages.

Module 4: Practical

Sessions Language Skills

Test (Written)

Teachers could encourage the students at the following tasks:

1. Translation of short and simple passages – from Malayalam to English
2. Providing captions for photos and pictures
3. Symposium – presenting different aspects of a

debatable topic. **COURSE MATERIAL**

Reading list

1. Mukhopadhyay, Lina et al. *Polyskills: A Course in Communication Skills and Life Skills*. Foundation, 2012.
2. O'Conner, J. D. *Better English Pronunciation*. CUP.
3. Swan, Michael. *Practical English Usage*. OUP.
4. Driscoll, Liz. *Cambridge: Common Mistakes at Intermediate*. CUP.

Reference

1. Jones, Daniel. *English Pronouncing Dictionary*, 17th Edn. CUP.

**FIRST DEGREE PROGRAMME IN
ENGLISH LANGUAGE & LITERATURE (CBCS
System)**

Core Course XI - WORLD CLASSICS: EN 1641

No. of credits: 4

No. of instructional hours: 5 per week

(Total: 90 hrs) AIMS

1. To introduce students to the world of the classics in literature.
2. To broaden their outlook and

sensibility. **OBJECTIVES**

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

1. read and appreciate classical works.
2. evaluate classical texts critically.
3. place and assess their own culture and

classics. **COURSE OUTLINE**

Module 1

Classics – literary classics – definition – critical concepts – the emergence of classics – a brief survey of the classics.

Greek and Roman: Homer – Virgil – Aeschylus – Sophocles – Euripides – Aristophanes – Nikos Kazantzakis.

Italian: Dante – Boccaccio – Tasso – Ariosto – Machiavelli – Alberto Moravia. Sanskrit: Vyasa – Valmiki – Kalidasa – Sudraka – Bhasa – Shri Harsa – Jayadeva. German: Goethe – Hesse –

Russian: Pushkin – Gogol – Dostoevsky – Tolstoy – Chekhov – Gorky – Pasternak –

Solzhenitsyn. **Module 2: Poetry**

Module 3: Drama

Module 4: Fiction

COURSE

MATERIAL

Module 1

Reference

1. Beard, Mary, and John Henderson. *Classics; A Very Short Introduction*. Indian Edition, OUP, 2006.
2. Hight, G. *The Classical Tradition*. Oxford University Press, 1949.
3. Eliot, T.S. 'What is a Classic?'
4. Nicoll, Allardyce. *World Drama from Aeschylus to Anouilh*. New York: Harcourt Brace, 1950.
5. Hadas, Moses. *Greek Drama*. Bantam Classics, 1983.
6. Abrams, M.H. *A Glossary of Literary Terms*.

Module 2

Core reading: Kalidasa: *Ritusamhara*. Canto One. Summer (From KALIDASA: THE LOOM OF TIME translated by Chandra Rajan, Penguin Books).

Module 3

Core reading: Sophocles: *Antigone* (Cambridge University

Press)

Module 4

Core reading: 1. Tolstoy: *The Death of Ivan Ilyich* (Penguin Classics) 2. Kazantzakis: *Zorba the Greek* (Penguin Classics)

Instruction to Teachers [Modules 1 to 4]:

- The work of each author in Module 1 has to be placed against the literary backdrop of the age.
- Only the major works of the writers mentioned in Module 1 are to be made familiar to the students.
- Only short answer-type questions [Qn. II] and Short Essay-type questions [Qn. III] are to be asked from Module 1 at the examination.
- The literary significance of the works prescribed for study in Modules 2–4 are also to be discussed in the classroom. However the student is expected to have only a general awareness of the respective author/work.

SEMESTER VI

**FIRST DEGREE PROGRAMME IN
ENGLISH LANGUAGE & LITERATURE (CBCS
System)**

**B.A. ENGLISH LANGUAGE AND
LITERATURE Core Course**

XII

**CAREER RELATED FIRST DEGREE PROGRAMME 2(a) (CBCS System)
ENGLISH & COMMUNICATIVE ENGLISH**

Core Course IV - METHODOLOGY AND PERSPECTIVES OF HUMANITIES

Common for EN 1642 & CG 1643

B.A. English Main - EN 1642

No. of credits: 4

**No. of instructional hours: 5 per week (Total:
90 hrs)**

B.A. Career related 2(a) English and Communicative English - CG 1643

No. of credits: 3

No. of instructional hours: 4 per week

(Total: 72 hrs) AIMS

1. To introduce students to the methodological issues specific to the humanities
2. To develop in them a critical perspective in pursuing

literary studies **OBJECTIVES**

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

1. explain the key concepts in literary theory and criticism
2. make sense of literature
3. read literature critically from a theoretical

perspective. **COURSE OUTLINE**

Module 1: Key Concepts:

Humanities – Differences between natural, social and human sciences – facts and interpretation – history and fiction – objectivity versus subjectivity.

Module 2

A critical overview of literature from the perspective of the Humanities. Impact of society on literature – text types – genres – literary canon – literary interpretation and evaluation.

Module 3

Literary terms – Text oriented approaches – philology – rhetoric – stylistics – new criticism – semiotics – ambiguity.

COURSE MATERIAL

Modules 1

– **3Core**

text:

Humanities: Methodology and Perspectives, by Dr K Kamala, published by mainSpring publisher, Chennai, 2014.

Reading list:

1. Kundu, Abhijit. “Understanding the Humanities.” *The Humanities: Methodology and Perspectives*. New Delhi: Pearson Education, 2009.
2. Eagleton, Terry. “What is Literature?”
3. Klarer, Mario. *An Introduction to Literary Studies*. Special Indian Edition: Routledge, 2009.
4. Guerin, Wilfred L, et al. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP, 2009.
5. Nagarajan, M.S. *English Literary Criticism and Theory*. Hyderabad: Orient Longman, 2007.

6. Holghman, William, Hugh Holman. *A Handbook to Literature*. New Delhi: Pearson Education, 2009.
7. Seldon, Ramon, et al. *A Reader's Guide to Contemporary Literary Theory*. ND: Pearson Education, 2005.
8. Bennet, Andrews, Nicholas Royale. *Introduction to Literature, Criticism and Theory*, 3rd Edn. ND: Pearson Education, 2009.
9. Barnet, Sylvan, William Cain. *A Short Guide to Writing about Literature*, 9th Edition. ND: Pearson, 2008.

Direction to Teachers

The various approaches to literature should be discussed with illustrations, where ever necessary.

SEMESTER VI
FIRST DEGREE PROGRAMME IN
ENGLISH LANGUAGE & LITERATURE (CBCS
System)

B.A. ENGLISH LANGUAGE AND
LITERATURE Core Course XIII - ENGLISH
FOR THE MEDIA: EN 1643

No. of Credits: 4

No. of Instructional hours: 5 per week [Total:

90 hours] AIMS

1. To sensitize students to the English language used in the media
2. To make them professionally skilled and employable in

the media. **OBJECTIVES**

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

1. explain the nature and scope of the communication media
2. write headlines and articles for newspapers and magazines and design their content
3. produce and present scripts and programmes for Radio and TV
4. design and write webs, blogs and

advertisements **COURSE OUTLINE**

Module 1

Main-stream media: nature, characteristics, purpose - Print – broadcast - visual media – new/digital media – power and vulnerability of each – media convergence.

Newspapers: News stories, features – Headlines, subheads, captions, reviews.

Vocabulary that can affect the slant, emotive words and neutral words. Cohesion techniques, use of passive structures.

- Writing to answer the five Ws and H
- The inverted pyramid style
- Writing an editorial
- Editing: Cutting dead wood

Planning and Writing features – Editorials – Op-Ed pieces – Interviews: skills needed –

Language used - The phrases that are used for the interview for Introductions - Interrupting - Markers for buying time, to elicit more clarity - how to use linguistic ploys – use of connectives to help progression and continuity - use of the right pace, punctuating explanations using the right words - the art of questioning and its overall philosophy.

Analysing news stories and features – political ideologies and language of newspapers – style - House styles of leading newspapers – emphasis given to use of desi words and foreign words.

Magazines: Writing for specific audience - magazine covers – layout - planning content – writing a true-life story - The Magazine Cover lines – The use of imperatives, use of questions in Cover lines - use of rhyming and alliteration - The use of specific verb forms used to express future - importance of photographs.

Module 2

Radio: Role of presenters – importance of voice, diction, delivery and language - introducing the guests/ features/news/Introducing different genres of music, Pre-teach - Vocabulary, relevance of the topic sentence, language used in debriefing, contextual use of phrasal verbs of a DJ or a presenter.

Format of the Radio script- Radio Programming- Writing for different Radio programmes: interviews, talk shows, reviews, music programmes, phone-in or on demand programmes - Translating creative works from other medium: delivering plays and classics, Radio news – news value – news script

TV: Scripts for TV- The pre-production process - Required vocabulary to understand process - The phrases used in conversation, Script writing - Editing a T.V. Documentary - roles of an editor and output editor, – selection of news – language of news writing/reporting.

TV programming: – use of formal/conversational language - abbreviations used in the filming schedule and its relevance - collocations used in T.V. as a medium - the technical vocabulary

Film: Writing a screenplay – films as a social commentary – language in film: mirroring invogue vocabulary, changes with genre - The features of spoken dialogues, how language helps to pitch successfully - The relevance of log line. Vocabulary for Pre-production – Language used in explaining potential problems, presenting solutions

Writing Film Reviews: Pre – Teach Vocabulary, Structure of the Content, Mapping the different stages of how a film is born, Language devices used, Use of Contrasting Information & Additional Information, Vocabulary used.

Module 3

Digital/New Media: E- writing – rules – writing news for the web – House Style of popular news-based websites - blogs - planning and writing a blog - technical writing – search engine optimization – writing for the social media. Use of Noun phrases, the use of pronouns, contractions, comparatives and clauses, the language used for informing and language used in a good blog.

Module 4

Advertising: elements of an advertisement – headlines, subheads, body, slogans etc– writing for advertisements

/ language of advertisements – creating a print ad –TV ad – radio ad – presenting a finished ad. Language used in print advert, the language of old advertisements and new advertisements, The language of International Brand advertisements and National Advertisements, the multimodalities.

The variety of language devices used in slogans, use of adjectives and verbs, Language of advertising campaigns, Vocabulary of pre-production, Preparing and presenting

a finished advertisements, Art in advertising

- Importance of photography – Use of minimalism in language – Writing shadowed by Visual effect - use of Music.

COURSE MATERIAL

Modules 1 - 4

Core reading: *English for the Media*, Cambridge University Press, 2013. **Further reading**

1. Ceramella, Nick and Elizabeth Lee. *Cambridge English for the Media*, CUP, 2008.
- 2.. Kaushik, Sharda, *Script to Screen: An Introduction to TV Journalism*. Macmillan, 2003.
3. Booher, Dianna. *E- Writing: 21st Century Tools for Effective Communication*. Macmillan, 2008.

SEMESTER VI

FIRST DEGREE PROGRAMME (CBCS System)

**Common for ENGLISH LANGUAGE AND LITERATURE - Core Course
XIV: EN 1644**

&

**CAREER-RELATED FIRST DEGREE PROGRAMME (CBCS) - Group 2 (a) IN
ENGLISH & COMMUNICATIVE ENGLISH - Core Course XI - CG 1642**

WOMEN'S WRITING

No. of Instructional hours : 4 per week (Total: 72 hrs) –

for EN 1644 per week (Total: 90 hrs) - for CG 1642

No. of Credits : 3 [EN 1644 & CG 1642]

Aims:

1. To introduce students to the development of women's writing in various countries.
2. To familiarize them with the diverse concerns addressed by feminism.
3. To motivate them to critically analyse literary works from a feminist perspective.

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

1. The students will have an awareness of class, race and gender as social constructs and about how they influence women's lives.

2. The students will have acquired the skill to understand feminism as a social movement and a critical tool.
3. They will be able to explore the plurality of female experiences.
4. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.

COURSE OUTLINE

Module 1: Essays

Module 2: Poetry

Module 3: Short

Fiction **Module 4:**

Drama **COURSE**

MATERIAL

Module 1: Essays [**Detailed study**]

1. Virginia Woolf: “Shakespeare and his Sister” (Excerpt from *A Room of One’s Own*)
2. Alice Walker: “In Search of our Mothers’ Gardens” (From *In Search of Our Mother’s Gardens*)
3. Jasbir Jain: Indian Feminisms: The Nature of Questioning and the Search for Space in Indian Women’s writing. (From *Writing Women Across Cultures*)

Module 2: Poetry. [**Detailed study**]

1. Elizabeth Barrett Browning : “A Musical Instrument”

2. Marianne Moore : “Poetry”
3. Adrienne Rich : “Aunt Jennifer’s Tigers”
4. Sylvia Plath : “Lady Lazarus”
5. Margaret Atwood : “Spelling”
6. Kishwar Naheed : “I am not That Woman”
7. Suniti Namjoshi : “The Grass Blade”
8. Nikki Giovanni :

“Woman” **Module 3: Short Fiction [Non-detailed study]**

1. Katherine Mansfield : “The Fly”
2. Shashi Deshpande : “A Wall is Safer”
3. Sara Joseph : “Inside Every Woman Writer”
4. Amy Tan : “Rules of the

Game” **Module 4: Drama [Non-detailed study]**

1. Sheila Walsh : “Molly and James”
2. Mamta G Sagar : “The Swing of

Desire” **Core text:**

Modules 1 – 4: Dr Sobhana Kurien, ed. *Breaking the Silence: An Anthology of Women’s Literature*. ANE Books.

Books for reference:

Beauvoir, Simone de. *The Second Sex*. UK: Hammond Worth, 1972. Davis, Angela. *Women, Race and Class*. New York: Random, 1981. Devi, Mahasweta. *Breast Stories*. Calcutta: Seagull, 1998.

Gilbert, Sandra and Susan Gubar. *The Mad Woman in the Attic: The Woman Writer*. Yale UP, 1978.

Goodman, Lisbeth ed. *Literature and Gender*. New York: Routledge, 1996.

Green, Gayle and Copelia Kahn. *Making a Difference: Feminist Literary Criticism*. New York: Routledge. Humm, Maggie ed. *Feminisms: A Reader*. New York: Wheat Sheaf, 1992.

Jain, Jasbir ed. *Women in Patriarchy: Cross Cultural Readings*. New Delhi: Rawat, 2005 Millett, Kate. *Sexual Politics*. New York: Equinox-Avon, 1971.

Rich, Adrienne. *Of Woman Born*. New York: Norton.

Roudiez, Leos S. ed. *Desire in Language*. New York: Columbia UP, 1975. Showalter, Elaine. *A Literature of their Own*.

Spacks, Patricia Mayor. *The Female Imagination*. New York: Avon, 1976.

Tharu, Susie and K Lalitha. *Women Writing in India Vol I & II*. New Delhi: OUP, 1991. Walker, Alice. *In Search of our Mothes' Gardens*. New York: Harcourt Brace Jovanovich, 1983. Woolf, Virginia. *A Room of One's Own*. London: Hogarth, 1929.

Instruction to Teachers [Modules 1- 4]:

- The work of each writer mentioned in Modules 1 – 4 has to be placed against the literary backdrop of the age.
- The major works of the writers mentioned in the modules can be made familiar to the students

- The literary significance of the work is to be briefly discussed in the classroom and hence the student is expected to have only a general awareness of the respective author..
- Questions are to be asked only from the prescribed poems, fiction and drama.

SEMESTER VI
FIRST DEGREE PROGRAMME IN
ENGLISH LANGUAGE & LITERATURE (CBCS
System)

B.A. ENGLISH LANGUAGE AND
LITERATURE Elective Course –
TRANSLATION STUDIES: EN 1661.1

No. of credits: 2

No. of instructional hours: 3 per week

(Total: 54 hrs) AIMS

1. To familiarize students with the concepts and theories of translation.
2. To introduce to them the art of translation.
3. To help them pursue translation as a

profession. **OBJECTIVE**

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

1. explain the concepts and theories of translation.
2. undertake various translation works.
3. find employment as

translators. **COURSE**

OUTLINE

Module 1: Fundamentals of translation

Definitions – a brief history of translation in Malayalam – Theories of translation – linguistic – literary – cultural – communicative – Types of translation – Literary – Non-Literary – Technology aided translation.

Module

2:

Key

Concepts Source language–Target language–Afterlife–Linguistic and cultural systems – faithfulness – confusions – equivalence

Module 3: Case Studies

1. Analysis of a translated Text:
 - a. From Malayalam to English
 - i. A story
 - i. A poem
 - b. From English to Malayalam
 1. A story
 2. Problems of translations

Module 4: Translation practice

- a. Non – Literary (Equivalent technical terms – idioms, phrases, proverbs in English and Malayalam – Translation of sentences and passages from English to Malayalam and vice-versa)
- b. Literary (Translation of short literary prose pieces including fiction from English to Malayalam and vice-versa)

COURSE MATERIAL**Modules 1 -****4Core
reading**

Word Worlds (Oxford University

Press)**Further reading**

1. Hatim, Basil and Jeremy Munday. *Translation: An Advanced Resource Book*. London: Routledge, 2004.
2. Palumbo, Giuseppe. *Key Terms in Translation Studies*. Continuum, 2009.
3. Vasudevan Nair, M.T. *Kuttiedathi and Other Stories*. Abdulla, V. tr. Hyderabad: Orient Black Swan, 2009.
4. Ramakrishnan, Malayattoor. *Roots*. Abdulla, V. tr. Hyderabad: Orient Black Swan, 2009.
5. Basheer, Vaikom Muhammed. *Poovan Banana and Other Stories*. Abdulla, V. tr. Hyderabad: OrientBlack Swan, 2009.
6. Abdulla, V. and R.E. Asher, Ed. *Wind Flowers*. New Delhi: Penguin, 2004.
7. *O. Hendriyude Theranjedutha Kathakal* tr. by C N Ashly. Papion, Kozhikodu.
8. ‘*Vanampadiyodu*’ by Vyloppilly Sreedhara Menon. (Translation of Keats’ Ode to a Nightingale)

SEMESTER VI**FIRST DEGREE PROGRAMME IN****ENGLISH LANGUAGE & LITERATURE (CBCS****System)****B.A. ENGLISH LANGUAGE AND**

**LITERATURE Elective Course - COPY-
EDITING: EN 1661.2**

No. of Credits: 2

No. of Instructional hours: 3 per week

(Total: 54 hrs) AIMS: 1. To familiarize students with the concepts of copy- editing.

2. To impart to them basic copy-editing skills.
3. To help them find employment in the publishing field.

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

1. copy-edit non-technical materials of moderate difficulty.
2. produce consistently well-organized written discourse.
3. find employment in the editing field as copy-editors and sub-editors.

COURSE OUTLINE

Module 1: What is copy-editing—scope and need—various typescripts—electronic — conversion of manuscripts — copy-editing — preliminary steps.

Module 2: Preparing the text—the quantity of copy-editing needed— interacting with the author—creation of self-contained, well edited copies and books—coherence and consistency—the question of copyrights - acknowledgements and other legal issues— incorporating illustrations—copy-editing blurbs and titles and cover descriptions—dealing with multiauthorship— proof-reading—repeated proofs.

Module 3: The problem of style - the concept of in-house-style – inhouse style manuals - the question of grammar-abbreviations-concord-nouns -proper nouns- punctuation-spelling-ambiguity-dates - money- measurements-a brief understanding of the make -up of a standard book-preliminary pages- indexing a book- bibliographical references-special books like scientific and technological books On-screen copy editing- definition-scope-different types-technical issues involved-legal and safety concerns-software tools

Module 4

Practice Session: Grammatical trouble points - use of MLA Handbook as an in-house style manual - basic copy-editing using materials such as assignments and projects from students - use of electronic versions of these materials for on-screen copy-editing practice.

COURSE MATERIAL

Reading List

1. *Chicago Manual of Style*, 15th Edition of *Manual of Style*. University of Chicago, 2003.
2. Greenbaum, Sidney and Janet Whitcut, *Longman Guide to English Usage*. Harmondsworth:Penguin,1996.
3. Huddleston, R and Geoffrey K. Pulia, *A Student's Introduction to English Grammar*. CUP, 2005.
4. New Hart's Rules; *The Handbook of Style for Writers and Editors*. Oxford University Press, 2005.
5. *New Oxford Dictionary for Writers and Editors: The Essential A to Z Guide to the Written Word*. Oxford University Press, 2005.
6. Turtoa, ND and Heaton, JB. *Dictionary of Common Errors*. Longman, 1998.
7. Suttcliffe,Andrea J, Ed., *The New York Public Library Writer's Guide to Style and Usage*. Macmillan,2000.

Reference: Butcher, Judith, et al. *Butcher's Copy-editing*, Fourth Edition. New Delhi: CUP, 2007.

SEMESTER 6**FIRST DEGREE PROGRAMME (CBCS System)****Common guidelines for Project/Dissertation****B.A. ENGLISH LANGUAGE AND LITERATURE:
EN 1645 CAREER RELATED FIRST DEGREE
PROGRAMME 2(a) IN ENGLISH &
COMMUNICATIVE ENGLISH: CG 1644****Total Instructional hours: 3/week****Credits: 4****Total Instructional hours: 3/week****Credits: 4****A. Guidelines for Teachers:**

1. The Project/Dissertation should be done under the direct supervision of a teacher of the department, preferably the Faculty Advisor for the sixth semester. However the work of supervising the Projects should be distributed equally among all the faculty members of the department.

2. The teaching hours allotted in the sixth semester for the Project/Dissertation [i.e., 3 hours/week] is to be used to make the students familiar with Research Methodology and Project writing.
3. A maximum of five students will work as a group and submit their project as a [single] copy for the group. The members of a group shall be identified by the supervising teacher. Subsequently each group will submit a project/dissertation and face the viva individually/separately.
4. The list containing the groups and its members should be finalized at the beginning of the sixth semester.
5. Students should identify their topics from the list provided in consultation with the supervising teacher or the Faculty Advisor of the class [Semester 6] as the case may be. The group will then collectively work on the topic selected.
6. Credit will be given to original contributions. So students should not copy from other projects.
7. There will be an external evaluation of the project by an External examiner appointed by the University. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner who valued the projects/dissertations and an internal examiner. All the members within the group will have to be present for the viva voce. The grades obtained [for external evaluation and viva voce] will be the grade for the project/dissertation for each student within that group.
8. The Project/Dissertation must be between 20 and 25 pages. The maximum and minimum limits are to be strictly observed.
9. A Works Cited page must be submitted at the end of the Project/Dissertation.
10. There should be a one-page Preface consisting of the significance of the topic, objectives and the chapter summaries.
11. Two copies have to be submitted at the department by each group. One copy will be forwarded to the University for valuation and the second copy is to be retained at the department.

B. General guidelines for the preparation of the Project:

- Paper must of A4 size only.
- One side Laser Printing.
- Line Spacing: double.
- Printing Margin: 1.5 inch left margin and 1 inch margin on the remaining three sides.
- Font: Times New Roman only.
- Font size: Main title -14/15 BOLD & matter - 12 normal.
- The project need be spiral-bound only.

- Paragraphs and line spacing: double space between lines [MLA format].
- Double space between paragraphs. No additional space between paragraphs.
- Start new Chapter on a new page.
- Chapter headings (bold/centred) must be identical

as shown: **Chapter One**

Introduction

- Sequence of pages in the Project/Dissertation:
 - i. Cover Page.
 - i . First Page.

- i . Acknowledgement, with name & signature of student.
 - iv. Certificate (to be signed by the Head of the Dept and the Supervising Teacher).
 - v. Contents page with details of Chapter Number, Chapter Heading & Page Numbers.
- Specimen copies for (i), (ii), (iv) and (v) will be sent to the colleges.
 - Chapter divisions: Total three

chapters. **Preface**

Chapter One: Introduction - 5 pages Chapter Two: Core chapter - 15 pages Chapter Three: Conclusion - 5 pages. Works Cited

[Numbering of pages to be done continuously from Chapter One onwards, on the top right hand corner]

C. Specific guidelines for preparation of Project:

1. Only the Title of the Project Report, Year and Programme/Subject should be furnished on the cover page of the University copy of the Project. The identity of the College should not be mentioned on the cover page.
2. Details like Names of the Candidates, Candidates' Codes, Course Code, Title of Programme, Name of College, Title of Dissertation, etc should be furnished only on the first page.
3. Identity of the Candidate/College should not be revealed in any of the inner pages.
4. The pages containing the Certificate, Declaration and Acknowledgement are not to be included in the copy forwarded to the University.
5. The Preface should come immediately before the Introductory Chapter and must be included in all the copies.

D. Selection of Topics:

Students are permitted to choose from any one of the following areas/topics. Selection of topics/areas have to be finalized in the course of the first week of the final semester itself with the prior concurrence of the Faculty Advisor / Supervisor:

1. Post-1945 literature. This must not include the prescribed work/film coming under Core study. [Works/films other than the prescribed ones can be taken for study]
2. Analysis of a film script.
3. Analysis of advertisement writing [limited to print ads]. Study should focus on the language aspect or be analyzed from a theoretical perspective [up to a maximum of 10 numbers].
4. Analysis of news from any of these news stations/channels: AIR, Doordarshan,

NDTV, Headlines Today, Times Now, BBC, and CNN. [news from 5 consecutive days highlighting local, regional, national, international, sports, etc]

5. Celebrity Interview: from film, politics, sports and writers [Only one area or one personality to be selected].
6. Studies on individual celebrities in the fields of arts and literature. Example: a Nobel Prize winner, a dancer/singer/musician/film star, etc, of repute [Only one personality to be selected].
7. Studies based on any 5 newspaper editorials or articles by leading international or national columnists like Thomas Friedman, Paul Krugman, Anees Jung, etc.

8. Compilation and translation of any 5 folk stories of the region.
9. Analysis of the language used in email and sms. The study should focus on the language aspect used in such modes of messaging, limiting to 10 pieces of email/sms. [Reference: David Crystal *Txtng: the GR8 Dbt.* OUP, 2008]
10. Studies on popular folk art forms like Koodiyattam, Theyyam, Pulikali, Chakyar Koothu, Nangyar Koothu, Kalaripayattu, Kathakali, Mohiniyattam, Maargamkali, Oppanna, etc. [Only one art form to be selected].
11. Study on any 5 popular songs in English. Songs of popular bands like the ABBA, Boney M, Backstreet Boys, Beatles, Pink Floyd, Rolling Stones, Westlife, Boyzone, etc can be selected.
12. Study based on the life and works of one Nobel Prize winner in literature.

E. Details of Course Contents:

- (1) Academic writing: The following areas are to be made familiar to the students during the course of the 3 instructional hours/week set aside for the same in the sixth semester:
 - (a) Selecting a Topic: pages 6–7.
 - (b) Compiling a Working Bibliography: pages 31-33.
 - (c) Writing Drafts: pages 46-49.
 - (d) Plagiarism and Academic Integrity: pages 51-61.
 - (e) Mechanics of Writing: pages [Spelling & Punctuation]: pages 63-78.
 - (f) Methods of quoting texts: pages 92 – 101.
 - (g) Format of the Research Paper: pages

115-121. **Reference text:** *M.L.A. Handbook* 7th edition.

Documentation of sources in the works cited page(s): Samples of different types of sources will be provided.

II. B A ENGLISH LANGUAGE AND LITERATURE (CBCS SYSTEM)

SEMESTER I

FIRST DEGREE PROGRAMME IN

B A ENGLISH LANGUAGE AND LITERATURE (CBCS SYSTEM)

Complementary Course 1: EN 1131 **Popular Literature and**

Culture No: of Credits: 3

No: Instructional Hours: 3

per week [Total 54 Hours]

Aim To broaden the idea of literature and the concept of texts

Objectives

1. Learn the difference between genre fiction and literary fiction
2. Gain an understanding of the folk roots of popular literature
3. Gain a perspective into the debate between high and low cultures

Course Outcome

CO 1: Encourage the student to think critically about popular

literature.CO 2: Understand the categories of the

-popular|| and the -canonical||

CO 3: Identify the conventions, formulas, themes and styles of popular genres

such as detective fiction, the science fiction and fantasy, and children's literature.

CO 4: An assessment of the literary and cultural value of popular texts

CO 5: Sensitize students to the ways in which popular fiction reflects and engages with questions of gender, identity, ethics and education.

COURSE OUTLINE

Module I Popular Literature and Culture- A Brief Overview

Popular literature- _literature of the people'- origins and development- characteristic features- genres and subgenres- folk tales-fairy tales-ballads- romances-periodicals-detective fiction- sci-fi, fantasy-horror-children's literature-cartoon/comic strips- comics-chick lit-dance-music-art- television shows

Essays

1. Glover, David and Scott McCracken. -Introduction. The Cambridge Companion to Popular Fiction. Cambridge: CUP. 2012.
(<http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf>)

2. Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol. 45, 1978
(<https://www.jstor.org/stable/2872651?seq=1>)
<https://fddocuments.in/document/childrens-literature-55845ad6244ac.html>

Module II Prose and Verse

1. Brothers Grimm – –The Juniper Tree||
<https://www.pitt.edu/~dash/grimm047.html>
2. Sir Arthur Conan Doyle – –The Adventure of the Speckled Band||
<https://etc.usf.edu/lit2go/32/the-adventures-of-sherlock-holmes/352/adventure-8-the-adventure-of-the-speckled-band/>
3. Roald Dahl - Extracts from *Charlie and the Chocolate Factory* (Chapters 13 to 15, Penguin 2013)
<http://jssisdubai.com/Document/Uploaded/CharlieAndTheChocolateFactory.pdf>
4. Satyajit Ray – –Professor Shonku and the UFO|| (from *The Mystery of Munroe Island and Other Stories*, Puffin Classics 2015)
5. Ruskin Bond – –The Cherry Tree|| (Penguin India 2012)
<http://englishories.blogspot.com/2014/02/the-cherry-tree-ruskin-bond.html>
6. Bob Dylan – –Blowin' in the Wind||
<http://www.bobdylan.com/songs/blowin-wind/>
7. John Lennon – –Imagine||
<https://www.azlyrics.com/lyrics/johnlennon/imagine.html>
8. Lewis Carroll – –The Walrus and the Carpenter|| (from *Through the Looking Glass*) <https://www.poetryfoundation.org/poems/43914/the-walrus-and-the-carpenter-56d222cbc80a9>

Module III Comics-Novels

1. Hergé: *Tintin in Tibet* (Hergé. Tintin in Tibet. London: Egmont. 2012)
2. Somdev Bhatt: –The Story of Padmavati and Prince Vajramukti|| (Vikram-Betaal Story) <http://vikrambetalstory.blogspot.com/>
3. Anuja Chauhan: *The Zoya Factor*

4. J. K. Rowling: *Harry Potter and the Philosopher's Stone*

Recommended Reading

Chute, Hillary. "Comics as Literature? Reading Graphic Narrative." *PMLA* – Publications of The Modern Language Association of America. 123. 452-465. 2008.

Chauhan, Anuja. *The Zoya Factor* Harper Collins, 2008.

Gill, Rosalind & Herdieckerhoff, Elena. "Rewriting the romance: new femininities in chick lit?" *Feminist Media Studies* 6(4). 2006.

Herge. *Tintin in Tibet*. Baker and Taylor, 2009.

Pawling, Christopher. 'Popular Fiction: Ideology or Utopia?' *Popular Fiction and Social Change*. Basingstoke: Macmillan, 1985.

Radway, Janice. 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading the Romance: Women, Patriarchy, and Popular Literature*. London: Verso, 1987.

Rowling, J.K. *Harry Potter and the Philosopher's Stone*, Bloomsbury, 2017.

Suvin, Darco. 'On Teaching SF Critically', *Positions and Presuppositions in Science Fiction*. Kent, Ohio: Kent State University Press, 1989

Todorov, Tzvetan. 'The Typology of Detective Fiction', *The Poetics of Prose*. Ithaca: Cornell University Press, 1995

Wilson, Edmund. 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.

e-resources

Falvey Memorial Library <https://digital.library.villanova.edu/Collection/vudl:24093>

Grossman, Lev. 'Literary Revolution in the Supermarket Aisle: Genre Fiction Is Disruptive Technology'. 23 May 2012, <https://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>

Meskin, Aaron. 'Recognition and Hybridity of Art or Comics as Literature?' 13 Aug. 2018, www.atmostfear-entertainment.com/literature/comics/recognition-and-hybridity-of-art-or-comics-as-literature/.

Science Fiction: The Literature of Ideas. www.writing-world.com/sf/sf.shtml.

Swirsky, Peter. 'Popular and Highbrow Literature: A Comparative View', *CLCweb: Comparative Literature and Culture*. Volume 1 Issue 4 1999. <https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1053&context=clcweb>

Thomas, Ronald R. 'The Devices of Truth', *Detective Fiction and the Rise of Forensic Science*

.Cambridge: Cambridge University Press. <https://pdfs.semanticscholar.org/de55/c1139de3b9b9fada4da62bc1391e060cf603>

[.pdf](#)

III. Revised Syllabi for 2015 Admissions onwards

SEMESTER VI

FIRST DEGREE PROGRAMME (CBCS System)

Common for ENGLISH LANGUAGE AND LITERATURE - Core Course
XIV: EN 1644

&

CAREER-RELATED FIRST DEGREE PROGRAMME (CBCS) - Group 2 (a) IN
ENGLISH & COMMUNICATIVE ENGLISH - Core Course XI - CG 1642

WOMEN'S WRITING

No. of Instructional hours : 4 per week (Total: 72 hrs) –

for EN 16445 per week (Total: 90 hrs) - for CG 1642

No. of Credits : 3 [EN 1644 & CG 1642]

Aims:

4. To introduce students to the development of women's writing in various countries.
5. To familiarize them with the diverse concerns addressed by feminism.
6. To motivate them to critically analyse literary works from a feminist perspective.

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

5. The students will have an awareness of class, race and gender as social constructs and about how they influence women's lives.
6. The students will have acquired the skill to understand feminism as a social movement and a critical tool.
7. They will be able to explore the plurality of female experiences.
8. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.

COURSE OUTLINE

Module 1: Essays

Module 2: Poetry

Module 3: Short

Fiction Module 4:

Drama COURSE**MATERIAL****Module 1: Essays [Detailed study]**

4. Virginia Woolf: “Shakespeare and his Sister” (Excerpt from *A Room of One’s Own*)
5. Alice Walker: “In Search of our Mothers’ Gardens” (From *In Search of Our Mother’s Gardens*)
6. Jasbir Jain: Indian Feminisms: The Nature of Questioning and the Search for Space in Indian Women’s writing. (From *Writing Women Across Cultures*)

Module 2: Poetry. [Detailed study]

9. Elizabeth Barrett Browning : “A Musical Instrument”

10. Marianne Moore : “Poetry”
11. Adrienne Rich : “Aunt Jennifer’s Tigers”
12. Sylvia Plath : “Lady Lazarus”
13. Margaret Atwood : “Spelling”
14. Kishwar Naheed : “I am not That Woman”
15. Suniti NamJoshi : “The Grass Blade”
16. Nikki Giovanni :

“Woman” **Module 3: Short Fiction [Non-detailed study]**

5. Katherine Mansfield : “The Fly”
6. Shashi Deshpande : “A Wall is Safer”
7. Sara Joseph : “Inside Every Woman Writer”
8. Amy Tan : “Rules of the

Game” **Module 4: Drama [Non-detailed study]**

3. Sheila Walsh : “Molly and James”
4. Mamta G Sagar : “The Swing of

Desire” **Core text:**

Modules 1 – 4: Dr Sobhana Kurien, ed. *Breaking the Silence: An Anthology of Women’s Literature*. ANE Books.

Books for reference:

Beauvoir, Simone de. *The Second Sex*. UK: Hammond Worth, 1972. Davis, Angela. *Women, Race and Class*. New York: Random, 1981. Devi, Mahasweta. *Breast Stories*. Calcutta: Seagull, 1998.

Gilbert, Sandra and Susan Gubar. *The Mad Woman in the Attic: The Woman Writer*. Yale UP, 1978.

Goodman, Lisbeth ed. *Literature and Gender*. New York: Routledge, 1996.

Green, Gayle and Copelia Kahn. *Making a Difference: Feminist Literary Criticism*. New York: Routledge. Humm, Maggie ed. *Feminisms: A Reader*. New York: Wheat Sheaf, 1992.

Jain, Jasbir ed. *Women in Patriarchy: Cross Cultural Readings*. New Delhi: Rawat, 2005 Millett, Kate. *Sexual Politics*. New York: Equinox-Avon, 1971.

Rich, Adrienne. *Of Woman Born*. New York: Norton.

Roudix, Leos S. ed. *Desire in Language*. New York: Columbia UP, 1975. Showalter, Elaine. *A Literature of their Own*.

Spacks, Patricia Mayor. *The Female Imagination*. New York: Avon, 1976.

Tharu, Susie and K Lalitha. *Women Writing in India Vol I & II*. New Delhi: OUP, 1991. Walker, Alice. *In Search of our Mothes' Gardens*. New York: Harcourt Brace Jovanovich, 1983. Woolf, Virginia. *A Room of One's Own*. London: Hogarth, 1929.

Instruction to Teachers [Modules 1- 4]:

- The work of each writer mentioned in Modules 1 – 4 has to be placed against the literary backdrop of the age.
- The major works of the writers mentioned in the modules can be made familiar to the students

- The literary significance of the work is to be briefly discussed in the classroom and hence the student is expected to have only a general awareness of the respective author..
- Questions are to be asked only from the prescribed poems, fiction and drama.

SEMESTER 6

FIRST DEGREE PROGRAMME (CBCS System)

Common guidelines for Project/Dissertation

**B.A. ENGLISH LANGUAGE AND LITERATURE:
EN 1645 CAREER RELATED FIRST DEGREE
PROGRAMME 2(a) IN ENGLISH &
COMMUNICATIVE ENGLISH: CG 1644**

Total Instructional hours: 3/week

Credits: 4

Total Instructional hours: 3/week

Credits: 4

F. Guidelines for Teachers:

1. The Project/Dissertation should be done under the direct supervision of a teacher of the department, preferably the Faculty Advisor for the sixth semester. However the work of supervising the Projects should be distributed equally among all the faculty members of the department.

2. The teaching hours allotted in the sixth semester for the Project/Dissertation [i.e., 3 hours/week] is to be used to make the students familiar with Research Methodology and Project writing.
3. A maximum of five students will work as a group and submit their project as a [single] copy for the group. The members of a group shall be identified by the supervising teacher. Subsequently each group will submit a project/dissertation and face the viva individually/separately.
4. The list containing the groups and its members should be finalized at the beginning of the sixth semester.
5. Students should identify their topics from the list provided in consultation with the supervising teacher or the Faculty Advisor of the class [Semester 6] as the case may be. The group will then collectively work on the topic selected.
6. Credit will be given to original contributions. So students should not copy from other projects.
7. There will be an external evaluation of the project by an External examiner appointed by the University. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner who valued the projects/dissertations and an internal examiner. All the members within the group will have to be present for the viva voce. The grades obtained [for external evaluation and viva voce] will be the grade for the project/dissertation for each student within that group.
8. The Project/Dissertation must be between 20 and 25 pages. The maximum and minimum limits are to be strictly observed.
9. A Works Cited page must be submitted at the end of the Project/Dissertation.
10. There should be a one-page Preface consisting of the significance of the topic, objectives and the chapter summaries.
11. Two copies have to be submitted at the department by each group. One copy will be forwarded to the University for valuation and the second copy is to be retained at the department.

G. General guidelines for the preparation of the Project:

- Paper must of A4 size only.
- One side Laser Printing.
- Line Spacing: double.
- Printing Margin: 1.5 inch left margin and 1 inch margin on the remaining three sides.
- Font: Times New Roman only.
- Font size: Main title -14/15 BOLD & matter - 12 normal.
- The project need be spiral-bound only.

- Paragraphs and line spacing: double space between lines [MLA format].
- Double space between paragraphs. No additional space between paragraphs.
- Start new Chapter on a new page.
- Chapter headings (bold/centred) must be identical

as shown: **Chapter One**

Introduction

- Sequence of pages in the Project/Dissertation:
 - i. Cover Page.
 - ii. First Page.

- iv. . Acknowledgement, with name & signature of student.
 - vi. Certificate (to be signed by the Head of the Dept and the Supervising Teacher).
 - vii. Contents page with details of Chapter Number, Chapter Heading & Page Numbers.
- Specimen copies for (i), (ii), (iv) and (v) will be sent to the colleges.
 - Chapter divisions: Total three

chapters. **Preface**

Chapter One: Introduction - 5 pages Chapter Two: Core chapter - 15 pages Chapter Three: Conclusion - 5 pages. Works Cited

[Numbering of pages to be done continuously from Chapter One onwards, on the top right hand corner]

H. Specific guidelines for preparation of Project:

1. Only the Title of the Project Report, Year and Programme/Subject should be furnished on the cover page of the University copy of the Project. The identity of the College should not be mentioned on the cover page.
2. Details like Names of the Candidates, Candidates' Codes, Course Code, Title of Programme, Name of College, Title of Dissertation, etc should be furnished only on the first page.
3. Identity of the Candidate/College should not be revealed in any of the inner pages.
4. The pages containing the Certificate, Declaration and Acknowledgement are not to be included in the copy forwarded to the University.
5. The Preface should come immediately before the Introductory Chapter and must be included in all the copies.

I. Selection of Topics:

Students are permitted to choose from any one of the following areas/topics. Selection of topics/areas have to be finalized in the course of the first week of the final semester itself with the prior concurrence of the Faculty Advisor / Supervisor:

1. Post-1945 literature. This must not include the prescribed work/film coming under Core study. [Works/films other than the prescribed ones can be taken for study]
2. Analysis of a film script.
3. Analysis of advertisement writing [limited to print ads]. Study should focus on the language aspect or be analyzed from a theoretical perspective [up to a maximum of 10 numbers].
4. Analysis of news from any of these news stations/channels: AIR, Doordarshan,

NDTV, Headlines Today, Times Now, BBC, and CNN. [news from 5 consecutive days highlighting local, regional, national, international, sports, etc]

5. Celebrity Interview: from film, politics, sports and writers [Only one area or one personality to be selected].
6. Studies on individual celebrities in the fields of arts and literature. Example: a Nobel Prize winner, a dancer/singer/musician/film star, etc, of repute [Only one personality to be selected].
7. Studies based on any 5 newspaper editorials or articles by leading international or national columnists like Thomas Friedman, Paul Krugman, Anees Jung, etc.

8. Compilation and translation of any 5 folk stories of the region.
9. Analysis of the language used in email and sms. The study should focus on the language aspect used in such modes of messaging, limiting to 10 pieces of email/sms. [Reference: David Crystal *Txtng: the GR8 Dbt.* OUP, 2008]
10. Studies on popular folk art forms like Koodiyattam, Theyyam, Pulikali, Chakyar Koothu, Nangyar Koothu, Kalaripayattu, Kathakali, Mohiniyattam, Maargamkali, Oppanna, etc. [Only one art form to be selected].
11. Study on any 5 popular songs in English. Songs of popular bands like the ABBA, Boney M, Backstreet Boys, Beatles, Pink Floyd, Rolling Stones, Westlife, Boyzone, etc can be selected.
12. Study based on the life and works of one Nobel Prize winner in literature.

J. Details of Course Contents:

- (2) Academic writing: The following areas are to be made familiar to the students during the course of the 3 instructional hours/week set aside for the same in the sixth semester:
 - (a) Selecting a Topic: pages 6–7.
 - (b) Compiling a Working Bibliography: pages 31-33.
 - (c) Writing Drafts: pages 46-49.
 - (d) Plagiarism and Academic Integrity: pages 51-61.
 - (e) Mechanics of Writing: pages [Spelling & Punctuation]: pages 63-78.
 - (f) Methods of quoting texts: pages 92 – 101.
 - (g) Format of the Research Paper: pages

115-121. **Reference text:** *M.L.A. Handbook* 7th edition.

- (3) Documentation of sources in the works cited page(s): Samples of different types of sources will be provided.

**II. FIRST DEGREE PROGRAMME(CBCS System) in
B.A. ENGLISH LANGUAGE AND LITERATURE**

SEMESTER I

FIRST DEGREE PROGRAMME IN ENGLISH (CBCS System)

Foundation Course I for BA/BSc - **WRITINGS ON CONTEMPORARY**

ISSUES: EN 1121 No. of credits: 2 No. of instructional hours: 4 per week (Total 72 hrs.)AIMS

3. To sensitize students to the major issues in the society and the world.
4. To encourage them to read literary pieces

critically.**OBJECTIVES**

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

4. have an overall understanding of some of the major issues in the contemporary world.
5. respond empathetically to the issues of the society.
6. read literary texts

critically.**COURSE**

OUTLINE

Module I: Globalization and its

Consequences Essays: (1) “The Globalized

World” – Avinash Jha.

(2) “Globalization and Education: Third World Experience” – Amit Bhaduri.

Poem: “Unending Love” - Rabindranath Tagore

Module II: Environmental Issues

Essay: “Forests and Settlements” - Romila Thapar Poems: (1) “God’s Grandeur” - G.M.Hopkins

(2) “The World is too Much with Us” -

Wordsworth Module III: Human Rights

Essay: “Thinking about Human Rights” - Manisha Priyam, Krishna Menon &

Madhulika Banerjee, Poem: “London” - William Blake

Fiction: *Untouchable* [an extract] – Mulk Raj

Anand Module IV: The Gender Question

Essays: “Gender, Culture and History” – Manisha Priyam, Krishna Menon & Madhulika Banerjee, Fiction: “The Elder Sister” – M. T. Vasudevan Nair

COURSE MATERIAL

Modules 1 - 4

Core reading: *Meeting the World: Writings on Contemporary Issues*. Pearson, 2013.

Semester II

First Degree Programme in English (CBCS

System) Common for B.A/B Sc [EN1211.1]

& 2(a) [CG1271]No. of Credits: 4

No. of instructional hours: 6 per week (Total

90 hrs) ENVIRONMENTAL STUDIES

Module

1

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

Module 2

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

its impact on environment.

Module 3

Pollution: air, water, soil and marine, noise, thermal and nuclear hazards. Solid waste management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management. Social issues and the Environment: from unsustainable to sustainable development, water conservation-rain water harvesting; global warming; consumerism and waste products: various acts to protect the environment; Environment protection Act; Air (Prevention and Control of Pollution) Act; Water (Prevention and Control of pollution) Act; Wild Life Protection Act; Forest Conservation Act:

Module 4

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

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

**Total Marks: 100
Marks**

Written Exam: 60

Internal Assessment: 15 Marks (Attendance- 5 marks+ 10 test paper) Field work and project: 25 Marks

SEMESTER I

FIRST DEGREE PROGRAMME IN

B A ENGLISH LANGUAGE AND LITERATURE (CBCS SYSTEM)

Complementary Course 1: EN 1131 Popular Literature and

Culture No: of Credits: 3

No: Instructional Hours: 3

per week [Total 54 Hours]

Aim To broaden the idea of literature and the concept of texts

Objectives

1. Learn the difference between genre fiction and literary fiction
2. Gain an understanding of the folk roots of popular literature
3. Gain a perspective into the debate between high and low cultures

Course Outcome

CO 1: Encourage the student to think critically about popular

literature. CO 2: Understand the categories of the

-popular|| and the -canonical||

CO 3: Identify the conventions, formulas, themes and styles of popular genres such as detective fiction, the science fiction and fantasy, and children's literature.

CO 4: An assessment of the literary and cultural value of popular texts

CO 5: Sensitize students to the ways in which popular fiction reflects and engages with questions of gender, identity, ethics and education.

COURSE OUTLINE

Module I Popular Literature and Culture- A Brief Overview

Popular literature- _literature of the people'- origins and development- characteristic features- genres and subgenres- folk tales-fairy tales-ballads-romances-periodicals-detective fiction- sci-fi, fantasy-horror-children's literature-cartoon/comic strips- comics-chick lit-dance-music-art- television shows

Essays

1. Glover, David and Scott McCracken. -Introduction. The Cambridge Companion to Popular Fiction. Cambridge: CUP. 2012.
(<http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf>)

2. Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol. 45, 1978
(<https://www.jstor.org/stable/2872651?seq=1>)
<https://fdocuments.in/document/childrens-literature-55845ad6244ac.html>

Module II Prose and Verse

1. Brothers Grimm – –The Juniper Tree||
<https://www.pitt.edu/~dash/grimm047.html>
2. Sir Arthur Conan Doyle – –The Adventure of the Speckled Band||
<https://etc.usf.edu/lit2go/32/the-adventures-of-sherlock-holmes/352/adventure-8-the-adventure-of-the-speckled-band/>
3. Roald Dahl - Extracts from *Charlie and the Chocolate Factory* (Chapters 13 to 15, Penguin 2013)
<http://jssisdubai.com/Document/Uploaded/CharlieAndTheChocolateFactory.pdf>
4. Satyajit Ray – –Professor Shonku and the UFO|| (from *The Mystery of Munroe Island and Other Stories*, Puffin Classics 2015)
5. Ruskin Bond – –The Cherry Tree|| (Penguin India 2012)
<http://englishories.blogspot.com/2014/02/the-cherry-tree-ruskin-bond.html>
6. Bob Dylan – –Blowin' in the Wind||
<http://www.bobdylan.com/songs/blowin-wind/>
7. John Lennon – –Imagine||
<https://www.azlyrics.com/lyrics/johnlennon/imagine.html>
8. Lewis Carroll – –The Walrus and the Carpenter|| (from *Through the Looking Glass*) <https://www.poetryfoundation.org/poems/43914/the-walrus-and-the-carpenter-56d222cbc80a9>

Module III Comics-Novels

1. Hergé: *Tintin in Tibet* (Hergé. Tintin in Tibet. London: Egmont. 2012)
2. Somdev Bhatt: –The Story of Padmavati and Prince Vajramukti|| (Vikram-Betaal Story) <http://vikrambetalstory.blogspot.com/>
3. Anuja Chauhan: *The Zoya Factor*

4. J. K. Rowling: *Harry Potter and the Philosopher's Stone*

Recommended Reading

Chute, Hillary. "Comics as Literature? Reading Graphic Narrative." *PMLA* – Publications of The Modern Language Association of America. 123. 452-465. 2008.

Chauhan, Anuja. *The Zoya Factor* Harper Collins, 2008.

Gill, Rosalind & Herdieckerhoff, Elena. "Rewriting the romance: new femininities in chick lit?" *Feminist Media Studies* 6(4). 2006.

Herge. *Tintin in Tibet*. Baker and Taylor, 2009.

Pawling, Christopher. 'Popular Fiction: Ideology or Utopia?' *Popular Fiction and Social Change*. Basingstoke: Macmillan, 1985.

Radway, Janice. 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading the Romance: Women, Patriarchy, and Popular Literature*. London: Verso, 1987.

Rowling, J.K. *Harry Potter and the Philosopher's Stone*, Bloomsbury, 2017.

Suvin, Darco. 'On Teaching SF Critically', *Positions and Presuppositions in Science Fiction*. Kent, Ohio: Kent State University Press, 1989

Todorov, Tzvetan. 'The Typology of Detective Fiction', *The Poetics of Prose*. Ithaca: Cornell University Press, 1995

Wilson, Edmund. 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.

e-resources

Falvey Memorial Library <https://digital.library.villanova.edu/Collection/vudl:24093>

Grossman, Lev. 'Literary Revolution in the Supermarket Aisle: Genre Fiction Is Disruptive Technology'. 23 May 2012, <https://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>

Meskin, Aaron. 'Recognition and Hybridity of Art or Comics as Literature?' 13 Aug. 2018, www.atmostfear-entertainment.com/literature/comics/recognition-and-hybridity-of-art-or-comics-as-literature/.

Science Fiction: The Literature of Ideas. www.writing-world.com/sf/sf.shtml.

Swirsky, Peter. 'Popular and Highbrow Literature: A Comparative View', *CLCweb: Comparative Literature and Culture*. Volume 1 Issue 4 1999. <https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1053&context=clcweb>

Thomas, Ronald R. 'The Devices of Truth', *Detective Fiction and the Rise of Forensic Science*

.Cambridge: Cambridge University Press. <https://pdfs.semanticscholar.org/de55/c1139de3b9b9fada4da62bc1391e060cf603>

SEMESTER III
FIRST DEGREE PROGRAMME IN
BA ENGLISH LANGUAGE AND LITERATURE (CBCS SYSTEM)

Complementary Course 5: EN 1331 Narratives of

Resistance Number of Credits: 3

No. of Instructional

Hours: 3 [Total 54 Hours]

Aim Introduce the various narratives of resistance, literary and other wise.

Objectives

1. To understand the various modes of resistance needed to subvert **oppressive socio-cultural structures.**
2. To provide insight into the struggles of people from around the world for identity and rights and contribute proactively to social dynamics.
3. To understand how literature acts as a vehicle for voices of dissent and protest.

Course Outcome

CO 1: Be able to identify themes of resistance in different forms and genres of literature.

CO 2: Have a sense of the various kinds of injustice related to race, ethnicity, gender etc. prevalent in society.

CO 3: Develop an idea of literature as a form of resistance to all forms of

totalitarian authority. CO 4: Understand the inter connection between various genres in manifesting resistance

CO 5: How resistance is an undeniable presence in the everyday narratives of literary and other artistic expressions.

Module I Narratives of Resistance

Nature and Function of Resistance- Heterogeneous forms of Resistance-Gender-Dalit-Race- Totalitarianism-Nation State-Holocaust- Slave Narratives-War-Resistance and Social Change

Module II Poetry/Documentary

1. Adrienne Rich- -What Kind of Times Are These||
<https://www.poetryfoundation.org/poems/51092/what-kind-of-times-are-these>
2. Denise Levertov- -Making Peace||
<https://www.poetryfoundation.org/poems/53900/making-peace>
3. Mahmoud Darwish--ID Card||

<https://www.wrmea.org/017-november-78-december/id-card-by-mahmoud-darwish-a-translation-and-commentary.html>

4. S. Joseph : –Between These Lines||
<https://www.poetryinternational.org/pi/poem/17768/auto/0/0/S-Joseph/Between-These-Lines/en/nocache>
5. Tishani Doshi- –Girls are coming out of the Woods||
<https://www.poetryfoundation.org/poems/152744/girls-are-coming-out-of-the-woods>
6. Taslima Nasreen : –Garment Girls||
<https://www.poemhunter.com/poem/garment-girls/>
7. Lucille Clifton: –poem in praise of menstruation||
<https://www.poetryfoundation.org/poems/54584/poem-in-praise-of-menstruation>
8. Peter Davis (Dir): *Nelson Mandela: Prisoner to President* (Apartheid Documentary 1994)
<https://www.youtube.com/watch?v=Rk-Lxgp9NWg>

Module III Prose and Fiction

1. Assange, Julian. –Conspiracy as Governance. || State and Terrorist Conspiracies. 7-12 <https://cryptome.org/0002/ja-conspiracies.pdf>(Article)
2. Sojourner Truth: –Ain't I A Woman?|| (Speech)
<https://www.nps.gov/articles/sojourner-truth.htm>
3. Jacinta Kerketta And Nighat Sahiba –On The Power of Poetry And Politics of Language||.Huffpost article by Kavitha Muralidharan (Article)
https://www.huffingtonpost.in/entry/jacinta-kerketta-nighat-sahiba-kashmir-jharkhand-poems-language_in_5c41f480e4b027c3bbc14a3a?guccounter=
4. Alice Munro: –Boys and Girls|| (Short Story)
http://www.giuliotortello.it/shortstories/boys_and_girls.pdf
5. K. Saraswathi Amma: –Life, In My View|| (Memoir) (Translation J.Devika)
<https://swatantryavaadini.in/2020/08/30/life-in-my-view-k-saraswathi-amma/#more-982>
6. Nemat Sadat : *Carpet Weavers* (Novel) Penguin, 2019.

Recommended Reading

Brueck , Laura. *Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature*.

Columbia University Press, 2014.

Darwish, Mahmoud. *Unfortunately, It Was Paradise: Selected Poems*. University of California Press, 2013.

De Santis, Christopher C., et al. *The Collected Works of Langston Hughes: The poems, 1941-1950*. Italy, University of Missouri Press, 2001.

Doshi, Tishani. *Girls Are Coming Out of the Woods*. India, Harper Collins Publishers India, 2017.

Dutta, Mohan J. *Voices of Resistance: Communication and Social Change*. Purdue University Press, 2012.

Harlow, Barbara. *Resistance Literature*. New York, Methuen, 1987.
Hosseini, Khaled. *A Thousand Splendid Suns*. Bloomsbury Publishing, 2009.

Jo Glanville, ed. *Qissat: Short Stories by Palestinian Women*. London, Telegram, 2006.
Levertov, Denise. *Selected Poems*. United States, New Directions, 2003.

Lewis, T. (2008).—Literature as Resistance. *The Hudson Review*, 60(4), 655–664. www.jstor.org/stable/20464787

Manṭo, Sa‘ādat Hasan. *Manto: Selected Short Stories: Including 'Toba Tek Singh' and 'The Dog of Tithwal'*. India, Random House India, 2012

Munro, Alice. *Selected Stories*. United Kingdom, Random House, 2012.

Neruda, Pablo. *The Poetry of Pablo Neruda*. United States, Farrar, Straus and Giroux, 2015.

Nguyen, Viet Thanh. *Race and Resistance: Literature and Politics in Asian America*. USA, Oxford University Press, 2002.

Rich, Adrienne. *Collected Poems: 1950-2012*. United States, W. W. Norton, 2016.

Stoltz, Pauline. *Gender, Resistance and Transnational Memories of Violent Conflicts*. Germany, Springer International Publishing, 2020.

Williams, Nerys. *Contemporary Poetry*. United Kingdom, Edinburgh University Press, 2011.

Zimmermann, Jérémie, et al. *Cypherpunks: Freedom and the Future of the Internet*. United Kingdom, OR Books, 2016.

<https://swatantryavaadini.in/>

<https://www.thegoodtrade.com/features/inspiring>

[-female-poets](#)

On Literature and Resistance <https://againstthecurrent.org/atc074/p1835/>

SEMESTER IV

FIRST DEGREE PROGRAMME IN

B A ENGLISH LANGUAGE AND LITERATURE (CBCS System)

Core Course 5: EN 1442

Literature of the 20th Century

No. of Credits: 3

No. of instructional hours: 4 per week [Total: 72 Hours]

Aim Introduce the literary narratives of the 20th century in close connection with the historical time period.

Objectives

1. Examine the ways in which political, cultural and social events in British and European history of the first half of the 20th century, esp. world wars and holocaust, shaped the literature of this period
2. Develop the ability to analyze literary texts of this period in their symbiotic relationship with non-literary developments of the times
3. Acquaint the learners with the significant historical, cultural and imaginative force in 20th century literature

Course Outcome

CO 1: Understand social, political, aesthetic and cultural transformations of early twentieth century in relation to literary texts with their specific formal features.

CO 2: Know the stylistic features of Modernism and its various literary and

aesthetic movements
CO 3: Critically engage the ideas that characterise the

period, especially the crisis of modernity CO 4: Understand contemporary responses to the historical incidents that mark the period

CO 5: Understand and use critical strategies that emerged in the early twentieth century.

Module I 1900 – 1920

BACKGROUND:

Early Modernism – Suffragette Movement- World War I - the Irish Revolution - the Russian Revolution - War Poetry-the crisis of modernity—stream of consciousness—expressionism—imagism—science fiction

WRITERS ABOUT WHOM AN OVERVIEW IS TO BE GIVEN:

The War Poets (two types), John Galsworthy, Yeats, Joyce, Joseph Conrad, Rudyard Kipling, Arnold Bennett, G.K. Chesterton, E.M. Forster, Ford Maddox Ford, G B Shaw and the realists and those others whose texts are being taught.

Core Texts

1. Augusta Lady Gregory: *The Rising of the Moon* (play). Seven Short Plays, Project Gutenberg, 2012. Pp 75-91.
https://www.gutenberg.org/files/41653/41653-h/41653-h.htm#Page_93
2. H.G. Wells: *The War in the Air* (novel), Project Gutenberg, 2008.
<https://www.gutenberg.org/files/780/780-h/780-h.htm>
3. G.B. Shaw: *How He Lied to Her Husband* (play), Project Gutenberg, 2009. <https://www.gutenberg.org/files/3544/3544-h/3544-h.htm>
4. Ezra Pound: -In a station of the metroll (poem), Poetry: A Magazine of Verse, 1913.
<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=12675>
5. James Joyce: -The Deadll (short story), Dubliners, 1914, Project Gutenberg, 2009. <https://www.gutenberg.org/files/2814/2814-h/2814-h.htm#chap15>
6. W.B. Yeats: -Easter 1916ll (poem),
<https://www.poetryfoundation.org/poems/43289/easter-1916>
7. Wilfred Owen/ -Futilityll (poem),
<https://www.poetryfoundation.org/poems/57283/futility-56d23aa2d4b57>

Module II 1920 - 1939

BACKGROUND:

Life between the two World Wars – The Great Depression—rise and spread of fascism—"HighllModernism –World War II – The Fall of the British Empire – Holocaust—revival of poetic drama

WRITERS ABOUT WHOM AN OVERVIEW IS TO BE GIVEN:

Eliot, Auden, Lawrence, Woolf, Graham Greene, Kafka, Aldous Huxley, George Orwell, C.S.Lewis, J.R.R. Tolkien, Sean O' Casey, Katherine Mansfield

and those others whose texts are being taught

Core Texts:

1. Virginia Woolf: Chapter 3, A Room of One's Own, pp 35-48 (non-fictional text),
http://seas3.elte.hu/coursematerial/PikliNatalia/Virginia_Woolf_-_A_Room_of_Ones_Own.pdf
2. T.S. Eliot: -Marina (poem), <https://www.poetrynook.com/poem/marina-0>
3. Franz Kafka: -The Bridge (short story), The Great Wall of China, Trans. Edwin and Willa Muir, <https://genius.com/Franz-kafka-the-bridge-annotated>
4. W.H. Auden: -The Unknown Citizen (poem), <https://poets.org/poem/unknown-citizen>

BACKGROUND:

Rise of New Literatures – Movement poetry—The Absurd—Confessional poetry—The transition to Postmodernism

WRITERS ABOUT WHOM AN OVERVIEW IS TO BE GIVEN:

Philip Larkin and the Movement Poets, Ted Hughes, George Orwell, Kingsley Amis, Samuel Beckett, Harold Pinter, Tom Stoppard and those others whose texts are being taught

Core Texts:

1. Wole Zoyinka / Lion and the Jewel
2. Dylan Thomas/ —Do not go gentle into that good night (poem), <https://poets.org/poem/do-not-go-gentle-good-night>
3. Sylvia Plath/ —The Colossus (poem), The Colossus and Other Poems, <https://www.poetryfoundation.org/poems/89119/the-colossus>
4. Elizabeth Jennings/ —One Flesh (poem), http://famouspoetsandpoems.com/poets/elizabeth_jennings/poems/14189

Module IV Holocaust Literature

Background:

Antisemitism – Auschwitz - Genocide – Racism – banality of evil

(Hannah Arendt) Core Texts:

1. Anne Frank: *The Diary of a Young Girl*, http://www.rhetorik.ch/Aktuell/16/02_13/frank_diary.pdf
2. Imre Kertész/ *Fatelessness* (a.k.a. translated as *Fateless*; a novel)
3. Alexander Kimel/ –I Cannot Forget (poem), <https://remember.org/witness/kimel2>

Recommended Reading

86

Bennet, Michael Y. *The Cambridge Introduction to Theatre and Literature of the Absurd*. Cambridge UP, 2015.

Bradbury, Malcolm and James Mcfarlane, editors. *Modernism: A Guide to European Literature 1890—1930*. Penguin, 1978.

Brooker, Peter, editor. *Modernism/Postmodernism*. Longman Critical Readers. Routledge, 2014. <https://www.ebooks.com/en-us/book/1798494/modernism-postmodernism/peter-brooker/>

Brooks, David. —Modernism. *Encyclopedia of Literature and Criticism*. Edited by Martin Coyle et al. First Edition. Routledge, 1991. PP. 119-130.

Esslin, Martin. *The Theatre of the Absurd*. Pelican, 1980.

Ford, Boris. *The Modern Age*. The Pelican Guide to English Literature 7. Penguin, 1961.

Kirsh, Adam. *The Wounded Surgeon: Confession and Transformation in Six American Poets*.

W.W. Norton, 2005

Morrison, Blake. *The Movement: English Poetry and Fiction of the*

1950s. Methuen, 1986. Nicholls, Peter. *Modernisms: A Literary Guide*. Macmillan, 1995.

SEMESTER V

FIRST DEGREE PROGRAMME IN

B A ENGLISH LANGUAGE AND LITERATURE (CBCS System)

Core Course 6: EN 1541 Literature of Late 20th Century and

21st Century No. of Credits: 4 No. of instructional hours: 5 per week

[Total: 90 Hours]

Aim: Engage with the diversity of forms and contexts of more recent literatures.

Objectives

1. Expose students to the literatures of this period in their relationship with historical (social, cultural and political) developments
2. Introduce them to the basics of Postmodern writing and the conditions of its emergence and development
3. Sensitize them to the plurality and diversity of the literature of this period reflecting the reality of a multi-cultural world and polyphonic cultural sphere

Course Outcome

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- CO 1: Identify the various socio-cultural changes that evolved in the late modernist period
- CO 2: Relate to the diverse currents of postmodern literature and its reflections in the contemporary ethos
- CO 3: Assimilate the inherent multiplicities and fluidity of societal perspectives
- CO 4: Develop an innate sympathy for the tragedies of Holocaust and an awareness regarding the environmental impasses threatening the modern world
- CO 5: Empathise with the marginalised and comprehend their predicament.

Module I: Postmodernism

Background:

Developments leading to Postmodernism – Metafiction – Intertextuality – Pastiche – magicrealism – minimalism – hyperreality

Core Texts:

1. Denise Riley: –Pastoral. || Selected Poems. Reality Street Editions, 2000. Pp. 64-65. <https://docplayer.net/84625719-Denise-riley-selected-poems.html>
2. Harold Pinter. *Homecoming*. Faber, 1991

http://shiraz.fars.pnu.ac.ir/portal/file/?970459/%20Pinter_Harold%20_-_Plays_3_Faber_1991_.pdf

3. E.L.Doctorow: *Ragtime*. Random House, 1975.

Module II: African-American Literature

Key Concepts:

Racism - Slavery - Civil rights – Mulatto- Harlem Renaissance—Afro-American feminism—1968 riots

Core Texts:

1. Toni Morrison: –Recitatif (short story).
https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/1073/Morrison_recitatifessay.doc.pdf
2. Gwendolyn Brooks: –The Mother (poem).
<https://www.poetryfoundation.org/poems/43309/the-mother-56d2220767a02>
3. Maya Angelou: *I Know Why the Caged Bird Sing*, Chapters 33-34.
4. August Wilson. *Ma Rainey’s Black Bottom* (play).
https://augustwilsonstudygroup.files.wordpress.com/2018/02/ma-rainey-1_.pdf

Module III: Digital Literature

Key Concepts:

Evolution of the reader – Electracy vs Literacy –E-books - Role playing games - interactive fiction–hypertexts – network fiction – locative narratives – non-linearity – animated poetry –insta poems- chatterbots – Twitterature - importance of connectivity

Core Texts:

1. Carpenter, J.R: –Along the Briny Beach.
<https://collection.eliterature.org/3/works/along-the-briny-beach/index.html>
2. Wah, Fred, et al: –High Muck a Muck.
<https://collection.eliterature.org/3/works/high-muck-a-muck/index.html>
3. Bouchardon, Serge and Vincent Volckaert: –Loss

Module IV: Climate Fiction

Key concepts:

Anthropocene - greenhouse effect - global warming - climate activists – dystopia

1. Ian McEwan: *Solar*
<https://www.you-books.com/book/I-Mcewan/Solar>
2. Maja Lunde: *The History of Bees*. Translated by Diane Oatley. Touchstone, 2015. <https://www.scribd.com/read/354121952/The-History-of-Bees-A-Novel#>

Recommended Reading

Anderson, Gregera. *Climate Fiction and Cultural Analysis*. Taylor and

Francis, 2019. Butler, Christopher. *Postmodernism: A Very Short*

Introduction. OUP 2002.

Docherty, Thomas. *Postmodernism, A Reader*. Taylor and Francis, 2016.

Ellis Erle C, Erle Christopher Ellis. *Anthropocene A Very Short Introduction*. OUP,

2018. Graham, Maryemma, Jerry W. Ward, Jr. *The Cambridge history of*

African American Literature. Gregson, Ian. *Postmodern Literature*. Bloomsbury Academic, 2004.

Jameson, Fredric. *Postmodernism or the Cultural Logic of Late Capitalism*. Duke University Press, 1991.

Len Platt, Sarah Upstone. *Postmodern Literature and Race*. CUP, 2015.

MScHale, Brian. Len Platt. *The Cambridge History of Postmodern*

Literature. CUP, 2016. Rettberg, Scott. *Electronic Literature*. Wiley, 2018.

SEMESTER V

FIRST DEGREE PROGRAMME IN

B A ENGLISH LANGUAGE AND LITERATURE (CBCS SYSTEM)

Core Course 7: EN 1542 Postcolonial Literatures

No. of Credits: 4

No. of Instructional Hours: 4[Total: 72 Hours]

Aim Introduce the varied narratives of decolonization

Objectives

1. Initiate critical thought on colonialism and after
2. Introduce the fundamental concepts in postcolonial theory
3. Understand the global effects of the colonial enterprise

Course Outcome

CO 1: Ability to critique colonial history

CO 2: Awareness of the socio-political contexts of colonialism and

postcolonialism
CO 3: Understanding of the effects of colonialism
in various nations

CO 4: Knowledge of the key terms in post-colonial thought

CO 5: Study of the race and gender dynamics in postcolonial literature

COURSE OUTLINE

Module I: Key Terms

Colonization-Orientalism-decolonisation-hybridity-appropriation-mimicry-negritude-othering, third world- aboriginality-transnationalism-multiculturalism-diaspora

Module II: Poetry

1. Andrew Suknaski: –Indian Site on the Edge of Tonita Pasture||

[https://www.tesisenred.net/bitstream/handle/10803/8113/TNBR17de17.pdf?
sequence=17 &isAllowed=y](https://www.tesisenred.net/bitstream/handle/10803/8113/TNBR17de17.pdf?sequence=17&isAllowed=y)

2. Derek Walcott:–A Far Cry from
Africa||

[https://poets.org/poem/far-cry-
africa](https://poets.org/poem/far-cry-africa)

3. Oodgeroo Noonuccal:–Gooboora, the Silent Pool||

[https://www.poetrylibrary.edu.au/poets/noonuccal-
oodgeroo/poems/gooboora-the-silent- pool-0719052](https://www.poetrylibrary.edu.au/poets/noonuccal-oodgeroo/poems/gooboora-the-silent-pool-0719052)

4. John Pepper Clark:–Night Rain||

<https://allpoetry.com/poem/10602495-Night-Rain-by-John-Pepper-Clark>

5. Louise Bennett Coverley:–Colonisation in Reverse||
<https://www.poetrybyheart.org.uk/poems/colonization-in-reverse-2/>
6. Alamgir Hashmi:–Pakistan Movement||
<https://englishsummary.com/pakistan-movement-hashmi-text/>
7. Leslie Marmon Silko:–Toe‘osh: A Laguna Coyote Story||
<http://english.fib.unpad.ac.id/wp-content/uploads/2012/04/Leslie-Marmon-Silko-Toe%E2%80%99osh-A-Laguna-Coyote-Story.pdf>
8. Octavio Paz:–The Broken Water Jug||
<http://mexicobob.blogspot.com/2013/03/the-raina-broken-water-jar.html>

Module III:

ProseNon-fiction

1. Ngugi wa Thiong‘o – extract from –The Language of African Literature|| (Thiong‘o, Ngugi wa. *Decolonising the Mind: The Politics of Language in African Literature*. Oxford Currey, 2011)

https://postcolonial.net/wp-content/uploads/2019/04/Ngugi_Excerpts_Language_of_African_Lit.pdf

Fiction

1. Doris Lessing : *No Witchcraft for Sale*
<https://www.polk.k12.ga.us/userfiles/826/Classes/182955/No%20Witchcraft%20for%20Sale.pdf>
2. Jean Rhys : *Wide Sargasso Sea*

Module IV: Drama and Visual Media

1. Jane Harrison – *Stolen*
<https://www.uibk.ac.at/anglistik/staff/davis/stolen-by-jane-harrison.pdf>
2. Chimamanda Ngozi Adichie – –The Danger of a Single Story|| (Ted Talk) <https://www.youtube.com/watch?v=D9Ihs241zeg>
3. Niki Caro (dir) – *Whale Rider* (Caro, Niki, and Witi Ihimaera. *Whale Rider*. Icon HomeEntertainment, 2008)

Recommended Reading

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures* (London/New York: Routledge, 2002)

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *Concepts in Postcolonial Studies* (London: Routledge, 1998)

Loomba, Ania, *Colonialism/Postcolonialism* (London: Routledge, 2005)

McLeod, John, *Beginning Postcolonialism* (Manchester: Manchester University Press, 2010)

Mohanty, Chandra T, ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses’ (in Williams, Patrick, and Laura Chrisman. *Colonial Discourse and Post-Colonial Theory: A Reader*. London: Routledge. 2013)

Nayar, Pramod K, *Postcolonialism: A Guide for the Perplexed* (London: Continuum, 2010) Spivak, Gayatri C, ‘Can the Subaltern Speak?’ (in Williams, Patrick, and Laura Chrisman.

Colonial Discourse and Post-Colonial Theory: A Reader. London: Routledge. 2013)

e-resources

<http://www.postcolonialweb.org/>

<https://scholarblogs.emory.edu/postcolonialstudies/>

<https://www3.dbu.edu/mitchell/postcold.htm>

SEMESTER V

FIRST DEGREE PROGRAMME IN

BA ENGLISH LANGUAGE AND LITERATURE (CBCS SYSTEM)

Core Course 8: EN 1543 20th Century Malayalam Literature in

Translation Number of Credits: 3 No. of Instructional Hours: 4 per week [Total: 72]

Aim Introduce literary narratives of 20th century Malayalam Literature

Objectives

1. Introduce the students to the historical and socio-cultural atmosphere in which Malayalam literature became enriched
2. Provide the students a basic understanding of Malayalam literature
3. Get an understanding of the gradual transformation of Malayalam

literature from the early modern to the post modern

Course Outcome

- CO 1: Generate knowledge about the varied milieu of the development and growth of Malayalam literature and be sensitive to its socio cultural and political implications.
- CO 2: Get a basic knowledge of the literary and the non-literary works produced in Malayalam
- CO 3: Discern the vibrancy of Malayalam literature
- CO 4: Sense the distinctness of the socio-cultural arena in which Malayalam literature is produced
- CO 5: Know the value of literature produced in regional languages and key role of translation in the growth of language and literature.

COURSE OUTLINE

Module I Poetry

Background to the growth of Malayalam poetry – beginning of modernism in Malayalam poetry
- the major poets – contemporary Malayalam poetry

1. Nalapat Balamani Amma: -The Housewife||
www.poetryfoundation.org
2. Edasseri Govindan Nair: -The Cooking Pot and the Sickle||
<https://www.edasseri.org/English/translations/PuthankalavumArialum.htm>
3. D. Vinayachandran: -Advent||
4. Sugatha Kumari: -The Temple Bell||
5. K. G. Sankara Pillai: -Goorkhal||

<https://www.poetryinternational.org/pi/poem/8733/auto/0/0/K-G-Sankara-Pillai/Goorkha/en/tile>

6. Anitha Thampi: -While Sweeping the Front Yard||
<https://www.poemhunter.com/poem/while-sweeping-the-front-yard/>
<https://www.poetryinternational.org/pi/poem/19138/auto/0/0/Anitha-Thampi/Sweeping- the-Front-Yard/en/tile>
7. Vipitha: -The Snakes have Hollows||
<http://www.modernliterature.org/2020/09/09/poems-by-vipitha/>

MODULE II Fiction

A brief history of Malayalam Fiction– Major writers - Emergence of Novel – major novelists – contemporary Malayalam fiction – major female writers --- transformation from modern to post – modern themes and techniques.

Short Story

1. O.V Vijayan: — After the Hanging||
https://www.google.co.in/books/edition/Wind_Flowers/GHHX2QDHYxgC?hl=en&gbpv
- ≡1 (from *Wind Flowers* (Ed. R. E. Asher, V. Abdulla).Penguin. 2004
2. Sarah Joseph: -Inside Every Woman Writer|| (from *Breaking the Silence: An Anthology of Women's Literature*.(Ed. Dr. Shobhana Kurien, Bookmates Publishers, 2017.
3. N. S. Madhavan: -Higuita||
4. Maythil Radhakrishnan: -Pythagoras||
5. C. Ayyappan: -Spectral Speech||
6. Ashitha : -In the Moonlit Land||
7. Sithara S. : -Fire||

(Stories Sl.no: 3-7) from *The Oxford India Anthology of Malayalam Literature* (2- VolumeSet) OUP, 2017)

Novel

1. Lalithambika Antharjanam: *Agnisakshi Fire, My Witness* OUP, 2015
2. Vaikom Muhammed Basheer: *Pathumma's Goat*.

MODULE III Non-Fiction

1. K. K. Kochu: -Writing the History of Kerala: Seeking a Dalit Space|| K Satyanarayana, Susie J Tharu. *No Alphabet in Sight* Penguin, 2011
2. J Devika: -Imagining Women's Social Space in Early Modern Kerala||, Section II Page no 9-16)
(opendocs.ids.ac.uk,2002)<https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/2932/wp329.pdf;sequence=1>

Evolution of Drama – influence of colonialism in the emergence of drama – majordramatists.

1. Kavalam Narayana Panikkar: *The Lone Tusker. The Oxford India Anthology of Malayalam Literature* (2- Volume Set) OUP, 2017.

Recommended Reading

George, K.M. *A Survey of Malayalam Literature*, Asia Publishing House, 1968.

---, *Western Influence on Malayalam Language and Literature*, Sahitya Academy. 1972.

Paniker, K Ayyappa. *A Short History of Malayalam Literature*. Dept of Public Relations, Govt of Kerala, 1977.

Nair, Sreedevi. K. *Women Writers of Kerala*. SSS Publications, 2012.

e-resources

<https://www.edasseri.org/ListenToEdasseriPoems.htm>

https://www.poemhunter.com/i/ebooks/pdf/edasseri_govindan_nair_2012_9.pdf

<http://keralasahithi.synthasite.com/>

http://sahitya-akademi.gov.in/library/meettheauthor/kadammanitta_ramakrishnan.pdf

SEMESTER VI

FIRST DEGREE PROGRAMME IN

BA ENGLISH LANGUAGE AND LITERATURE (CBCS System)

Core Course 11: EN 1641 **Gender Studies**

No: of Credits: 4

No of Instructional Hours: 5 [Total: 90hours]

Aim: Introduce and problematize gender constructs.

Objectives

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1. Explore the historical variables that have contributed towards the social norms of gender and sexuality
2. Understand the significance of making gender an integral concept of social analysis
3. Develop a conceptual understanding of the field of gender studies

Course Outcome

CO 1: Recognize the patriarchal bias in the formation of history and knowledge.

CO 2: Analyse the ways in which gender, race, ethnicity class, caste and sexuality construct the social, cultural and biological experience of both men and women in all societies.

CO 3: Recognize and use the major theoretical frames of analysis in gender studies

CO 4: CO 5: Interrogate the social constructions of gender and the limiting of the same in to the male-female binary in its intersections with culture, power, sexualities and nationalities

CO 5: Examine gender issues in relation to the sustainable goals of development

COURSE OUTLINE

Module I Introduction to Gender Studies

Gender, Patriarchy- Family- Identities- Essentialism- Difference- Ideology- Intersectionality- Feminisms- Womanism- Dalit Feminism- Islamic Feminism

1. bell hooks. -Feminist Politics: Where we Stand|| *Feminism is for Everybody: Passionate Politics*. London: Pluto, 2000: pp.1-6.
https://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf
2. Judith Lorber. -The Social Construction of Gender.||
https://ieas.unideb.hu/admin/file_9695.pdf
3. Vijila Chirappad: -Wasteland|| (poem)
<https://feminisminindia.com/2018/01/11/5-dalit-women-poets/>

Module II Gender and Sexuality

Body-Sexualities-Performativity-Heterosexuality-Sexual Orientation-Non-normative Sexualities-Desire-Heteronormativity-Homosexuality-LGBTQI-Queer-Transgender-Pride Parade- Posthuman Orientation.

1. A. Revathi. *The Truth about Me: A Hijra Life Story* (Life Narrative)
2. Margaret Atwood: –Helen of Troy Does Countertaps|| Dancing (poem)
<https://apoemaday.tumblr.com/post/181494581744/helen-of-troy-does-countertop-dancing>
3. Kalki Subramaniam: –Breaking Binaries, Establishing Identity|| TEDxDumas https://www.youtube.com/watch?v=_j1NzEGMNdo

Module III Gender and Culture

Culture, Modernity, Consumption, Sexual Economies, Commodity Culture

1. Nivedita Menon: –India: Section 377: How Natural is Normal?||
<http://www.sacw.net/SexualityMinorities/nivedita01Jan2004.html>
2. Maya Angelou: –Phenomenal Woman|| (poem)
<https://www.poetryfoundation.org/poems/48985/phenomenal-woman>
3. Meena Kandasamy: –Mascarall (poem)
<https://www.poemhunter.com/poem/mascara-4/>

Module IV: Gender, Power and Human Rights

Power, Sexual Politics, Discourse, Sexual Citizenship, Discrimination, Human Rights, GenderJustice

1. Alice Walker: *Meridian* (Novel)
2. Mahaswetha Devi: *Draupadi* (Short Fiction)
3. Mayilamma: Chapter 13. –Protest: The First Year|| (Pages 55 – 59)
Jyothibai Pariyadathu *Mayilamma: The Life of a Tribal Eco-warrior*. Orient Blackswan, 2018.

Recommended Reading

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.

Cranny-Francis, Anne. Wendy Waring, Pam Stavropoulos, Joan Kirkby. *Gender Studies Terms and Debates*. Macmillan, 2017.

Delap, Lucy. *Feminisms: A Global History*.

Penguin, 2020. Foucault, Michel. *History of Sexuality*. Penguin Books: 1977

Kate, Millet. *Sexual Politics*. New York: Doubleday. 1969.

Kumar, A. *The History of Doing*, New Delhi: Kali for Women, 1998. Marao, Lori, J. *Fifty-One Key Feminist Thinkers*. Taylor and Francis, 2016.

Naples, Nancy A. *Companion to Women's and Gender Studies*. Wiley, 2020. Roth, Benita. *Separate Roads to Feminism*. CUP, 2004.

Sullivan, Nikki. *A Critical Introduction to Queer Theory*. NYU, 2003.

e- resources

<https://kalkisubramaniam.com/>

<https://www.e-ir.info/2017/02/06/online-resources-feminism/>

[https://www.thelancet.com/journals/lancet/article/PIIS0140-](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(19)30239-9/fulltext)

[6736\(19\)30239-9/fulltexthttps://plato.stanford.edu/entries/feminist-](https://plato.stanford.edu/entries/feminist-philosophy/)

[philosophy/](https://plato.stanford.edu/entries/feminist-philosophy/)

http://www.gender.cawater-info.net/knowledge_base/rubricator/feminism_e.htm

<https://guides.lib.purdue.edu/c.php?g=352219&p=2375079>

SEMESTER VI

FIRST DEGREE PROGRAMME IN

B A ENGLISH LANGUAGE AND LITERATURE (CBCS System)

Elective Course1: EN 1661.1 Translation Studies

No. of credits 2

No. of instructional hours: 3 per week [Total: 54]

Aim Equip learners with a professional skill

Objectives

- 1 Familiarize the students with the basics and nuances of translation.
- 2 Understand the theory and practice of translation and get well versed in the uniqueness of language structures.
- 3 Prepare students to take up translation as a profession.

Course Outcome

- CO 1: Comprehend and practise the skills required to become a professional translator
- CO 2: Help learners recognize the art involved in translation and encourage translation as a profession
- CO 3: Acquire clarity regarding problems of translation
- CO 4: Procure and improve language and vocabulary skills
- CO 5: undertake an independent translation project.

COURSE OUTLINE

Module I Fundamentals of translation

Definitions-a brief history of translation in Malayalam-Theories of translation-linguistic-literary-cultural-communicative-Types of translation-Literary-Non-Literary-Technology aided translation. Source language-Target language-Afterlife-Linguistic and cultural systems-fidelity- untranslatability-confusions-equivalence- Principles of Translation- Types of Translation

Module II Case Studies

1. Analysis of a translated Text:
 - a. From Malayalam to English

ii. A poem

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b. From English to Malayalam

1. A story

2. Problems of translations

Module III: Translation Practice

a. Non-Literary(Equivalent technical terms-idioms, phrases, proverbs in English and Malayalam-Translation of sentences and passages from English to Malayalam and vice-versa)

b. Literary(Translation of short literary prose pieces including fiction from English to Malayalam and vice-versa)

COURSE MATERIAL

Core reading

Harishankar, V. Bharathi, Mini Krishnan and G.S. Jayasree. *Word Worlds: Translation and Communication*. OUP, 2013.

Recommended Reading

Abdulla, V. and R.E.Asher, Ed. *Wind Flowers*, New Delhi:

Penguin, 2004. Ashly, C, N O. *Henriyude Theranjedutha*

Kathakal Papion, Kozhikodu.

Basheer, Vaikom Muhammed. *Poovan Banana and Other Stories*.

Abdulla, V. tr. Hyderabad: Orient Black Swan, 2009.

Hatim, Basil and Jeremy Munday, *Translation: An Advanced Resource Book*. London: Routledge, 2004.

Palumbo, Giuseppe. *Key Terms in Translation Studies*. Continuum,2009.

Ramakrishnan, Malayattoor. *Roots*. Abdulla, V.tr.Hyderabad: Orient Black Swan,2009.

Vasudevan Nair, M.T. *Kuttiedathi and Other Stories*. Abdulla,V.tr. Hyderabad:Orient BlackSwan,2009.

‘Vanampadiyodu‘ by Vyloppilly Sreedhara Menon.(Translation of Keats‘ Ode to a Nightingale)

FIRST DEGREE PROGRAMME IN

B A ENGLISH LANGUAGE AND LITERATURE (CBCS System)

Elective Course 5: EN 1661.5 20th Century Regional Literatures in

English Translation No. of credits: 2 No. of instructional

hours: 3 per week [Total: 54 hours]

Aim : Introduce and broaden the knowledge about the richness of regional literatures.

Objectives

1. Introduce the diversity of the nature and features of literary productions within the country and to synthesis ideas that connect them
2. Equip to analyze and defend a plurality of paradigms that will enable a greater understanding of the complex and interdisciplinary nature of translation.
3. Enhance the competence and skill development in the area of translation studies.

Course Outcome

- CO 1: Think creatively and critically within and beyond the singularity of regional literature
- CO 2: Overcome language barrier in the appreciation of literature
- CO 3: Equip to identify the uniqueness as well as the shared history of the regional literatures
- CO 4: Engage in translating regional texts into English
- CO 5: Be able to evaluate their own competences in translation and will be capable of selecting specialized translation courses for higher studies and also as profession.

COURSE OUTLINE

Module I: Poetry

1. Amrita Pritam (Punjabi) — Oedipus
<http://apnaorg.com/books/english/selected-poems-amrita-pritam/selected-poems-amrita-pritam.pdf>
2. Ka. Naa. Subramanyam (Tamil) Experience Sachidananda, K. ed.
Signature: *One Hundred Indian Poets*. NBT 2006.
3. Navakanta Baruna (Asamiya) — Tete-a-tete
<https://www.poemhunter.com/poem/tete-a-tete-4/>
4. Sitakant Mahapatra (Oriya) — Death of Krishna (*Death Of Krishna And Other Poems* by Sitakant Mahapatra Calcutta : Rupa & Co., 1992.
5. K. Ayappa Paniker — Bhagavathykunjamma's Bharatanatyam

<https://www.poemhunter.com/ayyappa-paniker/poems/>

Module II:

Fiction/ Non-Fiction

1. Perumal Murgan : *Poonachi: or the Story of a Black Goat* Pushkin Press, 2020.
2. U R Ananthamurthy : *Samskara: A Rite for A Dead Man* New Delhi Oxford University Press 2013

Short Story:

1. Ismat Chughtai _ The Quilt https://archive.org/stream/LihaafTheQuiltIsmatChughtai/Lihaaf%20%5BThe%20Quilt%5D%20-%20Ismat%20Chughtai_djvu.txt.
2. Fakir Mohan Senapati -Rebati <https://www.scoop.it/topic/tghpnpv/p/4099690484/2018/07/24/rebati-by-fakir-mohan-senapati-pdf995>
3. Amin Kamil: -Cock Fight <http://kamil.neabinternational.org/cockfight.htm>

Module III: Drama

1. Vijay Tendulkar : *His Fifth Woman* (*THE CYCLIST and HIS FIFTH WOMAN* Oxford University Press, 2006.
2. Salish Alekar: *The Dread Departure* (Collected Plays of Satish Alekar by Satish Alekar New Delhi ; Oxford : Oxford University Press, 2010)

Recommended Reading

Abdulla, V. and R.E. Asher, Ed. *Wind Flowers*. New Delhi: Penguin, 2004. Adil Jussawalla (ed) *New Writing in India* Harmondsworth: Penguin. 1974. Ashly C N .tr. *O Hendriyude* *Theranjedutha Kathakal* by. Papion, Kozhikodu.

Bhattacharya, Bhabani (ed.) *Contemporary Indian short stories Volume II*
Sahitya
Akademi, 2006

Catford, J. C. 1965. *A Linguistic Theory of Translation*. London: Oxford
University Press. Gokak V.K. (ed). *Literatures in Modern Delhi: The*
Publication Indian Languages Division, 1957

Hatim, Basil and Jeremy Munday. *Translation: An Advanced Resource Book*. London: Routledge, 2004.

Mukherjee, Meenakshi and Nissim Ezekiel. (ed) *Another India*, New Delhi: Penguin, 1990. Nandi, Pritish ed. *Selected Poems of Amrita Pritam Dialogue* Calcutta Publication, 2001. Sachidananda, K. ed *Signature: One Hundred Indian Poets*. NET India New Delhi 2000 Palumbo, Giuseppe. *Key Terms in Translation Studies*. Continuum, 2009.

Vasudevan Nair, M.T. *Kuttiedathi and Other Stories*. Abdulla, V. tr. Hyderabad: Orient BlackSwan, 2009.

Ramakrishnan, Malayattoor. *Roots*. Abdulla, V. tr. Hyderabad: Orient Black Swan, 2009.

.Basheer, Vaikom Muhammed. *Poovan Banana and Other Stories*. Abdulla, V. tr. Hyderabad: Orient Black Swan, 2009.

Sreedhara Menon, Vylloppilly. 'Vanampadiyodu' (Translation of Keats' Ode to a Nightingale)

e-resources:

(<http://kamil.neabinternational.org/cockfight.htm>)

(<https://www.scoop.it/topic/tghnpv/p/4099690484/2018/07/24/rebati-by-fakir-mohan-senapati-pdf995>)

https://archive.org/stream/LihaafTheQuiltIsmatChughtai/Lihaaf%20%5BThe%20Quilt%5D%20-%20Ismat%20Chughtai_djvu.txt

<https://www.poemhunter.com/ayyappa-paniker/poems/>

<https://www.epw.in/engage/article/case-collaborative-translation-literary-texts-south-asia> <https://www.poetrytranslation.org/poems/from/india>

<https://kitaab.org/2018/01/19/100-great-indian-poems-editors-note-and->

8-poems/ <http://indianpoetrytranslations.blogspot.com>

<https://www.worldliteraturetoday.org/blog/poetry/three-poems-india->

<https://zubaanbooks.com/found-in-translation->

[stories-from-india/](https://zubaanbooks.com/found-in-translation-stories-from-india/)

<http://osou.ac.in/eresources/CIT-01-Unit-01->

[Meaning,%20Nature%20and%20Scope%20of%20Translation.pdf.](http://osou.ac.in/eresources/CIT-01-Unit-01-Meaning,%20Nature%20and%20Scope%20of%20Translation.pdf)

SEMESTER VI

FIRST DEGREE PROGRAMME IN

B A ENGLISH LANGUAGE AND LITERATURE (CBCS System)

Elective Course 6: EN 1661.6 Copy Editing

No. of credits: 2

No. of instructional hours: 3per week [Total: 54
hours]

Aim: Introduce a skill and career oriented course

Objectives

1. Familiarize students with the concepts of copy- editing and impart basic copy-editingskills.
2. Give exposure to the practice of copy editing
3. Open up areas of further possibilities regarding choice of career.

Course Outcome

CO 1: Gain Through knowledge og the theoretical and practical knowledge of

copy editing
CO 2: Copy-edit non–technical materials of moderate
difficulty.

CO 3: Produce consistently well-organized written discourse.

CO 4: Find employment in the editing field as copy-editors, sub-editors and

webeditors.CO 5: Help them find employment in the publishing field

COURSE OUTLINE

Module I

What is copy-editing - scope and need - various typescripts - electronic - conversion of manuscripts - copy-editing - preliminary steps.

Module II

Preparing the text - the quantity of copyediting needed - interacting with the author - creation of selfcontained, well-edited copies and books - coherence and consistency - the question of copyrights - acknowledgements and other legal issues - incorporating illustrations - copy-editing blurbs and titles and cover descriptions - dealing with multiauthorship - proof-reading - repeated proofs.

Module III

The problem of style - the concept of in-house style - in-house style manuals - the question of grammar – abbreviations – concord – nouns - proper nouns – punctuation – spelling – ambiguity
– dates – money measurements - a brief understanding of the make-up of a standard book - preliminary pages - indexing a book - bibliographical references - special books like scientific and technological books - On-screen copy editing – definition - scope - different types - technical issues involved - legal and safety concerns - software tools.

Module IV

Practice session On grammatical trouble points - use of MLA Handbook as an in-house style manual – basic copyediting using materials such as assignments and projects from students - use of electronic versions of these materials for onscreen copy- editing practice.

Recommended Reading

Butcher, Judith, et al. Butcher's Copy-editing, Fourth Edition. New Delhi:

Chicago Manual of Style, 15th Edition of Manual of Style. University of Chicago, 2003.

Greenbaum, Sidney and Janet Whitcut, Longman Guide to English Usage. Harmondsworth: Penguin, 1996.

Huddleston, R and Geoffrey K. Pulia, A Student's Introduction to English Grammar. CUP, 2005.

New Hart's Rules; The Handbook of Style for Writers and Editors. Oxford University Press, 2005.

New Oxford Dictionary for Writers and Editors: The Essential A to Z Guide to the Written Word. OUP, 2005.

Suttcliffe, Andrea J, Ed., The New York Public Library Writer's Guide to Style and Usage. Macmillan, 2000.

Turto, ND and Heaton, JB. Dictionary of Common Errors. Longman, 1998.

SEMESTER VI

FIRST DEGREE PROGRAMME (CBCS System)

Common guidelines for Project/Dissertation

B.A. ENGLISH LANGUAGE AND LITERATURE: EN 1645

Credits: 4

Total Instructional hours: 3 per week [Total: 54 hours]

A. Guidelines for Teachers:

1. The Project/Dissertation should be done under the direct supervision of a teacher of the department, preferably the Faculty Advisor for the sixth semester. However the work of supervising the Projects should be distributed equally among all the faculty members of the department.
2. The teaching hours allotted in the sixth semester for the Project/Dissertation [i.e., 3 hours/week] is to be used to make the students familiar with Research Methodology and Project writing.
3. A maximum of five students will work as a group and submit their project as a [single] copy for the group. The members of a group shall be identified by the supervising teacher. Subsequently each group will submit a project/dissertation and face the viva individually/separately.
4. The list containing the groups and its members should be finalized at the beginning of the sixth semester.
5. Students should identify their topics from the list provided in consultation with the supervising teacher or the Faculty Advisor of the class [Semester 6] as the case may be. The group will then collectively work on the topic selected.
6. Credit will be given to original contributions. So students should not copy from other projects.
7. There will be an external evaluation of the project by an External examiner appointed by the University. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner who valued the projects/dissertations and an internal examiner. All the members within the group will have to be present for the viva voce. The grades obtained [for external evaluation and viva voce] will be the grade for the project/dissertation for each student within that group.
8. The Project/Dissertation must be between 20 and 25 pages. The maximum and minimum limits are to be strictly observed.

9. A Works Cited page must be submitted¹¹⁸ at the end of the Project/Dissertation.

10. There should be a one-page Preface consisting of the significance of the topic, objectives and the chapter summaries.

11. Two copies have to be submitted at the department by each group. One copy will be forwarded to the University for valuation and the second copy is to be retained at the department.

B. General guidelines for the preparation of the Project:

- Paper must of A4 size only.
- One side Laser Printing.
- Line Spacing: double.
- Printing Margin: 1.5 inch left margin and 1 inch margin on the remaining three sides.
- Font: Times New Roman only.
- Font size: Main title -14/15 BOLD & matter - 12 normal.
- The project need be spiral-bound only.
- Paragraphs and line spacing: double space between lines [MLA format].
- Double space between paragraphs. No additional space between paragraphs.
- Start new Chapter on a new page.
- Chapter headings (bold/centred) must be identical

as shown: Chapter One

Introduction

- Sequence of pages in the Project/Dissertation:
 - i. Cover Page.
 - ii. First Page.
 - iii. Acknowledgement, with name & signature of student.
 - iv. Certificate (to be signed by the Head of the Dept and the Supervising Teacher).
 - v. Contents page with details of Chapter Number, Chapter Heading & Page Numbers.
- Specimen copies for (i), (ii), (iv) and (v) will be sent to the colleges.
- Chapter divisions: Total three

chapters.Preface

120

Chapter One: Introduction - 5

pages Chapter Two: Core

chapter - 15 pages

Works Cited

[Numbering of pages to be done continuously from Chapter One onwards, on the top right handcorner]

C. Specific guidelines for preparation of Project:

1. Only the Title of the Project Report, Year and Programme/Subject should be furnished on the cover page of the University copy of the Project. The identity of the College should not be mentioned on the cover page.
2. Details like Names of the Candidates, Candidates' Codes, Course Code, Title of Programme, Name of College, Title of Dissertation, etc. should be furnished only on the first page.
3. Identity of the Candidate/College should not be revealed in any of the inner pages.
4. The pages containing the Certificate, Declaration and Acknowledgement are not to be included in the copy forwarded to the University.
5. The Preface should come immediately before the Introductory Chapter and must be included in all the copies.

D. Selection of Topics:

Students are permitted to choose from any one of the following areas/topics.

Selection of topics/areas has to be finalized in the course of the first week of the final semester itself with the prior concurrence of the Faculty Advisor / Supervisor:

1. Post-1945 literature. This must not include the prescribed work/film coming under Core study. [Works/films other than the prescribed ones can be taken for study]
2. Analysis of a film script.
3. Analysis of advertisement writing [limited to print ads]. Study should focus on the language aspect or be analyzed from a theoretical perspective [up to a maximum of 10 numbers].
4. Analysis of news from any of these news stations/channels: AIR, Doordarshan, NDTV, Headlines Today, Times Now, BBC, and CNN. [News from 5 consecutive days highlighting local, regional, national, international,

sports, etc]

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5. Celebrity Interview: from film, politics, sports and writers [Only one area or one personality to be selected].

6. Studies on individual celebrities in the fields of arts and literature. Example: a Nobel Prize winner, a dancer/singer/musician/film star, etc, of repute [Only one personality to be selected].

7. Studies based on any 5 newspaper editorials or articles by leading international or national columnists like Thomas Friedman, Paul Krugman, Anees Jung, etc.

8. Compilation and translation of any 5 folk stories of the region.
9. Analysis of the language used in email and sms. The study should focus on the language aspect used in such modes of messaging, limiting to 10 pieces of email/sms. [Reference: David Crystal Txtng: the GR8 Dbt. OUP, 2008]
10. Studies on popular folk art forms like Koodiyattam, Theyyam, Pulikali, Chakyar Koothu, Nangyar Koothu, Kalaripayattu, Kathakali, Mohiniyattam, Maargamkali, Oppanna, etc. [Only one art form to be selected].
11. Study on any 5 popular songs in English. Songs of popular bands like the ABBA, Boney M, Backstreet Boys, Beatles, Pink Floyd, Rolling Stones, Westlife, Boyzone, etc can be selected.
12. Study based on the life and works of one Nobel Prize winner in literature.

E. Details of Course Contents:

(1) Academic writing: The following areas are to be made familiar to the students during the course of the 3 instructional hours/week set aside for the same in the sixth semester:

- (a) Selecting a Topic
- (b) Compiling a Working Bibliography
- (c) Writing Drafts
- (d) Plagiarism and Academic Integrity
- (e) Mechanics of Writing
- (f) Methods of quoting texts:
- (g) Format of the Research Paper

Reference text: *M.L.A. Handbook* 8th Edition.

(2) Documentation of sources in the works cited page(s): Samples of different types of sources will be provided

**Revised Syllabus for 2020 Admissions onwards
(Core, Complementary, Open & Elective Courses)**

(2020 ADMISSION ONWARDS)

SEMESTER V

FIRST DEGREE PROGRAMME IN

B A ENGLISH LANGUAGE AND LITERATURE (CBCS System)

**Core Course 6: EN 1541 Literature of Late 20th Century and
21st Century No. of Credits: 4 No. of instructional hours: 5 per week**

[Total: 90 Hours]

Aim: Engage with the diversity of forms and contexts of more recent literatures.

Objectives

1. Expose students to the literatures of this period in their relationship with historical (social, cultural and political) developments
2. Introduce them to the basics of Postmodern writing and the conditions of its emergence and development
3. Sensitize them to the plurality and diversity of the literature of this period reflecting the reality of a multi-cultural world and polyphonic cultural sphere

Course Outcome

- CO 1: Identify the various socio-cultural changes that evolved in the late modernist period
- CO 2: Relate to the diverse currents of postmodern literature and its reflections in the contemporary ethos
- CO 3: Assimilate the inherent multiplicities and fluidity of societal perspectives
- CO 4: Develop an innate sympathy for the tragedies of Holocaust and an

awareness regarding the environmental crises impasses threatening the modern world

CO 5: Empathise with the marginalised and comprehend their predicament.

Module I: Postmodernism

Background:

Developments leading to Postmodernism – Metafiction – Intertextuality – Pastiche – magical realism – minimalism – hyperreality

Core Texts:

1. Denise Riley: –Pastoral. || Selected Poems. Reality Street Editions, 2000. Pp. 64-65. <https://docplayer.net/84625719-Denise-riley-selected-poems.html>
2. Harold Pinter. *Homecoming*. Faber, 1991

http://shiraz.fars.pnu.ac.ir/portal/file/?9770459/%20Pinter_Harold%20_-_Plays_3_Faber_1991_.pdf

3. E.L.Doctorow: *Ragtime*. Random House, 1975.

Module II: African-American Literature

Key Concepts:

Racism - Slavery - Civil rights – Mulatto- Harlem Renaissance—Afro-American feminism—1968 riots

Core Texts:

1. Toni Morrison: –Recitaci fl (short story).
https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/1073/Morrison_recitaci_fl_essay.doc.pdf
2. Gwendolyn Brooks: –The Mother ll (poem).
<https://www.poetryfoundation.org/poems/43309/the-mother-56d2220767a02>
3. Maya Angelou: *I Know Why the Caged Bird Sing*, Chapters 33-34.
4. August Wilson. *Ma Rainey’s Black Bottom* (play).
https://augustwilsonstudygroup.files.wordpress.com/2018/02/ma-rainey-1_.pdf

Module III: Digital Literature

Key Concepts:

Evolution of the reader – Electracy vs Literacy –E-books - Role playing games - interactive fiction–hypertexts – network fiction – locative narratives – non-linearity – animated poetry –insta poems- chatterbots – Twitterature - importance of connectivity

Core Texts:

1. Carpenter, J.R: –Along the Briny Beach.ll
<https://collection.eliterature.org/3/works/along-the-briny-beach/index.html>
2. Wah, Fred, et al: –High Muck a Muck.ll
<https://collection.eliterature.org/3/works/high-muck-a-muck/index.html>
3. Bouchardon, Serge and Vincent Volckaert: –Loss

Module IV: Climate Fiction

Key concepts:

Anthropocene - greenhouse effect - global warming - climate activists – dystopia

1. Ian McEwan: *Solar*
<https://www.you-books.com/book/I-Mcewan/Solar>
2. Maja Lunde: *The History of Bees*. Translated by Diane Oatley. Touchstone, 2015. <https://www.scribd.com/read/354121952/The-History-of-Bees-A-Novel#>

Recommended Reading

Anderson, Gregera. *Climate Fiction and Cultural Analysis*. Taylor and Francis, 2019. Butler, Christopher. *Postmodernism: A Very Short Introduction*. OUP 2002.

Docherty, Thomas. *Postmodernism, A Reader*. Taylor and Francis, 2016.

Ellis Erle C, Erle Christopher Ellis. *Anthropocene A Very Short Introduction*. OUP, 2018. Graham, Maryemma, Jerry W. Ward, Jr. *The Cambridge history of African American Literature*. Gregson, Ian. *Postmodern Literature*. Bloomsbury Academic, 2004.

Jameson, Fredric. *Postmodernism or the Cultural Logic of Late Capitalism*. Duke University Press, 1991.

Len Platt, Sarah Upstone. *Postmodern Literature and Race*. CUP, 2015.

MScHale, Brian. Len Platt. *The Cambridge History of Postmodern*

Literature. CUP, 2016. Rettberg, Scott. *Electronic Literature*. Wiley, 2018.

SEMESTER VI

FIRST DEGREE PROGRAMME IN

BA ENGLISH LANGUAGE AND LITERATURE (CBCS System)

Core Course 11: EN 1641 Gender Studies

No: of Credits: 4

No of Instructional Hours: 5 [Total: 90hours]

Aim: Introduce and problematize gender constructs.

Objectives

1. Explore the historical variables that have contributed towards the social norms of gender and sexuality
2. Understand the significance of making gender an integral concept of social analysis
3. Develop a conceptual understanding of the field of gender studies

Course Outcome

- CO 1: Recognize the patriarchal bias in the formation of history and knowledge.
- CO 2: Analyse the ways in which gender, race, ethnicity class, caste and sexuality construct the social, cultural and biological experience of both men and women in all societies.
- CO 3: Recognize and use the major theoretical frames of analysis in gender studies
- CO 4: CO 5: Interrogate the social constructions of gender and the limiting of the same in to the male-female binary in its intersections with culture, power, sexualities and nationalities
- CO 5: Examine gender issues in relation to the sustainable goals of development

COURSE OUTLINE

Module I Introduction to Gender Studies

Gender, Patriarchy- Family- Identities- Essentialism- Difference- Ideology- Intersectionality- Feminisms- Womanism- Dalit Feminism- Islamic Feminism

1. bell hooks. -Feminist Politics: Where we Stand|| *Feminism is for Everybody: Passionate Politics*. London: Pluto, 2000: pp.1-6.
https://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-

[feminism is for everybody.pdf](#) 134

2. Judith Lorber. -The Social Construction of Gender. ||

https://ieas.unideb.hu/admin/file_9695.pdf

3. Vijila Chirappad: -Wasteland|| (poem)

<https://feminisminindia.com/2018/01/11/5-dalit-women-poets/>

Module II Gender and Sexuality

Body-Sexualities-Performativity-Heterosexuality-Sexual Orientation-Non-normative Sexualities-Desire-Heteronormativity-Homosexuality-LGBTQI-Queer-Transgender-Pride Parade- Posthuman Orientation.

1. A. Revathi. *The Truth about Me: A Hijra Life Story* (Life Narrative)
2. Margaret Atwood: –Helen of Troy Does Countertaps|| Dancing (poem)
<https://apoemaday.tumblr.com/post/181494581744/helen-of-troy-does-countertop-dancing>
3. Kalki Subramaniam: –Breaking Binaries, Establishing Identity|| TEDxDumas https://www.youtube.com/watch?v=_j1NzEGMNdo

Module III Gender and Culture

Culture, Modernity, Consumption, Sexual Economies, Commodity Culture

1. Nivedita Menon: –India: Section 377: How Natural is Normal?||
<http://www.sacw.net/SexualityMinorities/nivedita01Jan2004.html>
2. Maya Angelou: –Phenomenal Woman|| (poem)
<https://www.poetryfoundation.org/poems/48985/phenomenal-woman>
3. Meena Kandasamy: –Mascarall (poem)
<https://www.poemhunter.com/poem/mascara-4/>

Module IV: Gender, Power and Human Rights

Power, Sexual Politics, Discourse, Sexual Citizenship, Discrimination, Human Rights, GenderJustice

1. Alice Walker: *Meridian* (Novel)
2. Mahaswetha Devi: *Draupadi* (Short Fiction)
3. Mayilamma: Chapter 13. –Protest: The First Year|| (Pages 55 – 59)
Jyothibai Pariyadathu *Mayilamma: The Life of a Tribal Eco-warrior*. Orient Blackswan, 2018.

Recommended Reading

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.

Cranny-Francis, Anne. Wendy Waring, Pam Stavropoulos, Joan Kirkby. *Gender Studies Terms and Debates*. Macmillan, 2017.

Delap, Lucy. *Feminisms: A Global History*.

Penguin, 2020. Foucault, Michel. *History of Sexuality*. Penguin Books: 1977

Kate, Millet. *Sexual Politics*. New York: Doubleday. 1969.

Kumar, A. *The History of Doing*, New Delhi: Kali for Women, 1998. Marao, Lori, J. *Fifty-One Key Feminist Thinkers*. Taylor and Francis, 2016.

Naples, Nancy A. *Companion to Women's and Gender Studies*. Wiley, 2020. Roth, Benita. *Separate Roads to Feminism*. CUP, 2004.

Sullivan, Nikki. *A Critical Introduction to Queer Theory*. NYU, 2003.

e- resources

<https://kalkisubramaniam.com/>

<https://www.e-ir.info/2017/02/06/online-resources-feminism/>

[https://www.thelancet.com/journals/lancet/article/PIIS0140-](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(19)30239-9/fulltext)

[6736\(19\)30239-9/fulltexthttps://plato.stanford.edu/entries/feminist-](https://plato.stanford.edu/entries/feminist-philosophy/)

[philosophy/](https://plato.stanford.edu/entries/feminist-philosophy/)

http://www.gender.cawater-info.net/knowledge_base/rubricator/feminism_e.htm

<https://guides.lib.purdue.edu/c.php?g=352219&p=2375079>

IV. BA Arabic Language & Literature (CBCSS)

Fourth Semester B.A. / B.Sc. Degree (CBCSS) Programmes

AR1411.1	Language Course IX (Addl. Language IV)	Readings in Arabic Literature	4 Credits	5 Hrs/Week
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Course Outcomes

1. Sensitizing the student to the aesthetic, **cultural and social aspects** of literary appreciation and analysis and the socio-literary elements of Classical & Modern Arabic Literature
2. Understanding the distinct features of Classical & Modern Arabic Literature
3. Estimating the scope of various genres in Arabic Literature

Course Outline

Module – I

- Selected Lines from *Mu'allaqa* of Zuhayr bin Abī Sulma
- Selected Verses from **Holy Qur'ān**:
 - a. Sūra al-Mu'minūn (Verses: 18-22)
 - b. Sūra al-Hujrāt (Verses: 11-13)

Module – II

- Selected Prophetic Traditions from „*Jawāmi' al-Kalim*’

Module – III

- Chapter named “*Ruhmāk Yā Nafsī Ruhmāk*” from *Dam'a wa Ibtisāma* by Jubran Khalil Jubran
- Chapter named “*Munājātul Qamar*” from *al-Nadarāt*, Vol. 1 by Mustafa Lutfi al-Manfaluti

Module – IV

- Article titled „*Al Dīn al-Sinā'i*’ from *Fayd al-Khātir*, Vol. 2, by Ahmed Amin

Reading list

1. al-Nadwi, Abu al-Hasan Ali, (1979), *Mukhtarat min Adab al-Arab*, Lakhnow: Maktaba DarulUlama
2. Irwin, Robert, *The Penguin anthology of classical Arabic literature*, England: Penguin Books

3. al-Iskandari, Ahamd and others, (1938), al-Muntakhab min Adab al-Arab, Cairo
4. Ahmad, al-Shaikh, (2002), Sharah al-Mu'allaqat al-Ashr wa Akhbar shu'ara'uha, Beirut: al-Maktaba al-Asriyya
5. Amani Moulawi, Mohammad, (2000), Vishudha Qur'an Vivartanam, KNM
6. al-Mukhtār fil Qirā'a wal Nusūs, Ministry of National Education, Algeria, 1986
7. Abdul Muthalib Hashim Al Saqa and Muhammed Al-Amin Abu Salih, Al-Qirā'atul Arabiyya, Ministry of Education, Qatar

Scheme of Question Paper

- Objective type questions - 10 [10 x 1 = 10 Marks]
- Short Answer type I - 8 out of 12 [8 x 2 = 16 Marks]
- Short Answer type II – 6 out of 9 [6 x 4 = 24 Marks]
- Long Answer type question – 2 out of 4 [2 x 15 = 30 Marks]

First Semester BA Arabic (CBCSS) Degree Programme

Complementary Course

AR1131	Complementary Course I	Ancient History of Arabs	2 Credits	3 Hrs/Weeks
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Course Outcomes

1. Exploring the historical background and progress of Islam from the period of ignorance to the demise of the Prophet Muhammad (pbuh) and how the Islamic culture and civilization affected the history and destiny of the Arabs.
2. Getting an introduction to Islamic History and its culture
3. Understanding the cultural and historical background of Islam in the medieval history of mankind
4. Evaluating the course and development of Islam during the life time of the Prophet.

Course Outline

Module – I

1. Ancient Arabia: Characteristics – Geographical and political condition
2. Ancient Arabian Kingdoms
3. Socio-religious life - Ayyam al-Arab

Module – II

1. Prophet Muhammad and his early life in Makkah
2. Advent of Islam (610-622) : Revelation, secret and public preaching – Persecution of Makkans – Migration to Abyssinia – Taif Visit – Pledges of Aqaba – Migration to Yathrib

Module – III

1. Islam in Madina (622- 632)– Ansars, Muhajirs and Jews – The great battles of Badr, Uhud, Khandaq – Treaty of Hudaibiyya and Conquest of Makkah – Battles of Hunayn, Khaibar, Mutat etc. – Expedition to Tabuk – Prophet’s pilgrimage and demise

Module – IV

1. Principles of Islam
2. Holy Qur'an and the traditions of the Prophet

Book for detailed study: “*Tārīkh al Islām – I*” (2010), Dr. E. Abdul Latheef, Thiruvananthapuram: Department of Publications, University of Kerala

Reading list

1. Inayatullah, Sheikh, (1942), Geographical factors in Arabian life and history, Lahore: Muhammad Ashraf.
2. Hitti, Philip K., (1940), History of the Arabs, London: Mac Millan education Limited
3. Grunebaum, Gustave E Von, (1956), Medieval Islam, University of Chicago
4. Ali, Ameer, (1981), A Short history of the Saracens, New Delhi: Kitab Bhavan
5. Husain, Sayyid Safdar, (1997), The Early History of Islam, New Delhi: Adam Publishers
6. Hasan, Masudul, (1998), History of Islam, New Delhi: Adam Publishers
7. Fidai, Rafi Ahmad, (2001), Concise History of Muslim world, New Delhi: Kitab Bhavan
8. Yusuf, S.M. (1987), Studies in Islamic History and Culture, New Delhi: Adam Publishers
9. Assan, K, (1972), Islamika Charitram, Thiruvananthapuram: Kerala Bhasha Institute

10. Saulat, Sarwat, (1989), Islamika Samuham: Charitra Samgraham, Calicut: Islamic PublishingHouse
11. al-Sibai, Mustafa, (1987), Islamika Nagarikata: Chila Shobhana Chitrangal, Calicut: IslamicPublishing House
12. Khudr Bek, Muhammad, Nur al-Yaqin, New Delhi: Kutub Khana
13. al-Nadwi, Abu al-Hasan Ali, (1981), al-Sira al-Nabawiyya, Dar al-Shuruq
14. Amin, Ahmad, (1969), Fajr al-Islam, Beirut: Dar al-Kitab al-Arabi
15. Farrokh,Umar, (1981),al-Arab fi Hadaratihim wa Thaqafatihim, Cairo: Dar al-Ilm li al-Malayin
16. Issawi, Charles, (1950), An Arab philosophy of History, London: John Marry.

Scheme of Question Paper

- | | |
|-----------------------------------|---------------------|
| • Objective type questions - 10 | [10 x 1 = 10 Marks] |
| • Short answer type - 8 out of 12 | [8 x 2 = 16 Marks] |
| • Short note writing – 6 out of 9 | [6 x 4 = 24 Marks] |
| • Essay – 2 out of 4 | [2 x 15 = 30 Marks] |

Complementary Course

AR1132	Complementary Course II	Basic Translation	2 Credits	3 Hrs/Weeks
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Course Outcomes

- Helping the students to update and expand basic secretarial and translation skills and attitudes relevant to the application of Arabic in the commercial and correspondence field.
- Expanding translation and correspondence skills related to various business areas
- Familiarizing with technical language and commercial vocabulary in the different domains
- Acquiring essential mastery in technical Arabic

Course Outline

Module – I

Study of basic translation practices

Arabic to English and English to Arabic Translation exercises from the first 10 chapters of the book *Arabic Made Easy*

Module – II

Arabic to English and English to Arabic Translation exercises from the chapters [11-20] of the book *Arabic Made Easy*

Module – III

Arabic to English and English to Arabic Translation exercises from the chapters [21-30] of the book *Arabic Made Easy*

Module – IV

Arabic to English and English to Arabic Translation exercises from the chapters [31-40] of the book *Arabic Made Easy*

Book for study: *Arabic Made Easy*, Abdul Hashim, Delhi: Muslim Media, 1999

Reading list

1. Alish, Mahdi, (2005), *Using Arabic: A Guide to Contemporary usage*, London: Cambridge
2. Daykin, Vernon, (1972), *Technical Arabic*, London: Lund Humphries
3. KhuRashid, Salahuddin, (1945), *English-Arabic Phrase book*, Delhi: Matba'a al-Matbu'at
4. Abu Bakar, K.P., (2005), *A Handbook of Commercial Arabic*, Calicut: Al Huda Books
5. Abdul Rahim, Prof. V.K., (1999), *A Textbook of Modern Arabic, Ed II*, Calicut: Al Huda Books
6. al-Mujaddidi, Muhammad Ismail, (2003), *An Easy way to Commercial and Journalistic Arabic*, Calicut: Sahara Publications.

7. Abdul Hamid, V.P. and Abdul Hamid, N.K., (2003), The Commercial Arabic, Calicut: Al HudaBooks
8. Rahmatulla, A.I, (2008), Business Arabic, Calicut.
9. Usulu Kitaba al-Rasa'il, (2001), Beirut: Dar-el-Rateb al-Jamia.
10. Haywood J. A., Nahmad H. M., A New Arabic Grammar of the written language, London: LundHumphries

Scheme of Question Paper

- Objective type questions related to Translation - 10 [10 x 1 = 10 Marks]
- Translation of Simple Sentences : English x Arabic - 8 out of 12 [8 x 2 = 16 Marks]
- Translation of Complex Sentences: English x Arabic – 6 out of 9 [6 x 4 = 24 Marks]
- Translation of Passages – 2 out of 4 [2 x 15 = 30 Marks]

Second Semester BA Arabic (CBCSS) Programme

Complementary Courses

AR1232	Complementary Course IV	Advanced Translation	3 Credits	3 Hrs/Weeks
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Course Outcomes

- Helping the students to update and expand advanced translation skills and attitudes relevant to the application of Arabic in the commercial fields.
- Expanding translation skills related to **various business areas**
- Familiarizing with technical language and commercial vocabulary in the different domains
- Acquiring essential mastery in technical Arabic

Course Outline

Module – I

Study of basic terminologies and vocabulary – Phrases and abbreviations used in correspondence, commerce and secretarial practices

Module – II

Translation of documents : Visas of various Arab countries, Residence permits, licenses, Identity cards, Certificates

Module – III

Translation of Simple employment contracts, advertisements, receipts

Module – IV

Preparation of simple documents in Arabic: Bio-data, conduct and experience certificates

Book for study : Secretarial Practice in Arabic (Part II Only), Palliyath, Hanif, (2003), Calicut: AlHuda Books

Reading list

- Alosh, Mahdi, (2005), Using Arabic: A Guide to Contemporary usage, London: Cambridge
- Daykin, Vernon, (1972), Technical Arabic, London: Lund Humphries
- KhuRashid, Salahuddin, (1945), English-Arabic Phrase book, Delhi: Matba'a al-Matbu'at
- Abu Bakar, K.P., (2005), A Handbook of Commercial Arabic, Calicut: Al Huda Books
- Abdul Rahim, Prof. V.K., (1999), A Textbook of Modern Arabic, Ed II, Calicut: Al Huda Books
- al-Mujaddidi, Muhammad Ismail, (2003), An Easy way to Commercial and Journalistic Arabic, Calicut: Sahara Publications.
- Abdul Hamid, V.P. and Abdul Hamid, N.K., (2003), The Commercial Arabic, Calicut: Al Huda

- Rahmatulla, A.I, (2008), Business Arabic, Calicut.
- Usulu Kitaba al-Rasa'il, (2001), Beirut: Dar-el-Rateb al-Jamia.
- Haywood J. A., Nahmad H. M., A New Arabic Grammar of the written language, London: LundHumphries

Scheme of Question Paper

- Objective type questions - 10 [10 x 1 = 10 Marks]
- Translation Sentences : English x Arabic - 8 out of 12 [8 x 2 = 16 Marks]
- Translation Documents / Passage : English x Arabic – 6 out of 9 [6 x 4 = 24 Marks]

Preparation of documents – 2 out of 4

Third Semester BA Arabic (CBCSS) Programme

Complementary Courses

AR1431	Complementary Course VII	Classical Arabic Prose	3 Credits	3 Hrs/Weeks
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Course Outcomes

- Sensitizing the student to the aesthetic, cultural and social aspects of literary appreciation and analysis and the socio-literary elements of Classical Arabic prose literature
- Understanding the distinct features of Jahiliyya and Islamic prose literature
- Estimating the scope of various genres of classical Arabic prose
- Studying the relation between literature and Bedouin life in Arabia
- Appreciating the influence of Islam in the Arabic prose literature

Course Outline

- **Module –I**

The following Verses from **Holy Qur'an** :

1. *Sura al-Ra'ad*, Verses 19-35
2. *Sura al-Isrā'*, Verses 23-38
3. *Sura al-Nūr*, Verses 41-46
4. *Sura al-'Anqabūt*, Verses 60-66
5. *Sura al-Shura*, Verses 13-22
6. *Sura al-Twāriq*, Verses 5-17

- *Module –II*

The following chapters from **Riyad al-Saliheen** by Imam al-Nawawi

1. *Bāb Birr al-Wālidayn wa Silat al-Rahm* (First 5 Hadith)
2. *Bāb Tahrīm al-Uqūq wa Qat'a al-Rahm* (First 5 Hadith)
3. *Bāb Husnil Khulq* (First 11 Hadith)
4. *Bāb Haqqil Jār wal Wasiyya Bihi* (First 9 hadith)

• **Module –III**

The following portion of traditions from “**Mishkāt al-Masābīh**” by Muhammed bin Adullah Khatibal-Tabrizi

- *Chapter II from Bāb al-Shafaq wal Rahma Alal Khalq* from *Kitāb al-Ādāb* (22 Hadith)

• **Module -IV :**

The following classical prose portions from the book: **Mukhtārāt min al-Adab al-Arabi**, by Walid Qassab and Hashim Manna', (1999), Ed-2, Dubai: Dar al-Qalam

1. *Khutubatu Quss bin Sā'ida al-Iyādi fi Sūq Uqāz*
2. *Wasiyyatu Abī Bakar li Umar Hīna Istikhlafihī*
3. *Wasiyyatu Ali bin Abī Tālib li Banīhi Hīna Hadarathul Wafātu*

Complementary Courses

AR1432	Complementary Course VIII	Classical Arabic Poetry	3 Credits	3 Hrs/Weeks
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Course Outcome

- Sensitizing the student to the aesthetic, cultural and social aspects of literary appreciation and analysis and the socio-literary elements of Classical Arabic Poetry
- Understanding the distinct features of Jahiliyya and Islamic Poetry
- Estimating the scope of various genres of classical Arabic Poetry
- Studying the relation between literature and Bedouin life in Arabia
- Appreciating the influence of Islam in the Arabic Poetry

Course Outline

The following portions of Jahiliyya poetry:

Module – I

1. Mu'allāqa **Imru' al-Qays** (10 lines from *Wa Qad Ightadā wal Tayru fi Wukunātihā.....*)
2. Mu'allāqa **Labīd bin Rabī'a** (First 12 lines from *Afat al-Diyāru Mahalluhā fa*

Muqāmuhā.....)

Module – II

1. Mu'allaqa **Amr bin Kulthūm** (Last 13 lines from *Wa mā Man 'u al-Dha 'ā'in Mithlu Darb....)*
2. Mu'allaqa **Antara ibn Shaddād** (Last 14 lines from *Wa Laqad Hafidtu Wusat Ammī bil Dhuhā.....*)

Module – III

1. *Qasīda Bānat Su'ād* by **Ka'ab bin Zuhayr** (First 35 Lines)

Module – IV

The following classical poetry selections from the book: *al-Muntakhab min Adab al-Arab, Vol.4*, by Ahmad al-Iskandari, Ahmad Amin & Ali Jarim, Cairo: Ministry of General Education, 1944

1. *Qasīda Hassān bin Thābit fī Madh al-Rasūl* (17 lines from *Adimnā Khayluna In Lam Tarawhā....*)(PP 112-113)
2. *Qasīda Jarir fī Rithā'i Zawjatihi* (11 lines from *Law Lal Hayā' Lahājanī Isti' bāru....*)(PP 139-140)

Reading list

1. al-Nadwi, Abu al-Hasan Ali, (1979), *Mukhtara min Adab al-Arab*, Lekhnaw: Nadwatul Ulama
2. Irwin, Robert, *The Penguin anthology of classical Arabic literature*, England: Penguin Books
3. al-Iskandari, Ahmad and others, (1938), *al-Muntakhab min Adab al-Arab*, Cairo
4. Ahmad, al-Shaikh, (2002), *Sharah al-Mu'allaqat al-Ashr wa Akhbar shu'ara'uha*, Beirut: al-Maktaba al-Asriyya
5. Zaydan, Jurji, *Tarikh Adab al-Lughat al-Arabiyya*, Part I, Cairo: Dar al-Hilal
6. Zayyat, Ahmad Hasan, *Tarikh al-Adab al-Arabi*
7. Fakhuri, Hanna, *al-Jami' fi Tarikh al-Adab al-Arabi: al-Adab al-Qadim*, Beirut: Dar al-Jil
8. Farrukh, Umar, *Tarikh al-Adab al-Arabi*, Vol I, Cairo: Dar al-Ilm li al-Malayin
9. Dayf, Shawqi, (1992), *Tarikh al-Adab al-Arabi: al-Asr al-jahili & al-Asr al-Islami*, Cairo: Dar al-Ma'arif

Fourth Semester BA Arabic (CBCSS) Programme

Core Courses

AR1442	Core Course V	History of Classical Literature	3 Credits	4 Hrs/Weeks
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Course Outcomes

- Sensitizing the student to the aesthetic, cultural and social aspects of literary appreciation and analysis
- Understanding the unbroken literary tradition in Arabic
- Getting an analytical and in-depth knowledge of the literary creations, authors, trends, etc.
- Focusing on the relation between literature and Bedouin life in Arabia
- Studying the approach of religion to arts and literature

Course Outline

Module – I : Jahiliyya Literature

A. Pre-Islamic Poetry: Origin and development of pre-Islamic poetry – Sources of poetry – Salient features – Place of poetry in the Arab life - Important poetry collections – Mu'allaqat and authors – Other important Jahiliyya poets.

B. Pre-Islamic Prose: Jahiliyya Prose – Oratory and orators, Saj', Proverbs and other forms of prose literature.

Module – II : Islamic Poetry

Islamic Poetry: Mukhdaram poets – Impact of Islam and Qur'an on poetry – Approach of Islam to poetry
– Pious Califs and poetry.

Module – III : Islamic Prose

Islamic Prose: Qur'an – Its revelation and compilation – Traditions of the Prophet – Oratory

Module – IV : Umayyad Literature

A. Umayyad Poetry: Umayyad Society – Nature and development of Naqa'id, Political and Ghazal poetry
– Famous poets.

B. Umayyad Prose: Characteristic features – Orators – Risala writers – Literary criticism – Beginning of Tafsir literature and Hadith Literature – collection and compilation of hadith.- Development of Umayyad prose style.

Reading list

1. Gibb, H.A.R., (1963), Arabic Literature- An Introduction, London: Oxford
2. Haurt, Clement, (2002), A History of Arabic Literature, New Delhi: Good word books
3. Zaydan, Jurji, Tarikh Adab al-Lughat al-Arabiyya, Part I, Cairo: Dar al-Hilal
4. Zayyat, Ahmad Hasan, Tarikh al-Adab al-Arabi
5. Fakhuri, Hanna, al-Jami' fi Tarikh al-Adab al-Arabi: al-Adab al-Qadim, Beirut: Dar al-Jil

6. Farrukh, Umar, Tarikh al-Adab al-Arabi, Vol I, Cairo: Dar al-Ilm li al-Malayin
7. Dayf, Shawqi, (1992), Tarikh al-Adab al-Arabi: al-Asr al-jahili & al-Asr al-Islami, Cairo: Dar al-Ma'arif

Scheme of Question Paper

- Objective type questions - 10 [10 x 1 = 10 Marks]
- Short answer type - 8 out of 12 [8 x 2 = 16 Marks]
- Short note writing – 6 out of 9 [6 x 4 = 24 Marks]
- Essay – 2 out of 4 [2 x 15 = 30 Marks]

Complementary Courses

AR1431	Complementary Course VII	Classical Arabic Prose	3 Credits	3 Hrs/Weeks
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Course Outcomes

- Sensitizing the student to the aesthetic, cultural and social aspects of literary appreciation and analysis and the socio-literary elements of Classical Arabic prose literature
- Understanding the distinct features of Jahiliyya and Islamic prose literature
- Estimating the scope of various genres of classical Arabic prose
- Studying the relation between literature and Bedouin life in Arabia
- Appreciating the influence of Islam in the Arabic prose literature

Course Outline

- **Module –I**

The following Verses from **Holy Qur'an** :

1. *Sura al-Ra'ad*, Verses 19-35
2. *Sura al-Isrā'*, Verses 23-38
3. *Sura al-Nūr*, Verses 41-46
4. *Sura al-'Anqabūt*, Verses 60-66
5. *Sura al-Shura*, Verses 13-22
6. *Sura al-Twāriq*, Verses 5-17

- **Module –II**

The following chapters from **Riyad al-Saliheen** by Imam al-Nawawi

1. *Bāb Birr al-Wālidayn wa Silat al-Rahm* (First 5 Hadith)
2. *Bāb Tahrīm al-Uqūq wa Qat'a al-Rahm* (First 5 Hadith)
3. *Bāb Husn al-Khulq* (First 11 Hadith)
4. *Bāb Haqq al-Jār wal Wasiyya Bihi* (First 9 hadith)

- **Module –III**

The following portion of traditions from “**Mishkāt al-Masābīh**” by Muhammed bin Adullah Khatibal-Tabrizi

- *Chapter II from Bāb al-Shafaq wal Rahma Alal Khalq* from *Kitāb al-Ādāb* (22 Hadith)

- **Module -IV :**

The following classical prose portions from the book: **Mukhtārāt min al-Adab al-Arabi**, by Walid Qassab and Hashim Manna', (1999), Ed-2, Dubai: Dar al-Qalam

1. *Khutubatu Quss bin Sā'ida al-Iyādi fī Sūq Uqāz*
2. *Wasiyyatu Abī Bakar li Umar Hīna Istikhlafihī*
3. *Wasiyyatu Ali bin Abī Tālib li Banīhi Hīna Hadarathul Wafātu*

Reading list

1. Tafsir Ibn Kathir
2. Taha, Muhammed, (2009), Prakasa Veedhikal, Kayamkulam: Dept. of Arabic, MSM College
3. al-Nadwi, Abu al-Hasan Ali, (1979), Mukhtara min Adab al-Arab, Lekhnow: Maktaba DarulUlama
4. Irwin, Robert, The Penguin anthology of classical Arabic literature, England: Penguin Books
5. al-Iskandari, Ahamd and others, (1938), al-Muntakhab min Adab al-Arab, Cairo
6. al-Nawawi, al-Imam, (2000), Riyadh al-Saliheen, Islamic Book Service
7. Ahmad, al-Shaikh, (2002), Sharah al-Mu'allaqat al-Ashr wa Akhbar shu'ara'uha, Beirut: al-Maktaba al-Asriyya

Scheme of Question Paper

- Objective type questions - 10 [10 x 1 = 10 Marks]
- Short answer type - 8 out of 12 [8 x 2 = 16 Marks]
- Annotations / Explanatory Notes – 6 out of 9 [6 x 4 = 24 Marks]
- Essay on authors – 2 out of 4 [2 x 15 = 30 Marks]

Complementary Courses

AR1432	Complementary Course VIII	Classical Arabic Poetry	3 Credits	3 Hrs/Weeks
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Course Outcome

- Sensitizing the student to the aesthetic, cultural and social aspects of literary appreciation and analysis and the socio-literary elements of Classical Arabic Poetry
- Understanding the distinct features of Jahiliyya and Islamic Poetry
- Estimating the scope of various genres of classical Arabic Poetry
- Studying the relation between literature and Bedouin life in Arabia
- Appreciating the influence of Islam in the Arabic Poetry

Course Outline

The following portions of Jahiliyya poetry:

Module – I

1. Mu'allaqa **Imru' al-Qays** (10 lines from *Wa Qad Ightadā wal Tayru fī Wukunātihā.....*)
2. Mu'allaqa **Labīd bin Rabī'a** (First 12 lines from *Afat al-Diyāru Mahalluhā fa Muqāmuhā.....*)

Module – II

1. Mu'allaqa **Amr bin Kulthūm** (Last 13 lines from *Wa mā Man 'u al-Dha 'ā'in Mithlu Darb.....*)
2. Mu'allaqa **Antara ibn Shaddād** (Last 14 lines from *Wa Laqad Hafidtu Wusat Ammī bil Dhuhā.....*)

Module – III

1. *Qasīda Bānat Su'ād* by **Ka'ab bin Zuhayr** (First 35 Lines)

Module – IV

The following classical poetry selections from the book: *al-Muntakhab min Adab al-Arab, Vol.4*, by Ahmad al-Iskandari, Ahmad Amin & Ali Jarim, Cairo: Ministry of General Education, 1944

1. *Qasīda Hassān bin Thābit fī Madh al-Rasūl* (17 lines from *Adimnā Khayluna In Lam Tarawhā.....*)(PP 112-113)
2. *Qasīda Jarir fī Rithā'i Zawjatihi* (11 lines from *Law Lal Hayā' Lahājanī Isti'bāru.....*)(PP 139-140)

Reading list

1. al-Nadwi, Abu al-Hasan Ali, (1979), Mukhtara min Adab al-Arab, Lekhnow: Nadwatul Ulama
2. Irwin, Robert, The Penguin anthology of classical Arabic literature, England: Penguin Books
3. al-Iskandari, Ahamd and others, (1938), al-Muntakhab min Adab al-Arab, Cairo
4. Ahmad, al-Shaikh, (2002), Sharah al-Mu'allaqat al-Ashr wa Akhbar shu'ara'uha, Beirut: al-Maktaba al-Asriyya
5. Zaydan, Jurji, Tarikh Adab al-Lughat al-Arabiyya, Part I, Cairo: Dar al-Hilal
6. Zayyat, Ahmad Hasan, Tarikh al-Adab al-Arabi
7. Fakhuri, Hanna, al-Jami' fi Tarikh al-Adab al-Arabi: al-Adab al-Qadim, Beirut: Dar al-Jil
8. Farrukh, Umar, Tarikh al-Adab al-Arabi, Vol I, Cairo: Dar al-Ilm li al-Malayin
9. Dayf, Shawqi, (1992), Tarikh al-Adab al-Arabi: al-Asr al-jahili & al-Asr al-Islami, Cairo: Dar al-Ma'arif

Scheme of Question Paper

- Objective type questions - 10 [10 x 1 = 10 Marks]
- Short answer type - 8 out of 12 [8 x 2 = 16 Marks]
- Annotations / Explanatory Notes – 6 out of 9 [6 x 4 = 24 Marks]
- Essay on poets – 2 out of 4 [2 x 15 = 30 Marks]

Scheme of Question Paper

- Objective type questions - 10 [10 x 1 = 10 Marks]
- Short answer type - 8 out of 12 [8 x 2 = 16 Marks]
- Annotations / Explanatory Notes – 6 out of 9 [6 x 4 = 24 Marks]
- Essay on poets – 2 out of 4 [2 x 15 = 30 Marks]

Reading list

1. Tafsir Ibn Kathir
2. Taha, Muhammed, (2009), Prakasa Veedhikal, Kayamkulam: Dept. of Arabic, MSM College
3. al-Nadwi, Abu al-Hasan Ali, (1979), Mukhtara min Adab al-Arab, Lekhnaw: Maktaba DarulUlama
4. Irwin, Robert, The Penguin anthology of classical Arabic literature, England: Penguin Books
5. al-Iskandari, Ahamd and others, (1938), al-Muntakhab min Adab al-Arab, Cairo
6. al-Nawawi, al-Imam, (2000), Riyadh al-Saliheen, Islamic Book Service
7. Ahmad, al-Shaikh, (2002), Sharah al-Mu'allaqat al-Ashr wa Akhbar shu'ara'uha, Beirut: al-Maktaba al-Asriyya

Scheme of Question Paper

- Objective type questions - 10 [10 x 1 = 10 Marks]
- Short answer type - 8 out of 12 [8 x 2 = 16 Marks]
- Annotations / Explanatory Notes – 6 out of 9 [6 x 4 = 24 Marks]
- Essay on authors – 2 out of 4 [2 x 15 = 30 Marks]

Fifth Semester BA Arabic (CBCSS) Programme

Core Courses

AR1542	Core Course VII	History of Medieval Literature	4 Credits	4 Hrs/Weeks
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Course Outcomes

- Introducing the students to the aesthetic, cultural and social spheres of Medieval Arabic literary heritage and the influence of politics, religion and culture in Arabic literature
- Understanding the distinct features of Abbasid and Turkish literature in Arabic
- Estimating the scope of various genres of medieval Arabic prose and poetry.
- Studying the relation between literature and other socio-cultural elements
- Appreciating the influence of Islam and politics in the Medieval Arabic literature

Course Outline

Module – I

1. Salient features of Abbasid period and its literature- Abbasid poetry - Muwallad Poets:
2. Poets of Baghdad: Bashir, Abu Nuwas, Abu al-Atahiya, Muslim bin al-Walid
3. Poets of Syria: Abu Tammam, al-Buhuturi, al-Mutanabbi, Abu Ala' al-Ma'arri – other prominent poets
4. Development of new forms of poetry: Ghilmaniyyat, Zuhdiyyat, Khamriyyat, Tardiyyat, Ghazal, Wasf, political poetry, poetry of guidance etc.

Module – II

1. Arabic prose during the Abbasid period – Salient features and development of Abbasid prose literature
2. Prominent figures: Abdullah ibn al-Muqaffa', al-Jahiz, Ibn Qutayba, al-Hamadani, al-Hariri
3. Forms of prose literature: Maqama, Tawqi'yyat, Risala writing, fictional, scientific and artistic writing, Alf Layla wa layla, Ikhwan al-Safa
4. Intellectual awakening during Abbasid period: Translation movement- Historical, geographical, philosophical, Islamic, Linguistic and scientific works in medieval Arabic – Arab philosophers, historians and scientists: al-Kindi, Ibn Sina, al-Razi, al-Farabi, al-Ghazzali, al-Mas'udi, al-Tabari, Ibn Batuta, al-Khawarazmi, Jabir ibn Hayyan.

Module – III

Development of Arabic literature in Spain: Muslims in Spain – Prose and Poetry – Muwashshahat and Zajl – Notable literary figures: Ibn Hani', Ibn Zaydun, Ibn Khaffaja, Lisanuddin ibn al-Khatib, Ibn Abdi Rabbihi, Ibn Rushd, Ibn Shuhayd, Ibn Tufayl, Ibn al-Arabi

Module – IV

Arabic Literature and Arts in the Middle ages: Prose and poetry during Fatimid, Ayyobid, Mamlook and Ottoman periods – prominent figures and works – Ibn Khaldun and his Muqaddima – Ibn Khallikan, al-Busiri, Ibn Kathir

Reading list

1. Allen, Roger, (2006), Arabic literature in the post-classical period, London: Cambridge press
2. Menocal, M.R. and Others, (2006), The literature of al-Andalus, London: Cambridge press
3. Zaydan, Jurji, Tarikh Adab al-Lughat al-Arabiyya, Part II & III , Cairo: Dar al-Hilal
4. Zayyat, Ahmad Hasan, Tarikh al-Adab al-Arabi
5. Fakhuri, Hanna, al-Jami' fi Tarikh al-Adab al-Arabi: al-Adab al-Qadim, Beirut: Dar al-Jil
6. Farrukh, Umar, Tarikh al-Adab al-Arabi, Vol III - V, Cairo: Dar al-Ilm li al-Malayin
7. Dayf, Shawqi, (1992), Tarikh al-Adab al-Arabi: al-Asr al-Abbasi al-Awwal & al-Asr al-Abbasi al-Thani, Cairo: Dar al-Ma'arif
8. Basha, Umar Musa, (1999), al-Adab al-Arabi: al-Asr al-Uthmani wa al-Mamluki, Beirut: Dar al-Fikr al-Mu'asar
9. Haurt, Clement, (2002), A History of Arabic Literature, New Delhi: Good word books

Scheme of Question Paper

- | | |
|-----------------------------------|---------------------|
| • Objective type questions - 10 | [10 x 1 = 10 Marks] |
| • Short answer type - 8 out of 12 | [8 x 2 = 16 Marks] |
| • Short note writing – 6 out of 9 | [6 x 4 = 24 Marks] |
| • Essay – 2 out of 4 | [2 x 15 = 30 Marks] |

Core Courses

AR1543	Core Course VIII	Medieval Arabic Prose & Poetry	2 Credits	3 Hrs/Weeks
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Course Outcomes

- Sensitizing the student to the aesthetic, cultural and social aspects of literary appreciation and analysis and the socio-literary elements of Medieval Arabic literature
- Understanding the distinct features of Abbasi, Mamluki, Ottoman and Spanish Arabic literature
- Estimating the scope of various genres of Medieval Arabic prose and poetry
- Studying the relation between literature and geographical and socio-cultural elements in the great Islamic world
- Appreciating the influence of medieval Muslim politics in the Arabic literature

Course Outline

The following Medieval Arabic prose and poetry portions are prescribed

Module – I

- Chapter named "*Bāb al-Hamāma wal Tha'lab wa Malik al-Hazīn*" from "*Kaīla wa Dimna*" by Abdulla Ibn al-Muqaffa'
- Al-Maqāma al-Baghdādiyya* from the *Maqāmas* of Badī' al-Zamān al-Hamadāni

Module – II

- Chapter titled „*Inqilāb al-Khilāfa ilal Mulk*’, Chapter 28, *Muqaddima Ibn Khaldūn*. Vol.1

Module – III

- Qissatu ‘Alā’uddīn* from „*Alf Layla Wa Layla*’

Module – IV

The following medieval Arabic poetry:

- Qasīda Fath Ammūriyya* by Bashshār bin Burd (*al-Sayf Asdaq Inbā’an minal Kutb...*)
- Qasīda of al-Mutanabbi fī Madhi Sayf al-Dawla (Ghayrī Bi Aksar Hādha al-Nāsi Yankhadi’u...)*

Reading list

1. Irwin, Robert, The Penguin anthology of classical Arabic literature, England: Penguin Books
2. al-Iskandari, Ahmad and others, (1938), *al-Muntakhab min Adab al-Arab*, Cairo
3. Kilani, Kamil, *Qisasun min Alf layala*, Cairo: Dar al-Ma'arif
4. Sadir, Salim Ibrahim, (1931), *Jawahir al-Adab*, Beirut: Maktabatu Sadir

5. al-Hashimi, Ahmad, (1948), Jawahir al-Adab, Cairo: Maktaba Hijazi
6. Arberry, A.J., (1967), Poems of al-Mutanabbi, London: Cambridge University Press
7. Shawqat Ali Moulawi, Mylappur, (2005), Qasida al-Burda, Thiruvananthapuram: Kerala BhashaInstitute

Scheme of Question Papers

- Objective type questions - 10 [10 x 1 = 10 Marks]
- Short answer type - 8 out of 12 [8 x 2 = 16 Marks]
- Annotations/ Explanatory notes – 6 out of 9 [6 x 4 = 24 Marks]
- Essay on authors / poets – 2 out of 4 [2 x 15 = 30 Marks]

Core Courses

AR1544	Core Course IX	History of Arab Sciences	4 Credits	4 Hrs/Weeks
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Course Outcomes

- Introducing the origin and development of various Arabic and Islamic sciences and to assess the influence of these sciences on the life and **culture of Arabs and Muslims.**
- Understanding the the origin and development of various Arab and Islamic sciences
- Assessing the features of Islamic sciences
- Evaluating the influence of Islamic and Arabic sciences in the Muslim history and culture
- Studying how the medieval Arabs contributed to the development of human knowledge and science in the Middle Ages

Course Outline

Module – I

1. Islam and its approach to knowledge and science
2. Qurʿān and Qurʿānic sciences: *Tafsir*
3. Hadith literature and Hadith sciences
4. Language sciences: Grammar: Kufi & Basari schools, Rhetoric, Poetics, Linguistics & Lexicography

Module – II

1. Islamic Jurisprudence: Hanafi, Maliki, Shafiʿe and Hanbali schools
2. Ilm al-Kalam: Muʿtazili & Ashʿari Schools of thought – Shiʿism and Kharijites
3. Arab and Islamic philosophy: Ikhwan al-Safaʿ- al-Kindi, Ibnu Sina, al-Ghazali
4. Philosophy in Spain: Ibn Hazm, Ibn Rushd, Ibn Bajjah, Ibn Tufayl

Module – III

1. Cultural revival during the period of the great Abbasids – Translation movement, Bait al-Hikma, Greek, Persian and Indian influence
2. Historical writing: Isnad, historical criticism- al-Waqidi, al-Tabri, al-Masʿudi, Ibn Nadim, Ibn al-Athir, Ibn Khallikan, Lisan al-Din ibn al-Khatib, al-Maqarri
3. Geography and Travelogue: al-Istakhri, al-Maqdisi, al-Idrisi, Ibn Jubayr, al-Qazwini, al-Baladuri, Ibn Khardadibihi, al-Kalbi, al-Yaʿqubi, al-Biruni, Yaqt al-Hamawi, Ibn Batuta
4. Politics and sociology: al-Mawardi, al-Farabi, Ibn Khaldun

Reading list

1. Zaydan, Jurji, (1946), *al-Mukhtasar fi Tarikh Adab al-Lugha al-Arabiyya*, Cairo: Dar al-Hilal
2. Farrokh, Umar and Others, (1990), *Tarikh al-„Ulum „inda al-„Arab*, Beirut: Dar al-Nahda al-Misriyya

3. Farrokh,Umar, (1981),al-Arab fi Hadaratihim wa Thaqafatihim, Cairo: Dar al-Ilm li al-Malayin
4. al-Sibai, Mustafa, (1987), Islamika Nagarikata: Chila Shobhana Chitrangal, Calicut: IslamicPublishing House
5. Muhammadali, Arabi Sahitya Charitram, Thiruvananthapuram: Kerala Bhasha Institute
6. Siddiq, Muhammad & Siddikhul Kabeer, (2005), A short history of Arabic literature, Thiruvananthapuram: Amina publications.
7. Issawi, Charles, (1950), An Arab philosophy of History, London: John Marry.
8. Amin, Ahmad, (1969), Fajr al-Islam, Beirut: Dar al-Kitab al-Arabi
9. Amin, Ahmad, (1999), Duhar al-Islam, Cairo: Maktaba al-Nahda al-Misriyya

10. Rifa'i, Ahmad Farid, (1927), 'Asr al-Ma'mun, Cairo: Dar al-Kutub al-Misriyya
11. Saulat, Sarwat, (1989), Islamika Samuham: Charitra Samgraham, Calicut: Islamic PublishingHouse
12. Yusuf, S.M. (1987), Studies in Islamic History and Culture, New Delhi: Adam Publishers
13. Hitti, Philip K., (1940), History of the Arabs, London: Mac Millan education Limited
14. Grunebaum, Gustave E Von, (1956), Medieval Islam, University of Chicago
15. Ali, Ameer, (1981), A Short history of the Saracens, New Delhi: Kitab Bhavan
16. Assan, K, (1972), Islamika Charitram, Thiruvananthapuram: Kerala Bhasha Institute
17. Sabri, Masudul Hasan, (2004), History of Muslim Spain, New Delhi: Adam Publishers
18. Madani, K.K. Muhammad, (1973), Muslim Bharanam Spainilum Sisiliyilum, Thiruvananthapuram: Kerala Bhasha Institute
19. Mukhtar, Ahmad, Dirasat Tarikh al- Maghrib wa al-Andalus, Mu'assasa Shabab al-Jami'a

Scheme of Question Paper

- Objective type questions - 10 [10 x 1 = 10 Marks]
- Short answer type - 8 out of 12 [8 x 2 = 16 Marks]
- Short note writing – 6 out of 9 [6 x 4 = 24 Marks]
- Essay – 2 out of 4 [2 x 15 = 30 Marks]

Sixth Semester BA Arabic (CBCSS) Programme

Core Courses

AR1641	Core Course XI	History of Modern Literature	4 Credits	5 Hrs/Weeks
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Course Outcomes

- Following up the development of new literature in Arabic from the beginning of European invasion into the Arab world in 19th and 20th centuries
- Understanding the distinct features of Modern literature in Arabic
- Introducing new literary schools and trends in Arabic literature
- Estimating the scope of various genres of Contemporary Arabic prose and poetry.
- Assessing the influence of **western literature and culture** in the Arabic literature
- Tracing the development of modern Arabic literature in various Arab regions

Course Outline

Module – I

Background of Literary revival in Arab countries- Pillars of literary awakening – Pioneers of literary renaissance in Arabic.

Module – II

A general survey of the following literary schools and trends in Arabic literature: Neo-classicism, Pro-romanticism, Romanticism, European Realism, Socialist Realism, Symbolism and Free verse

Module – III

Various Literary Movements in modern Arabic literature: al-Diwan school, Appollo Movement, Mahjar literature in north and south Americas – Development of Poetry, short story, novel and drama in Arabic Literature– Resistance literature

Module – IV

A brief account of prominent modern Arabic literary personalities and their works –Salient features of modern Arabic literature

Reading list

1. Badawi, M.M. (Ed.), (2006), Modern Arabic literature, London: Cambridge University press
2. Haywood, John A., (1965), Modern Arabic Literature (1800-1970), London: Lund Humphries
3. Allen, Roger, (1998), An introduction to modern Arabic literature, London: Cambridge University Press,
4. Ahmad Kutty, E.K., (1997), Arabi Sahityam, Islamika Vijnana Kosham, Vol II, Islamic Publishing House, Calicut
5. Mahdi, Ismat, (1983), Modern Arabic Literature, Hyderabad.
6. Zaydan, Jurji, Tarikh Adab al-Lughat al-Arabiyya, Part IV , Cairo: Dar al-Hilal
7. Zayyat, Ahmad Hasan, Tarikh al-Adab al-Arabi
8. Fakhuri, Hanna, al-Jami' fi Tarikh al-Adab al-Arabi: al-Adab al-Hadith, Beirut: Dar al-Jil

9. Meisami, Julie & Starkey, Paul,(1998), Encyclopaedia of Arabic Literature, Vol II, Routledge
10. Haykal, Ahmad, (1983), Tatwwar al-Adab al-hadith fi Misr, Cairo.

Scheme of Question Paper

- | | |
|--|---------------------|
| <input type="checkbox"/> Objective type questions - 10 | [10 x 1 = 10 Marks] |
| <input type="checkbox"/> Short answer type - 8 out of 12 | [8 x 2 = 16 Marks] |
| <input type="checkbox"/> Short note writing – 6 out of 9 | [6 x 4 = 24 Marks] |
| <input type="checkbox"/> Essay – 2 out of 4 | [2 x 15 = 30 Marks] |

Core Course

AR1645	Project / Dissertation	4 Credits	6 Hrs/Weeks
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The Project work may commence in the 5th semester and its report has to be submitted for evaluation at the end of the 6th semester. No continuous evaluation for Project.

Course Outcomes

- Ensuring that the student can apply and supplement what he learnt in the class rooms and outside to real life situations, occasions, efforts and problem solving.
- Ensuring that the student can apply his knowledge to situations and problem solving
- Estimating the student domains of application, analysis, synthesis, evaluation, critical thinking
- Evaluating the effectiveness of course contents learnt through out the programme
- Promoting skills in self initiated learning and communicate through planning, execution and reporting.
- Widening the student's interest in the subject

Nature of the work :

The project work may be: Collection and evaluation of data / information or Text based language study / Translation / Field Visit Report preparation

Structure of the project report :

The project report may contain the following sections :

- Title
- Introduction regarding objectives and background of the work
- Result section dealing with discussion of materials / data employed in the work
- Summary of important findings & Conclusion
- Acknowledgements
- Bibliography / References

Medium and size of the report :

Medium of the report is optional – it may be Arabic / English. But Arabic equivalents must be given to the title and chapter / section headings. Besides, technical terms and Arabic names of persons, places, books etc. used in the text must also be supported with Arabic scripts. The report shall not be less than 20 pages and more than 50 pages including bibliography. The references must be cited in the text wherever necessary.

Evaluation Points :

In the evaluation of the project report following points may be considered :

- Importance of the work and the study design.
- Conclusions drawn .
- Adequacy of information and references / bibliography.
- Clarity of language and explanation.
- Organization of the report and overall presentation,

V. B.A. HISTORY (CBCSS)

Restructured Syllabus

Affiliated Colleges, Kerala University

For 2013 Admission (3rd to 6th semester) and

2014 Admission Onwards(1st to 6th semester)

HY – 1241
Core – II
Credits – 4

Semester II
Hours - 6

Cultural formation of the Pre-Modern World

Aims and objectives

- * **To** enable the students to engage with conceptual and general issues regarding culture and civilization of the ancient period.
- * To inculcate an awareness among the students about the cultural heritage of mankind.
- * To have a sound knowledge about changes that took place among the major cultures of world civilizations.
- * To give an idea about the harmonious existence of the different sections of the people.

Module I

Evolution of the Universe

Early Man – New Theories of Evolution of universe – ‘God’ particle theory – String theory – Genomethory – Human Origin – Charles Darwin – Spencer.

Module II

Stone Age Culture

Paleolithic- Mesolithic – Neolithic revolution and Chalcolithic stage.

Module III

Bronze Age civilizations

Egyptian Civilization – Mesopotamian Civilization – Sumerian – Babylonian – Assyrian and Chaldean Civilizations – Chinese Civilization – Indus Valley Civilization.

Module IV

Iron Age Civilizations

Greek and Roman Civilizations – Society – Economy – Culture

Module V

Medieval Developments

Advent of Islam and its Cultural Contributions – Monasticism – Crusades – Feudalism – Struggle between Empire and Papacy – Guilds.

Essential Readings

1. Will Durant, *The Story of Civilizations*, Simon & Schuster, New York, 1935.
2. Stanley M. Burstein, *World History – Ancient Civilizations*, Holt Rinehart and Winston, 2006.
3. Peter N. Stearns, *Western Civilizations in World History*, Taylor and Francis, 2003.
4. Stephen K. Sanderson, *Civilizations and World Systems*, Rowman Altamira, 2005
5. Jackson J. Spielvogel, *Western Civilization: A Brief History*, Vol. I,

- Words Worth Publishing Company, London, 2007.
6. Charles Freeman, *Egypt, Greece and Rome: Civilizations of the Ancient Mediterranean*, Oxford University Press, 2004.
 7. Charles Kaith Maizels, *Early Civilizations of the Old World – The Formative Histories of Egypt, the Levant, Mesopotamia, India and China*, Psychology Press, 2001.
 8. Francois Louis Ganshof, *Feudalism in Europe*, University of Toronto Press, 1964.
 9. Mathew Gordon, *The Rise of Islam*, Greenwood Publishing Group, 2005.
 10. Peter Sarris, *Empires of Faith – The fall of Rome to the Rise of Islam 500-700*, Oxford University Press, 2011.
 11. M.A. Fisher, *A History of Civilization*, Penguin Books, New Delhi, 1993.

HY1341

Core-III

Semester-III

Credit-4

Hours: 5

EVOLUTION OF EARLY INDIAN SOCIETY AND CULTURE

Aims and Objectives

- To analyze the salient Features of Prehistoric and Proto Historic Culture in India
- To Trace the evolution of India Culture with special reference to the society and polity of Ancient period
- To familiarize the students with the heritage of India

Module 1

Pre Historic and Proto Historic Cultures in India

Location and Chronology of Early Stone Age Cultures-Paleolithic Period-Neolithic Revolution-Chalcolithic Culture- Transition to Metal Age

Module 2

Bronze Age Culture in India

Harappan Culture- Settlement Patterns and Town Planning-Agrarian Base-Technology- Craft -trade-Decline

Module 3

Vedic Period

Early Vedic Period-Social Stratification and Economy- Later Vedic Phase-

Second Urbanization- Heterodox Religions-Jainism and Buddhism-Mauryan State and Society

Module 4

Cultural Contribution of the Guptas

Contribution of Guptas to Indian Culture-Social Changes in the

Post Gupta Period Religious Movements-Vaishnavism, Saivism

Transmission of Knowledge-Secular and Religious

Module 5

Development of Culture in South India- Megalithic Background

Megalithic Background- Sangam Age-Formation of Tamil Society- Trade with Roman Empire-The Tamil Bhakti Movement

Essential Readings

1. Rajesh Kochar-*The Vedic People: Their History and Geography*, Orient Longman 2000
2. Stuart and Piggot-*Pre Historic India*, Pelican Books 1950
3. Bridget & Raymond Allchin-*The Rise of Civilization in India and Pakistan*, CUP 1982
4. A.L. Basham(Ed)-*Cultural History of India*, OUP 1975
5. A.L. Basham-*The Wonder that was India*, OUP 1953
6. D.N. Jha-*Economy and Society in Early India: Issues and Paradigms*, Munshiram Manoharlal Pub. New Delhi 1993
7. D. D. Kosambi-*An Introduction to the Study of Indian History*, Popular Books Depot, Mumbai 1956
8. D. D. Kosambi-*The Culture and Civilization in Ancient India: A Historical Outline*, Routledge Kegan Paul, London 1965
9. R.S. Sharma-*Indian Feudalism*, McMillan 2005
10. Romila Thapar-*Ancient Indian Social History: Some Interpretations*. Orient Longman, 1978
11. Romila Thapar- *From Lineage to State*, OUP 1985
12. Romila Thapar-*History of India Vol.1*, Penguin Books, 1966
13. Romila Thapar- *Asoka and the Decline of the Mauryas*, ISBN OUP 1998
14. Irfan Habib-*Medieval India: Study of a Civilization*. NBT 2008
15. K.A. Neelakanta Sastri-*A History of South India*, Oxford Press New Delhi-1957
16. Kesavan Veluthat- *The Political Structure of Early Medieval South India* –OLM 1993
17. Sathish Chandra- *Medieval India*, OLM 2007

18. N. Subrahmanyam- Sangham Polity, Asia Publishing. House, Madras 1966

Books for Reading

1. Chempakalakshmi .R- *Trade Ideology and Urbanization in South India*
2. D.N. Jha- *Economy and Society in Early India*
- 3 R.C. Manjumdar- *Ancient India*
4. R.S. Sharma- *Ancient India*
5. Karashima Naboru - *South Indian History and Culture*
6. R.S. Sharma- *Material Culture and Social Formation in Ancient India*

HY1441**Core-IV****Semester IV****Credit-4****Hours: 5****MEDIEVAL INDIA: SOCIO- CULTURAL PROCESSES****Aims and Objectives**

- Equip the Students to have an idea on the Social Cultural and Administrative Features during the Medieval Period
- To familiarize the Students, the processes that made the socio-cultural specificities possible
- To make the Students, aware of the linkage effect of this period in subsequent centuries
- Feature: Political (Dynastic) history as such is avoided, however administrative system prevailed in the period concerned is included.

Module 1

Economic and Social Life under Delhi Sultanate

Concept of Medieval India-formation of Delhi Sultanate-Nature of Nobility-Peasant and Rural Gentry- Trade, Industry and Merchants-Emergence of new Towns-Town Life-Slaves, Artisans and other sections- Social manners and customs- Caste and Social mobility- status of Women

Module 2

Administrative System, Economic and Social Life

under the Mughals Concept of Sovereignty -

Badushaship

Growth of Administration- Mansabdari system and the Mughal army- Economic and social conditions- Standard of living- Patterns of Village life and the Mass- Jagirdari system- Peasant Economy- the Ruling Classes-Nobles and Zamindars –

Organization of Trade and commerce- -Foreign trade and European traders.

Module 3

Cultural Development in Medieval India

- a) Architecture,-Religious ideas and beliefs- The Sufi Movement- Chisthi, Suharwari, Silsilahs
- b) Bhakthi Movement in North India-The Vaishnavite Movement
- c) Literature and Fine Arts
- d) Painting –Language - Music

Module 4

Emergence of Regional Cultures

Growth of Regional Languages and Literature-Bengali-Punjabi-Urdu-Emergence of Maratha Culture Formation of Regional Cultures in South India-Cholas and Vijayanagar

Essential Readings

1. B.D. Chathopadyaya –*The Making of Early Medieval India*. OUP 1994
2. Shireen Moosvi - *The Mughal economy*-OUP-1987
3. Peter Jacson-*The Delhi Sultanate:Political and Military History*,OUP2003
4. Sathish Chandra- *History of Medieval India*, Orient Black Swan, Delhi 2009
5. Irfan Habib (ed) ,*Medieval India*,Vol.I, OUP Delhi 1992
6. Irfan Habib- *The Agrarian System of Mughal India- 1520-1707*-OUP Delhi 1999
7. Tapan Ray Chaudhary & Irfan Habib(ed)- *The Cambridge Economic History of India, Vol 1*- OrientLongman, Delhi, 1993
8. Muhammed Habib and K.A. Nizami (ed), *The Delhi Sultanate, Vol:5-2parts*- People Pub House,Delhi, 1992
9. R.C. Majumdar &A.D. Pusalkar-*The Delhi Sultanate-The History and Culture of Indian People, Series, Vol6*Vidyabhavan, Bombay b1960
10. R.C. Majumdar, JN Chaudhari & S Chaudhari-*The Mughal empire, Vol 7-The History and Culture ofthe Indian People Series,Vol. 6*, Bharathiya Vidya Bhavan, Bombay 1960
11. Sathish Chandra-*Essays on Medieval Indian History*, OUP, Delhi 2003
12. I.H. Quereshi- *The Administration of Mughal Empire*, OUP, Karachi -1966
13. B. Catherine Asher, *Mughal Architecture*,OUP,1992
14. P.N. Ojha- *Some Aspects of North India Social Life -1556-1707*, Nagari Prakashan ,Patna 1961
15. K.A.N. Sasthri- *A History of South India*, OUP, Delhi,1957

Books for Readings

1. Chadopadhyaya B.D.- *The Making of Early Medieval India*
2. Kesavan Veluthattu- *Political Structure of Early Medieval South India*
3. Herman Kulki - *The State in India (1000-1700AD)*
4. R.S. Sharma- *Indian Feudalism*
5. Burton Stein- *Peasant, State and Society in early Medieval South India*
6. Musafir Alan and Sanjay Subrahmaniam: *Mughal state- 1526-1750*

7. Sathish Chandra- *Medieval India*, 2 Vols
8. Irfan Habib- *Agrarian System of Mughal India*
9. Kesavan Veluthatt- *Political Structure of Early Medieval South India*
10. Irfan Habib – *Medieval India*

HY1542

Core-VII

Credit-4

Semester V

Hours 4

COLONIALISM AND RESISTANCE MOVEMENTS IN INDIA

Aims and Objectives

- To Review the circumstances that led to the establishment of colonialism in India
- To bring out the impact of colonial rule in India with particular reference to socio-religious-political and economic fields
- To analyze the genesis and progress of the resistance Movements against the British

Module 1

Contextualizing Colonialism

Different Perspectives –Major Historiographical Trends

Module 2

Process of Colonial Conquest

The Early European Settlements- Contest for supremacy among European Powers-

British conquest of India-Conflict between the English and the Nawab of Bengal-
Battle of Plassey and Buxzar- Further wars and Alliances-Anglo-Mysore wars-
Anglo-Maratha wars

Consolidation of British Power in India-Legislative Measures-The Regulating Act(1773)-
Pitt's India Act(1784), The Charter Act of 1813,1833 and 1853

Module 3

Impact of British Rule

Economic impact-Land revenue settlements in British India- Permanent settlement-
Ryotwari settlement- Mahalwari settlement-Commercialization of Agriculture-
Impoverishment of the peasantry- Dislocation of Traditional Trade and
Commerce- Concept of Deindustrialization – decline of traditional crafts- Drain of
Wealth- State of Indigenous and Western Education in India- Growth of Press

Early attempts of Socio-Religious Reform Movements -Reform Movements against
Sati- Child Marriage- Female -infanticide-untouchability -Movement for widow
remarriage-

Module 4

Resistance against British Imperialism. Early Resistance Movements—Kattabhomman
and Poligar Rebellion- Vellore Mutiny- Veluthampi- Pazhassi Raja- Sanyasi
Rebellion of Bengal –Santhal Rebellion

The Revolt of 1857-nature- causes-failure-consequences

Essential Readings:

1. Bipan Chandra - *Nationalism and Colonialism in Modern India*, Orient Longman 1961
2. Bipan Chandra - *Essays on Colonialism* -Bertrams Pub.2005
3. Ramakrishna Mukherjee-*Rise and Fall of English East India Company* - Punthi Pustak 1994
4. R.C. Majumdar-*British Paramountcy and Indian Renaissance*-Bharathiya Vidya Bhavan 1963
5. Sekhar Bandopadhyaya-*Plassey to Partition*-Orient Longman 2004
6. Tarachand- *History of Freedom Movt. in India*- Vikas Pub. House, Delhi
7. Dadabhai Naoriji- *Poverty and Unbritsh Rule in India*-Anmol Pub.1991
8. P.N. Chopra, N Subrahmanyam and T.K. Ravindran- *History of South India*-Kanishka Pub,Bombay1986
9. Kenneth .W. Jones-*Socio-Religious Reform Movts in British India*, CUP-1990
10. M.S.A .Rao-*Social Movements and Social transformation*, Mac Millan, Madras 1977
11. Sumit Sarkar-*Writing Social History*, OUP USA 1989
12. S.N. Sen - *Eighteen Fifty Seven* –Pub, Division 1957
13. Charles. H. Heimsath –*India Nationalism and Hindu Social Reform*, Priceton Uty Press,1964
14. K. Rajayyan- *South Indian rebellion:The First War of Independence*. Rao &Raghavan, 1971
15. Paul.R. Brass- *The Politics of India Since*

Independence, CUP, Delhi 1992

17. Anilket Alam-*Becoming India*, CUP Delhi 1992

19. Barbara Metcalf and Thomas. R. Metcalf-*A Concise History of India*, CUP, Delhi 1992

25. Jurgen Habermas- *Structure of Transformation in Public Sphere*-CUP 1984

Books for Reading

1. Bipan Chandra- *India's Struggle for Freedom*
2. Dharama Kumar, Tapan Ray chaudhari- *The Cambridge Economic History of India*
3. Sucheta Mahajan- *Independence and Partition: The Erosion of Colonial Power in India*
4. A.R. Desai- *Social Background of Indian Nationalism*
5. Herman Kulke - *State in India*
6. K.N. Panikkar- *Culture, Ideology, Hegemony and Social consciousness in Colonial India*
7. Sumit Sarkar- *Modern India*
8. Bandhopadhyaya Sekhar- *Plassey to Partition*
9. R.C. Majumdar-*The Struggle for Freedom*
10. Irfan Habib- *Essays in Indian History*

11. Partha Chatterjee- *National Thought and Colonial world*
12. Chandrasekhar.S, *Colonialism, Conflict and Nationalism*
13. S.C. Gosh- *History of Education in Modern India*
14. Bhattacharya, Savya Sachi and Romila Thaper- *Situating Indian History*
15. Cohn Bernarn .S .- *Colonialism and its form of Knowledge*
16. Jnanendra Pandey- *Construction of Communalism in Colonial North India*

Semester: V
Hours : 3

HISTORICAL METHOD

Mechanics of Project Writing

Instructions

1. This paper is to be taught during the **3** instructional hours allotted for the Project Work during the **Semester - V**.
2. There is no end semester examination for this paper.

Aims and Objectives

- ❖ To enable the students to understand the method of writing history.
- ❖ To make aware of the various tools pertaining to the writing of history.
- ❖ To familiarize the new theories and concepts in historical method.

Module I

- a) Preliminaries

Selection of a theme- criteria – framing of the topic – Hypothesis- preparation of a Bibliography-Data collection –Note taking – Card System.

- b) Primary & Secondary Sources- Documentary and non documentary – Oral History Sources –Interviews –Newspaper reports – Internet Sources.

Module II

Method of Citation

Footnotes- Endnotes-MLA, APA , Chicago Style.

Quotations- Direct –Indirect- short quote- long quote- quote within quote.

Module III

Tentative Chapterization- writing the first draft- Acknowledgement- Glossary-List of Abbreviations-Introduction – Contents- Conclusion-Appendices-Bibliography- Primary - Secondary.

Essential Readings

1. Jonathan Anderson, et al, *Thesis and Assignment Writing*, John Wiley & Sons Inc .
2. Ralph Berry, *How to Write a Research Paper*, Pergamon Press, Oxford
3. Joseph Gibaldy, *MLA Handbook for the Writers of Research Papers*, New York, Modern Language Association, America, 1999.
4. Kate.L.Turabin, *A Manuel for Writers of Term Papers, Thesis and Dissertation*, University ofChicago Press, London.
5. B. Sheik Ali, *History: Its theory and Method*, Macmillan, New Delhi, 1980.
6. E. Sreedharan, *A Text Book of Historiography*, Orient Longman, 2003.
7. E.H.Carr, *What is History*, Vintage Publication, 1967.

Study Tour

Semester-V

A compulsory study tour programme to historically important sites is introduced during the fifth Semester. The rules & regulations for the study tour are as per government order (Directorate of Collegiate Education). The students have to submit a detailed report of the same, instead of Assignment/Seminar for the Core course- HY 1554-History of Pre –Modern Kerala.

Pattern of Question Papers (2013 Admission onwards)

Question Type	Total number of Questions	Number of Questions to be answered	Marks for each Questions	Total Marks
Very short answer type (One word to Maximum of two sentences) [1 to 10]	10	10	1	(10x10) 10
Short answer (Not To exceed one Paragraph)	12	8	2	(8x2) 16

[11to22]				
Short essay(Not to exceed 120 words) [23 to 31]	9	6	4	(6x 4) 24
Long essay[32- 35]	4	2	15	(2x1 5) 30
Total	35	26		80

HY-1641
Core-XI
Credits-4

Semester-VI
Hours-5

MAKING OF MODERN KERALA

MODULE-1

COLONIAL EXPERIENCE

Advent of the Colonial powers- The Portuguese, Dutch, French and English. Impact of their intervention on Kerala society.

The Rise of the British Power- Nature of early Resistance movements- Revolt of Pazhassi Raja, Velu Thampi and Paliyath Achan- Kurichya Revolt

MODULE-2

TOWARDS MODERN ERA

Christian Missionaries and their role in the spread of education-Role of press- Upper cloth Rebellion – Kallumala Agitation- Social reform movements- Temple Entry Movement - Role of Caste organisations and their Leaders – Rationalism – Sahodaran Ayyappan- M. C. Joseph and Kuttipuzha Krishna Pillai.

MODULE-3

AGITATIONS FOR DEMOCRATIC PROCESS

Early political movements-Travancore- Cochin- Malabar- Memorials and Struggle for Civic rights – Travancore State Congress -Agitation for responsible Government- Travancore -Cochin – Nationalistic Struggle in Malabar – Peasant unrest – Role of Women in Freedom Struggle-

MODULE-4

POST INDEPENDENCE ERA

Formation of the State of Kerala- First Communist Ministry - Coalition experiments-
Land reforms- Educational reforms-Socio-economic transformation

MODULE-5

DEBATE ON KERALA MODEL

Future Prospects and development in the Global era

Essential Readings

1. P. N. Chopra, ed – *History of South India* – S. Chand Publications ,New Delhi, 2003.
2. P. Govinda Pillai – *Kerala Navodhanam Oru Marxist Veekshanam* (Malayalam) , Chinta Pub. Trivandrum, 2003
3. K. M. Chummar – *Thiruvithamkoor State Congress* (Malayalam) Bhasha Institute 2013.

OPEN COURSES

HY 1551.1

Open Course

Semester -V

Credits 2

Hours -3

EMPOWERMENT OF WOMEN WITH SPECIAL REFERENCE TO INDIA

Module-I

Empowerment of Women - Concept and Relevance- Scope of Women Empowerment- Understanding Gender Studies- Important legislations for Women in India

Module-II

Feminism- Theories of feminism: Liberal, Marxist, Social, Radical, Post Colonial and Eco-Feminisms

Module-III

Changing role and status of women in historical perspective: Indian Women-Dravidian, Aryan, Islamic, British and Post Independent periods

Module-IV

Important women personalities- Gargi- Lopamudra-Pancharatans-Prajapati Gautami- Sanghamitra- Amrapali-Meerabai- Sultana Raziya- Noorjahan- Jahanara- Chandbibi- Rani of Jhansi- Raj Kumari Amarit Kaur- Sarojini Naidu- Kasturba Gandhi- Annie Besant- Bikaji Kama- Aruna Asif Ali- Captain Lakshmi- Akkamma Cherian- Ammu Swaminathan- Anne Mascarene- Indira Gandhi- Medha Patkar- Vandana Siva

Essential Reading:

1. Bader, Clarisse. (2001) *Women in Ancient India*. Trubner's Oriental Series,

Routledge.

2. Kumar, Radha. (1993) *History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1900*. New Delhi: Kali for Women.
3. Forbes, Geraldine. (1996) *Women in Modern India, The New Cambridge History of India*. Vol.4. Cambridge: Cambridge University Press.
4. Sangari, Kumkum and Sudesh Vaid, (Ed.) (1990) *Recasting Women: Essays in India Colonial History*. New Jersey: Rutgers University Press.
5. Offor, Evans. (2000) *Women Empowerment*. Snaap Press.
6. Barber, Elizabeth Wayland. (1995) *Women's Work: The First 20,000 Years Women, Cloth and Society in Early Times*. USA: W.W. Norton.
7. Asmat, Shamim and Chanda Devi (Ed.) (2012) *Women Empowerment in India*, Mittal Publications
8. Parpart, Jane L., Shirin M. Rai, Kathleen A. Staudt Taylor and Francis. *Rethinking Empowerment: Gender and Development in Global/Local World*. Routledge: Warwick Studies
9. Ahuja, Ram. (2002) *Indian Social System*. Jaipur: Ravatt Publications
10. Andal, N. (2002) *Women and Indian Society-Options and Constrains*. USA: WW Norton and Co.
11. Kumar, Premjith T.B. (2014) *Keralathile Sthree Shaktheekaranavum London Missionary Prasthanavum*. (Mal.) Thiruvananthapuram: Raven Publications.

12. Gopalakrishnan, Bismi. (2013) *Shakti: laws to Ensure Gender Justice*. Thiruvananthapuram: University of Kerala
13. Myneni S.R., (2008 2nd Ed.) *Women and Law*. Hyderabad: Asia Law House
14. Andermahr, Sonya., Terry Lovell and Carol Wolkowitz. (2000) *A Glossary of feminist Theory*. New York: Oxford University Press
15. Singh S. Kans A.K. Singh. (2004) *OBC Women Status and Educational Empowerment*. Lucknow: New Royal Book Co.
16. Singh, U.B. *Empowerment of Women in Urban Administration*. New Delhi: Serials Publications
17. Agarwal, Bina. (1994) *A Field of Ones Own: Gender and Land Rights in South Asia*. Cambridge: Cambridge University Press
18. ICSSR Advisory Committee on Women Studies. (1977) *Critical Issues on the Status of Women: Employment, Health, Education*. New Delhi: Indian Council of Social Science Research.
19. Baluchamy. S., (2010) *Empowerment of Women*. New Delhi: Anmol Publications
20. Kumari, Sumitra. (2006) *Dynamics of Women Empowerment*. New Delhi: Alfa Publications

HY 1551.3

Open Course

Semester V

Credits -2

Hours -3

HISTORY OF HUMAN RIGHTS MOVEMENTS

Module I

Definition- Human Rights and Violation – UN Proclamation

Module II

Movements against Racial Discrimination

Anti slavery Movement – Question of Slavery and Civil War in America – (1848).

Activities of William Wilber Force.

Movements led by Mahatma Gandhi- Martin Luther King- Nelson Mandela-Desmont

Tutu- Vangai Mathai

Module III

Indian Experiments of Human Rights - Human Rights in the Current Scenario- Constitutional Safeguards and Laws- Dr.B.R.Ambedkar-Movements against Violation- Ideological Background – Dalit Panthers- Tribal Movements – Women’s Movements- Environmental Movements

Essential Readings

1. Cynthia Sahoo, Catherine Albisa and Martha S.Davis (ed), *Bringing Human Rights Home: Portraits of Movements*, Vol.I
2. Naomi Klein, *The Shock Doctrine, The Rise of Disaster Capitalism*
3. Donnelly Jack, *Universal Human Rights in Theory and Practice*
4. Steiner Henry. J. *Diverse Partners: Non Governmental Organisations in Human Rights Movements*
5. Shute Stephen and Susan Harley; *On Human Rights*
6. Marlin. J. *Revolution in Wonderland*
7. Krishna Menon (ed.), *Human Rights Gender and Environment*, Delhi, 2009
8. Davis Mike, *Planet of Slum*, Ureso, 2007
9. O.P Dhiman, *Understanding Human Rights – An Overview*, Kalpaz Publication, 2011
10. Jayanth Chaudhary, *A Text Book of Human Rights* .Wisdom Press, 2011
11. O, Byrne Darrew, *Human rights- An Introduction*, Dorling Kindersley (India pvt Ltd), 2007
12. Akhtar Saud, *Human Rights in the World*, Sarup Book Publishers, Pvt Ltd, 2012
13. Daniel Fischin Martha, *The concise guide to Global Human Rights*, Oxford University Press, 2007
14. Dr.Sreenivasulu.N.S, *Human Rights – Many Sides to A Coin – Regal Publications*, 2008

Semester VI

Elective Course

Hours: 3

Modern India Aims and Objectives

- Environmental study is a multidisciplinary subject. It teaches people to understand their role in this universe
- It helps to learn, to live with limited natural resources so as to avoid future disaster
- It provides sufficient knowledge about the philosophy, genesis and consequences of local and global environmental problems and the necessity for their abatement and control, for the survival of the present and future generation

Module I

Why should Environmental History be studied?

Human interactions with nature – Habitat- Survival and livelihood patterns – Pastoralism – Exploitation of resources – Growth of agriculture – Ecological bases of human history

Module II

Colonialism and Environment

Colonial exploitation of resources – Introduction of new genetic varieties – Plantations- Destruction of traditional habitat – commercialization of agriculture. Urbanization- migration of population – Epidemics-Famines –Science policy and health care.

Module III

Environment in Independent India

Industrialization and its effects – slums – pollution- Mega hydro electric projects and their impact – deforestation, Commercialization of agriculture – use of chemical fertilizers and pesticides – exploitation of ground water.

Module IV

Environmental Movements

Chipko- Silent Valley – Narmada – Baliapal – Kudamkulam –Features and general patterns.

Essential Readings

1. Alfred Crosby , *Ecological Imperialism*, Cambridge, 1986
2. Ajay Skaria, *Hybrid Histories*, Delhi, 1999
3. Bismoi Pati and Mark Harrison (d) *Health, Medicine and Empire*, Orient Longman, 2001
4. David Arnold, *The Problem of Nature. Environment, culture and European Expansion*. Blackwell, 1996
5. *The Tropics and the Traveler's Permanent Black*, 2005.

- 6.(ed), *Diseases and Medicine in India*
7. Jared Diamond, *Guns, germs and steel*, Vintage, 1999.
8. Keith Thomas *Man and the Natural World*.
9. K. Sivaramakrishnan (ed) *Social Nature*, OUP,2003
- 10.and Gunnar Cederlof, *Ecological Nationalisms*, Permanent Black,2005
11. Madhav Gadgil and Ramachandra Guha, *This Fissured Land*, OUP, 1992.
12. Nandini Sundar , *Subalterns and Sovereigns* ,OUP,1998
13. Ramachandra Guha, *Environmentalism : A Global History* , London,2003
14. -----Unquiet Words: *Ecological change and Peasant Resistance in the Himalayas* ,Delhi,1989
- 15.and David Arnold ,*Nature , Culture and Imperialism*, OUP,1995
16. R.K.Mukherjee , *Social Ecology* ,London ,1942.
17. Richard Grove , *Green Imperialism*, OUP, 1995
18. Robert Grove,Vineetha Damodaran and S.Sangwam(ed) *Nature and the Orient*,OUP 2001
19. Vasant Saberwal & Mahesh Ramarajan , *Battles over Nature*, Permanent Black , 2003
20. Mahesh Rangarajan , *India's Wildlife History* , Permanent Black , 2005
21. W.H.Maeneil, *Plagues and Peoples*
22. Lucien Febvre, *A Geological Introduction to History*, London,1950 EPW,Special Issue,1985.
23. -----*Studies in History, Special Issue on Pastoralism* , Vol.XIV,No.2,1991.
24. -----*Special Issue on Forests & Fields*, Vol. XIV, No.2,1998.
25. R.Ramchandran , *Urbanisation and Urban Systems in India* OUP,

THE FIRST DEGREE PROGRAMME IN POLITICAL SCIENCE

26. SCHEME AND SYLLABUS FOR THE FIRST DEGREE PROGRAMME IN POLITICAL SCIENCE AND SCHEME AND SYLLABUS OF COMPLEMENTARY AND OPEN COURSES OFFERED TO OTHER PROGRAMMES BY POLITICAL SCIENCE FACULTY UNDER THE CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCS) IN AFFILIATED COLLEGES

SEMESTER I
CORE COURSE I
PS 1141

METHODOLOGY AND PERSPECTIVES OF SOCIAL SCIENCES

Aim of the course: The course intends to familiarize the students with the broad contours of social sciences and their methodology.

Objective of the course

- Identify the main concerns of social science disciplines
- Articulate the basic terminology and theories prevalent across disciplines
- Understand qualitative and quantitative models within the social sciences
- To learn to apply the methods and theories of social science to contemporary issues
- Critically read popular and periodical literature from a social science perspective

MODULE -I: Introduction to Social Science

Philosophy of social science

Emergence of Social Science-Enlightenment-

Capitalism-Growth in the 20th Century

Social Science and

Society Social

Science in India

MODULE-II: Interdisciplinary Approach in Social Science- Relevance

Interdisciplinary perspectives- Areas of Inter-relationship divergences (Political economy, Political sociology, Geo- politics, Environmental Politics)

MODULE-III: Objectivity in Social Sciences

Scientific method-Application and

limitations Challenges of Objectivity

Question of value-fact dichotomy

The question of research ethics and plagiarism

MODULE- IV: Evolution, Growth and Importance of Political Science

Methods and Perspectives of Political

Science Methods-Normative Vs

Empirical

Perspectives-Liberal Democratic-Critical Perspective

Reading list

MODULE-I

Hunt, Elgin F. and David C. Colander (2010), *Social Science-An Introduction to the study of society*, New Delhi: Dorling Kindersley India Pvt. Ltd., pp.1-31.

Immanuel Wallerstein et al. (1996), *Open the social sciences*, New Delhi: Vistaar Publication, pp.1-69.

Martin, Hollis (2000), *The philosophy of social sciences: An introduction*, Cambridge: Cambridge University Press.

Nagel, Ernest (2005), "Problems of concept and theory formation in the social science" in Mark J. Smith (ed.) *Philosophy and methodology of social sciences*, Vol.II, New Delhi: Sage publications, pp.301-319.

Joshi, Dhananjay (2012), *Methodology of teaching social sciences*, New Delhi: Dorling Kindersley (India) Pvt. Ltd., pp. 1-13.

Banerjee, Prathama (2008), "The social science in post-1947 India", *Economic and Political Weekly*, 43(16):22-25.

Varghese, George (2011), "Rethinking social sciences and humanities in the contemporary world", *Economic and Political Weekly*, 46(31): 91-98.

Balakrishnan, Pulapre (2008), "Social science research in India: concerns and proposals",

Economic and Political Weekly, 43(5):28-33.

Chatterjee, Partha (2008), "The near future of social science research in India", *Economic and Political Weekly*, 43(5):38-40.

Chalam, K.S(2002), "Rethinking social sciences", *Economic and Political Weekly*, 37(10):921-922.

Joshi, P.C. (1975), "Reflections on social science research in India", *Economic and Political Weekly*, 24(2): 139-162.

Bhambhri, C.P. (1998), “ Globalisation and social science”,
Economic and Political Weekly, 33(1/2):17-19.

Nataraj, V.K, et.al (2001), “ Social science: dialogue for
survival”, *Economic and Political Weekly*, 36(33):3128-
3133.

MODULE-II

Julie, Thomson Klein (1990), *Interdisciplinarity- History,
Theory and Practice*, Michigan: Wayne State
University Press.

Squires, Geoffrey et al. (1975), *Interdisciplinarity*, London: Nuffield
Foundation

Meeth, Richard (1978), “Interdisciplinary studies: A matter of
definition”, *Change*, 10(7). Bie, Pierre de (1968), “
Multidisciplinary problem focused research”, *International Social
Science Journal*, 20(2).

MODULE - III

- Kundu, Abhijith (2009), *The social science: methodology and perspectives*, New Delhi: Pearson, pp. 73-89.
- Eleanor, Bisbee (1937), “Objectivity in the social sciences”, *Philosophy of science*, 4(3):371-382.
- Daniel, Little (1993), “ Evidence and objectivity in social science”, *Social Research*, 60(2):363-396.
- Biagini. E (1998), “Objectivity in the social sciences: Has anyone seen it around?”, *Geo Journal*, 45(3):221-224.
- Harding, Sandra G. (1997), ‘Does objectivity in social science require value-neutrality?’,
Soundings: An interdisciplinary Journal, 60(4): 351-362.
- Weber, Max(2005), “Objectivity in social science and social policy” in in Mark J. Smith (ed.) *Philosophy and methodology of social sciences*, Vol.II, New Delhi: Sage publications, pp.3-49.
- Perry, John (2008), “Through the lens of science” in *Contemporary society: an introduction to social science*, Allyn and Bacom
- Hunt, Elgin F. (2008), “Social Science and its methods”, in *Social science: an introduction to the study of society*, Allyn and Bacon

MODULE -IV

- Heywood, Andrew (2007), *Politics*, New York: Palgrave macmillan, pp.3-41
- Wong, James K.L.(2011), “Evolution of science in political science” in John T. Ishiyama, Marijke Breuning (ed.)

21st Century political science: A reference handbook,
pp.451-458.

Appadorai A.(2000), *The substance of politics*, New Delhi: Oxford University Press,pp.3-18.

Voegelin, Eric (1952), *The new science of politics: An Introduction*, Chicago: The University of Chicago Press, pp. 1-51.

Conley H.Dillon et.al (1958), *Introduction to political science*, New Delhi: Affiliated East West Press Pvt. Ltd, pp.1-7.

Frank J. Sorauf and Charles S.Hyneman (1965), *Perspectives on Political Science*, Ohio: Charles E. Merrill Publishing Co,pp1-8& 22-74.

SEMESTER – II
CORE COURSE –II
PS 1241

INTRODUCTION TO POLITICAL THEORY

Aims: To make a better understanding of the various principles in political science discipline.

To familiarize the students with the various aspects of political theory.

Objective of the course:

- To introduce the students Political theory and the basic concepts
- To identify various approaches to the study of Political theory
- To impart knowledge about various theories and concepts of Political Theory
- To familiarize the students about the structure and functions of the organs of government.

MODULE - I

What is political theory?

Need and significance of political theory- Types of political theory. Political theory and political thought.

MODULE - II

Approaches to the study of political theory:

Positivist and post-positivist approach
(Behaviouralism and post-behaviouralism)

Critical perspectives (Marxist, neo-Marxist, post-Marxist)

MODULE - III

Theories of State and Sovereignty:

A) State:

- a) Concept- Instrumentalist Vs Structuralist view
- b) Varieties of State: Liberal State, Marxist State, Neo-liberal State, Post-colonial State.

- c) State, Civil Society, Political Culture
- B) Sovereignty:
 - a) Types
 - b) Theories of Sovereignty- Legal and Pluralist
 - c) State, Sovereignty in the era of globalization

MODULE - IV

Key concepts in Political Science:

- A) Power: Concept- Varieties of Power (Transitive and Intransitive)

Alternative notions of Power- Michel Foucault

- B) Freedom: Concept- Negative Vs Positive Freedom (Rousseau and Isaiah Berlin); Justice as Freedom (Amartya Sen)
- C) Justice: Concept- Distributive and Procedural justice
Communitarian and Libertarian, Feminist critique of Justice

Reading list:

MODULE -I

Bhargava, R. (2008) 'What is political theory', in Bhargava, R and Acharya, A.(eds) Political theory: An introduction. New Delhi: Pearson Longman.

Kymlicka Will,(2005) 'Contemporary Political Philosophy', Indian Edition (New Delhi:Oxford University Press)

MODULE -II

M.T. Vinod and Meena Deshpande, (2013) Contemporary political theory (New Delhi:Prentice Hall India Private Limited)

MODULE -III

O P Gauba (2009), An Introduction to Political theory (New Delhi: Mc Millan Publishers) Arnold Brecht (1959) The foundation of 20th century political thought (Princeton University Press)

MODULE -IV

Mary Hawkesworth and Maurice Kogan (eds.) Encyclopaedia of Government and Politics, second edition (London: Routledge, 2004)

SEMESTER- III
CORE COURSE – III
PS 1341

INDIAN CONSTITUTION

Aim:

To impart knowledge about the legal and ideological framework of the Indian Constitution.

Objectives: .

- To create awareness about the political processes and the actual functioning of the political system.
- To study in detail the political structure – both constitutional and administrative.
- To study the rights and privileges granted by the constitution.

MODULE - I - Constitution: An Introduction

Major features of the Government of India Act of 1935; Ideological Base of the Constitution; Basic Features of the Constitution. Preamble.

MODULE - II - Rights, Principles and Duties

Fundamental Rights

Directive Principles of State

Policy Fundamental Duties

MODULE - III- Union Government

Executive: The President, Vice President; Prime Minister and the Council of Ministers

Parliament: Composition and functions of Lok Sabha and Rajya Sabha, Speaker, Committee System, Law Making Procedure and Procedure of Amendment.

Judiciary-: Supreme Court: Composition and Powers; Judicial Review, Judicial Activism

MODULE - IV- State

Government: Governor:

Powers and Functions. High

Court and the Subordinate

Courts

Reading list

MODULE - I

Dr. J N Pandey, The Constitutional Law of India, Central Law Agency Alahabad. PP 11-13 Mahindra Pal Sing, Constitution of India, Eastern Book Company Lucknow. PP A-9 - A-13 BM Gandhi, Landmarks In Indian Legal And Constitutional History, Eastern Book Company., PP 403-405

MODULE -II

Keshav Dayal, Makers of Indian Constitution, Universal Law Publishing Company, Delhi, PP 84-98

Dr. J N Pandey, The Constitutional Law of India, Central Law Agency Alahabad. PP 388-413 DD Das, Introduction To The Constitution Of India, Lexis Nexis. PP 156-166

MODULE - III

Dr. J N Pandey, The Constitutional Law of India, Central Law Agency Alahabad. PP 414-473
 Dr . Lokendra Malik, Judicial Activism In India(ed), Universal Law Publishing Company, Delhi, PP 124-131

DD Das, Introduction To The Constitution Of India, Lexis Nexis. PP 313-326

MODULE - IV

SP Sathe, Judicial Activism In India, Oxford University Press. PP 25-63

Granville Austin, The Indian Constitution-Corner Stone Of A Nation, Oxford University

SEMESTER- IV
CORE COURSE – IV
PS 1441

DYNAMICS OF INDIAN POLITICS

Aim : The major aim of the course is to impart knowledge about the actual working of the Indian Political system in a plural set up

Objectives:

- To study the unique characteristics of the Indian federal system.
- To motivate the students to critically study the functioning of the constitution.
- To impart awareness about major issues in Indian Political system.

MODULE - I - Indian Federal System:

Quasi-Federal, Co-operative Federalism

Center- State relations in the context of Unitarian federalism.

MODULE - II - Political Parties:

National Parties; Regional Parties: definition and nature, Coalition

Politics Interest Groups and Pressure Groups: Role and
functions.

Public Opinion and Mass Media

MODULE - III - Electoral

System: Election Commission-
Role and function. Electoral
reforms in India

MODULE - IV- Challenges to Indian

Democracy: Casteism

Communalism

Regionalism

Corruption

Terrorism

Criminalisation of Politics

Reading list**MODULE - I**

Dr O P Sinha, Political Theory, Centrella Agency
Allahabad. PP 339-375 ND Arora, Political
Science, TATA McGRAW HILLS . PP 25.1-25.15

Dr D D Basu , Introduction to the Constitution of India(21st
edn) Lexis Nexis. PP 55-62 J R Siwach, Dynamics of Indian
Government, Sterling Publishers New Delhi.

MODULE - II

J C Johari, Principles Of Modern Political Science, Stareling
Publications New Delhi,

P423-449

V M Sharma, The Republic of India- Constitution and
Government, Asia Publishing House, PP 464-491

P

MODULE - III

Raisa Ali, Representative Democracy And Concept Of Free And Fair Elections, Deep and Deep Publications. PP 231-289

ND Arora, Political Science, TATA McGRAW HILLS . PP 24.1-24.3

N P Chaudhary, AK Ojha, Indian Democracy- Contemporary Challenges(ed) shipra Publications New Delhi PP 59-66

MODULE -IV

R C Agarwal, Indian Political System, S Chand And Co Ltd New Delhi. PP 48-119

Atul Kohli, The Success Of Indias Democracy, Cambridge University Press. PP 193-225 Dr Parmanand, New Dimensions In Indian Politics, UDH Publishers Delhi. PP 1-5

Rejani Kothari, Cast in Indian Politics, Orient Black Swan PP 3-26

SEMESTER – V
CORE COURSE –VI
PS 1541

PUBLIC ADMINISTRATION**Aim:**

The course is designed to inculcate a basic understanding of the fundamental principles of Public Administration

Objectives:

- To create awareness about the basic pillars of Public Administration like Organisation, Personnel Administration, Financial Administration.
- To impart knowledge about Planning and its machinery.
- To create awareness about Citizen's defender mechanisms.



MODULE- I. Introduction to Public Administration

Nature, Scope and importance of Public Administration - Public Administration &

Private Administration - Approaches to the Study of Public Administration - Comparative, Ecological and Public Choice- New Public Administration.

MODULE - II.

(A) Organisation

Principles of Organisation - Hierarchy, Span of Control - Unity of Command - Delegation - Co-ordination - Centralisation and Decentralisation.

(B) Units of Organisation - Chief Executive - Administrative Functions of CE, Line, Staff and Auxiliary agencies - Line Agencies - Department - Bases (4 p's) of Departmental Organisation - Public Corporation and Independent Regulatory Commission.

MODULE - III- Personal Administration

Human Resource Management - Its importance, merits and demerits. Bureaucracy - Meaning - Max Weber on Bureaucracy.

Recruitment - Problems of recruitment - Methods of recruitment - Recruitment Agency (UPSC).

Training - Kinds of Training and methods of Training.

MODULE- IV- Financial Administrations

Administration - Budgetary process in India - Preparation -
Enactment and Execution of Budget - Role of Controller and Auditor
General - Audit

MODULE V. -New Trends in Public Administration

Development Administration - Good Governance - Planning (Niti Ayog)

Reading List

MODULE- I

Fadia, P. B. L., & Fadia, D. K. (2011). *Public Administration: Administrative Theories and Concepts*. New Delhi: Sahithya Bhavan Publications.

Marx, F.M, (1946), Elements of Public Administration, New Delhi, Prentice Hall of India Avasthi, & Maheshwari. (2013). *Public Administration*. Agra: Lakshmi Narain Agarwal.

Bhagwan, D. V., Bhushan, D. V., & Mohla, D. V. (2012). *Public Administration*. New Delhi: S Chand Companies Pvt Ltd.

Basu, R. (2014). *Public Administration: Concepts and Theories*. New Delhi: Sterling Publishers Pvt Ltd.

Appleby, Paul. H., (1949) Policy and Administration, United States, University of Alabama Press.

Aggarwal.U.C., (ed), (2003) Public Administration - Vision & Reality, IIPA Golden Jubilee Publication, New Delhi, Indian Institute of Public Administration.

Basu, Rumki, Public Administration - Concepts and Theories, New Delhi, Sterling Publishers.

MODULE - II

Fadia, P. B. L., & Fadia, D. K. (2011). *Public Administration: Administrative Theories and Concepts*. New Delhi: Sahithya Bhavan Publications.

Avasthi, & Maheshwari. (2013). *Public Administration*. Agra: Lakshmi Narain Agarwal. Bhagwan, D. V., Bhushan, D. V., & Mohla, D. V. (2012). *Public Administration*. New Delhi: S Chand Companies Pvt Ltd.

Basu, Rumki, *Public Administration - Concepts and Theories*, New Delhi, Sterling Publishers.

MODULE - III

Fadia, P. B. L., & Fadia, D. K. (2011). *Public Administration: Administrative Theories and Concepts*. New Delhi: Sahithya Bhavan Publications.

Avasthi, & Maheshwari. (2013). *Public Administration*. Agra: Lakshmi Narain Agarwal.

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Dhariwal, S., & Parnami, K. K. (2007). *Training, Civil Services and Personnel Administration*. New Delhi: Rawat Publishers.

Kingsley, Donald.J,(1942), *Recruiting applications for the Public Service - A report submitted by the Committee on recruitment for the Public Service, United States*

MODULE - IV

Fadia, P. B. L., & Fadia, D. K. (2011). *Public Administration: Administrative Theories and Concepts*. New Delhi: Sahithya Bhavan Publications.

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Basu, Rumki, *Public Administration - Concepts and Theories*, New Delhi, Sterling Publishers.

Parashar, P. (1997). *Public Administration in the Developed World*. New Delhi: Sarup and Sons

Srivasthara K.S, (2007), *Public Administration in India*, New Delhi, APH Publishing Corporation

MODULE - V

Fadia, P. B. L., & Fadia, D. K. (2011). *Public Administration: Administrative Theories and Concepts*. New Delhi: Sahithya Bhavan Publications.

Avasthi, & Maheshwari. (2013). *Public Administration*. Agra: Lakshmi Narain Agarwal.

Bhagwan, D. V., Bhushan, D. V., & Mohla, D. V. (2012). *Public Administration*. New Delhi: S Chand Companies Pvt Ltd.

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Sapru, R. K. (2007). *Public Policy Formulation, Implementation and Evaluation*. New Delhi: Sterling Publishers Pvt. Ltd.

Hazary, Narayan, (2005), *Development Administration*, New Delhi, A.P.H. Publishing Corporation

Roy, Jayatilak Guha, (2006), *Right to Information: Initiatives and Impact -*, New Delhi, Indian Institute of public Administration.

Gajanan, R. P., & Sharma, A. (2011). *Public Administration: Today and Tomorrow*. New Delhi, Crescent Publishing Company.

SEMESTER –V
CORE COURSE –VII
PS 1542

ANCIENT AND MEDIEVAL POLITICAL THOUGHT

Aim :

To familiarize the Ideas of ancient and medieval political thinkers.

Objectives :

- To build in the minds of students an overall outlook about political thought.

- To study about the relevance of ancient and modern political thought in the modern world.

MODULE -I - Greek political Thought

Greek political community and
institutions
Plato - Theory of
justice

Aristotle - Theory of state and government,
revolution
Characteristics of Greek Political
Thought

MODULE -II-Roman Political Thought

Development of Roman Political
Ideas
Cicero - Contribution to
Legal system
Polybius and Seneca
- political ideas

Contributions of Rome to Political Theory

MODULE -III-Ancient Indian Political Thought

Sources of Ancient Indian Political thought - Varna System -
Purusharthas and Rajadharma

Kautilya - Saptanga Theory, Mandala theory

MODULE IV- Medieval Political Thought

Contributions of early Church Fathers _

St. Augustine Nature of Medieval Political
Thought

Contributions of St. Thomas Aquinas and Dante

Machiavelli - Political Realism

Contributions of Jean Bodin and Hugo Grotius on Sovereignty

Reading list

Module I

Aristotle. (2008). *politics*. New York: Cosimo Classics.

Balot, R. K. (2008). *Greek Political Thought*. New Jersey: John Wiley & Sons.

Lee, E. N. (1983). Plato's Theory of Social Justice in Republic 2-4. In J. P. John P. Anton, *Essays in Ancient Greek Philosophy III: Plato* (pp. 117-140). Albany: State university of New York Press.

Murray, A. R. (2010). Aristotle's Theory of Best Possible State. In A. R. Murray, *An Introduction to Political Philosophy* (pp. 37-46). New York: Routledge.

Stauffer, D. (2001). *Plato's Introduction to the Question of Justice*. Albany: State university of New York Press.

Module II

Canning, J. (2014). *A History of Medieval Political Thought: 300–1450*. London: Routledge,.

Oakeshott, M. (2011). *Lectures in the History of Political Thought*. London: Andrews UK Limited.

S. Mukherjee, S. R. (2002). *Jean Bodin and Hugo Grotius: Great Western Political Thinkers*.

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Strauss, L. (1978). *Thoughts on Machiavelli*. Chicago: University of Chicago Press.

Module III

Boesche, R. (2003). *The First Great Political Realist: Kautilya and His Arthashastra*. New York: Lexington Books.

Brown, D. m. (1959). *Indian Political Thought: From Manu to Gandhi*. Berkeley: University of California Press.

Urmila Sharma, S. S. (2001). *Indian Political Thought*. New Delhi: Atlantic Publishers & Dist,.

Module IV

Hammer, D. (2014). *Roman Political Thought: From Cicero to Augustine*. Cambridge: Cambridge University Press.

Jayapalan, N. (2001). *Comprehensive History of Political Thought*. New Delhi: Atlantic Publishers & Dist.

Sabine, G. H. (1973). *A History of Political Theory*. New Delhi: Oxford and IBH Publishing.

SEMESTER –V
CORE COURSE-IX
PS 1544

RESEARCH METHODS IN POLITICAL SCIENCE

Aim: The course intend to familiarize the students with the research methods in Political Science

Objective:

- To enable for the practical use of students in their Project/Dissertation in the Sixth Semester.
- To identify the different methods and techniques applicable to Political Science Research.

MODULE-I:

- What is research?-Social Research
- Nature and significance of research in Political Science
- Types of Research- Fundamental and Applied Research, Action Research
- Qualitative and Quantitative Research
- Research Process (Steps involved in research)

MODULE-II:

- Developing and Formulating Research Problem
- Review of Literature-importance
- Research questions/Objectives
- Concepts and Variables-Types
- Hypothesis-Types-Characteristics-Function
- Research Design-Components-Types
- Synopsis Writing (Students can prepare a synopsis as assignment at the end of Semester)
- Method of Research in political science- Survey method and case study method

MODULE-III:

- Sources of data (Primary and Secondary)
- Methods of primary data collection-Observation, Interview, Questionnaire, Document analysis
- Sources of Secondary data-Precautions in the collection of secondary data
- Sampling-Relevance and types of sampling-Probability and non-probability sampling techniques

MODULE-IV:

- Data Processing and Analysis-Editing, Coding, Classification and Tabulation
- Quantitative and Qualitative analysis-Testing of hypothesis
- Report writing-Structure of report-Style and format
- Citation and referencing styles (American Psychological Association (APA),Modern Language Association (MLA))

Reading List

- Thakur, Devendra, Research Methodology in Social Science, Deep and DeepPublishing, New Delhi 1998.
- Young Pauline V and Calvin F Schmidt, Scientific Social Surveys and Research,Prentice Hall of India Pvt Ltd, New Delhi, 2001, 4th Edn.
- Dwivedi R S, Research Methods in Behavioural Science, Mac Millan India Ltd. NewDelhi, 1997.
- Agnihotri V, Techniques of Social Research, M. N. Publishers, New Delhi, 1980. Jayapalan N., Research Methods in Political Science, Atlantic Publishers and Distributers, New Delhi, 2000.
- Pennings Paul (et al.), Doing Research in Political Science, Sage Publications, NewDelhi 1999.
- Ghosh B. N., Scientific Method and Social Research, Sterling Punlishers Pvt Ltd NewDelhi, 1987, 4th Edn.
- Johnson, JB and Richard Joslyn, A Political Science Research Methods, Prentice-Hallof India Pvt Ltd, New Delhi, 1989.
- Kumar Ranjit, Research Methodology, A step by Step Guide for Beginners, SageNew Delhi, 1999.

SEMESTER- V
CORE COURSE –X
PS 1545

HUMAN RIGHTS IN INDIA

Aim:

The course is intended to high light the concept of Human Rights, its evolution andimportance in our society.

Objectives:

- To make an understand about various rights, including political, civil, social, economic and cultural rights
- To familiarize the Human rights condition in India including constitutional provisions
- To equip with the students the skills to evaluate the Human Rights enforcement methods.

MODULE - I -Human Rights: Concept and Significance

- A. Evolution of Human rights
- B. Nature of Human Rights.
- C. Approaches –Liberal, Marxian and Third world

MODULE - II -U.N. and Human rights

- A. UDHR
- B. ICCPR, ICESCR
- C. Millennium Development Declaration

MODULE - III- Human Rights In India

- A. NHRC, SHRC – Organisation Powers and Functions
- B. Role of judiciary –writs judicial activism Human Rights courts, Police and Human rights.
- C. NGOs in Human Rights

MODULE IV-Human Rights Issues in India.

Human Rights of socially excluded groups-

Dalits, Women, Children, economically weaker, LGBT

Reading list

Begum, Syed Mehartaj. (2000). Human Rights in India: Issues and Perspectives. New Delhi: APH Publishing.

Bhaimali, Anil. (2005). Poverty and Human Rights of Women. New Delhi: Serials Publications.

Brijesh, Babu. (2010). Human Rights and Social Justice. New Delhi: Global Publications. Brown, Gordon (2016). The

Universal Declaration of Human Rights in the 21st Century: A

Living Document in a Changing World, A report by the Global Citizenship

Commission, NYU Global Institute for Advanced Studies, Open Book Publishers.

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- Clapham, Andrew. (2015). *Human Rights: A Very Short Introduction, Second Edition*. New York: Oxford University Press.
- Das, Asishkumar & Prasantkumar, Mohanty. (2007). *Human Rights in India*. New Delhi: Sarup & Sons.
- Deshta, Sunil & Singh, Partap. (2004). *Human Rights in India: Enforcement, Protection and Implementation*. Faridabad: Allahabad Law Agency.
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- Freeman, Michael. (2011). *Human Rights: An Interdisciplinary Approach, Second Edition*. Cambridge: Polity.
- Gupta, Uma. (1988). *Supreme Court & Civil Liberties*. Delhi: Mittal Publications.
- Iyer V.R. Krishna. (1999). *The Dialectics and Dynamics of Human Rights in India: Yesterday, Today and Tomorrow*. Calcutta: Eastern Law House.
- Jadhav, P.B. (2010). *Dalits and Human Rights: Emerging Scenario*. Jaipur: Vital Publications.
- Jayapalan, N. (2000). *Human Rights*. New Delhi: Atlantic Publishers.
- Joanna, Kerr. (1993). *Ours by Right: Women's Rights as Human Rights*. London: Zed Books.
- Kazai, Farced. (1987). *Human Rights: Myth and Reality*. New Delhi: International Publishing House.
- Khanna, S.K. (1998). *Children and Human Rights*. New Delhi: Commonwealth Publishers.
- Khanna, D.P. (2001). *Reforming Human Rights*. New Delhi: Manas.

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- Langford, Malcolm & et.al. (2013). Millennium Development Goals and Human Rights. New York: Cambridge University Press.
- Landman, Todd. (2006). Studying Human Rights. Abington: Routledge.
- Lauren, Paul Gordong. (2011). The Evolution of International Human Rights: Visions Seen, Third Edition. Pennsylvania: University of Pennsylvania Press.
- Macfarlane, L.J. (1985). The Theory and Practice of Human Rights. London: Maurice Temple South.
- Mahmood, Monshipouri & et.al. (2015). Constructing Human Rights in the Age of Globalization. Abington: Routledge.
- Majumder, Chandrika Basu & Pradhan, Ramakrishna. (2014). Women's Rights as Human Rights in India: Problems and Paradoxes. New Delhi: Axis Books.
- Mehta, P. L. & Verma, Neena (1999), Human Rights under the Indian Constitution: The Philosophy and Judicial Gerrymandering. New Delhi: Deep and Deep Publications.
- Michael J., Perry. (1998). The Idea of Human Rights: Four Inquiries. New York: OUP. Manindranath, Deka Swapna. (2015). Judicial Activism in Post-Emergency Era. Chennai: Notion Press.
- Nair, Sukumaran P. (2011). Human Rights in a Changing World. New Delhi: Kalpaz Publications.
- O'Byrne, Darren J. (2014). Human Rights: An Introduction. Abington: Routledge.

- Prabhash, J. (2005). Mediated Rights: Media, Women and Human Rights In India, *The Indian Journal of Political Science*, Vol. 66, No. 1 (Jan.-March, 2005), pp. 53-74
- Prachi, Shirur & Shirur, Srinivas. (2007). *Education, Child Labour and NGO's*. Delhi: Shipra Publication.
- Priyam, Manisha & et.al. (2009). *Human Rights, Gender and the Environment*. New Delhi: Pearson Education India.
- Promila, Mahajan Chand. (2006). *Status of Child Labour*. New Delhi: Adhyayan Publishers & Distributors.
- Rachna, Suchinmayee. (2008). *Gender, Human Rights and Environment*. New Delhi: Atlantic Publishers & Distributors.
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- Satyasthi, Kailash & Zatshi, Bupindu. (2006). *Globalisation, Development and Child Rights*, New Delhi: Shipra Publications.

- Sengal, B.P.S. (2000). Human Rights in India, Problems and Perspective. New Delhi: Deepand Deep Publications.
- Sharma, Brij Kishore. (2010). Universal Declaration of Human Rights and Indian Law. New Delhi: PHI Learning Private Limited.
- Shinde, Prem K. (2005). Dalits and Human Rights. New Delhi: ISHA Books.
- Singh, B.P. (2008). Human Rights in India, Problems and Perspectives. New Delhi: Deep and Deep.
- Yadav, Surya & Baghel, Indu. (2009). Human Rights in the 21st Century. New Delhi: Jamamda Prakasam.

SEMESTER –VI
CORE COURSE –XI
PS 1641

MODERN POLITICAL THOUGHT

Aim:

The course is intended to provide a detailed understanding about modern political thought.

Objectives:

- To equip the student to develop their own ideas about various political and social issues.
- To attempt a comparative study of eastern and western political thought,

MODULE - I : The Contractualists

Thomas Hobbes - Human Nature - State and sovereignty - Individualism

John Locke - Social Contract - Theory on Natural Right -
Contribution to Liberal

Rousseau - Social Contract-- General will

MODULE - II : Utilitarianism and

Idealism Contributions of Jeremy

Bentham and J.S. Mill Hegel - On

Freedom Civil Society and State

MODULE - III : Socialist

Thought Contributions

of Karl Marx

Gramsci - Civil Society - Theory of Hegemony

MODULE - IV : Theories and

Functions of State Edmund Burke

- Conservative ideas Laski -

Political Pluralism

MODULE - V : Modern Indian Political Thought

Mahatma Gandhi - Non violence critique of modern civilization -
Satyagraha as method of conflict resolution - Ethics and
Politics - ideal society

M.N. Roy - Radical Humanism Ambedkar - Social Justice

Reading list

Module-1

Chaurasia, R. s. (2001). *History of Western Political Thought* (Vol. 2). New Delhi: Atlantic Publishers & Dist.

Hull, G. (2011). *Hobbes and the Making of Modern Political Thought*. New York: Bloomsbury Publishing.

John Locke, C. B. (1980). *Second Treatise of Government*. Cambridge: Hackett Publishing.

Jones, T. (2012). *Modern Political Thinkers and Ideas: An Historical Introduction*. London: Routledge.

Williams, D. L. (2014). *Rousseau's Social Contract: An Introduction*. New York: Cambridge University Press.

Module-2

Miller, D. E. (2010). *John Stuart Mill: Moral, Social, and Political Thought*. Cambridge: Polity Press.

Parekh, B. (2013). *Jeremy Bentham: Ten Critical Essays*.

New York: Routledge. Patten, A. (1999). *Hegel's Idea of*

Freedom. Oxford: Oxford University Press.

Pelczynski, Z. A. (1984). *The State and Civil Society: Studies in Hegel's Political Philosophy*.

Cambridge: Cambridge University Press.

Urmila Sharma, S. S. (1998). *Western Political Thought*. New Delhi: Atlantic Publishers & Dist.

Module-3

Callinicos, A. (2012). *The Revolutionary Ideas of Karl Marx*. Chicago: Haymarket Books.

Fonseca, M. (2016). *Gramsci's Critique of Civil Society: Towards a New Concept of Hegemony*. New York: Routledge.

Holt, J. P. (2014). *The Social Thought of Karl Marx*.

Singapore: SAGE Publications. Marx, K. (2013). *The*

Communist Manifesto. New York: Simon and Schuster.

White, J. (1996). *Karl Marx and the Intellectual Origins of Dialectical Materialism*. London: Macmillan Press Ltd.

Module-4

Chaurasia, R. (2003). *History of Political Thought*. New Delhi:

Atlantic Publishers & Dist. Kirk, R. (1967). *Edmund Burke: A
Genius Reconsidered*. New York: Open Road Media.

Laski, H. J. (2014). *A Grammar of Politics (Works of Harold J.
Laski)*. New York: Routledge. Mukherjee, S. (1995). *Edmund
Burke: (1729-1797)*. New Delhi: Deep and Deep Publications.

Muniz-Fraticelli, V. M. (2014). *The Structure of Pluralism*.
Oxford: Oxford University Press.

Module-5

Chandra, P. (1992). *Political Philosophy Of M.N. Roy*. New Delhi: Sarup
& Sons.

Jayapalan, N. (2000). *Indian Political Thinkers: Modern Indian
Political Thought*. New Delhi: Atlantic Publishers & Dist.

Padhy, K. S. (2011). *INDIAN POLITICAL THOUGHT*. New Delhi: PHI
Learning Pvt. Ltd.

Sundem, G. (2014). *TIME Magazine Biography--Mohandas
Gandhi*. New York: Teacher Created Materials.

Urmila Sharma, S. S. (2001). *Indian Political Thought*. New Delhi: Atlantic Publishers & Dist.

SEMESTER –VI
CORE COURSE –XII
PS 1642

STATE AND SOCIETY IN KERALA

Aim:

The course intended to provide a comprehensive analysis of the socio-political structure of Kerala

Objectives:

- To familiarize the students with the state and social structure of Kerala
- To make a detailed analysis of the socio-political evolution of the state of Kerala
- To equip the students to analyze the key issues in the state and society in Kerala

MODULE - I

Social Reform Movements

Colonial Modernity and Social Reform Movements: Narayana Guru, Ayyankali, Poykayil Appachan, Pandit Karuppan, Mannathu Padmanabhan, VT Bhatathiripadu, Vakkom Moulavi

MODULE - II

Political Transformation

Political Parties and Trade Unionism

Communist Movements in Kerala: First Communist Government

(1957-59) and 'Vimochana Samaram.'
Civil society in Kerala

MODULE -III

Castism and Communalism in Kerala

Caste based assertions: positive and negative

aspects Communal violence and Political

Parties Communalization of secular space

State and extremist organisations in the emerged scenario

MODULE -IV

Problems of economic growth

Globalization and Agricultural sector in Kerala

Kerala Model of Development: strength and

weakness Decentralization and

development: new initiatives ICT and

development: E-governance

Reading list

MODULE-I

P.K. Balakrishnan: 'Narayana Guru,' (Malayalam), Kottayam: DC Books

Rajayyan K (1976): 'Sree Narayana Guru and Social Reform,' *Journal of Kerala Studies*,

Vol. III, pp. 43-44

Sreedhara Menon A. (1987): 'Kerala History and its Makers.'

Meena Kandhasami (2007): Ayyankali: A Dalit leader of Organic Protest, Kozhikode: Other Books

T.H.P Chentharaserri (1983): 'Poykayil Kumara Gurudevan,' Navodhanam Publications (Malayalam)

Filippo Osella and Caroline Osella (2008): 'Islam and Social Reform in Kerala,' *Modern Asian Studies*, Vol. 42, No.2-3, pp. 317-46.

MODULE-II

Georges Kristofel Lieten (1979): 'Progressive state governments: An assessment of first communist ministry in Kerala' *EPW*, Vol.14, No.1, pp. 29-39

T.T. Sreekumar (2007): 'Civil Society and the Left,' Kerala: Olive

MODULE-III

John Oommen (1995): 'Politics of Communalism in Kerala,'
EPW, Vol.30, No.11, pp. 544-47

MODULE-IV

Thomas Isaac and Michael Tharakan (1995): 'Kerala towards a new
Agenda,' *EPW*, Vol.31.

No.31-32, pp. 1993-2004

Michael Tharakan (1995): 'Social Change in Kerala,' *India International
Center Quarterly*,

Vol.22, No.2-3, pp. 215-224

Further Readings

Mohan Gopalan Gopal (2000): 'Lessons from Kerala Social
Reform movement led by Narayana Guru,'
American Society of International law (Proceedings),
Vol.94, pp.308-9

P.F. Gopakumar (Ed) (2015): *Faces of Social Reform in Kerala;*
Essays in honor of Dr. S.Sivadasan.

Kunnukuzhi S Mani and Anirudhan (2013): 'Mahatma Ayyankali,'
Kottayam: DC Books

SEMESTER –VI
CORE COURSE
PS : 1643

DECENTRALISATION AND PARTICIPATORY DEMOCRACY

Aim :

The course intends to provide a detailed understanding about democratic decentralization, participatory governance with emphasis on India and Kerala

Objectives :

- To impart knowledge about tools of participatory democracy
- To inculcate skills for capacity building activities in local self governing institutions.

MODULE - I : THEORETICAL PERSPECTIVES OF DECENTRALISATION

- A. Decentralisation: meaning and importance,
- B. Dimensions of Decentralisation- Functional, Financial, administrative and Political.
- C. Various perspectives of Decentralisation– Liberal, Gandhian.
- D. Types of Decentralization- Decentralization, devolution, delegation.

MODULE - II - PARTICIPATORY DEMOCRACY

- A. Meaning and importance
- B. Participatory Planning.

MODULE - III – DECENTRALISED ADMINISTRATION IN INDIA

- A. Evolution –Belvanth Ray Mehta Committee, Asok Mehta Committee
- B. New Panchayathi raj and Nagarapalika

Institutions(73rdand74thAmendments)

-organisation – Structure and Functions

MODULE - IV – GRASS ROOT DEMOCRACY AT WORK –

A. Grama Sabha– Peoples planning in Kerala, Social Audit-Self Help Groups

–Kudumbasree – Ayalkoottam.

Reading list

Anthony L Hall (2004), Social Policy for Development, New Delhi: Sage

Baviskar B B (2009), Inclusion and Exclusion in Local Governance,

New Delhi: SageJah SNS (1991), Decentralisation and Local

Politics, Nes Delhi: Sage

Joseph T M (2007), Local Governance in India, Concept

Girish Kumar (2006), Local Democracy in India, New

Delhi: SageGupta D N (2004), Decentralisation: Need

for Reforms, Concept

Hoshiar Singh (2000), Local Governance: Concepts and Networks, Jaipur:

RBSA

Isac Thomas T M and Richard Franke (2000), Local Democracy and

Development, New Delhi: Left word.

SEMESTER – VI
CORE COURSE – XIV
PS 1644

NEW SOCIAL MOVEMENTS

Aim:

The course intended to offer a broad perspective on power and resistance in the era of neoliberal globalisation

Objectives:

- To equip the students to understand the dynamics of social conflicts, activism and social change
- To familiarize contemporary social movements in the civil society with an emphasis on the movements by the marginalized sections in the era of neoliberal globalization

MODULE - I

Major Debates and Theories

Old Social Movements and New Social Movements: What is 'New' about New Social Movements?

Marxian approach on Social Movements, Postmodernism and New Social Movements, New Social Movements theories

MODULE - II

State, Civil Society and New Social Movements

State and Civil Society under neoliberal globalization
NGO's and New Social Movements

Civil Society, New Social Movements and Democracy

MODULE - III

Gender and New Social Movements

Understanding Patriarchy

Women's Movements: Black feminism in US, Dalit feminism in India LGBTQ (Lesbian, Gay, Bisexual, transgender and Queer) Social Movements

MODULE - IV

Dalit/Tribal Movements

Land Struggle in Kerala: Muthanga, Chengara, Aripa and Standing Struggle

MODULE - V

Other Movements in the Civil Society

Anti-Nuke Movements: Koodamkulam
Struggle Anti-Posco struggle

Anti-corruption Movements in India: Anna Hazare

Reading List:

MODULE-I

Steven M. Buechler (1995): 'New Social Movement Theories,' *The Sociological Quarterly*,

Vol 36, No.3, pp. 441-464

T.R. Young (1999): 'Marxism and New Social Movements: Theory and Practice for Social Justice,' *Contemporary Sociology*, Vol.28. No.3. pp.268-70

Joel F. Handler (1992): 'Postmodernism, Protest, and the New Social Movements,' *Law and Society Review*, Vol.26, No.4, pp.697-732

MODULE-II

Neera Chandhoke (1995): 'State and Civil Society: Explorations in Political Theory,' New Delhi: Sage

Ranjita Mohanty (2002): 'Civil Society and NGO's,' *The Indian Journal of Political Science*, Vol.63. No.2/3, pp.213-232

Sarah Joseph (2007): 'Neoliberal Reforms and Democracy in India,' *EPW*, Vol.42. No.31. pp.

3213-28

MODULE-III

Sarbani Guha Ghosal (2005): 'Major trends of feminism in India,' *Indian Journal of Political Science*, Vol. 66, No.4, pp.793-812

Radhika Govinda (2006): 'The Politics of the Marginalized: Dalits and Women's activism in India,' *Gender and Development*, Vol.14, No.2, pp.181-190

Brandie Balken (2016): 'Landscape of the Movement,' *Humboldt Journal of Social Relations*, Vol.38, pp.8-11

MODULE-IV

Bijoy, C.R (1999): 'Adivasis Betrayed: Adivasi Land Rights in Kerala,' *EPW*, Vol. 34, No.

22 (May 29 - Jun. 4, 1999), pp. 1329-1335

K.T. Rammohan (2008): 'Caste and landlessness in Kerala: Signals from Chengara,' *EPW*, Vol.43, No.37, pp.14-16

C.K. Viswanath (1997): 'Adivasis: Protesting Land Alienation,' *EPW*, Vol.32, No.32. pp.2016

C.R. Bijoy and K. Ravi Raman (2003): 'Muthanga: The real Story: Adivasi movement to recover land' *EPW*, Vol. 38, No.2, pp. 1975-1977+1979-1982

MODULE-V

V.T. Padmanabhan (1989): 'Broad Based Campaign,' *EPW*, Vol.24, No.43, p.2398

Saroj Giri (2011): 'The Anti-corruption Movement and its false divides,' *EPW*, Vol.46, No.

26

B. Mohanan Pillai and P.M. Joshy (2012): 'Old Elite are Co-opted, Subdued or Oppressed?: The Politics of Anti-corruption Crusade in India in Perspective,' *Indian Journal of Public Administration* , pp. 1-14.

Further Readings

Ponna Wignaraja (1993): *New Social Movements in the South: Empowering the People*, New Delhi: Vistar

Rajendra Singh (2001): *Social Movements Old and New: A Postmodernist Critique*, New Delhi: Sage India

Stanley Aronowitz (1989): 'Postmodernism and Politics,' *Social Text*, No.21, pp.46-62

SEMESTER – VI
OPEN COURSE - II (ELECTIVE)
PS 1651.1

GLOBALISATION AND INDIAN POLITICAL SYSTEMS

Aim:

To equip the students to understand the principles and practice of the programme of globalisation and its impact in India.

Objectives:

- To impart knowledge about the new global Order with special emphasis on India.
- To create awareness about the impact of globalisation on the life of the people of India.

MODULE -I: INTRODUCTION

- A. Globalisation- Evolution, nature and definition.
- B. Neo-liberal agenda (Uruguay Round, GATT, WTO, World Bank, IMF)

MODULE -II - INDIA AND GLOBALISATION

- A. Nehruvian Model of development (Centralised planning, Mixed economy, Public Sector, Poverty alleviation and agrarian development)
- B. Post Nehruvian Political economy perspective (from Welfareism to Economic growth- 1964 to 1991)

MODULE - III : GLOBALIZATION AND CHANGING POLITICS IN INDIA.

- A. Redefined role of governments in India in the context of global governance since 1991.(UPA and NDA)

MODULE-IV: IMPACTS OF GLOBALISATION ON INDIAN SOCIETY.

- A. Global commitment V/s National sovereignty.
- B. Market centric strategy V/s Social Security provisions of constitution. (Food security, environmental security, jobless growth, decline of agriculture and primary sector and rising social divide.)

Reading list

MODULE-I

1. Talwar, Sabanna (2008), WTO and Indian Economic Reforms, Serials publications, New Delhi.
2. Scholte, JanArt (2005), Globalisation: A Critical Introduction, Palgrave, New Delhi.
3. Kuoshik Basu(2008), The Retreat of Democracy and Other Itinerant Essays on Globalisation- Economics and India, Permanent Black, New Delhi.
4. A.Mohanakumar and Sreejith.A (2016), (eds.), Globalisation, State and Democracy in India, Serials Publications, New Delhi.

MODULE-II

1. Upendra Bhakshi and Bhikhu Prakash (1995), Crisis and Change in Contemporary India, Sage Publications, New Delhi.
2. Bampuri, C.P (2007), The Indian State and Political Process, Shipra publications, New Delhi.
3. J. Prabhash (2016) in, A. Mohanakumar and Sreejith. A (eds.), Globalisation State and Democracy in India, Serials Publications, New Delhi.
4. Shaji Varky (2016), Neo liberalism and Welfare: Some Theoretical Issues, in, A.Mohanakumar and Sreejith. A (eds.) *ibid.*

MODULE -III

1. Suresh R,(2016), Political Dimensions of Globalisation: A Human Rights Perspective, in A. Mohanakumar and Sreejith. A (eds.) *ibid.*
2. Jos Moodu (2005), *The Politics of Economic Reforms in India*, Sage Publications, New Delhi.
3. Sudipta Kaviraj, *The Imagining Institutions of India-Politics and Ideas*, Permanent Black, New Delhi.

MODULE -IV

1. Upendra Baxi and Bhikku prakash (1995) *Crisis and Change in Contemporary India*, Sage Publications, New Delhi.
2. Amartyasen and Jean Dreaze (2006) *Indian Economic Development and Social Opportunity*, Oxford University Press, New Delhi.

3. J. Prabhsh and A. Mohanakumar (2017), State Globalisation and Agrarian Situation in Kerala, in C. Vinod (ed.), Democracy, Politics and Economic Development, New Century Publications, New Delh

SEMESTER – VI
PS 1645
PROJECT /DISSERTATION

Aim:

To develop an aptitude for research in Political Science

Objective:

To inculcate proficiency to identify appropriate research topics and presentation

Specifications

The dissertation/project topic may be theoretical or empirical relevant to the study of Political Science

The dissertation shall be divided into Preliminary, Introduction, Chapters,

Conclusion and List of Selected Bibliography

a) Preliminary

Title page, Certificate, Preface with Acknowledgement (acknowledgement is not mandatory) and Contents with page numbers

b) Introduction

Introduction specify the objectives of the study, scope and relevance of the study and a general introduction of the topic

c) Chapters

Chapters should analyse the core content of the topic

d) Conclusion

Conclusion must begin with a brief revisit to the problem and highlight the relevance and significance of the study. Conclusion states the findings of the study and suggestions if any,

e) List of selected Bibliography

Reference books in a standard format must be given after the conclusion

Instructions regarding the preparation and submission of the Report

The Dissertation must be typed in A4 size paper 1.5 line space, 1.5 inches margin on the left side and 1 inch on the other side. References and foot-notes must be given.

Dissertation must be spirally bound. Size of the typed matter may be 40- 55 pages, The topic for the dissertation should be assigned at the beginning of the Vth semester and the reports should be submitted to the Department in duplicate before the completion of the VIth Semester.

**SYLLABUS OF FIRST DEGREE PROGRAMME-
COMPLIMENTARY POLITICAL SCIENCE**

SEMESTER: I
COMPLEMENTARY COURSE - I
PS 1131

INTRODUCTION TO POLITICAL SCIENCE

Aim:

The course to intend to familiarize the students with the fundamental Principles of Political Science

Objectives:

- To understand the major principles of Political Science
- To introduce the major concepts of Political Science
- To make aware about various political ideologies.

MODULE -I - INTRODUCTION

- A. Meaning, nature, definitions and scope of Political Science
- B. Interdisciplinary study in Political Science
- C. History, Economics, Sociology, Psychology and Ethics

MODULE -II - APPROACHES

Traditionalism, Behaviouralism, Post- Behaviouralism

MODULE -III -POLITICAL IDEOLOGIES AND CONCEPTS

Liberalism, Marxism, Gandhism, democracy

MODULE- IV: STATE AND GOVERNMENT

- A. State- Its elements
- B. Civil Society
- C. Organs of Government – Legislature, Executive and Judiciary. (with examples from India, UK, USA and

Switzerland)

Reading List

MODULE -I

A.Appadurai(2001),Substance of Politics, Oxford University press, New Delhi. Urmila sharma,SK sharma(2000), Principles And Theory in Political Science, Atlantic Publishers& Dist, New Delhi.

A.C.Kapur (2001), Principles of Political Science, S,Chand and Company, New Delhi. N.Jayapalan(2002),Comprehensive Modern Political Analysis, Atlantic Publishers& Dist,New Delhi.

MODULE -II

S.P.Varma (1976) , Modern Political theory ,Vikas, New Delhi
N.Jayapalan(2002),Comprehensive Modern Political Analysis,
Atlantic Publishers& Dist,New Delhi.

J.C.Johari (1987) , Contemporary Political theory ,Sterling
Publishers Private limited, New Delhi.

Urmila sharma,SK sharma(2000), Principles And Theory in
Political Science , Atlantic Publishers& Dist, New Delhi

MODULE -III

J.C.Johari (1987) , Contemporary Political theory ,Sterling
Publishers Private limited, New Delhi.

Andrew Heywood (2005) Key Concepts in Politics ,Palgrave Macmillan,

Eddy Asirvatham and K.K.Misra(2005) , Political Theory
,S.Chand and CompanyLtd. New Delhi.

Andrew Heywood (1998) ,Political ideologies – An
Introduction Macmillan Press Ltd.,London.

MODULE -IV

Raj Kumar Pruthi (2005),Nature and scope of Political science,
Discovery Publishing house ,New Delhi.

Urmila sharma,SK sharma(2000), Principles And Theory in
Political Science , Atlantic Publishers& Dist, New Delhi

A.C.Kapur (2001), Principles of Political Science, S,Chand and
Company, New Delhi.Alan R. Ball and B.Guy Peters (2005,)

Modern Politics and Government, Palgrave Macmillan New Delhi.

SEMESTER- II
COMPLEMENTARY COURSE -II
PS 1231

INDIAN GOVERNMENT AND POLITICS

Aim:

To impart knowledge about the functioning of the constitution of India.

Objectives:

- To study the basic principles of the Indian constitution
- To impart awareness about the Political System in India.

MODULE- I: INTRODUCTION

- A. Salient features of the Indian Constitution
- B. Preamble

MODULE- II: RIGHTS, PRINCIPLES AND DUTIES

- A. Fundamental rights
- B. Directive Principles of State Policy
- C. Fundamental Duties

MODULE -III: UNION GOVERNMENT

- A. Legislature- Lok Sabha, Rajya Sabha (Organization and function)
- B. Executive – President, Council of Ministers (Powers and functions)
- C. Judiciary – Supreme Court and High Court (Organization and Function)

MODULE- IV: INDIAN DEMOCRACY AT WORK

- A. Electoral Process – Election commission (Powers and Functions)
- B. Evolution of party system in India – One party dominant system and coalition Politics

Reading list**MODULE -I**

1. Dr. J N Pandey, The Constitutional Law of India, Central Law Agency Alahabad. PP11-13
2. Mahindra Pal Sing, Constitution of India, Eastern Book Company Lucknow. PP A-9 -A-13
3. BM Gandhi, Landmarks In Indian Legal And Constitutional History, Eastern Book Company., PP 403-405

MODULE II

4. Keshav Dayal, Makers of Indian Constitution, Universal

- Law Publishing Company, Delhi, PP 84-98
5. Dr. J N Pandey, The Constitutional Law of India, Central Law Agency Alahabad. PP388-413
 6. DD Das, Introduction To The Constitution Of India, Lexis Nexis. PP 156-166

MODULE - III

7. Dr. J N Pandey, The Constitutional Law of India, Central Law Agency Alahabad. PP414-473
8. Dr . Lokendra Malik, Judicial Activism In India(ed), Universal Law Publishing Company, Delhi, PP 124-131
9. DD Das, Introduction To The Constitution Of India, Lexis Nexis. PP 313-326

MODULE - IV

10. SP Sathé, Judicial Activism In India, Oxford University Press. PP 25-63
11. Granville Austin, The Indian Constitution-Corner Stone Of A Nation, Oxford University

SEMESTER – III
COMPLEMENTARY COURSE-III
PS 1331

PUBLIC ADMINISTRATION

Aim:

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

Objectives:

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

MODULE -I

Nature and Scope of Public Administration - Public and Private Administration - New Public Administration.

MODULE -II. Organisation:

Principles of Organisation - Hierarchy, Span of Control, Unity of Command - Delegation - Co-ordination - Centralisation - Decentralisation. Chief Executive - Administrative functions - Line, Staff and Auxiliary Agencies. Department, Bases (4P's) Public Corporation and Independent Regulatory Commission.

MODULE - III. Personnel Administration , Bureaucracy- Meaning

Recruitment - Problems of recruitment - Methods of Recruitment
- Direct and Indirect - Recruitment, Agencies (UPSC).

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

MODULE - IV. Financial Administration

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

MODULE - V. Development Administration - Role of District Collector in Development Administration - Good Governance.

Reading List

MODULE - I

Fadia, P. B. L., & Fadia, D. K. (2011). *Public Administration: Administrative Theories and Concepts*. New Delhi: Sahithya Bhavan Publications.

Marx, F.M, (1946), Elements of Public Administration, New Delhi, Prentice Hall of India Avasthi, & Maheshwari. (2013). *Public Administration*. Agra: Lakshmi Narain Agarwal.

Bhagwan, D. V., Bhushan, D. V., & Mohla, D. V. (2012). *Public Administration*. New Delhi: S Chand Companies Pvt Ltd.

Basu, R. (2014). *Public Administration: Concepts and Theories*. New Delhi: Sterling Publishers Pvt Ltd.

Appleby, Paul. H., (1949) Policy and Administration, United States, University of Alabama Press.

Aggarwal.U.C., (ed), (2003) Public Administration - Vision & Reality, IIPA Golden Jubilee Publication, New Delhi, Indian Institute of Public Administration.

Basu, Rumki, Public Administration - Concepts and Theories, New Delhi, Sterling Publishers.

MODULE - II

Fadia, P. B. L., & Fadia, D. K. (2011). *Public Administration: Administrative Theories and Concepts*. New Delhi: Sahithya Bhavan Publications.

Avasthi, & Maheshwari. (2013). *Public Administration*. Agra: Lakshmi Narain Agarwal. Bhagwan, D. V., Bhushan, D. V., & Mohla, D. V. (2012). *Public Administration*. New Delhi:

S Chand Companies Pvt Ltd.

Basu, Rumki, *Public Administration - Concepts and Theories*, New Delhi, Sterling Publishers.

MODULE - III

Goel, S. (1999). *Personnel Administration and Management: Concepts and Techniques*. New Delhi: Kanishka Publishers Distributers.

C S Venkat Ratnam, & Srivasthava, B. K. (1991). *Personnel Management and Human Resources* New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Ahmed, F. (Ed.) (1995). *Bureaucracy and Development Administration*. New Delhi: Manak Publications Pvt Ltd.

Dhariwal, S., & Parnami, K. K. (2007). *Training, Civil Services and Personnel Administration*. New Delhi: Rawat Publishers.

Kingsley, Donald.J,(1942), *Recruiting applications for the Public Service - A report submitted by the Committee on recruitment for the Public Service, United States*

MODULE -IV

Fadia, P. B. L., & Fadia, D. K. (2011). *Public Administration: Administrative Theories and Concepts*. New Delhi: Sahitya Bhavan Publications.

Avasthi, & Maheshwari. (2013). *Public Administration*. Agra: Lakshmi Narain Agarwal. Bhagwan, D. V., Bhushan, D. V., & Mohla, D. V. (2012). *Public Administration*. New Delhi: S Chand Companies Pvt Ltd.

Basu, Rumki, *Public Administration - Concepts and Theories*, New Delhi, Sterling Publishers.

Parashar, P. (1997). *Public Administration in the Developed World*. New Delhi: Sarup and Sons

Srivasthara K.S, (2007), *Public Administration in India*, New Delhi, APH Publishing Corporation

MODULE - V

Fadia, P. B. L., & Fadia, D. K. (2011). *Public Administration: Administrative Theories and Concepts*. New Delhi: Sahitya Bhavan Publications.

Avasthi, & Maheshwari. (2013). *Public Administration*. Agra: Lakshmi Narain Agarwal. Bhagwan, D. V., Bhushan, D. V., & Mohla, D. V. (2012). *Public Administration*. New Delhi: S Chand Companies Pvt Ltd.

Basu, Rumki, *Public Administration - Concepts and Theories*, New Delhi, Sterling Publishers.

Chakrabarthy, B., & Chand, P. (2012). *Public Administration in a Globalising World: Theories and Practices*. New Delhi: Sage Publications.

Mathur, K. (Ed.) (1996). *Development Policy and Administration*. New Delhi: Sage Publishers.

Sapru, R. K. (2007). *Public Policy Formulation, Implementation and Evaluation*. New Delhi: Sterling Publishers Pvt. Ltd.

Hazary, Narayan, (2005), *Development Administration*, New Delhi, A.P.H. Publishing Corporation

Roy, Jayatilak Guha, (2006), *Right to Information: Initiatives and Impact -*, New Delhi, Indian Institute of public Administration.

Gajanan, R. P., & Sharma, A. (2011). *Public Administration: Today and Tomorrow*. New Delhi, Crescent Publishing Company.

SEMESTER –V
OPEN COURSE –I
PS 1551.2

HUMAN RIGHTS IN INDIA

Aim:

To familiarize the concept of Human Rights and impart awareness about the Human Rights conditions in India

Objectives:

- To make a detailed understanding about the constitutional provisions dealing with Human Rights
- To make awareness about the Rights of socially excluded people

MODULE - I: Human Rights - its basic

concepts Origin and development

Universal Declaration of Human Rights

(1948) Need for balance between rights

and duties

MODULE - II: Human Rights and the Indian

Constitution Fundamental Rights

Directive Principles of State Policy, Fundamental Duties

Protection and Enforcement Agencies - National Human Rights

Commission Women's Commission, Police and Human Rights

MODULE -III; Human Rights of Disadvantaged Sections in Kerala

Women and Children - Problem of representation, Violence
against women -Child labour

Dalits and Adivasis - Right to development and shelter
MODULE - IV: New Dimensions of
 Human Rights
 Right to Development
 Media in protecting Human Rights
 Globalisation and Human Rights
 Civil War and Terrorism - The Right to Peace

Reading List

- Andrew Clapham, Human Rights,
 Oxford, 2007. Byne, Darren 1,
 Human Rights, Delhi: Pearson ,2005
- Pathak, Arunkumar (2005), Human Rights, Delhi; Silver Line
 Publications
- Rao, Bhaskara, Digumarti (2004), Human Rights Education,
 Delhi: Discovery PublishingHouse.
- Das, Asishkumar & Prasantkumar, Mohanty (2007) Human
 Rights in India, Delhi: Sarup & Sons,
- Dr. Singh, Subhash Chandra (2006) Social Justice and Human
 Rights in India, New Delhi, Serials Publications.
- Sengal B.P.S., (2000) Human Rights in India, Problems and
 Perspective, New Delhi: Deep and Deep Publications.
- Jacobson R. (1992) The United Nations and Human Rights : A critical
 appraisal, Oxford University Press.
- Khanna, S.K. (1998) Children and Human Rights, New Delhi:
 Commonwealth Publishers. Mehta, P. L and Neena Varma
 (1995) Human Rights under the Indian Constitution, ' New
 Delhi; Deep and Deep Publications.
- Ujjwal Kumar Singh, Human Rights and Peace, Sage, New Delhi, 2009.

- Singh, Subhash Chandra. (2006). *Social Justice and Human Rights in India*. New Delhi: Serials Publications.
- Sinha, P.C. (2002). *Encyclopaedia of Human Rights*. New Delhi: Anmol Publishers. Sreekrishna, S. & Samudrala, Anilkumar. (2007). *Dalits and Human Rights*. New Delhi: Serials Publications.
- Subhrajit, Chatterjee. (2014). *Problems Faced by LGBT People in the Mainstream Society: Some recommendations*. *International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS)*. Vol 1, No.5, pp.317-331. ISSN: 2348 – 0343
- Suresh, Hosbeth. (2010). *All Human Rights are Fundamental Rights: Second Edition*. New Delhi: Universal Law Publishing.
- Tadsad, Kamalaxi G. & Ramaswamy, Harish. (2012). *Human Rights and Police Administration*. New Delhi: Concept Publishing Company.
- Welch Jr., Claude E. (2001). *NGOs and Human Rights: Promise and Performance*. Pennsylvania, University of Pennsylvania Press.

SEMESTER- V
Open Course-I
PS 1551.1

GREEN POLITICS

Aim :

This course is intended to provide basic awareness about the **environmental issues confronted by the humanity in the present global scenario** and to equip the students to understand the environmental movements .

Objectives:

- To provide the basic theoretical understanding about environmental issues and activism .
- To familiarize the major environmental movements.
- To introduce major conventions and laws in the protection of environment .

MODULE -I

Man and nature: Theoretical Debates

Marxian environmental theory, Eco Feminism , Gandhian
Perspective ,Environmental Democracy.

Pillars of Green Politics: Ecological Wisdom, Social Justice,
Grass roots democracy and non violence .

MODULE -II

Environment, development and Global governance.

Neoliberal development and the environment, sustainable
development

,Stockholm Conference ,Rio summit ,Bali Action Plan ,Role of NGOs

MODULE -III

Climate change and Policy making

North-South divide and Policy making, Paris conference .

India's climate change policy : National action plan on climate

change(NAPCC 2008) .

Basic principles of environmental legislations in India.

MODULE -IV

Global Environmental Movements .

Green Belt Movement, Green Peace Movement, Plachimada Struggle, ChipkoMovement, Narmada Movement .

Reading list

MODULE -I

Baxter, Brian. (1999). *Ecologism: An Introduction*. Edinburgh University.

Carter, Neil (2007). *The politics of the Environment: Ideas, Activism, Policy*. Cambridge University Press.

Dobson, Andrew (2007) (4th Edn) *Green Political Thought*. Routledge, Taylor and Francis. Hay peter (2002) *A Companion to Environmental Thought*. Jaipur, Rawat Publication.

Pandey, Ashuthosh. (2010). *Relevance of Gandhi in the 21st Century*. Delhi. India: Abhijeet Publications.

Chattopadhyay, Tapan Kumar. (2006). *Man and Ecology in Marx and Gandhi*. Kolkatha. India: Mithram.

Rajarethnam, K. (1993). *Development of Environmental Economics: The Relevance of Gandhi*. Madras, India: Centre for Research on New International Economic Order

Mulvanney, Dustin. (2011). *Green Politics*. Sage Publications.

MODULE -II

Elliott, A. Jennifer. (...). *An Introduction to Sustainable Development*. London: taylor & Francis.

Hulse, H. Joseph. (2007). *Sustainable Development at Risk: Ignoring the Past*. Cambridge university Press.

Maya, R, Vanitha, J., Padmavati Kamala., Mithirai, D. Saanga., & Padmavathy, M. (2012). *Issues and Challenges of Sustainable Development in India*. New Delhi: Serials Publications

MODULE -III

GanesaMurthy, V.S. (2011). *Environmental Status and Policy in India*. New Delhi. New Century Publications

Leelakrishnan.P.(2005). *Environmental Law In India*. Butter Worthy: Lexis Nexis. Fisher, Elizabeth., Lange, Bettina., & Scotford, Eloie. (2013).

Environmental Law:

Text, Cases and Materials. New Delhi: Oxford University Press.

MODULE -IV

Achuthan, A. (2012): *JanapakshaJalanayam*(Malayalam).

Thiruvananthapuram , Kerala: Kerala Bhasha Institute.

Roots,C.ed.(1999)*Environmental Movements: Local, National, Global*; New

York:Frankass Rangarajan, Mahesh. (2007)*Environmental Issues in India: a Reader*.India.Pearson

Revised Scheme & Syllabus for First Degree Programme in

B A ECONOMICS (CBCS SYSTEM) 2019

Semester V

Core VI

.EC 1541 Methodology and Perspectives of Social Science

Instructional Hours 4

Credits 4

Course Objective: The course intends to familiarize the students with the broad contours of Social Sciences, specifically Economics and its methodologies, tools and analysis procedures. The course also aims to create an enthusiasm among students, incorporating various concepts

and issues in economics

(MODULE I: Methodology of Social Science (10 Hours

Social science Disciplines - Need for interdisciplinary approach - Objectivity and subjectivity in social Science - Limits to objectivity in social science.

Economics as a Social

science subject

((15 hours MODULE II: Economic Issues and Concepts

Resources and scarcity- Choice and opportunity cost- The production possibility boundary. Three key issues- what should be produced- Efficient production- Economic growth. Economic systems- Traditional systems, Command systems, Pure market systems and Mixed systems- Role of government in the modern mixed economy.

Economic advice: Positive and

normative economics- Economic theorizing- endogenous and exogenous variables

**((20 hours
Economy**

Module III: Understanding the Organization of

Economic inequality- measuring inequality and living standards- Economics of environment-economy and environment- Innovation process: invention and diffusion- Innovation
 .systems- Intellectual Property Rights

References

:Module I

Blaug, M (1998): The Methodology of Economics, Cambridge Surveys of Economic Literature' New York

Kaufmann, Felix (1958): Methodology of the Social Sciences, The Humanities press, New York

Hunt, Elgin F (2008): Social Science and its Methods, Social Science and Introduction to the study of Society, Alyn and Bacon

Module II

Lipsey& Chrystal (2009) Economics, Eleventh Edition, Oxford University Press, New York.Chapter I and II

Module III, (The Economy: Economics for a changing world by CORE team Chapter 1 & 2)

.<http://www.core-econ.org/the-economy/book/text/0-3-contents.html>

Module IV & V

.The Economy : Economics for a changing world by CORE team ,

Chapter 17&18<http://www.core-econ.org/the-economy/book/text/0-3-contents.html>

Semester V

Core VIII

EC 1543 **Readings in Political Economy**

Instructional Hours **4**

Credits **4**

(Module I Passages from the Classics (15 hours

Adam Smith-Division of Labour, Ricardo-On Rent and Of Machinery, Marx-CMC and MCM' circuit

'Adam Smith; Wealth of Nations, Book 1, Chapter 1 'of the division of labour.1 'Chapter 3 ' That the division of labour is limited by the extent of market, <http://www.econlib.org/library/Smith/smWN1.html#B.I, Ch.1, Of the Division of Labor>

David Ricardo ; On the Principles of Political Economy and Taxation Chapter 2 On Rent.2

<http://www.econlib.org/library/Ricardo/ricP1a.html>

David Ricardo; On the Principles of Political Economy and Taxation, chapter 31 on

Machinery <http://www.econlib.org/library/Ricardo/ricP7.html#Ch.31, On Machinery>

Karl Marx –Capital Volume 1.3

Part II The Transformation of money into

Capital Chapter-4 The General formula for

Capital

<https://www.marxists.org/archive/marx/works/1867->

[c1/ch04.htm](https://www.marxists.org/archive/marx/works/1867-c1/ch04.htm) Robert Heilbroner (1998) Wonderful World

of Adam Smith

Worldly Philosophers, Robert Heilbroner (1998), Updated Seventh Edition ,

.TOUCHSTONE and colophon are registered trademarks of Simon & Schuster Inc.

USA

[http://starbooksfeaa.weebly.com/uploads/5/4/8/6/54869709/the_wordly_philosophers.p](http://starbooksfeaa.weebly.com/uploads/5/4/8/6/54869709/the_wordly_philosophers.pdf)

[df](http://starbooksfeaa.weebly.com/uploads/5/4/8/6/54869709/the_wordly_philosophers.pdf)

(Module II Political Economy : Different Perspectives (20 hours

This section introduces the student to different perspectives of political economy : the .perspectives of Adam Smith , John Maynard Keynes, Thorstein Veblen, and Joseph Schumpeter

Robert Heilbroner (1998) Wonderful World of Adamsmith .1

Worldly Philosophers, Robert Heilbroner (1998), Updated Seventh Edition ,

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http://starbooksfeaa.weebly.com/uploads/5/4/8/6/54869709/the_wordly_philosophers.pdf

The Rise and fall of money- The Mandarin Revolution (Great Depression and the Ideas of .2(Keynes

Glabraith,John Kenneth,'The age of Uncertainty'Houghton Mifflin Company,Boston,1977.3

http://starbooksfeaa.weebly.com/uploads/5/4/8/6/54869709/the_wordly_philosophers.pdf The Savage Society of Thorestein Veblen

http://starbooksfeaa.weebly.com/uploads/5/4/8/6/54869709/the_wordly_philosophers.pdf The Contradictions of Joseph Schumpeter

http://starbooksfeaa.weebly.com/uploads/5/4/8/6/54869709/the_wordly_philosophers.pdf

(Module III Global Economic Crisis and its Aftermath (20 hours

THE Recent Crisis in Global Capitalism : Towards Marxian Understanding

:References

Vamsi Vakulabharanam, EPW Vol.44,Issue No.13,March,2009 .1

www.epw.in/system/files/pdf/2009_44/13/The_Recent_Crisis_in_Global_Capitalism_Towards_a

[_Marxian_Understanding.pdf](http://www.epw.in/system/files/pdf/2009_44/13/The_Recent_Crisis_in_Global_Capitalism_Towards_a_Marxian_Understanding.pdf)

(Module IV Issues in Political Economy and Development Thinking (20 hours

Indian Development thinking, Gender equality and Women's empowerment. Social justice .through affirmative action in India

:References

Chapter 10, handbook of Alernative theories of Economic development,2016 pp 212-227, dward

.Elgar publishing

Naila Kabeer (2005)Gender equality and Women's empowerment Development

<http://nailakabeer.net/wp->

[content/uploads/2005/09/13552070512331332273.pdf](http://nailakabeer.net/wp-content/uploads/2005/09/13552070512331332273.pdf) Ashwini Deshpande

(2012), Social Justice through Affirmative Action in India

<http://research.economics.unsw.edu.au/scho/WEE/papers/Ashwini%20Deshpande1.pdf>

Semester V**Core IX****EC1544 Economic Growth and Development**Instructional Hours **3**Credits **2****:Course Objectives**

To ensure that students begin to understand basic concepts of Economic Growth and Development and thereby enable them to acquire multi dimensional aspects of developmental issues .1

To convey knowledge about theoretical framework of Growth and Development under .different Schools of economic thought .2

To impart knowledge about Political institutions, the role of the state in Economic .Development and problems that affect state Governance .3

(MODULE I : CONCEPTIONS OF DEVELOPMENT (10 Hours

Meaning, Definition and Scope of Economic Growth and Development, Development Gap, Alternative Measures of Development, Comparing Development Trajectories across nations .and within them

(MODULE II : TOOLS FOR MEASURING DEVELOPMENT (15 Hours

Measurement of Poverty – absolute and relative; Head-Count Index and Poverty Gap Indices Sen’s Capabilities approach; Measurement of Income inequality – Kuznet’s inverted UHypothesis, Lorenz Curve, Gini Coefficient, Physical Quality Life Index, Human Development .Index, Happiness Index, Gender Development Index

(MODULE III : GROWTH MODELS (25 Hours

Classical theories of Growth, Adam Smith, David Ricardo and Karl Marx; Neo-Classical

;Model of R.M. Solow; Neo-Keynesian Model of Joan Robinson, Harrod Domar Model

MODULE IV : THEORIES OF ECONOMIC GROWTH AND DEVELOPMENT

((20Hours

Rostow's Stages of Growth, The Vicious Circle of Poverty, Nelson's Low Level Equilibrium Trap, Lewis Theory of Unlimited Supply of Labour, Nurk's Theory of Disguised Unemployment, Leibenstein's Critical Minimum Effort Thesis. The Big Push Theory, Balanced .and Unbalanced Growth, Dualistic Theories

:References

Module I Development Economics, chapter 2, Growth and Development Chapter 2 and 3., .Human Development Report 2016, technical note 1

Module II Development Economics Chapter 6&8 (8.1,8.2,8.3 and Appendix for FGT measures)Amartya Sen "Poverty as Capability of Deprivation", chapter 4 in Development as freedom , .OUP 2000

Module III Development Economics, ML Taneja & R M Myer

.Module IV Development Economics, Chapter 3&4, Growth and development Chapter 4

:Additional references

.Debraj Ray, Development Economics, Oxford University Press, 2009

(Todaro and Smith, Economic Development, Pearson Education, New Delhi (recent edition Thirwall (2006), Growth and Development with Special Reference to Developing countries,

.McMillan, New Delhi

Subrata Ghatak (2003), Introduction to Development Economics, Routledge

Daron Acemoglu and James Robinson, (1994), Economic Origins of Dictatorship and
,Democracy, Cambridge University Press

Semester V

Open Course

EC1551.2 Human Resource Management

Instructional Hours 3

Credits 2

Objective of the Course

Keeping in view the broad objective of an open course in providing the basis for life enrichment and career orientation, a course in Human Resource Management is offered.. The course is aimed

at providing basis for understanding the significance of human resource in the growth of our .economy and society and to learn the ways for integrating HRM strategies in organisations

(MODULE 1: Introduction to Human Resource Management (10 Hours

Human resource management (HRM): evolution of the concept; meaning; scope- Major functional areas of HRM- Organisation of HR Departments -Role of HR managers- Emerging .trends in HRM- Distinction between HRD and HRM –Concept of human capital

(MODULE II: Human Resource Planning (HRP) (14 Hours

Essential characteristics of human resources Human Resource Planning: meaning; nature; .significance-Levels of HRP- Determinants of HRP- Steps in HRP(Process)- Limitations of HRP

(MODULE III: Recruitment, Selection and Training of employees (20 Hours

Recruitment strategies: job analysis; job description; job specification- Selection: Meaning and steps- Training: Objectives and needs-Training process-Methods of training(on- the- job & off- . (the job

(MODULE IV: Controlling Human Resources (10 Hours

Promotion ; Transfer ;Demotion ; Separation- Employee discipline: concept; features; types;objectives- Disciplinary Action Procedure: basic steps- Industrial Democracy: Meaning ,objectives and forms–Workers’ Participation in Management in India – Collective Bargaining ..Framework in post-liberalised India

:Essential Reading list

Aswathappa, K. 2007. Human Resource and Personnel Management:Text and cases.

Tata .1McGraw- Hill.New Delhi

.Monappa.A (1985): Industrial Relations, Tata McGraw Hill, New Delhi .2

Venkata Ratnam C.S, (2003), Negotiated Change: Collective Bargaining, Liberalization and
.3

.Restructuring in India, Response Books, New Delhi

.Bhattacharya,D.K, (2005) Human resource Planning, Excel Books , New Delhi .4

Semester VI**Core Course****EC1641 Indian Economy**

Instructional Hours 5

Credits 4

Course Objective

The course intends to provide an understanding about growth process in Indian economy, sectoral aspects of the economy by focusing agriculture, industry and service sectors, relations of

.India with external sector and economic reforms

**25 hrs
Economy**

Module 1: Growth process in Indian

Indian economy since independence: Growth trends- National Income, Savings & investments, Demographic features – demographic transition and India, optimum population, health indicators, literacy status, demographic dividend, Urbanization – trends and issues, rural urban migration, Poverty –poverty line, rural & urban poverty, measures and programs. Inequality – features, various indices-Employment and Unemployment – trends, types, measures and programs, inflation – trends, reasons and measures

20hrs **Module 2: Agriculture and Industry since
independence**

Agriculture sector – land use and cropping pattern-Strategies relating to technologies and institutions: food security, land relations and land reforms, agriculture credit, modern farm inputs and marketing - price policy and subsidies; commercialisation and diversification, New

.Agriculture policy

Industry - Strategy of industrial development - Core industries -growth of MSMEs- sources of industrial finances (banks, share market, insurance companies, pension funds, non-banking sources, MUDRA loan)-labour market-formal and informal- labour laws in India

**20hrs
trade**

Module 3: Service Sector and international

Services sector - Importance and composition, banking, insurance, transport and communication, education and health, public administration and defence, e-commerce-performance of public sector enterprises

India's foreign trade – volume, direction and composition- balance of payments- exchange rate management- Role of international oil and gold prices in Indian economy

**15hrs
1991**

Module 4: Indian Economic Reforms since

Fiscal, financial and external sector reforms-Agriculture and industrial sector reforms- planning and economic growth-shifts in planning approach- NITI Ayog- Global financial crisis and Indian economy-Impacts of GST and demonetization- Impact of Digital economy

**Referenc
es**

Module1

Jean Dreze and Amartya Sen, 2013, India: An Uncertain Glory, Oxford University

Press Pulapre Balakrishnan, 2007, "The Recovery of India: Economic Growth in the Nehru Era", Economic and Political Weekly, November

Arvind Subramanian, 2012, "Growth Experience" in K Basu and A Maertens, The New Oxford

.Companion to Economics, Oxford University Press

Nilanjan Banik, "The Indian Economy: A Macroeconomic Perspective", Sage

Publications Chetan Ghate, The Oxford Handbook of Indian Economy", Oxford University Press

Mihir Rakshit(2011) Inflation and Relative Prices in India 2006-10: Some Analytical and Policy Issues Economic & Political Weekly EPW april 16, 2011 vol xlvi no 16

Vinoj Abraham (2017) Stagnant Employment Growth Last Three Years May Have Been the Worst Vo.52, Issue No.38, 23 Sep 2017, EPW

Module 2

Hanumantha Rao, Bhattacharya & Siddharthan, ed. (2005) Indian Economy and society in the Era of Globalisation and liberalisation

Chandrasekhar Rao and Mahendra Dev, 2010, Agricultural Price Policy, Farm Profitability and Food Security, EPW, June 26

Jeemol Unni (2015) Employment and Industrial Development in India, in C P Chandrasekhar (ed) Economics Vol 1. Indian Industrialisation

Jayati Ghosh (2008) The Indian Economy 1970-2003 pp1027-1045 Dharma Kumar (ed) The Cambridge Economic History of India with a new introduction by in Sabyasachi Bhattacharya. Orient Blackswan

Vaidyanathan (2008) The Indian Economy since independence pp945-994 Dharma Kumar (ed) The Cambridge Economic History of India with a new introduction by in Sabyasachi Bhattacharya, Orient Blackswan

Module 3

Rupa Chanda, 2012, Services Led Growth in New Oxford Companion to Economics K Kanagasabapathy, Vishakha G Tilak, and R Krishnaswamy, 2013, A Rethink on India's Foreign Trade Policy, EPW August 3

.Biswajit Dhar 2015, India's New Foreign Trade Policy, EPW, May 24

Jean Dreze and Amartya Sen, 2013, India: An Uncertain Glory, Oxford University Press
-.Nilanjan Banik, "The Indian Economy: A Macroeconomic Perspective", Sage Publications

J.B.J. Tilak (2014) Private Higher Education in India, Vol.49, Issue No.40, 04 Oct, 2014, EPW

Module 4

Years Of Economic Liberalisation, Vol. 52, Issue No. 2, 14 Jan, 2017, EPW 25

Nagaraj, R(2013) Understanding the Boom and Its Aftermath: India's Dream Run Vol. 48, IssueNo. 20, 18 May, 2013 <http://www.epw.in/journal/2013/20/special-articles/indias-dream-run-2003-08.html>

Mihir Rakshit (2018) Some Analytics of Demonetisation, MARCH 31, 2018 No.13 EPW

Kaushik Basu and Annemie Maertens(2010)The Concise Oxford Companion to
Economics inIndia, Oxford

Mihir Rakshit (2011) Macro economics of Post-reform India,
OUP<https://cleartax.in/s/gst-analysis-and-opinions>

Atul Sood (2017) The New Moral Economy- Demonetisation, Digitalisation and India's
CoreEconomic Problems, Vo.52, Issue No.1, 07, Jan 2017, EPW

Economic Survey, GOI, various years

www.mospi.nic.in

www.censusindia.gov.in

[/www.core-econ.org](http://www.core-econ.org)

Semester VI

Core Course

XII EC1643 Public Economics

Instructional Hours 5

Credits 4

:Objectives of the course

:The course is aimed at

a. Introducing the subject matter and scope of public economics, role of government,
types of

;market failures and the concept of public good

.b. Providing a general understanding on the basic fiscal policy instruments

c. Generating awareness on public economics in India, with special focus on budgetary
system

.and fiscal federalism

:Learning outcomes

It is expected that this course would connect students to the basic concepts, components and processes of public economics .This would impart the skills essential for understanding and analysing the fiscal policy instruments and budgetary process in India. Students would develop

an interest in unraveling the fiscal issues of India. The basic orientation would mould public .policy makers and analysts of the future

(MODULE I: Introduction to Public Economics (10 hours

Public economics: meaning and scope —Public finance and public economics- Public finance and private finance- Meaning and types of market failure – Concept and types of public goods-

.Role of Government in correcting market failure-Principle of maximum social advantage

(MODULE II: Public Revenue and Public Expenditure (30 hrs

Public Revenue: meaning – Sources of public revenue in India- Taxation: principles- Classification of taxes in India - Tax burden: Concepts of impact, incidence and shifting- Types of incidence: specific incidence, differential incidence, balanced budget incidence- Taxable

.(capacity: concept- Concept of GST (in India

.Public expenditure; meaning , classification and Canons

(MODULE III: Public Debt. (10 hrs

Public debt: meaning and objectives- Classification of public debt- Sources of public debt in India- Monetised deficit- Concept of deficit financing. -India's Public debt. Public debt

.management

(MODULE IV: Budgeting (15hrs

Budget: Meaning- Classification of budget- Budgetary procedure in India – Public account- Consolidated and Contingency fund of India. Performance budgeting, Zero based budgeting,

.Gender budgeting. Budgetary deficits and its implications

.

(MODULE V: Fiscal Policy and Federal Finance (20 hrs

.Fiscal Policy; Meaning and objectives- Fiscal consolidation: meaning; FRBM Act: objectives

Federal finance: Meaning and principles- Indian fiscal federalism: Revenue sources of the Union Government, State Governments and local governments- Allocation of resources between the

Union and States- Finance Commission: Functions - Fiscal Imbalance :Types (vertical and .(horizontal

:Essential Reading list

:For all chapters .a

Musgrave,R.E and Musgrave.P (2004).(Fifth edition). Public Finance in Theory and .1
(Practice. Tata Mcgraw- Hill.New Delhi. (for chapters 1,2 and 3

Bagchi,A.(2005). Readings in Public Finance.Oxford University Press.New Delhi .2

:For specific chapter/topic .b

Das,Surajit.(2017).Some concerns regarding **Goods and Service Tax**, EPW.04 .3
(,March,2017. 52(9

Government of India. **Economic Survey** (latest) (for Chapter IV). .4

/http://mofapp.nic.in:8080/economicsurvey

Ministry of Finance, Govt.of India. **Union Budget** (for chapter IV). .5

/https://www.indiabudget.gov.in

Department of Economic Affairs, Ministry of Finance.**Economic and financial** .6
classification of the Central Government Budget. https://dea.gov.in/central-
.government-budget

Chakraborty,Lekha. 2016.A Survey of **Gender Budgeting** Efforts.IMF Working
Paper .7

16/150. https://www.imf.org/en/Publications/WP/Issues/2016/12/31/Asia-A-

Survey-of-Gender-Budgeting-Efforts-44143

Ministry of Finance,Govt.of India. <https://www.indiabudget.gov.in/> (for the topic, **key** .8
(budget documents

Dasgupta. C and Surajit Mazumdar.2017.**Fiscal federalism in India** since .9

1991.Infirmities of sound finance paradigm.Economic and Political Weekly.

14 January(2017.52(2

Chakraborty.P. & Lekha Chakraborty. 2018.New **FRBM** framework: time to recast¹⁰
Union

.(Government expenditure needs.EPW.03, March,2018.53(9

Chakraborty,P. 2015. Inter-governmental Fiscal Transfers in India: Emerging Trends and Realities. ICSSR Research Surveys And Explorations: Economics Volume 3.Edited by C.P. Chandrasekhar, Jayati Ghosh and Prabhat Patnaik .12

:Suggested (additional) reference

- Stiglitz.J.E. & Jay K.Rosengard.2015. Economics of the Public Sector.Fourth .1
 .International Student Edition. W.W. Norton& Co.New York
- Lekha.S.Chakraborty.(2016). Fiscal consolidation, Budget deficits and the
 Macro .2
 .Economy.Sage Publications:New Delhi
- Pinaki Chakraborty,Lekha Chakraborty and Anit Mukherjee. 2016.Social sector in a .3
 decentralized Economy:India in the era of globalization.Cambridge
 University Press.(New Delhi.(chapters 1,3 and 4
- Suri.M.M. (2010). Finance Commissions and Fiscal Federalism in India. New Century .4
 .Publications. New Delhi
- Suri,M.M. (2010).Budgets and Budgetary procedures in India.Indian Tax .5
 .Foundation.New Delhi
- Suri.M.M.2017.Goods and services Taxes in India: Background, Present Structure and .6
 Future Challenges.New Century Publications.New Delhi
- Rajaraman,I. 2017.Continuity and change in Indian fiscal federalism.India review. 7
 .Jha,Raghbendra .(2009). Modern Public Economics.Routledge . Abingdon .8
- Bhatia.H.L. 2017. Public Finace.Vikas Publications.New Delhi .9
- Sharma,C.K &Swenden,W. 2017.Continuity and change in contemporary .10
 Indian
 .federalism.India Review. 16 (1).pp.1-13
- Rangarjan,C & D.K.Srivasatava.2011. Federalism and fiscal transfers in India. .11
 .OUP.Oxford

Online resources

<https://dea.gov.in/indian-public-finance-statistics> .10

<http://>

www.

mospi.gov.in/statistical-year-book-india/2017/174 Ministry of
Finance.

.11

Government of India. Statistical Year Book of India. (data). 12.<http://www.mospi.gov.in/>
.Ministry of Statistics and Programme Implementation. Government of India.Fiscal
Statistics

Semester

VI Core

Course

EC 1644 Environmental Economics and Disaster Management

Instructional Hours 4

Credits 3

Course Objective: The course intends to create environmental awareness among students and

.provide exposure to disaster management **(Module I Basic**

Concepts (5 Hrs

Basic Concepts of environmental economics – economics and ecology – ecology and eco system **(Module II Theory of Externalities (15 Hrs**

Market system and environment of externalities – Pareto optimum and Market failure in the presence of Externalities – Property rights and the Coase theorem

(Module III Environmental Policy Tools for Analysis (20 Hrs

Pigouvian Taxes and Effluent Charges; Tradable Permits – Environmental Valuation –

Types of Economic Values – Non Market Valuation Methods – Cost Benefit

Analysis – Sensitivity and Risk analysis

(Module IV Global Environmental Issues (7 Hrs

Economics of Climate Change – Agreements and Institutions - Population Growth and the

Environment – Trade and Environment – Concept and Measurement of Sustainable

Development **(Module V Disaster Management in India (8 Hrs**

Concept and Definitions (Disaster, Hazard, Vulnerability, resilience, Risk) – Hazard and

Vulnerability Profile of India – Institutional Arrangements (Mitigation, DM Act and

Policy, Plans Programmes and Legislation), Disaster management in India

Basic Readings

Hussain, M, Ahmed. 2000. Principles of Environmental Economics, Routledge, London .1
.and New York

Charles Kolstad, Intermediate Environmental Economics, Oxford University Press, 2nd ..2
.edition

Carter, Nick 1991. Disaster Management: Disaster Manager's Handbook, Asiaan .3
 .Development Bank, Manila Philippines

Gupta Anil K, Sreeja S Nair, 2011 Environmental Knowledge for Disaster Management, .4
 NIDM, New Delhi

Semester VI

ELECTIVE

COURSE

EC1661.1 KERALA ECONOMY

Inst Hours-4

Number of Credit-2

Course Objective

To understand the structural changes, Sector-wise contribution and features of the Kerala Economy since the formation of the state and enable the students to have a basic

. understanding of the emerging trends and issues of Kerala Economy

(MODULE I: Structure of Kerala Economy (16 hours

Development experience of Kerala: An overview: Kerala's development since the formation of the state-Features of the Economy- Structural composition – Primary, Secondary and Tertiary Sectors – changes over the years NSDP,GSDP and PCI – “Kerala Model of Development” –A comparison with the highest SDP state in India –

. HDI Status

(MODULE II: Demographic change: A boost to Economic change (20

Hours Demographic Aspects (birth rate, death rate, infant mortality rate, sex ratio, age distribution)- why sex ratio is in favour of women in Kerala –

need for women empowerment – Aging problem- Urbanisation, Migration and Emigration-Economic and social Impacts of Migration, return migration and interstate migration - Nature and Magnitude of Urban, Rural and Educated Unemployment - Trends in Urban and Rural

.Poverty in Kerala- Major poverty alleviation schemes

(MODULE III: Kerala's Economic Development : Sector-wise Analysis (20 Hours

Agricultural development since 1956- Objectives of Land reforms- Measures of Land reforms - Land Use Pattern and Cropping Pattern - Recent Trends in Agricultural Growth – Need for organic farming – organic farming initiatives- Agricultural Credit and Indebtedness-Traditional and Modern Industries in Kerala, Small Scale Industries and its prospects. Industrial backwardness of Kerala – Status of Public sector industries in Kerala – Role and importance of service sector- Education – Health – Tourism and .IT sector in Kerala

:Module I

.Oommen, M.A. (1993): Essays on Kerala Economy, Oxford & IBH
 Planning Commission (2008): Kerala Development Report, Academic Foundation, New Delhi
 Prakash, B.A (ed) (2004): Kerala's economic development: Performance and prospects .in the post liberalization period, Sage Publications, New Delhi
 Prakash, B.A (ed) (1999): Kerala's Economic Development: Issues and Problems, Sage .Publication, New Delhi
 State Planning Board , Economic Review, Various Issues, Thiruvananthapuram
 Varghese P.K. & Liji B.,(2015) "Gujarat Miracle: A Challenge to Kerala Model of .Development", Southern Economist, Volume 54, Number 16

:Module II

Zachariah, K.C. and S. Irudaya Rajan (2012):Kerala's Demographic Future: Issues and Policy Options, Academic Foundation, New Delhi
 :Zachariah K.C. and S. Irudaya Rajan (2012):Kerala's Gulf Connection 1998-2011 Economic and Social Impacts of Migration, Orient Black swan, New Delhi
 .Zachariah, K C et al (2003): Dynamics of Migration in Kerala, Orient

Longman, India Rajasenan, D. and Gerard De Groot (ed) (2005): Kerala
Economy: Trajectories, Challenges

.and Implications, CUSAT, Kochi

M. Meera Bai, (2006), “ women and Economic Reforms: Kerala Experience”, Serials
.Publications, New Delhi

- M. Meera Bai (2012) “ Technology for women empowerment: Issues & Challenges”,
 .Serials Publications, New Delhi
- Anopen
 economy perspective,” Centre for Development Studies, Trivandrum Working Papers
 ,305
 .Centre for Development Studies, Trivandrum, India
- Rajan, K(ed)(2009): Kerala Economy :Trends during the post reform period, Serials
 .Publications, New Delhi
- Oommen, M.A. (1960): Financing of Small-Scale Industries in Kerala sponsored by the
 .Banking Commission, Reserve Bank of India, Bombay
- Oommen, M.A. (1999): Rethinking Development: Kerala’s Development Experience(in
 .two volumes), Concept, New Delhi
- Oommen, M.A. (1979): Kerala Economy since Independence (ed.) Oxford &
 .IBH,New Delhi
- Oommen, M.A. (1975): A Study of Land Reforms in Kerala Oxford & IBH, New
 .Delhi
- Oommen, M.A. (1971): Small Industries in Indian Economic Growth: A Case Study of
 .Kerala, Research Publications, New Delhi
- .State Planning Board, Economic Review, Various Issues, Thiruvananthapuram
- EC 1645 Project**
- Instructional Hours : 6 (3 Hours each in V and VI Semester)

As part of the requirements for BA Programme , every student must do a project either

individually or as a group under the supervision of a teacher. The project is expected to equip the student to identify an issue or topic and conduct the study in a systematic and scientific way.

Students will get the opportunity to apply various tools they have learned and present the report

.in a structured

manner

Guidelines
Project work may be done individually or as a group (Maximum 5 students). The topic selected should be related to theory or economic issues. The work may use primary or secondary source of data. It should be typed in 35- 60 pages with spiral binding. The printing has to be in

.paper A4, with Times New Roman font 12 for content and 14 for titles with a line spacing 1.5

The guidance for doing the project has to be given in the V Semester and VI Semester.

Three .2

.instructional hours in each semester have been provided for this purpose

The area of study should be finalized in the V Semester and final report should be submitted at .3

.the end of the VI semester

A pre submission Seminar should be undertaken in the VI Semester for reviewing nature and .4quality of the project work. The supervising teacher should ensure that the work is not a

.reproduction of any work conducted earlier

Students should be given classes on research methodology before the commencement of the .5

.project work

: The project Work shall contain the following .6

An Acknowledgement of the student and declaration certificate of the Supervising . teacher

Introduction and Review of
literatureMethodology

Analysis

.Conclusions and Suggestions if any

.Bibliography

Evaluation

Indicators .7

% - 10	Introduction and Review of Literature
- 20%	Methodology
- 40%	Analysis
% - 20	Conclusions and Suggestions if any.
- 10%	Bibliography.

**FIRST DEGREE PROGRAMME IN
STATISTICS**

**CHOICE BASED CREDIT AND SEMESTER
SYSTEM**

EFFECTIVE FROM 2018 ADMISSIONS**(Revised)****Aims:****VI Semester: Core Course 9****ST 1641: Design of Experiments and Vital Statistics**

Hours/Week: 7

Analysis of variance for one way and two way classification layout and analysis, principles of experimentation-randomisation, replication and local control.

Module II

Basic designs: CRD, RBD(one observation per cell), LSD layout and analysis, missing plot technique for one or two missing observations, efficiency of RBD over CRD, LSD over RBD and LSD over CRD.

Module III

Factorial Experiments: Basic concepts of 2ⁿ factorial experiments, main effects and interaction, confounding, Yates method of analysis.

Module IV

Demography, functions of vital statistics-census, registration, adhoc surveys, hospital records, life tables, measurement of mortality, crude death rate, age specific death rate, infant mortality rate, standardized death rate, complete life table, its main features, mortality rate and probability of dying.

Module V

Measurement of fertility, crude birth rate, general fertility rate, age specific birth rate, total fertility rate, gross reproduction rate and net reproduction rate.

Text Books

1. Benjamin, B(1960). *Elements of Vital Statistics*. G. Allen & Unwin, UK.
2. Gupta, S.C. and Kapoor, V.K. (2002). *Fundamentals of Applied Statistics*. Sultan Chand &Co. New Delhi.

References

1. Das, M. N. and Giri, N.C. (1979). *Design and Analysis of Experiments*. Wiley-Eastern Ltd., New Delhi.
2. Joshi, D.D. (1987). *Linear Estimation and Design of Experiment*. Wiley-Eastern Ltd., New Delhi.
3. Kemthorne, O. (2005). *Design and Analysis of Experiments*. Wiley, New York.
4. Srivastva, O.S. (1983). *A Text Book of Demography*. Stosius Inc/Advent Books Division

VI Semester ST 1646: Project

VI Semester: Open Course 2ST 1661: Elective Course

One elective to be selected by the department from the following elective courses.

ST 1661.1 Medical statistics

ST1661.2 Stochastic
processes

ST 1661.3 Inventory control and Queuing theory.

ST 1661.1 Medical Statistics

Hours/Week: 3

Module- 1

Basic concepts and designs: controlled and uncontrolled clinical trials, historical controls, protocol; placebo, randomization, blind and double blind trials, ethical issues and protocol deviations.

Size of trials, multiplicity and meta- analysis, interim analysis, multi-centre trials, combining trials, crossover trials, binary response data, logistic regression

modelling , McNemar's test.

Module-II

Basic concepts, survival function, hazard function, censoring. Single sample methods. Life tables. Kaplan-Meier survival curve.

Parametric models. Two sample methods, log-rank test, parametric comparisons. Regression models, Inclusion of covariates, Cox's proportional hazard model, competing risks, crossover trials and further aspects.

Module-III Epidemiology-elementary concepts

Recommended Books.

1. Altman, D. G. (1999). *Practical Statistics for Medical Research*. Chapman & Hall.
2. Atkinson, A. C and Donev, A. N. (1992). *Optimum Experimental Designs*. Oxford University Press.
3. Barnett, V. (1991). *Sample Survey-Principles and Methods*. 2nd Ed., Edward Arnold.
4. Box, G. E. P and Draper, N. R. (1987). *Empirical Model Building and Response Surface*. Wiley, New York.

5. Campbell, M. J. (2001). *Statistics at Square Two*, BMJ.
6. Collectt, D. (2003). *Modelling Survival data in Medical Research*, 2nd Ed., Chapman and Hall.
7. Cornell, J. A. (1990). *Experiments with Mixtures*, 3rd Ed., Wiley New York.
8. Cox, D. R and Reid, N. (2000). *The Theory of the Design of Experiments*. Chapman and Hall, CRC London.
9. Everitt, B. S and Rabe-Heskith, S. (2001). *Analysing Medical Data Using S-Plus*. Springer.
10. Gupta, S. C and Kapoor, V. K. (1983). *Fundamentals of Statistics*. Sultan Chand and Sons, New Delhi.
11. Mathews, J. N. S. (2000). *An Introduction to Randomized Controlled Clinical Trials*. Hodder Arnold.
12. Pocock, S. J. (1983). *Clinical trials. A Practical Approach*. Wiley, New York.
13. Rohatgi, V. K. (1984). *An Introduction to Probability Theory and Mathematical Statistics*. Wiley Eastern, New Delhi.
14. Rohatgi, V. K and Saleh, A.K.MD. (2001). *An Introduction to Probability and Statistics*, 2nd edition. John Wiley & Sons, Inc., New York.
15. Senn, S. (2003). *Dicing with Death: Chance, Risk and Health*. CUP.

REVISED SYLLABI FOR

FIRST DEGREE PROGRAMME IN PHYSICS

UNDER

CHOICE BASED-CREDIT & SEMESTER-SYSTEM

(CBCSS)

(2018 admission onwards)

v. IMPLEMENTATION OF PROJECT WORK AND

STUDY TOUR (RESEARCH INSTITUTE/SCIENCE MUSEUM VISIT)

As part of study the candidate has to do a project work. The aim of the project work is to bring out the talents of students and to introduce research methodology. The work may be chosen from any branch of Physics, which may be experimental, theoretical or computational. Emphasis should be given for originality of approach. The project shall be done individually or as a group of maximum 5 students. The projects are to be identified during the 4th semester with the help of the supervising teacher. The report of the project (of about 30-40 pages) in duplicate shall be submitted to the department by the end of the 6th semester well before the commencement of the examination. The reports are to be produced before the external examiners appointed by the University for valuation.

PY1542: STATISTICAL PHYSICS, RESEARCH METHODOLOGY AND **DISASTER MANAGEMENT (72 HRS- 4 CREDITS)**

Unit 1- Statistical Physics (18 hrs)

Statistical probability, Macro and Micro states, Phase space, Statistical ensemble, Postulate of equal probability, Maxwell Boltzmann distribution, Velocity distribution. Indistinguishability of identical particles, Bose Einstein and Fermi Dirac distribution function, comparison of three statistics

Unit 2 Research Methodology (18 hrs)

Research - Objectives and motivation in research – different types of research- research approaches- Significance of research- Research methods and

methodology – Research and scientific method- Various steps in a research process-importance of literature survey- criteria of good research.

Thesis/ Report writing - preliminary section (Title page, declaration of author, certificate of supervisor, table of contents, list of tables and figures, preface acknowledgement), Main Text (abstract, introduction, experimental section, results and discussion), Conclusions, references, scope for future study.

Unit 3 Error Analysis (12 hrs)

Significant figures- Basic ideas of error measurement, uncertainties of measurement, importance of estimating errors, dominant errors, random errors, systematic errors, rejection of spurious measurements.

Estimating and reporting of errors, errors with reading scales, absolute and relative errors, and standard deviation, Variance in measurements, error bars and graphical representation.

Unit 4 – Disaster Management (24hrs)

Global natural disasters: Natural hazards and natural disasters, Recent major disasters and their relief efforts, Impact of global climate change and major natural disasters, Human adaptability of natural disasters, Fragile natural eco-environment, Disaster reduction activity, achievements, challenges and future development

Earth quake disaster and their and their effects, Advancement in research of earthquake disaster, earthquake and tsunami warnings, earthquake disasterprevention, earthquake disaster mitigation

Health emergencies and diseases: environmental health and diseases, disasters and emergencies, steps in disaster management, pre-disaster activity, role of water supply, need for protecting large scale water supply schemes, assessment of damaged and available and water resources, water quality testing- Personal hygiene, control of communicable diseases and prevention of epidemics, measures for controlling communicable diseases and epidemics.

Radiation emergencies, health consequence of radiation, measures to prevent sudden health emergencies due to radiation

Books for Study:

1. Thermal and Statistical Mechanics: S.K. Roy –New AgeInternational-2001
2. Elements of Statistical Mechanics: Kamal Singh and S. P. Singh- S.Chand & Co,1999
3. Thermal Physics, Statistical Physics and Solid State Physics: C. J.Babu, Calicut University Press
4. Introduction to Statistical Mechanics: S. K. Sinha, Alpha ScienceInternational Ltd. 2005
5. Statistical Mechanics: B. K. Agarwal- New Age International 2007
6. Research Methodology: C. R. Kothari, New Age International

Publishers.

7. Natural disaster mitigation – a scientific and practical approach: SciencePress, Beijing, 2009
8. Environmental health in emergencies and disasters: A practical guide, B. Wisner & J. Adams (Eds.), WHO, Geneva, 2002 ISBN 92-4 154541-0.
9. Introduction to Disaster Management: Satish Modh, Macmillan, 2010

Books for Reference:

1. Statistical Mechanics: S. Rajagopal
2. Introduction to Statistical Physics: Kerson Huang -CRC Press, 2001
3. Statistical Mechanics: Norman Davison, Courier Corporation, 2013
4. Disaster Management: Harsh K Gupta, Universities Press, 2003

B.Sc Physics

PY1551.4. ENVIRONMENTAL

PHYSICS (54 HOURS)

Unit 1 Essentials of Environmental physics (18 hrs)

Structure and thermodynamics of the atmosphere; composition of air; Greenhouse effect; Transport of matter; energy and momentum in nature; Stratification and stability of the atmosphere; Laws of motion; Hydrostatic equilibrium; General circulation of the tropics; Elements of weather and climate in India.

Unit 2 Environmental pollution and Degradation(18 hrs)

Factors governing air, water and noise pollution; Air and water quality standards; Waste disposal; Heat island effect; Land and sea breeze; Puffs and Plumes; Gaseous and particulate matter; Wet and dry deposition; Dispersal mechanism of air and water pollutants; Mixing height and turbulence; Gaussian plume models; Dispersion models; Environmental degradation; Thermal and radioactive pollution; Nuclear radiation; Health hazards and safety.

Unit 3 Environmental Changes and remote sensing (18 hrs)

Energy sources and combustion processes; Renewable sources of energy; Solar energy, Wind energy, Bio energy, hydro power; fuel cells; and nuclear energy; Forestry and bio-energy; Deforestation; Degradation of soils; Agriculture and land use changes; Changing composition of local and global environment; Remote sensing techniques.

Books for Study:

1. The Physics of Monsoon: R.N. Kesavamoorthy and N. Sankar Rao, Allied Publications
2. The Physics of Atmosphere: J.T. Houghton, Cambridge University
3. Renewal Energy Resources: J.T. Widell and J. Weir, ELBS 1988
4. Numerical Weather Prediction: G.J. Haltiner and R.T. Williams, John Wiley

B.Sc. CHEMISTRY

FIRST DEGREE PROGRAMME

2020 Admission onwards

Semester	I
Course	Core course-I
Course name	INORGANIC CHEMISTRY I
Course Code	CH 1141
Credit	2
Hours	36 hours
Lecture-Tutorial-Lab	2-0-2

CO No.	COURSE OUTCOME <i>Upon completion of this course, the students</i>	Cognitive Level	PSO No.
1	Discuss the course of development of structure of atom.	U	PSO1
2	Apply rules for filling electrons in classifying elements into s, p, d and f blocks	A	PSO10
3	Define various scales of electronegativities and their Applications	U	PSO10
4.	Define Effective nuclear charge and Slater's rules	U, A	PSO10

5	Discuss about diagonal relationship and anomalous behaviour of hydrogen and other first element in each group.	U	PSO4
6	Correlate and predict general properties of s and p block elements based on their electronic configuration.	A	PSO4
7	Realise applications of s and p block elements in sustainable and renewable energy sources.	A	PSO1 4
8	Define various concepts of acids and bases.	U	PSO1 1
9	Understand reactions in non aqueous solvents.	U	PSO1 1
10	Realise various causes, effects and control measures of environmental pollution.	E	PSO1 3
11	Review national movements for environmental protection.	U, A	PSO2 1

MODU LE	COURSE DESCRIPTION	Hr s	CO No.
1	Atomic Structure and Periodicity	9	
1. 1	Introduction to structure of atom, Rutherford and Bohr model of atom,	1	1
1. 2	Dual nature of electron-de Broglie equation-matterwaves and electromagnetic waves. Experimental verification by Davis and Germer method, Heisenberg's uncertainty principle- expression and significance.	1	1
1. 3	Wave mechanical concept of the atom-Schrodinger	1	1

	equation and its significance (derivation not required.)		
1.4	Quantum numbers- Pauli's Exclusion principle- Aufbau Principle- Hund's rule- Electronic configuration of atoms- classification of elements into s,p,d and f blocks-	2	1
1.5	Electronegativity- Pauling's scale, Mulliken and Allred- Rochow scale(including numerical problems),	2	4
1.6	Effective nuclear charge, Slaters rule and its applications, diagonal relationship and anomalous behavior of first element with other elements.	2	4,5
2	Representative elements	9	
2.1	General properties of s and p block elements, Hydrogen – isotopes and its applications- uses as a fuel, water gas	2	6
2.2	Physical properties- atomic radii, ionization enthalpy, electron negativity, electron affinity, Flame colouration, inert pair effect	2	6
2.3	Chemical properties- solubility and thermal stability of alkali and alkaline earth metal oxides, sulphates and Hydrides	2	6
2.4	p-block elements- oxides of nitrogen and phosphorus, oxyacids of halogens	1	6
2.5	Allotropism – carbon, sulphur and phosphorus	1	6
2.6	Applications- lithium battery, cesium in photovoltaic cells, selenium in xerography and barium x-ray	1	7
3	Acids, Bases and non- aqueous solvents	9	
3.1	Arrhenius concept, Lowery –Bronsted, Lewis concepts and Lux Flood concept and its limitations,	2	8
3.2	SHAB principle and its applications,	1	8
3.3	Non – aqueous solvents: General properties- classifications- self ionization and leveling effect-	2	9

3. 4	Reaction in non-aqueous solvents- protic and aprotic non- aqueous solvents- examples- solutions of metal s in liquid ammonia- self ionization of liquid ammonia-liquid SO ₂ , liquid HF, alkali metals in liquid ammonia.	4	9
4	Environmental chemistry- Air, water and soil Pollution	9	
4. 1	Air pollution- Air pollution caused by fire works, harmful effects of fire works, acid rain, green house effect, smog-classic and photochemical smog	2	10

	Ozone layer depletion, ozone hole, protection of ozone umbrella. Management of air pollution.		
4.2	Water pollution: causes- heat, industrial waste, sewagewater, detergents, agricultural pollutants Treatment of industrial waste water- Activated charcoal, synthetic resins, reverse osmosis and electro dialysis Quality of drinking water- Indian Standard and WHO standard- Dissolved oxygen- BOD , COD.	3	10
4.3	Soil pollution: pesticides, fertilizers, Industrial waste, Plastic. Control of Plastic threat- importance of Plastic identification codes and Plastic recycling, use of biodegradable plastics (PGA, PLA and PHBV(mention only)	2	10
4.3	Control of pollution. Pollution Control Board – Duties and responsibilities Mention environmental movements (Plachimada, Silent valley, movement against Endosulfan, Narmada Bachavo Andolan and Chipko movement)	2	11

Text Books

1. B.R.Puri, L.R., Sharma, K.C. Kalia, Principles of Inorganic Chemistry, Milestone Publishers New Delhi, 2010
2. F.A.Cotton, G. Wilkinson, Advanced Inorganic Chemistry, Wiley, India(P)Ltd
3. J.D.Lee, Concise Inorganic Chemistry, 5thEdn. Wiley, India(P)Ltd.
4. A.K.De, Environmental Chemistry, New Age International(P) Ltd. New Delhi
5. A.K.Ahluwalia, Environmental Chemistry, Ane Books, India, New Delhi.

For Further Reading

1. M.C.Day and J Selbin, Theoretical Inorganic Chemistry, 2nd Edn., Reinhold Book Corp.
2. S.Prakash, G.D.Tuli, S.K Basu, R.D.Madan, Advanced Inorganic Chemistry, Vol. 1., S Chand
3. J.E.Huheey, E.A. Keiter, R.L. Keiter, O.K. Medhi. Inorganic Chemistry, 4th Edn. Pearson, 2006
4. S.S.Dara, A Textbook of Environmental Chemistry and Pollution Control, 8th Edn. S Chand & Sons, New Delhi.
5. M.N.Greenwood, A. Earnshaw, Chemistry of the Elements, 2nd Edn. Butterworth, 1997.

Semester	V-VI
Course	PROJECT COURSE
Course name	PROJECT
Course Code	CH1646
Credit	4
Marks	100 (No CE marks)
Lecture-Tutorial-Lab	0-0-2

CO No.	COURSE OUTCOME <i>Upon completion of this course, the students</i>	Cognitive Level	PSO No.
1	Develop an aptitude for research in chemistry	U, A	PSO1
2	Practice research methodology and literature search	A	
3	Critically choose appropriate research topic and presentation	A	PSO 2

			PSO 8
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GUIDELINES FOR PROJECT COURSE (Course Code CH1646)

- The board of examiners can decide the scheme of evaluation of project , study tour report and viva voce
 - Topics of chemical interest can be selected for the project. Project is to be done by a group not exceeding 5 students on approval by the teacher in charge.
 - Every student should submit typed (A4 paper, 12 Font, 1.5 Space, 20-30 pages), spirally bind
- project report duly attested by the supervising teacher and the Head of the Department on the day of practical examination before a board of two Examiners for ESE.
- The viva-voce based on the project is conducted individually.
 - Project topic once chosen shall not be repeated by any later batches of students.
 - List of projects submitted year wise is to be maintained in a register and submitted before the examiners if necessary.
- . .The project report may contain the following sections
1. Preliminary (Title page, declaration, certificate of the supervising teacher, content etc.)
 2. Introduction with relevant literature review and objective
 3. Materials and Methods
 4. Results
 5. Discussion
 6. Conclusion /
Summary
 7. References

OPEN COURSE FOR OTHER MAJORS

Semester	V
Course	Open Course
Course name	CHEMISTRY AND ITS APPLICATIONS

Course Code	5	CH 1551.1
Credit		2
Hours		54 hours
Lecture-Tutorial-Lab		2-0-0

CO No.	COURSE OUTCOME <i>Upon completion of this course, students</i>	Cognitiv elevel	PSO
1	Appreciate the history of evolution of science	U	PSO1
2	Develop curiosity and scientific attitude towards the application of chemistry in daily life	C	PSO1
3	Appraise the current development in Chemistry and contribution of chemistry for sustainable development	E	PSO1
4	Identify the common ingredients of house hold synthetic products	U	PSO 8
5	Classify chemicals according to their uses	U	PSO3
6	Critically choose cosmetics and cleansing agents for daily use	E	PSO15
7	Adopt safer and healthier life skills in harmony with Nature	A	PSO21

MODU LE	COURSE DESCRIPTION (No Chemical structure required)	Hrs	CO No.
1	Evolution of Chemistry as a discipline of science	9	1,2
1.1	Evolution of Chemistry - ancient speculations on the nature of matter, early form of chemistry- alchemy.	1	
1.2	Chemical revolution, Atomic and Molecular Theory	1	
1.3	Comparison of Rutherford's atom model with solar System	2	

1.4	Major contributions of Mendeleev, Michael Faraday and Marie Curie.	1	
1.5	Scope of Chemical Science, branches of Chemistry, Basic idea of interdisciplinary areas involving Chemistry	1	

2	Chemistry for energy production⁵	9	3
2.1	Electrochemical cell-cathode and anode, Daniel cell, Dry Cell	2	
2.2	Fuels: Definition and classification of fuels, characteristics of a good fuel, Combustion, calorific value, Wood, coal, Classification based on carbon content	2	
2.3	Petroleum, Origin, Petrol- Diesel, Flash point. Aviation Fuels	2	
2.4	Natural gas, biogas, and LPG- composition Pollution due to burning of fossil fuels	2	
2.5	Solar energy and solar cells (applications only)	1	
3	Vitamins , hormones, enzymes and nucleic acids	9	2
3.1	Vitamins: Vitamin A, B ₂ , C, D, E and K source, function and deficiency diseases	3	
3.2	Hormones: Insulin and its function, Thyroid hormones, Iodine deficiency condition	2	
3.3	Enzymes: as Biological catalysts,- Role of enzymes in digestion of food	2	
3.4	Nucleic acids: RNA and DNA, Role of nucleic acids in life process (No structure or chemical reactions)	2	
4	Chemistry in day today life	9	3,7
4.1	Food Chemistry: Food additives, preservatives, anti oxidants, commonly used permitted and nonpermitted food colours -artificial sweeteners-taste enhancers Health effects of fast foods, instant foods, dehydrated foods and junk foods	2	

4.2	Cosmetics: talcum powder ⁵ , lip sticks, nail polish,moisturiser Sun screen lotions and hair dye	2	
4.3	Cleansing agents: Soaps- Hard and soft soaps,alkali content-TFM, Detergents and Shampoos.	1	
4.5	Plastics : Thermo plastics and thermosetting plastics,Plastic identification codes, biodegradable plastics (PGA,PLA and PHBV) and their applications, Importance of Plastic recycling	2	
4.6	Pharmaceuticals: Drugs, classification into analgesics, antacids, antibiotics, antiseptics, disinfectants, anaesthetics, tranquilisers, narcotics and antidepressants- one example	2	
5	Environmental Chemistry I	9	2,7
5.1	Air pollution: Composition of air, major causes of air pollution, Pollutants in air-carbon monoxide, carbon dioxide, oxides of Nitrogen and sulphur , chlorofluro	2	

	carbons- effect of using refrigerators and airconditioners, Particulate matter- Acid rain, Green house effect, ozone layer and its depletion		
6	Environmental Chemistry II	9	2,7
6.1	Water pollution: causes- heat, industrial waste, sewagewater, detergents, agricultural pollutants Treatment of industrial waste water- Activated charcoal,Reverse osmosis Quality of drinking water- Indian Standard and WHO standard- Dissolved oxygen- BOD , COD	6	
6.2	Soil pollution: pesticides, fertilizers, Industrial waste,Plastic.	3	

Reference

- 1.T F Giereyn, Cultural boundaries of science) University, Chikago Press, 19992 N C Dutta, The Story of Chemistry, University Press
- 3.MSR Winter, A Consumer's dictionary of cosmetic ingredients, 7th edition, Three RiversPress, NewYork,2009
- 4.B K Sharma, Polymer chemistry, Goel Publishing House, Meerut, 1989
5. B K Sharma, Industrial chemistry, 11th edition, Goel Publishing House, Meerut, 2000
- 6.A K Day,"Environmental chemistry-An Introduction", New Age Publisher, 8th edition
7. B Srilakshmi, Food Science,5th edition, New Age Publishers, NewDelhi,2010
8. Organic Chemistry of Drug action and drug design-L B Silverman, Elsevier,
9. Medicinal Chemistry , An introduction, II nd edition Gareth Thomas, Wiley, India,2011

4. Liten George Christophell – *The First Communist Ministry in Kerala*, Bagchi Kolkatta, 1982.
5. Planning Commission of India – *Kerala Development Report*, Academic Foundation ,New Delhi,2008.
6. Parayill Govindan (ed) – *Kerala - The Development Experience* , Zed Books, London 2000.
7. PanmanaRamachandran Nair (ed) – *Kerala Samskara Patanangal* , 2 Volumes, Current Books, 2014.
8. A. SreedharaMenon, *A Survey of Kerala History*, DC Books, Ed.2, Kottayam, 2008
9. B. Sobhanan, *Dewan VeluThampi and the British*, Trivandrum, 1978
10. B. Sobhanan (ed), *A History of Christian Missionaries in South India*, Kerala Historical society, Trivandrum, 1996
11. Elamkulam KunjanPillai, *Studies in Kerala History*, Kottayam, 1970
12. K. K. N. Kurup, *Aspects of Kerala History and Culture*, Trivandrum, 1977
13. K. N. Panikkar, *Against Lord and State*, Delhi, 1989.
14. K. Raviraman(ed.) *Development, Democracy and the State: Critiquing Kerala Model ofDevelopment*, Routledge, London, 2010
15. M. A. Oommen, *Land Reforms and Socio- economic change in Kerala*, CLS Madras, 1971
16. K. T. Rammohan, *Tales of Rice: Kuttanad, South West India, Centre for Development Studies, Thiruvanthapuram*, 2006
17. P.S. Raghavan, *The History of Freedom Movement in Kerala* ,Vol. I, Trivandrum, 2000
18. P.K. K. Menon, *The History of Freedom Movement in Kerala* Vol. 2, Trivandrum, 1972
19. P. J.Cheriyian (ed.), *Perspectives on Kerala History, Kerala Gazetteers Department*, Trivandrum, 1999.
20. R. N. Yesudas, *A People's Revolt in Travancore – A backward class movement for social freedom*, Trivandrum, 1975
21. S. Raimon (ed.), *The History of Freedom Movement in Kerala* Vol. 3, Trivandrum, 2006
22. T. K. Ravindran, *Eight Furlongs of Freedom*, New Delhi, 1980
23. T. J. Nossiter, *Communism in Kerala*, Oxford University Press, Delhi, 1982
24. Anna Lindberg, *Experience and Identity: A Historical Account of Class, Caste and Gender Amongthe Cashew Workers of Kerala 1930-2000*, Lund University, Sweden, 2001.
25. Kerala 2000 (Mal.), ed.; State Language Institute, (Trivandrum, 2000).

HY 1645

Core - XIV

Semester - VI

Credits - 4

Hours: 3

PROJECTWORK

Specifications of project work

1. The project work may be on any social problem relevant to the study of History
2. It should be based on both primary and secondary source of data
3. It should be 20-25 pages typed- spiral bound one (12 font size- times new roman, 1.5 space)
4. The project work shall contain the following items:-
 - A. Introduction & Review of literature
 - B. Methodology
 - C. Analysis,
 - D. Conclusion & Suggestions if any
 - E. Bibliography & Appendix if any

The total Marks for Project is 100 (Project =75 & Viva voce=25)

The project assignment may be given in the 5th semester and report should be submitted at the end of 6th semester

The viva voce will be conducted under the leadership of the Chairman of the Examination Board.

An acknowledgement, declaration, certificate of the supervising teacher, etc., should also be attached in the project work

Evaluation indicators

1. Project Report

No.	Indicators	Marks	* Grade	Total
1	Introduction & Review of literature	10		
2	Methodology	10		
3	Analysis,	40		
	Conclusion & Suggestions	10		
4	Bibliography & Appendix	5		
	Total	75		.

*The Grade may be either A, B, C, D or E

2. Viva Voce

No.	Indicators	Marks	Grade	Total
1	Presentation skills	5		

2	Clarity in the subject	5		
3	Defending	10		
4	Overall	5		
	Total	25		

*The Grade may be either A, B, C, D or E

UNIVERSITY OF KERALA

OPEN COURSE FOR OTHER MAJORS

2020 Admission onwards

Semester	V
Course	Open Course
Course name	ENVIRONMENTAL CHEMISTRY
Course Code	CH 1551.3
Credit	2
Hours	54 hours
Lecture-Tutorial-Lab	2-0-0

CO No.	COURSE OUTCOME <i>Upon completion of this course, students</i>	Cognitive Level	PSO No.
1	Discuss the structure and composition of the Atmosphere	U	PSO14
2	Identify, Realise and enlist the causes of pollution to water, soil and air	U	PSO14
3	Become aware of environmental issues and its effect to man and other living beings	U	PSO12
4	Review major environmental disasters and suggest controlling and preventive measures	U	PSO12
5	Discuss the laws of environmental protection	U	PSO21

MODUL E	COURSE DESCRIPTION	Hrs	CO No.
1	Environmental Components Structure and composition of the, Atmosphere, hydrosphere, biosphere and Lithosphere – composition of atmosphere	9	1,2,3
2	Water pollution Sources, its effect and control; Sampling and measurement of water quality and their analysis, water quality standards, BOD and COD Hard water – soft water Eutrophication and restoration of lakes.	9	1,2,3
3	Air Pollution Types and sources of air pollution, Common Air Pollutants - Effects of air pollution; Smog – ozone layer depletion green house effect – acid rain	9	1,2,3
4	Soil Pollution Sources, types, effects and control of: Land pollution, Marine pollution, Thermal Pollution and Radioactive pollution. Waste separation, storage and disposal ; Waste Reduction, Recycling and Recovery of materials. Plastics and their misuses.	9	1,2,3
5	Major environmental disasters Major environmental disasters - mercury poisoning in Minamata, Japan, Itaiitai disease due to cadmium poisoning in Japan - Love Canal toxic waste site, Seveso disaster chemical plant explosion - Bhopal disaster - Chernobyl incident	9	4

6	<p style="text-align: center;">5</p> <p>Major environmental laws: Environment (Protection Act) – The Air (Prevention and control of pollution) Act – The water (Prevention and control of pollution) Act – The wild life protection Act – Forest conservation Act – The Ozone Depleting Substances (Regulation and Control) Rules – The Plastic Waste (Management and Handling) Rules - Rio declaration- Montreal protocol, Kyoto protocol Introduction to Green chemistry (elementary ideas only)</p>	9	5
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Reference

1. Banerji, K Sameer“Environmental Chemistry”, ISBN - 9788120315761.
2. K. De “Environmental Chemistry - An introduction” New Age International (P)Ltd.,2017
3. B. K. Sharma “Air Pollution”, Goel Publishing House
4. V. K. Ahluwalia “Environmental Chemistry”, books.google.co.in, 2017
5. G.W. vanLoon and S. J. Duffy “Environmental Chemistry: A Global Perspective”
6. S.K.Mohanty, Environment and Pollution Laws, Universal Law Publishing Co. (P)Ltd

ELECTIVE COURSES

Semester	V1
Course	Elective Course
Course name	SUPRAMOLECULAR, NANO PARTICLES AND GREEN CHEMISTRY
Course Code	CH1651.1
Credit	2
Hours	54 hours
Lecture-Tutorial-Lab	2-0-0

CO No.	COURSE OUTCOME <i>Upon completion of this course, students</i>	Cognitive Level	PSO No.
1	Become aware of pollution caused by industries	U	PSO13
2	Recognise the necessity of green approaches to protect nature	R	PSO14
3	Discuss about sustainable development and logical use of natural resources	U	PSO14
4	Motivated to more ecofriendly life style	A	PSO21
5	Realises the importance of microscale approaches and nano material research	U	PSO13 PSO21

MODUL E	COURSE DESCRIPTION	Hrs	CO No.
1	Green Chemistry-I	9	1-5
1.1	Role of Chemical Industries in polluting the Environment	1	
1.2	Limitations of conventional waste management and pollution prevention-birth of green chemistry	2	
1.3	introduction to the principles of green chemistry-atom economy calculation(simple reactions)	2	
1.4	-production of Ibuprofen-less hazardous chemical syntheses, designing safer chemicals	2	
1.5	Bhopal gas tragedy- new greener syntheses, safer solvents and auxiliaries ionic liquids- super critical fluids CO ₂ and H ₂ O, advantages of SCFs	2	
2	Green Chemistry-II	9	1-5
2.1	Design for energy efficiency-principle of microwave oven, microwave assisted organic syntheses, simple examples-	2	
2.2	renewable feedstock- biodiesel, preparation, advantages	2	
2.3	catalysis, green catalysts- inherently safer chemistry for accident prevention	2	
2.4	Green chemistry practices in research, educational and commercial laboratories- lab safety signs- introduction to micro scale experiments.	1	
3	Chemistry of Nano Materials - I	9	2
3.1	Classifications of nanostructured materials, nano particles; quantum dots, nanowires, ultra – thinfilms multilayered materials.	2	

3.2	Synthesis of nanometre scale particles of colloidal semiconductors such as TiO ₂ , CdS, ZnO, BaTiO ₃ , by wet chemical methods, hydrothermal methods, and pyrolytic or high temperature methods.	2	
3.3	Carbon nanotubes fullerenes and graphene.	2	
	Synthesis and purification of carbon nanotubes, Singlewalled carbon nanotubes and multiwalled carbon nanotubes, Structure-property relationships.	3	
4	Chemistry of Nano materials - II	9	2
4.1	Preparation of self-assembled monolayers, core shell nanoparticles and quantum dots.	2	
4.2	Properties of nanoparticles: optical, magnetic, mechanical, thermal and catalytic properties,	2	
4.3	characterisation of nano particles by AFM, STM and	2	

	SEM. Applications of nanomaterials:		
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4.3	Characterisation of nano particles by AFM, STM and SEM. Applications of nanomaterials:	2	
4.4	Potential uses of nanomaterials in electronics, robotics, computers, sensors, mobile electronic devices, vehicles and transportation. Medical applications of Nanomaterials	3	
5	Molecular recognition	9	5
5.1	The concepts of molecular recognition, host, guest and receptor systems.	3	
5.2	Forces involved in molecular recognition.	3	
5.3	Hydrogen bonding, ionic bonding, p-stacking, vander Waal's and hydrophobic interactions.	3	
6	Supramolecularchemistry	9	5
6.1	Introduction to molecular receptors-design Principles	2	
6.2	Tweezers, Cryptands and Carcerands, Cyclophanes, Cyclodextrins and Calixarenes	2	
6.3	Typical examples Molecular recognition and catalysis-catalysis by cation receptors, anion receptors and Cyclophanes	3	
6.4	Molecular recognition in DNA and protein structure	2	

References

1. Anastas. P.T.; Warner, J.C., "Green Chemistry; Theory and Practice", Oxford University Press; Oxford, U.K., 1998.
2. Lancaster, M., "Green Chemistry; An Introductory Text", Royal Society of Chemistry; Cambridge, UK, 2003
3. Rashmi Sanghi and M.M Srivasthava, "Green

Chemistry Environment Friendly
 Alternatives”, Narosa Publishing
 House, 2006

4. T. Pradeep, “NANO: The Essentials”, ‘McGraw-Hill Education’.
5. D. Nasipuri “Stereochemistry of
 Organic Compounds”, Wiley
6. J M Lehn, “Supramolecular Chemistry”, V C H.
7. H Vogtle, “Supramolecular Chemistry”, Wiley.
8. P S Kalsi, J P Kalsi, “Bioorganic, Bioinorganic and supramolecular
 Chemistry”, New Age International

COMPLEMENTARY CHEMISTRY

COURSES FOR OTHER

FIRST DEGREE PROGRAMMES

UNDER CBCSS

***(PHYSICS, GEOLOGY, BOTANY, ZOOLOGY,
 HOMESCIENCE, BIOCHEMISTRY &
 MICROBIOLOGY)***

2020 ADMISSION ONWARDS

UNIVERSITY OF KERALA

SYLLABUS OF COMPLEMENTARY

CHEMIST

RY FOR STUDENTS OF BOTANY MAJORS

2020 Admission onwards

SEMESTER	I
COURSE	2
COURSE TITLE	ANALYTICAL AND ENVIRONMENTAL CHEMISTRY
COURSE CODE	CH1131.3
CREDIT	2
L-T-P	2-0-2
TOTAL HOURS	36

CO No.	COURSE OUTCOME	Cognitive Level
	<i>Upon completion of this course, the students ,</i>	
1	Discuss Bohr atom model and represent electronic configuration of elements	U
2	Predict structure of simple molecules based on the concept of hybridization	A
3	Identify hydrogen bonding in relation to physical and chemical properties	U
4	List the various chemical bonds	R

5	Apply the VSEPR theory to explain the geometry of molecules	A
6	Discuss the theory of volumetric analysis	U
7	Become aware of threat of chemical pollutants air ,water and soil	A

*R-Remember, U-Understand, A-Apply, E- Evaluate

MODULE I –ATOMIC STRUCTURE

(9 Hrs)

Atomic spectrum of Hydrogen – different series, Rydberg equation

Bohr theory – postulates – statement of Bohr energy equation – derivation of spectral frequency from Bohr equation.

Schrodinger wave equation (no derivation, mention only) - concept of orbitals, the four quantum numbers and their significances.

Orbital wise electron configuration, energy sequence rule – Pauli’s Principle, Hund’s rule, stability of filled and half filled orbitals

MODULE II - CHEMICAL BONDING

(9 Hrs)

Energetics of bond formation –Born Haber cycle

2, 3 2 3 3 2 3 3

Hybridisation and structure of molecules – sp, sp², sp³, sp³d, and sp³d²

hybridisation with examples- Explanation of bond angle in water and

ammonia VSEPR theory with regular and irregular geometry

Hydrogen bond – inter and intra molecular – its consequences on boiling point – volatility and solubility

Partial covalent character of the ionic bond- Fajan's

rules-A brief review of molecular orbital

approach-

LCAO method – bond order, bond distance and stability of O_2 , O_2^{2+} , O_2^{2-} , NO , NO^+

MODULE III: ANALYTICAL PRINCIPLES**(9 Hrs)**

Principles of volumetric analysis- primary standard - standard solutions- normality and molarity - theory of acid - base titrations, permanganometric and dichrometric titrations, iodometric and complexometric titrations-

Theory of acid – base and redox indicators-

Beer- Lambert law- Principles of colorimetry – Estimation of Iron and phosphate

MODULE IV – ENVIRONMENTAL CHEMISTRY**(9 Hrs)**

Nature of environmental threats and role of

chemistry-Green house effect, ozone layer and its depletion-

Water pollution: Various factors affecting purity of water, sewage water, industrial waste, agricultural pollution such as pesticides, fertilizers, detergents, treatment of industrial waste water using activated charcoal, synthetic resins, reverse osmosis, electrodialysis

Dissolved oxygen-BOD, COD

Text Books / References

1. Atomic structure and chemical bonding with introduction to molecular spectroscopy – Manas Chanda
2. Concise Inorganic Chemistry – J.D. Lee
3. Environmental Chemistry A. K. De
4. Modern Inorganic Chemistry A.D. Madan
5. A. I. Vogel, “Text book of Qualitative Analysis”
6. A. I. Vogel, “Text book of Quantitative Inorganic Analysis”.
7. S. K. Banerji, “Environmental Chemistry”.
8. A. K. De “Environmental Chemistry - An introduction”
9. B. K. Sharma “Air Pollution”.

10. V. K. Ahluwalia “Environmental Chemistry”

11. G.W. van Loon and S. J. Duffy “Environmental Chemistry: A global perspective”

SEMESTER	II
COURSE	2
COURSE NAME	INORGANIC & BIOINORGANIC CHEMISTRY
COURSE CODE	CH1231.3
CREDIT	2
L-T-P	2-0-2
TOTAL HOURS	36

CO No.	COURSE OUTCOME	Cognitive Level
	<i>Upon completion of this course, the students,</i>	
1	Understand the biological and environmental aspects of organic compounds	U
2	Comprehend the meaning of stability of nucleus	R
3	Summarise the applications of radioactivity	U
4	Predict the properties of transition metal complexes	A

5	Apply complexation reactions in qualitative and quantitative analysis	U
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6	Appreciate biological processes like photosynthesis, respiration etc	E
7	Realise the use of trace elements in biochemical processes	A

R-Remember, U-Understand, A-Apply, E-Evaluate

MODULE I :ORGANOMETALLICS

(9 Hrs)

Definition and classification, Organo metallic compounds of Mg, Sn, Li, Hg, Fe and their synthesis, applications

Biological and environmental aspects of organic compounds – Organometallic compounds in medicines – organomercury, organoboron, organosilicon and organo arsenic compounds – outline of preparation and uses

Antitumour drugs, silylated derivatives of bioactive organic compounds in agriculture and horticulture

Environmental aspects of Organometallic compounds

MODULE II NUCLEAR CHEMISTRY

(9 Hrs)

Natural radioactivity, modes of decay, Geiger–Nuttall

rule-Artificial transmutation and artificial

radioactivity-

Nuclear stability, n/p ratio, mass defect and binding energy, nuclear fission and nuclear fusion-

14

Applications of radioactivity- ^{14}C dating, rock dating, neutron activation analysis and isotope as tracers

MODULE III - COORDINATION CHEMISTRY***(9 Hrs)***

Nomenclature, Coordination number and geometry - chelates – isomerism – structural and stereoisomerism

Valence bond theory of bonding in octahedral and tetrahedral complexes–
 drawbacks
 of valence bond
 theory – high and low spin complexes – colour and magnetic properties of
 transition metal complexes

Application of metal complexes in qualitative and quantitative analysis

MODULE IV – BIO INORGANIC COMPOUNDS (9 Hrs)

Metalloporphyrins – cytochromes –

Chlorophyll - photosynthesis and
 respiration –

Haemoglobin and myoglobin, mechanism of $O_2 - CO_2$

transportation Nitrogen fixation, carbon fixation and carbon
 cycle

Biochemistry of iron toxicity and nutrition, essential and trace elements in biological
 systems

TEXT BOOKS /REFERENCES

1. Bosolo and Johns, Co-ordination Chemistry
2. Rochoco, Chemistry of Organometallics
3. J.D. Lee , Concise Inorganic Chemistry
4. Puri, Sharma and Kalia, “Inorganic Chemistry”
5. A.D. Madan , Modern Inorganic Chemistry

UNIVERSITY OF KERALA
SYLLABUS OF COMPLEMENTARY
COURSE
FOR STUDENTS OF ZOOLOGY MAJORS
2020 Admission onwards

SEMESTER	I
COURSE	1
COURSE NAME	THEORETICAL CHEMISTRY
COURSE CODE	CH1131.4
CREDIT	2
L-T-P	2-0-2
TOTAL HOURS	36

CO No.	COURSE OUTCOME	Cognitive Level
	<i>Upon completion of this course, the students,</i>	
1	Differentiate particle nature and wave nature of matter	U
2	Associate wave concept with microscopic matter	A
3	Understand the relevance of periodic classification of elements	U
4	Describe the various types of chemical bonds	R
5	Apply the VSEPR theory to explain the geometry of molecules	E,A
6	Comprehend different segments of titrations	U

7	Apply the principles of colorimetry to estimate ions and elements	A
8	Recognize the factors affecting environment and solutions for it	E

R-Remember, U-Understand, A-Apply, E- Evaluate

MODULE I –ATOMIC STRUCTURE

9 Hrs

Atomic spectrum of Hydrogen – different series, Rydberg equation

Bohr theory – postulates – statement of Bohr energy equation – derivation of spectral frequency from Bohr equation.

Schrodinger wave equation (no derivation, mention only) - concept of orbitals, the four quantum numbers and their significances.

Orbital wise electron configuration, energy sequence rule – Pauli’s Principle, Hund’s rule, stability of filled and half filled orbitals

MODULE II - CHEMICAL BONDING

9 Hrs

Energetics of bond formation –Born Haber cycle

2, 3 2 3 3 2 3 3

Hybridisation and structure of molecules – sp, sp², sp³, dsp, sp²d, and sp³d²

hybridisation with examples- Explanation of bond angle in water and

ammonia VSEPR theory with regular and irregular geometry

Hydrogen bond – inter and intra molecular – its consequences on boiling point –
volatility and solubility

Partial covalent character of the ionic bond- Fajan's

rules-A brief review of molecular orbital

approach-

LCAO method – bond order, bond distance and stability of O_2^{2+} , O_2^{2-} , O_2^+ , NO , NO^+

MODULE III: ANALYTICAL PRINCIPLES

9 Hrs

Principles of volumetric analysis- primary standard - standard solutions- normality and molarity - theory of acid - base titrations, permanganometric and dichrometric titrations, iodometric and complexometric titrations-

Theory of acid – base and redox indicators-

Beer- Lambert law- Principles of colorimetry – Estimation of Iron and phosphate

MODULE IV – ENVIRONMENTAL CHEMISTRY

(9 Hrs)

Nature of environmental threats and role of

chemistry-Green house effect, ozone

layer and its depletion-

Water pollution: Various factors affecting purity of water, sewage water, industrial waste, agricultural pollution such as pesticides, fertilizers, detergents, treatment of industrial waste water using activated charcoal, synthetic resins, reverse osmosis, electro dialysis

Dissolved oxygen-BOD, COD

Text Books / References

1. Atomic structure and chemical bonding with introduction to molecular spectroscopy – Manas Chanda
2. Concise Inorganic Chemistry – J.D. Lee
3. Environmental Chemistry A. K. De
4. Modern Inorganic Chemistry A.D. Madan

5. A. I. Vogel, "Text book of Qualitative Analysis"
6. A. I. Vogel, "Text book of Quantitative Inorganic Analysis".
7. S. K. Banerji, "Environmental Chemistry".
8. A. K. De "Environmental Chemistry - An introduction"
9. B. K. Sharma "Air Pollution".
10. V. K. Ahluwalia "Environmental Chemistry"
11. G.W. van Loon and S. J. Duffy "Environmental Chemistry: A global perspective"

First Degree Programme

B.Sc. Zoology

Semester IV

Zoology Core course III

ECOLOGY, HABITAT DESTRUCTION & DISASTER MANAGEMENT

Course code – ZO 1441

No. of credits - 3

Total hours 54

Course Outcomes

- Students get basic knowledge on ecosystem, food chain, food web and energy flow.
- Students acquire general awareness on pollution and their impacts.
- Imparts basic knowledge on ecosystems and their functioning.
- Students learn about various types of anthropogenic pressures on ecosystem, related degradation and management measures.
- Students get awareness of toxicants, their impacts on human health and environment and remedial measures.
- Create awareness about disasters, prevention and mitigation measures.

ECOLOGY

4 hrs

Module I

Components of ecosystem: Environmental factors - abiotic factors, light, temperature, soil, air; biotic factors- autotrophs, phagotrophs and saprotrophs; ecosystem interaction and relationship between biotic and abiotic factors, the cybernetic nature and the stability of the system. Pond as an ecosystem (self study)

Module II

5 hrs

Biogeochemical cycles: Basic types of biogeochemical cycles - gaseous cycle-carbon

and nitrogen cycles, mention sedimentary cycles (P and S), recycling pathways and recycle index.

Limiting Factors- basic concepts- Leibig's law of minimum, Shelford's law of tolerance, combined concept of limiting factors, Light and temperature as limiting factors.

Module III**8 hrs**

Habitat Ecology: Biosphere classification- lithosphere, hydrosphere and atmosphere physical features, fauna and their adaptations of aquatic, terrestrial and marine habitats (self study).

Population ecology: Properties of population- density, natality, mortality, age distribution, biotic potential, environmental resistance and carrying capacity, population growth forms, J and S shaped curves, emigration, immigration and migration, population fluctuation. **Community ecology:** Definition and characters, species diversity; stratification; dominance; ecotone and edge effect; ecological indicators; community periodicity, succession.

Module IV**5hrs**

Anthropogenic impact on ecosystem: Ionizing radiation and radioisotopes, ionizing radiation and human health, radiation accidents and other exposures, disposal of radioactive wastes, pesticides like DDT, endosulfan, furadan, insect repellants , e-wastes. Monitoring of pollutants - physical, chemical and biological.

Module V**3 hrs**

Wild life conservation and management: Significance, causes of extinction, concepts of threatened species, red data book, IUCN, WWF, CITES, Green Environment and Green peace; protected areas, biosphere reserves, national parks and sanctuaries in India, forests in India, desertification, deforestation, carbon trading; importance of mangroves in coastal ecosystems-conservation and management.

Module VII**9 hrs**

Environmental biotechnology: Biotechnological methods of pollution detection, biotechnological methods in pollution management, bioremediation, biotechnology

and biodegradation, genetically engineered microbes in bio-treatment of waste, eco-friendly bioproducts for environmental health, bio-piracy, bio-pesticides and bio-fertilizers, organic farming and its merits. Green chemistry - designing a Green synthesis, basic principles of Green chemistry.

Module VIII**5 hrs****Environment Movements**

Environment and health - Environment and development: Environmental Movements (Chipko, Narmada Bachao Andolan). environmental movements in Kerala (Madhav Gadgil/Kasturi Rangan Reports. Ramsar sites Wetland Reclamations and localized anti- reclamation movements) Kerala state Biodiversity Board, Biodiversity Register.

DISASTER MANAGEMENT**Module IX****8 hrs****Disruption in Ecosystem**

Natural-flood, Draught, Earth quaque, Cyclone, Tsunamis, Volcanic eruption. Anthropogenic influence on erosion, climate change and pollution. Mining activities Monoclonal plantations, genetically modified plants and their impact in ecosystem. Impact of Developmental projects such as construction of dams, Hydroelectric projects Thermal power station.

Module X**7 hrs**

Disaster Management – Meaning and Definition: Definitions of Disaster, Hazard, Risks. Vulnerability, and Resilience and their relationship: Classification of disasters- Human induced and Natural; Cause of Disasters; Impact of disasters. Factors affecting Vulnerability – Economic, Political, Environmental and Social Counselling.

Assignment/Seminar

Global warming, Green House Effect, Ozone depletion Climate change, Kyoto protocol

Reference

- Beck, W. S., Liem, K. F. & Simpson, G.G. (1991). *Life: An Introduction to Biology* (3rd Ed.) Harper Collins Publishers, New York, pp 1361. ISBN : 006500009 9
- Bharucha,E. (2005). *Textbook of Environmental Studies*. Universities Press (P)Ltd.India, pp 276. ISBN 81 7371 540 8.
- Chapman, J.L., & Reiss, M.J. () *Ecology: Principles and Applications* (2d Ed.) Cambridge University Press, UK. ISBN: 0 521 00575 2.
- Charry, S.N. (2008). *Environmental Studies*. MacMillan India Ltd. ISBN: 10:023063531 8, 13: 987 0230 6351 9.
- Cunningham, W.P. & Cunningham, M.A. (2003). *Principles of Environmental Science inquiry and Applications*. Tata McGraw Hill Publishing Company Ltd. New Delhi. ISBN 0 07 058112 6.
- Donald Van DeVeer & Christine Pierce (). *The Environmental Ethics & Policy Book* (3rd Ed.) Wadsworth – Thomson Learning, Canada. ISBN: 0 534 56188 8.
- Emmel, T.C. (1976). *Population Biology*. Harper & Row Publishers, New York. ISBN 06 041904 0

Disaster Management

- <http://www.mnmk.ro/documents/2008/2008-6.pdf>
- Carresi,A.L., et al (2013) *Disaster Management: International Lessons in RiskReduction, Response and Recovery* , Routledge, U.K.
- Agarwal, A. and Sen, S.: *The Citizen's Fifth Report*, Centre for Science andEnvironment. New Delhi 1999
- Chandna, R.C.: *Environmental Awareness*, Kalyani Publishers, New Delhi, 1998
- Sharma, H.S.: *RathambhoreSanctuary - Dilemma of Eco-development*, Concept.
- www.ifrc.org/en/what-we-do/disaster-management/
- Coppola. Damon (2011), *Introduction to International Disaster Management*,Elsevier ISBN: 978-0-12-3821744
- Abbott Leon (2008). *Natural Disaster*, McGraw-Hill.ISBN-13: 978 0072 428650.

HABITAT DESTRUCTION AND DISASTER MANAGEMENT

- Bryant Edwards (2005): Natural Hazards, Cambridge University Press, U.K.
- Carter, Nick 1991. Disaster Management: A Disaster Manager's Handbook. Asian Development Bank, Manila Philippines.
- Carter, W. Nick, 1991: Disaster Management, Asian Development Bank,
- Coppola P Damon, 2007. Introduction to International Disaster Management,
- Cuny, F. 1983. Development and Disasters, Oxford University Press. Manila.
- Ahluwalia, V. K. and Malhotra, S. (2006). Environmental science. Ane Books Pvt. Ltd.
- Aravind Kumar. (2004). Text Book of Environmental Science. APH Associates, Inc. Publishers. Massachusetts.
- Atchia. M. and Tropp. S. (1995). Environmental Management, John Wiley
- Bhatia .A.1. Current trends in Global Environment New India publishing Agency,
- Bishop. P.L. (2000). Pollution Prevention: Fundamentals and Practice,
- Brace, C.L. (1967). The stages of Human Evolution, Prentice Hall International. Cambridge University Press. 33.
- Chapman J.L. and M.J.. (1999). Ecology - Principles and Applications.
- Chatterjee B. (2003). Environmental Laws: Implementation problems

First Degree Programme

Semester VI

Zoology Project and Field study

Course Code - ZO1647

No. of credit -

4Project

Aim of the course

To develop an aptitude for research in Zoology

Objective of the course

To inculcate proficiency to identify appropriate research topic-and presentation

Specifications

Topics of biological interest can be selected for the project. Project is to be done by group not exceeding 10 students. Every student should submit typed (A4 paper, 12 Font, 1.5 Space), spirally bind project report duly attested by the supervising teacher and the Head of the Department on the day of practical examination before a board of two Examiners for ESE. The viva-voce based on the .project is conducted individually. Project topic once chosen, shall not be repeated by any later batches of students. List.of projects submitted year wise is to. be maintained in a register and subrnitted before the examiners if requested. Supervising teachers are not suppose to guide topics involving biological samples and measurements on humans, unless there is clearence from the University level Ethical Committee.

The project report may contain the following sections:

1. Preliminary (Title page, declaration, certificate of the supervising teacher, contentetc.);
2. Introduction with relevant literature review and objective
3. Materials and Methods
4. Result
5. Discussion
6. Conclusion / Summary
7. References

Field Study and Study tour

A total of eighteen hours (1 hour/week) has to be allotted to field study in the fifth semester. Study tour of minimum 4 days is compulsory. Students are directed to visit one research institute and one wild life sanctuary / museum / zoo, preferably within the state of Kerala. Scientifically prepared hand written study tour report along with photographs of candidate at the places of visit must be submitted by each student for ESE on the day of the examination-of project evaluation. Study tour can be conducted separately during the period of three years (such as one day visit to an ecologically important habitat or in a Research Institution) or continuously for four to six days.

Semester V

Zoology Open Course

I

Public Health and

Hygiene Course Code -

Z01551.1

No. of credits - 2

Total hours 54

Aim of the course

To make the student aware of the essentials of public health and sanitation thereby warding off diseases and uplifting the living standards of the community

Objectives of the course

- To learn the principles of nutrition and dietetics
- To understand the ill effects of modern lifestyle
- To study the advantages of personal hygiene and sanitation.

Module I**6hrs**

Introduction: Scope and importance of the study; balanced diet, diet control for diabetics; cholesterol etc., concept of energy, calories, daily food intake as per occupation, pregnancy and lactation. Dietary requirements of infants; pre-school, children, school children, adults and geriatric care. Malnutrition and over nutrition - obesity and weight control; defects of modern food habits – fast food, soft drinks, ice-creams and broiler chicken

Module II**4hrs**

Adulteration of food: food hygiene - hygiene of milk, meat, fish, eggs, fruits and vegetables, common food adulterants - harmful effects and their detection, food additives, fortification of food; Food Adulteration Act and its stringent implementation

Module III**18hrs**

Health Hazards: Health dynamicity - definition, factors influencing health. health as medium of socio-economic development. Diseases - Common food borne and water born be diseases (gastroenteritis, jaundice,-cholera; salmonellosis, travellers' diarrhoea and *Escherichia coli* infection, typhoid) – mode of transmission, causative agents, symptoms,

prevention and control. Sexually mode. of transmission, (STD) causative agents, symptoms, prevention and control. Sexually transmitted infections - AIDS, genital herpes, hepatitis B, syphilis, gonorrhoea - causative agents, symptoms, modes of transmission and prevention.

Dengue, chikunguniya, Weil's disease (general methods of mosquito control and the need; to prevent mosquito breeding in and around our homes).

Life style habits - excessive usage of T.V., computer, mobile phones. two wheelers, and their impacts on health. Lack of physical exercise and its deleterious effects on the body and mind.

Module IV

6hrs

Health Education: Definition, objectives, principles and methods of health education, ill effects of smoking, alcoholism and drug abuse (emphasis should be given to pan masala. amphetamines, hashish,. opium, brown sugar, pethedine). Population control and family welfare, use of contraceptives. .Blood donation -basics. of ABO, blood grouping including Rh factor. Genetic incompatibility and consanguineous marriages.

Module V

12hrs

Mental Health: Definition by WHO and necessity of mental well being. major depressive disorders, substance abuse, schizophrenia, obsessive compulsive disorders, domestic violence. causes for lost years of healthy life, strategies for prevention and possible interventions, childhood mental disorders and illnesses, gulf widow syndrome, stress reduction and management (importance of yoga)

Module VI

8hrs

Hygiene: Definition, personal hygiene - body odour, oral hygiene; grooming, feminine

hygiene sleep hygiene, hand washing, toiletry. Social hygiene - clean living movements, occupational hygiene, food and cooking hygiene medical hygiene, excessive hygiene.

NB:-Assignments/ Seminar - Topics-related to syllabus- can be given to students as assignment/seminar.

References

- Jatin V. Modi and Renjith S. Chawan. Essentials of Public Health and Sanitation –Part I - IV
- Murray, C. J. L. and A.D. Lopez. (1996). The Global Burden Of Disease. WorldHealth Organization.
- Park, J.E. and-Park, K. Textbook of Community Health for Nurses.
- Swaminathan S. Principles of Nutrition and Dietetics.

First Degree Programme
Semester V

Zoology Open Course II**Human Health and Sex****Education****Course Code - Z01551.2****No. of credits - 2****Total hours 54****Aim of the course**

To redress problem associated with health and sex thereby promoting fitness and well being.

Objectives of the course

- To make the student understand the importance of good health.
- To educate the student on clean sexual habits thereby warding off sexually transmitted diseases.

Module 1**14hrs**

Introduction to health, health as a state of wellbeing, health awareness, Immunity, immunization and vaccination, factors affecting health- food, balanced diet, food supplements, pathogens, pollution. sleep. exercise and stress. Physical health, reproductive health, adolescence, senescence. Mental health- mental illness and disabilities, symptoms and prevention of mental illness. Alcoholism. tobacco addiction, de-addiction and lifestyle diseases. Community health- health centres, role of health centres. Spiritual health. yoga and meditation.

Module II**8hrs**

Human reproductive system: Male reproductive system- structural details of testis and accessory structures, functions of testis, semen, hormonal control. Female reproductive system- :structure of ovary, accessory structures. puberty, reproductive cycles and hormonal control, menstrual cycle. gestation- period,

hysterectomy and menopause.

Module III

7hrs

Events of human reproduction: Gametogenesis- spermatogenesis and oogenesis. ovulation, fertilization, embryonic –development pregnancy, morning sickness, parturition **Module IV** **12hrs**

Human intervention in reproduction: Contraception and birth control-barrier method. hormonal methods. natural methods. sterilization, termination of pregnancy. Infertility male and female infertility, causes and treatment for infertility. Assisted Reproductive Techniques- IVF, GIFT, ZIFT. Donor Insemination (DI). Artificial Insemination by Donor (AID), Artificial Insemination by Husband or partner (AIH). Surrogacy, SUZI (sub-zonal insemination), MIST (micro insemination sperm transfer)

Module V

6hrs

Sexually transmitted diseases (STD): Syphilis, genital warts, chlamydia, chancroid, gonorrhea, genital herpes, AIDS

Module V

7hrs

Sex education: Adolescent sexual activity, teenage pregnancy, sexual harassment, sexual awareness and policies (legal aspects), lesbian and gay-sex, bisexual, transgender youth, adolescent stress management

NB: Assignments/ Seminar - Topics related to syllabus can be given to students as assignment/ seminar.

References

- Common sexual problems and solutions by Dr. Prakash Kothari, UBS Publishers and Distributors Ltd.
- Mac E. Hadley. Endocrinology. Pearson Education, Singapore.
- Taylor, D.J., Green, N.P.O., Stout G. W. Biological Science. (Editor R. Soper) 3rd Edition, Cambridge University Press.
- The Complete Manual of Fitness and Well-being. The Reader's Digest

Association, Inc. Pleasantville, New York / Montreal.

- Guyton & Hall. Textbook of Medical Physiology.

First Degree Programme

Semester V
Zoology Open Course
III

Human diseases and their
management Course Code -
Z01551.3

No. of credits - 2

Total hours 54

Aim of the course

To instruct in the students the need to manage communicable diseases thereby creating a healthy society

Objectives of the course

- To learn the various modes and agents of disease transmission
- To learn the causative factors of non communicable diseases

Module I

6 hrs

Introduction- Health – WHO definition, important of individual health. Lifestyle choice for healthier life: Diet and health exercise and health, alcohol, tobacco and drugs, sex and health, computers and health, mobile phone and health psychological health

Module II

6 hrs

Viral Infections: Brief account of virus, chickenpox, poliomyelitis, rabies, yellow fever, dengue fever, mumps, influenza, measles, encephalitis, hepatitis, HIV infection and AIDS
 - causes, symptoms, prevention and cure.

Module III**6 hrs**

Bacterial Infections: Brief account of bacteria, dysentery: cholera Tuberculosis, tetanus, diphtheria, septicemia, scarlet fever, typhoid, plague; STD and leprosy - causes, symptoms, prevention and cure.

Module IV**6 hrs**

Protozoan Infections: Brief account of protozoans - amoebiasis, leishmaniasis, trichomoniasis, malaria - causes, symptoms, prevention and cure.

Module V**6 hrs**

Worm Infections: Brief account of platyhelminthes and nematods, cysticercosis, taeniasis, ascariasis, ancylostomiasis, encephalitis, enterobiasis and dracunculosis - causes, symptoms, prevention and cure.

Module VI

6 hrs

Vector borne diseases: Vector - identification of vectors - dengue, filaria, kala azar, Japanese encephalitis, chikungunya- causes. symptoms, prevention and cure.

Module VII

6 hrs

Mental health: Meaning, definition, history, characteristics of a mentally healthy person. Types of mental illness causes, symptoms and prevention - major mental illness (schizophrenia, paranoia), minor mental illnesses (anxiety, phobia, obsessive compulsive neuroses)

Module VIII

10 hrs

Basic viewing techniques- endoscopy: Examination techniques: Blood- total count, differential count, ESR, blood clotting test, routine blood chemistry, blood cholesterol test, hormone tests; urine-routine, urine chemistry: cell and tissue test. pap test, biopsy, histopathology;. prenatal diagnosis tests- amniocentesis, chorionic villi sampling: imaging techniques- X - ray. ultrasound scanning, CT scan, MRI scanning:

Module IX

2 hrs

Role of yoga in management of common diseases.

NB: Assignments/ Seminar - Topics related to syllabus can be given to students as assignment/ seminar.

References

- Abraham Verghese. (1996). Introduction to Psychiatry. 131 Publication Pvt. Ltd.
- Anderson, G. M. Communicable Disease Control.. Macmillan, New York. .
- Bajpee..(1995). Textbook of Preventive and Social Medicine. Jaypee BrothersMedical-publishers, New Delhi.
- Chauhan, S. S. Mental Hygiene. - A Science of Adjustment.. Allied Publishers.
- Carol.D.Tamparo. Diseases of Human body
- Deepak Kumar. (2001). Diseases and Medicines in India: A historical Overview.
- Mangal, S., K. (2004). Introduction to Abnormal Psychology. Sterling Publishers.
- Mary L.M. Mark Zelman. Paul Holdway: Human Diseases - A Systematic Approach.
- Park. K. (2005). Textbook_of Prevention and-Social Medicine. Jebelpur, Banarids.
- Park. J.. E., and Park. K. Textbook of Preventive and Social Medicine.
- Swami Styananda Saraswathi, Swami Karam: Yogic Management of CommonDiseases.

First Degree Programme

Semester VI
Zoology Elective Subject
II

Ornamental Fresh water fish
production Course Code – ZO
1651.2

No. of credits – 2

Total hours 54

Aim of the course

To make the student aware of the vast potentials involved in ornamental fish farming and trading.

Objectives of the-course

- To learn the scientific method of setting an aquarium
- To learn the culture breeding and **marketing techniques** of common indigenous ornamental fishes

Module I

7 hrs

Importance and history of aquarium fish keeping. Design and construction of aquaria: aquarium fabrication- shape, size, volume, type of glass tank, cutting of glass. preparation of glass tank, strengthening and supporting of tank. fitting of tanks into room settings: aquarium floor setting type and size of pebbles, gravels, granites used for bed setting and its advantages. Filters- biological, chemical and mechanical. Aquarium accessories like aerators. decorative, lighting, heating and feeding trays.

Module II

4 hrs

Water quality management in aquarium systems - sources of water, containers, storage, temperature, pH dissolve carbon dioxide, ammonia, hardness, turbidity and ozone

in aquarium.

Module III

3 hrs

Aqarium plants: Uses of aquarium plants - different varieties of plants like submerged plants (tubers, rooted plants. cutting plants) and emerged plants.

Module IV

12hrs

Fresh water ornamental fishes- : Common ornamental fishes indigenous and exotic species; Identification and biology of the common ornamental fishes. *Cyprinus carpio* (koi carp). *Molliensia sphenops* (black molly lyre tail), *Poecilia reticulata* (guppy). *Poecilia latipinna*, *Xiphophorous helleri* (red sword tail) *Xiphophorous maculates* (red platy) *Pterophyllum scalare altum* (angel fish *Carassius auratus* (red oranda) *Betta splendens* (Siamese fighting fish) *Trichogaster leeri* (pearl gourami). Live bearers and egg layers. Sexual dimorphism in ornamental fishes.

Module V

8 hrs

Breeding and rearing of common ornamental fishes. Conditions for breeding- pH, temperature and - sex ratio. Brood stock management- selection of brooders, maintenance and management of brood stocks. Selective breeding and hybridization techniques. Induced -breeding. Colour enhancement techniques.

Module VI

8 hrs

Aquarium maintenance- Setting up of a freshwater community tank and its maintenance. Food and feeding - live feed and formulated feed. Preparation and culture of live feed (*Artemia*, *Infusoria*, *Spirulina*). Control of algal growth, snails and other predators Common disease of ornamental aquarium fishes - their causative agents - virus, bacteria, fungi, protozoa and nematode; symptoms, treatment and prophylactic measures.

Module VII

12Hrs

Indigenous ornamental fishes - Common indigenous ornamental fishes. Identification and biology of the common ornamental fishes. Cyprinids.: *Puntius denisonii* (red line torpedo fish), *Punaus fasciatus* (melan barb), *Puntius*

filamentosus (Indian tiger barb), *Puntius curmuca* (red tailed silver shark), *Danio malabaricus* (Malabar danio); Loaches: *Nemacheilus triangularis* (Zodiac loach). *Lepidocephalus thermalis* (Malabar loach); Cichlids: *Etilia maculatus* (yellow and orange chromides), *E. suratensis* (pearl spot),

Anabantids: *Anabas testudineus* (climbing-'perch) and Catfishes:
Horabagrusbrachysoma (Yellowish catfish). *H. nigricollaris* (White
 collared imperial catfish).

Assignment:

Students are to visit ornamental fish hatchery/ pet shop and submit a report with photos.

References

- Arumugam. N. (2008). Aqua culture, Saras publications, Tamil Nadu, India.
- Axelord, H.R. (1967). Breeding aquarium fishes, T F H Publications.
- Dick Mills (1981). Aquarium Fishes, Arco publishing.
- Dick Mills and Gwynne Vevers, (1982). The Practical encyclopedia of fresh water Tropical Aquarium fishes, Salamander Books limited, London.
- Gahlawat, S.K., et.al. (2007). Manual of experimental Ichthyology, Daya publishing Hipuse, Delhi.
- Gerhard Brunner, (1973). Aquarium plants, T F H Publications. Inc. Ltd.. Hongkong.
- Harishankari. A & A..Bij Kumar, (1997). Aquarium Fishes, B. R. publishing Corporiition, Delhi.
- Jorgen Hansen, (1979). Making your Own aquarium, Bell and Hyman Ltd., London.
- Ramachandran. A. (2002). Breeding, Farming and management of ornamental fishes. School.of Industrial Fisheries, Cochin .University of Science. andTechnology, Cochin-16. _
- Saroj. K. Swain, (2003). Aquarium cave and maintenance, Publ. CIFA, ICAR. Orissa, India.
- Tom Lovell (1998). Nutrition and feeding of fish second Ed. Kluwer

Academic publishers.

- Talwar.P.K., and Thingran.A.G..(1991). Inland fishes Oxford and IBH Publishing Co PVT LTD, New Delhi.

FIRST DEGREE
PROGRAMMEIN
BOTANY

UNDER
CHOICE BASED CREDIT- SEMESTER SYSTEM
(*w.e.f. 2019 admission onwards*)

PROJECT

Project work/Dissertation is compulsory. Students have to begin the project in the 5th Semester and submit the project report for valuation at the end of 6th Semester. Viva-Voce may be conducted for each student at the time of Project evaluation. Project can be carried out either individually or by a group not exceeding 15 students ensuring direct and active participation of each student in the group. The topics shall either be allotted by the supervising teacher or be selected by the student in consultation with the supervising teacher. The project report/dissertation duly attested by the Supervising teacher and Certified by the Head of the Department, has to be submitted on the day of examination of **Practical - III (Core)**. The project shall be evaluated by an external examiner. The project report/ Dissertation (not less than 30 pages) shall be prepared in Times New Roman font size 12 with 1.5 spacing as per the format given below.

1. Title page /Front page (Certified by the **HOD**)
2. Declaration by the candidate
3. Certificate attested by the Supervising Teacher
4. Acknowledgement, if any
5. Table of contents
6. Abbreviation, if any
7. Introduction & Review of Literature
8. Material and Methods 82
9. Results and Discussion (Not less than 10 pages)
10. Summary and Conclusion
11. References

Tables, Graphs, Photographs etc. can be used to present the data. Topics

selected ones should not be repeated and plagiarism should be avoided.

STUDY TOUR

- Field trip to a place of plant diversity within or outside Kerala with a minimum duration of 3 days is compulsory. (Field trips are to be conducted for three days either as continuous or one day trips).
 - A brief report of the trip has to be submitted at the time of Practical Examination

FIRST DEGREE PROGRAMME IN

BOTANY

UNDER

CHOICE BASED CREDIT- SEMESTER SYSTEM

(w.e.f. 2019 admission onwards)

OPEN COURSE -I (B)

MUSHROOM CULTIVATION AND **MARKETING**

Course code : BO1551.2, Number of credits : 2

Number of contact hours : Lecture: 54 hrs

Aim of the course: To create awareness about cultivation methods for mushroom and its economic aspects

Objectives:

- To get knowledge about nutritional and medicinal values of mushrooms
- To understand methods of mushroom cultivation.
- To give insight into the economic significance of mushroom cultivation

MODULE- I

12hrs

- History and introduction: Edible mushrooms and Poisonous mushrooms.
- Systematic position, morphology, distribution, structure of *Agaricus* and *Pleurotus*.

MODULE- II 08hrs

- Nutritional value, medicinal value and advantages- types- milky, straw, button and poisonous mushrooms

MODULE- III 12hrs

1. Cultivation: Paddy straw mushroom – substrate, spawn making. Methods – bed method, polythene bag method, field cultivation.
2. Oyster mushroom cultivation – Substrate, spawning, pre-treatment of substrate. Maintenance of mushroom.
3. Cultivation of white button mushroom – Spawn, composting, spawning, harvesting.

MODULE- IV 12hrs

1. Diseases- Common pests, disease prevention and control measures- *Agaricus*, *Pleurotus* and *Volverilla*.
2. Processing - Blanching, steeping, sun drying, canning, pickling, freeze drying.
3. Storage – short term and long term storage.

MODULE-V 10hrs

1. Common Indian mushrooms.
2. Production level, economic return, Foreign exchange from Mushroom cultivating countries and international trade.
Field Study: Visit to a mushroom cultivating Laboratory

REFERENCES

1. Harander Singh. (1991). Mushrooms- The Art of Cultivation- Sterling Publishers.
2. Indian Journal of Mushrooms. Published by I.M.G.A. Mushroom Research Laboratory. College Agriculture, Solan

OPENCOURSE-I(B)

3. Kaul T N (2001). Biology and conservation of mushrooms. Oxford and IBH publishing company N.Delhi
4. Pandey B P (1996). A textbook of fungi. Chand and Company NewDelhi.
5. Pavel Kalc (2016) Edible mushrooms, Chemical composition and nutritional value, Elsevier book aid international

Expected outcome

- Identify mushrooms, structure and mode of propagation
- Understand commercial mushroom cultivation, marketing and their nutritional value
- Better understanding of methods of processing and storage of mushrooms

OPEN COURSE -I (C)

FORESTRY

Course code : BO1551.3, Number of credits : 2

Number of contact hours : Lecture; 54 hrs

Aim of the course: To enlighten students about forest types and forest produce

Objectives:

- To get a knowledge about types of forest and silviculture
- To get knowledge about forest produce
- To understand agroforestry

MODULE - I

10hrs

1. General introduction to forests- Types of Forest- Natural and Manmade; Tropical, temperate, evergreen semi- evergreen, deciduous; Monoculture, multipurpose, social and industrial. Forest and gene conservation.

MODULE - II

16hrs

1. Silviculture- concept and scope of study of natural and artificial regeneration of forests. Clear felling, uniform shelter, wood selection, coppice and conservation systems. Silviculture of some of the economically important species in India such as *Azadirachta indica*, *Tectona grandis*, *Eucalyptus indica*, *Mahagoni mahagoni*, *Dalbergia sisso* and *Santalum album*, *Artocarpus heterophyllus*, *Hevea brasiliensis*.
2. Wood: Homogenous and heterogenous- spring and autumn wood- Porous and non porous wood- Heart and sap wood.
3. Relevance of wood anatomical studies in Kerala- Identification of wood- preparation of key and their uses.

MODULE - III

10hrs

1. Social and agro forestry. Selection of species and role of multipurpose trees. Food, fodder and energy.
2. Social forest- Avenue plantation. Sacred plants- definition, importance of sacred

trees like *Ficus religiosa*, *Emblica officinalis*, *Aegle marmelos*.

MODULE - IV

09hrs

1. Seed orchards, seed dormancy- Types of dormancy, physical and chemical methods to overcome seed dormancy.
2. Forest laws- necessity, General principles, Indian forest act 1927 and their amendment.

MODULE - V

09hrs

1. Forest resources and utilization. Forest products- timber, pulp wood, secondary timbers, non timber forest products (NTFPs).
2. Definition and scope (brief outline) - Gums, resins, fibers, oil seeds, nuts, rubber, canes and bamboos, medicinal plants, charcoal. Lac collection and marketing.

OPENCOURSE-I(C)

Field Study

1. Identification of wood using key: Teak, Jack wood, Mahogany, Rubber, *Azadirachta*, Eucalyptus.
2. Visit to a plywood factory to have knowledge of wood based industry.

REFERENCES

1. A Hand book of Kerala Timbers- KFRI, Trichur.
2. Anil Kumar Dhiman. (2003). Sacred plants and their medicinal uses. Daya publishing house, NewDelhi
3. B.S. Chundawat and S.K.Gautham. (1996). Text book of Agro forestry. Oxford and IBH Publishing House, NewDelhi
4. Kollmann and Cote (1988). Wood science and Technology. Vol.I & II Springer verlag.
5. Parthiban K T (2016) Forestry, Competition Tutor publishers
6. Praveen Dhar T.(2018). Introduction to Forestry Narendra Publishing House, New Delhi
7. Sagreiya, K.P. (1994). Forests and Forestry (Revised by S.S. Negi). National book trust. NewDelhi.
8. Sharma P.D. (2004). Ecology and Environment. Rastogi publications, Meerut
9. Singh M.P. and Vinita Vishwakarma.(1997). Forest environment and Biodiversity. Daya publishing house, NewDelhi.
10. Tiwari K.M. (1983). Social forestry in India.
11. Tribhawan Mehta, (1981). A handbook of forest utilization. Periodical Expert Book Agency, NewDelhi.

Expected outcome

- Identification of forest types,Forest products and their utilisation and common forest trees of Kerala
- Understanding timber yielding plants and methods of identification of timber
- Understanding of germination of seeds of forest trees, methods to break dormancyof seeds, forest act and methods of preserving forests
- Get knowledge about silviculture and Social forestry

Career-related First Degree program Under ChoiceBased Credit
and Semester (CBCS) System

Group 2 (b)
BIOTECHNOLOGY

SEMESTER II

Core Course-II

**BV1241.1 Environmental
Studies**

Credit: 4

Contact hours: 108 (Theory 72+Practical 36)

Aim and Objective: Students should acquire a basic understanding about the structure function of the environment and its interaction with the living systems. It will impart the geographical distribution of plants and the impact of human intervention in the environment and the delicate balance of various factors in the environment. It gives an idea about the various types of biodiversity and the influence of environmental pollution on the biodiversity.

Module I

18hrs

Definition-Scope and relevance to society and human environment. Need for public awareness

Natural Resources

Renewable and non-renewable resources.

Forest resources: Use and over exploitation. Deforestation,

Mineral resources: Use and exploitation, Environmental effects of extracting and using mineral resources.

Water resources: Use and over exploitation of surface water and ground water, floods, drought. Food resources: Changes caused by agriculture and over grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging and salinity.

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.

Role of an individual in conservation of natural resources

Module II

14 hrs

Ecosystems-Concept of an ecosystem- structure and function of an ecosystem
Biotic and abiotic components- Energy flow in an ecosystem.

Ecological succession-Definition & types.

Food chains -Food web & ecological
Pyramids.

Introduction- types, characteristic features, structure and functions of the following ecosystems.

1. Forest ecosystem 2. Grassland ecosystem 3. Desert ecosystem 4 .Aquatic ecosystems- Ponds,Streams, Rivers, Oceans, Estuaries.

Morphological, anatomical& physiological adaptations of –Hydrophytes, Xerophytes, Halophytes,Epiphytes, Parasites.

Module III

14hrs

Biodiversity and its conservation

Introduction– Definition-genetic, species and ecosystem diversity.Bio-geographical classification of India.

Value of bio-diversity: social, ethical, aesthetic and option values.

Biodiversity at global, National and local levels. India as mega-diversity nation.

Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wild life, man-wild lifeconflicts.

Endangered and endemic species of India.Conservation of biodiversity: *In-situ* and *Ex-situ* conservation of biodiversity. Nationalparks and wildlife sanctuaries.

Species concept and diversity. α , β , γ diversity. Ecological niche, eco- types & ecological indicators.

Environmental pollution

1. Definition causes, effects and control measures of–1.Air pollution 2.Water pollution 3.Soilpollution
4. Marine pollution 5. Noise pollution6. Thermal pollution 7. Nuclear hazards.
2. Solid waste Management (brief account only): Causes, effects and control measures of urban and industrial wastes.
3. Disaster management(brief account only): Floods, earthquake, cyclone and land slides

Module IV

14hrs

Social issues and the Environment

1. From unsustainable to sustainable development. Urban problems related to energy. Waterconservation, Rainwater harvesting, water shed management.
2. Environmental ethics: Issues and possible solutions.

3. Climate change. Global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.
4. Environment protection Act. Air [prevention and control of pollution] Act. Water [prevention and control of pollution] Act. Wild life Protection Act. Forest conservation Act. Hill preservation Act. Public awareness.
5. Forest Management. Brief study of the major forests in India. Influence of forest on environment. Social forestry.
6. Mangrove vegetation of Kerala. Need of protection of mangrove vegetation.

Module V

Phytogeography

6 hrs

Principles and vegetational types of India-tropical rain forest, sholas and deciduous forest-sand dunes and mangroves, scrub jungle, phytogeographical regions of India.

Module VI

6 hrs

Natural hazards and disaster management

1. Introduction to Hazards- Hazard classification-types of hazards.
2. Natural Hazards: causes, (continental drift, plate tectonics, sea floor spreading, isostasy, etc.,) distribution pattern, consequences and mitigation: Earthquake, Tsunami, Volcanoes, Cyclone, Flood, Drought, Landslide, cold and heat hazards, forest fire, etc.,- causes, types, distribution adverse effects, etc.
3. Man-made hazards, Bomb threat, explosion, hazardous material spill, Fire, Terror attacks, Nuclear hazards.
4. Disaster introduction, disaster Management, Capability, Vulnerability, risk-preparedness and mitigation. Disaster management cycle, community planning, education and Engineered structural strengthening techniques- Hazard zonation and mapping, Risk reduction measures-Unexpected loss of income, Financial emergency and Insurance

Practical

36 hrs

Study of ecological and anatomical modifications of Xerophytes, Hydrophytes, halophytes, epiphytes and Parasites.

Study of plant community by quadrat method.

Observation and study of different ecosystems mentioned in the syllabus.

Determination of frequency and density constituent of plant species in a terrestrial community through quadrat and transect (line, belt).

Phytogeographical regions of India.

Suggested Reading

1. Ecology, Students and Friends & Co. Varanashi.
2. Kumaresan B. – *Plant Ecology & Phytogeography* – Rastogi Pub:
3. Odum Eugene P – *Fundamentals of Ecology*, Edn. Philadelphia & Saunders, Tokyo, Toppon.
4. Periasamy, K. – *Elements of Plant Ecology*, (M.K. Publications).
5. Sharma, P.D. – *Elements of Ecology* (Rastogi's Company Ltd., Publications).
6. *The Geography of Flowering Plants* - Good
7. Vashista P.C – *Plant Ecology* Edu. Vishali Publications.

SEMESTER III

Core Course

BV1344 Food and Industrial Biotechnology

Credits: 4

Contact Hours: 90 (T 54 + P

36)

Aim and Objective: The students will be introduced to the industrial application of Food Biotechnology and Bioprocess technology through this course. Students should be trained to understand commercial importance of biotechnology through its industrial aspects.

Course Outcome: Students will be able to understand the potential of food and industrial biotechnology and career opportunities in industries R & D

Module I

6 hrs

Concepts and development-Microbes in industry- Industrially important microorganisms, screening and isolation; Important industrial fermentation products- an overview.

Module II

8 hrs

Fermentation

The biological process of fermentation- various types of fermentation, alcohol fermentation, scale up of biological reactions in to bioprocess; Bioreactors-types of bioreactors / Fermentors, parts of a bioreactor.

Module III

10 hrs

Upstream Processing: Media for fermentation, characteristics of ideal production media, media sterilization, aeration, pH, temperature; batch fermentation, continuous fermentation, chemostatic cultures

Down stream processing: Down stream processing and product recovery, Different physical and chemical methods for the separation of fermentation products

Module IV

10 hrs

Agricultural waste and food industry wastes as the substrate for fermentation, solid state fermentation; production of single cell proteins, microbial production of enzymes- protease and amylase; Immobilization of cells and enzymes-applications

Module V

6 hrs

Microbial production of antibiotics-Penicillin, vitamins- B₁₂, amino acids- Glutamic acid; Organic acid-Citric acid; Beverages- beer, wine; solvents- ethanol, butanol.

Module VI

14 hrs

Food Biotechnology

Fermented foods- Industrial process of cheese, yoghurt, sauerkraut making.

Food spoilage: types of spoilage, microbes in food spoilage -canned foods, meat, fish.

Hazardouseffect of food spoilage- food poisoning, mycotoxins, food borne diseases and intoxications

Food preservation- principles of preservation of foods, methods of food preservation, biopreservatives

Dairy Biotechnology-Microbes in dairy industry, contamination, spoilage, dairy products, Pasteurization, milk borne diseases

Practicals

Experiments for Industrial Biotechnology Practical

36 hrs

1. Isolation of yeast from fruit samples and its culturing.
2. Preparation of media for alcohol fermentation by yeast.
3. Preparation of Ethyl alcohol from glucose by Yeast fermentation
4. Separation and quantification of ethanol by distillation (demonstration)
5. Production of wine (Demonstration)
6. Isolation of microorganisms from spoiled food and identification
7. Isolation of organisms from curd/ milk and fermentation of lactose
8. Demonstration of setting laboratory fermentor- basic features, purpose, procedure

Industrial Visit:

The students are required to visit an industry related to the subject in semester 3. A detailed report of the industrial visit must be submitted by each student for evaluation on the day of practical examination Biotechniques II, in semester 4.

Suggested Reading

1. Fermentation technology- Whittaker,
2. Food Microbiology- M R Adamas & M O Moss; Panima Publishing Corporation, New Delhi.
3. Food Processing – Biotechnolical Applications- S S Marwaha & J K Arora, AsiatechPublishers Inc., New Delhi
4. Fundamentals of Microbiology, Jones & Bartlett Publishers, Boston, USA.
5. Industrial Microbiology – A H Patel, Panima Publishing House New Delhi.
6. Introduction to Genetic Engineering & Biotechnology- A. J. Nair; Jones & BartlettPublishers, Boston, USA.
7. Microbiology (7th Ed)- Prescott L. M., Harley, J. P., and Klein D. A. Mc Graw Hill, New York
8. Modern Concept of Biotechnology- H D Kumar; Vikas Publishing House Pvt. Ltd., New Delhi.

BV1544 Environmental Biotechnology

Credits: 3

Contact hours 54 (Theory 36 + Practical 18)

Aim and Objective: This core course is concerned with the application of biotechnology in keeping the environment clean and healthy. Various techniques are described and will be benefited by the students in their higher studies in biotechnology.

Course outcome: Student gains an understanding of the need of application of Biotechnology in environment for its protection and a sustainable future.

Module I 5 hrs

Introduction Ecosystem, Biodiversity, Types of ecosystem and biosphere.

Module II 5 hrs

Pollution: sources of pollution, general characteristics of domestic wastes, community wastes, agricultural wastes, effect of solid waste in the environment

Module III 6 hrs

Air pollution: aerosol, smog. Air quality standards.

Water pollution: Organic load in aquatic systems, BOD and COD, microbial quality of water, drinks and food. Use of biotechnology in the treatment of municipal wastes and hazardous industrial effluents.

Module IV 8 hrs

Bioremediation: Microbial degradation of pesticides, herbicides and other toxic chemicals in the environment, Biological control of pests and insects, Biopesticides- *Bacillus thuringiensis*, bioherbicides; Application of biotechnology in the production of biofertilizers and nitrogen fixation

– nitrogen fixing microorganisms, mycorrhiza

Module V 4 hrs

Renewable and non renewable energy resources.

Conventional fuels and their environmental impacts (fire wood, vegetable oils, animal fats, coal, petroleum)

Module VI

5 hrs

Non-conventional energy sources

Biomass: utilization of biomass as energy source– application of microbes in production of fuels from biomass-biogas and methanogenic bacteria, microbial hydrogen production, production of methanol, ethanol and other types of chemicals from biomass and agricultural wastes, the gasohol experiment.

Solar energy converter, artificial photosynthesis- artificial leaf.

vegetable oils as engine fuels- biodiesel, energy crops-

jojoba, jatropha

Possibility of plant based petroleum industry and cellulose degradation for combustible fuels.

Module VII

3 hrs

Bioleaching

Enrichment of ores by microorganisms- bioaccumulation and biomineralisation. Bio-assessment of environmental quality.

Biosensors.

Practical

18 hrs

Experiments for Environmental Biotechnology

1. Microbiological assessment of drinking water- water from well, river, pipeline and packaged drinking water
2. Isolation of microbes from the environment- from air, soil, floor of the lab and water.
3. Assessment of organic load in aquatic systems and factory effluent- Determination of BOD and COD.
4. Biogas production by methanogenic bacteria or by mixed culture.
5. Isolation of nitrogen fixing bacteria from leguminous plants
6. Determination of N, P and K in biofertilizers

Suggested readings

1. Biodiversity- Status and Prospects- Pramod tandon etal Narosa Publishing House, New Delhi
2. Biological Conservation – Spellergerg I F
3. Biological waste water treatment 2nd Edition- Grady C P L
4. Biotechnology – B D Singh; Kalyani Publishers, New Delhi

5. Biotechnology fundamentals and applications – Purohit & Mathur; Agrobotanica, India
6. Ecology 2nd Edn, Subrahmanyam N S, Sambamurty V.S.S; Narosa Publishing House.
7. Environmental Biotechnology - Alan Scragg; Longman, England
8. Environmental issues and Options – Mishra C.

Open course for students from other

DepartmentsBV 1554. Basics of

Environmental Biotechnology

Credits: 2

Contact hours 54

Aim and Objective: This course is aimed to bring an enthusiasm on environmental protection and it should give the contribution of biotechnology techniques to keep the environment clean and healthy. As well it should highlight the economic aspects in the application of biotechnology in protecting the environment from pollution.

Course Outcome: The students understand the importance of environmental protection and the role of biotechnology in it.

Module I

15 hrs

Introduction Environment Basic concepts- Atmosphere, hydrosphere, lithosphere, biosphere Scope and Importance of Environmental Biotechnology; Pollution-sources of pollution, general characteristics; Environmental legislation-water Act; Forest Act; Environmental Protection act.

Module II

15 hrs

Water pollution: Organic load in aquatic systems - BOD and COD, microbial quality of water, Laboratory methods for the detection of coliforms in drinks and food; fecal and non-fecal bacteria; Treatment of municipal wastes and hazardous industrial effluents.

Module III

12 hrs

Non-conventional energy sources: Biomass: utilization of biomass as energy source— application of microbes in production of fuels from biomass- biogas and methanogenic bacteria, Steps and process of Biogas production; vegetable oils as engine fuels, energy crops-jojoba; Bioplastics

Module IV

12 hrs

Bioremediation: herbicides and other toxic chemicals in the environment; Biodegradation, phytoremediation, superbug; Biopesticides- *Bacillus thuringiensis*, bioherbicides; Solid waste treatment-Composting, vermicomposting; Disposal of sludge- Land filling, lagooning

Suggested readings

1. Basics of Biotechnology- A. J. Nair; Laxmi Publications, New Delhi.
2. Biodiversity- Status and Prospects- Pramod tandon etal Narosa Publishing House, New Delhi
3. Biological Conservation – Spellergerg I F
4. Biological waste water treatment 2nd Edition- Grady C P L
5. Biotechnology – B D Singh; Kalyani Publishers, New Delhi
6. Biotechnology fundamentals and applications – Purohit & Mathur; Agrobotanica, India
7. Biotechnology –U. Sathyanarayana; Biotechnology – U. Sathyanarayana Books and Allied (P)Ltd, Kolkata
8. Ecology 2nd Edn, Subrahmanyam N S, Sambamurty V.S.S; Narosa Publishing House.
9. Environmental Biotechnology - Alan Scragg; Longman, England
10. Environmental issues and Options – Mishra C.
11. Microbiology (7th Ed) Prescott L. M., Harley, J. P., and Klein D. A. Mc Graw Hill,

New York

BV1661 Project Work / Dissertation

An independent project or dissertation work related to Biotechnology has to be carried out by each student during the VI semester under a faculty member of the college, with in the college or an external Institute/ Department / University duly certified by the Head of the Department and supervising teacher. The thesis in the prescribed format should be submitted for evaluation at the viva voce examination in VI semester.

First Degree Programme in MATHEMATICS

**under Choice Based Credit and Semester
System**

Semester V

Business Mathematics (Open Course)

CODE: MM 1551.2 Instructional hours per week: 3 No. of Credits: 2

Module I – Basic Mathematics of Finance (18

hours) Nominal rate of Interest and effective rate of interest, Continuous Compounding, force of interest, compound interest calculations at varying rate of interest, present value, interest and discount, Nominal rate of discount, effective rate of discount, force of discount, Depreciation.

(Chapter 8 of Unit I of text [1] - Sections: 8.1, 8.2, 8.3, 8.4. 8.5, 8.6, 8.7, 8.9)

Module II – Differentiation and their applications to Business and Economics (18 hours) Meaning of derivatives, rules of differentiation, standard results (basics only for doing problems of chapter 5 of Unit 1)

(Chapter 4 of unit I of text [1] - Sections: 4.3, 4.4, 4.5, 4.6)

Maxima and Minima, concavity, convexity and points of inflection, elasticity of demand,

Price elasticity of demand

(Chapter 5 of Unit I of text [1] - Sections: 5.1, 5.2, 5.3, 5.4, 5.5. 5.6, 5.7)

Integration and their applications to Business and Economics: Meaning, rules of integration, standard results, Integration by parts, definite integration (basics only for doing problems of chapter 7 of Unit 1 of text)

(Chapter 6 of unit I of text [1] - Sections: 6.1, 6.2, 6.4, 6.10, 6.11)

Marginal cost, marginal revenue, Consumer's surplus, producer's surplus, consumer's surplus under pure competition, consumer's surplus under monopoly

(Chapter 7 of unit I of text [1] - Sections: 7.1, 7.2, 7.3, 7.4, 7.5)

Module III – Index Numbers

(18 hours)

Definition, types of index numbers, methods of construction of price index numbers, Laspeyer's price index number, Paasche's price index number, Fisher ideal index number, advantages of index numbers, limitations of index numbers

(Chapter 6 of Unit II of text [1] - Sections: 6.1, 6.3, 6.4, 6.5, 6.6, 6.8, 6.16, 6.17) Time series: Definition, Components of time series,

Measurement of Trend (Chapter 7 of Unit II of text [1] - Sections: 7.1, 7.2, 7.4)

Texts

Text 1 – B M Agarwal. *Business Mathematics and Statistics*, Vikas Publishing House, New Delhi, 2009

References

Ref. 1 – Qazi Zameeruddin, et al . *Business Mathematics*, Vikas Publishing House, NewDelhi, 2009

Ref. 2 – Alpha C Chicny, Kevin Wainwright. *Fundamental methods of Mathematical Eco-nomics*, 4th Edition, Mc-Graw Hill

Semester V

Project preparation - From selecting the topic to presenting the final report

Instructional hours per week: 1

To complete the undergraduate programme, the students should undertake a project and prepare and submit a project report on a topic of their choice in the subject mathematics or allied subjects. The work on the project should start in the beginning of the 5th semester itself, and should end towards the middle of the 6th semester. This course (without any examination in the 5th semester, with a project report submission and project viva in the 6th semester) is introduced for making the students understand various concepts behind undertaking such a project and preparing the final report. Towards the end of this course the students should be able to choose and prepare topics in their own and they should understand the layout of a project report.

To quickly get into the business, the first chapter of text [1] may be completely discussed. Apart from that, for detailed information, the other chapters in this book may be used in association with the other references given below. The main topics to discuss in this course are the following:

Quick overview : The structure of Dissertation, creating a plan for the Dissertation, planning the results section, planning the introduction, planning and writing the abstract, composing the title, figures, tables, and appendices, references, making good presentations, handling resources like notebooks, library, computers etc., preparing an interim report.

Topics in detail : Planning and Writing the Introduction, Planning and Writing the Results, Figures and Tables, Planning and Writing the Discussion, Planning and Writing the References, Deciding On a Title and Planning and Writing the Other Bits, Proofreading, Printing, Binding and Submission, oral examinations, preparing for viva, Taking the Dissertation to the Viva

Layout : Fonts and Line Spacing, Margins, Headers, and Footers, Alignment of Text, Titles and Headings, Separating Sections and

Chapters

Texts

Text 1 – Daniel Holtom, Elizabeth Fisher. *Enjoy Writing Your Science Thesis or Dissertation – A step by step guide to planning and writing dissertations and theses for undergraduate and graduate science students*, Imperial College Press

References

Ref. 1 – Kathleen McMillan, Jonathan Weyers. *How to write Dissertations & Project Reports*, Pearson Education Limited

Ref. 2 – Peg Boyle Single. *Demystifying dissertation writing : a streamlined process from choice of topic to final text*, Stylus Publishing, Virginia

FACULTY OF COMMERCE

Scheme and syllabus for the First Degree Programme in Commerce under the Choice Based Credit and Semester System (CBCS)(To be introduced from 2018admissions)

Semester I

Foundation Course I: CO 1121

METHODOLOGY AND PERSPECTIVES OF BUSINESS EDUCATION

No of instructional hours per week: 4

No of credits: 2

Aim of the course: To provide the methodology for pursuing the teaching learning process with a perspective of higher learning in business education.

Course Objectives:

1. To create a basic awareness about the business environment and the role of business in economic development.
2. To provide a holistic, comprehensive and integrated perspective to business education
3. To give a fundamental understanding about ethical practices in business.

Module I: - Meaning of business information- learning business information - methods and techniques of collecting and learning business information- business linkages between business and different economic systems- meaning of economic systems - their functioning - different economic systems and their features - capitalism, socialism, communism and mixed economy. Different forms of business organizations - individual and organized, family and corporate, business for profit and business not for profit. Business entities - Individual, partnerships, co-operatives, trusts, undivided families, joint stock companies, Joint ventures –MNCs. (Basic concepts only) (15 Hours)

Module II: - Economic sectors of the Economy: An Overview – primary sector, secondary sector, tertiary sector - business examples in different sectors. Emerging areas in Service sector- Tourism, IT, Healthcare, KPO, BPO, Event Management etc. (A brief study only) (10 Hours)

Module III: - Business – objectives -economic - social. Establishing business - steps - environmental analysis: legal, physical, financial, social, economic, technical etc. - idea generation- mobilization of financial resources – sources- savings –loans and advances – shares. Role of entrepreneur. Payment to government – taxes, direct and indirect.(a brief study only) Economic development- meaning, measures of economic development- role of business in economic development - company, industry and economy interrelationship. Role of business (public sector and private sector) in economic development. New Economic Policy - Liberalization, Privatization and Globalization - merits and demerits. Managerialism- features. Infrastructure for industrialization and economic growth of an economy. (20 Hours)

Module IV: - Trained manpower for quality enhancement- role of trained manpower for quality at individual level, family level, organizational level and national level - Human Capital Management - concept, importance and benefits. Quality of life and Quality of Work Life - Quality circle. Management problems in small, medium and large organizations. Use of technology in business (a brief study only).

Business ethics - concept, need and importance.

Social ethics, social responsibility and social service – role of NCC and NSS in promoting social values among students. (a brief study only) (15 Hours)

Module V: - Individual and team presentations by observation, reading techniques - listening to lectures, note taking- seminars and workshops - conferences and symposiums, field studies, case studies and project reports (a brief study only) (12 Hours) Note:

1. A field study on how far privatisation and globalisation enhance the quality of manpower.
2. Students are to be organised into groups of five and should be required to present papers on topics relating to the role of business in economic development and ethical practices in business. The assignments are to be based on the presentations made in the specified areas.

Books recommended:-

1. Keith Davis and William Frederic. *C. Business and Society: Management, Public policy, Ethics*, International student Edition McGraw- Hill Book Co New Delhi
2. Cherunilam Francis: *Business Environment* - Himalaya Publishing House, New Delhi.
3. C.B.Gupta: *Business Organisations and Management*- Sultan Chand, 8th Edition 2013
4. Murthy CSV: *Business Ethics and Corporate Governance*, Himalaya Publishing House N.M.Khandelwal : *Indian Ethos and Values for Managers*
6. R. R. Gaur, R. Sanghal, G. P. Bagaria; *Human Values and Professional Ethics*.
7. Andrew Crane: *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, DIRIC Matteu Oxford University Press, New Delhi.
8. Aswathappa, K: *Essentials of Business Environment*, Himalaya Publishing House, New Delhi.
9. Dutt R. and Sundharam K.P.M.: *Indian Economy*, S. Chand, Delhi.
10. DuttRuddar: *Economic Reforms in India-A Critique*; S. Chand, New Delhi.
11. Misra S.K. and Puri V.K.: *Indian Economy*- Himalaya Publishing House, New Delhi.

Core Course I: CO 1141 – ENVIRONMENTAL STUDIES

No. of instructional hours per week: 4

No. of Credits: 3

Aim of the course: To develop knowledge and understanding of the environment and enable the students to contribute towards maintaining and improving the quality of the environment.

Course objectives:

1. To enable the students to acquire basic ideas about environment and emerging issues about environmental problems.
2. To give awareness about the need and importance of environmental protection

Module I: Environmental studies – meaning – scope – importance (4hrs)

Module II: Ecology and Ecosystems, Biodiversity and its Conservation, and Natural resources – meaning of ecology – structure and function of an ecosystem – producers – consumers – decomposers
 – energy flow in the ecosystem – ecological succession- food chain – food webs and ecological pyramids . Ecosystem – concept– types of ecosystems – structure and functions of forest ecosystem, grass land ecosystem- desert ecosystem, aquatic

ecosystem. Biodiversity and its conservation- introduction- definition- genetic, species and ecosystem diversity- value of biodiversity – biodiversity at global, national and local levels – India as a mega-diversity nation – hot-spots of diversity – threats to diversity – conservation of diversity in situ,ex-citu. Natural resources- features- air resources, forest resources, water resources, mineral resources, food resources- energy resources, land resources- over exploitation of natural resources- consequences- conservation of natural resources- role of an individual in conservation of natural resources (25 Hrs)

Module III: Industry and environment - pollution – environmental pollution – soil pollution – air pollution – water pollution – thermal pollution – noise pollution – causes, effect and control measures – waste management – waste minimisation through cleaner technologies – reuse and recycling - solid waste management.(18hrs)

Module IV: Social issues and environment – Unsustainable to sustainable development – urban problems related to energy - water conservation - water harvesting - resettlement and rehabilitation

of people- environment ethics-waste land reclamation-consumerism and waste products. (15 hrs)

Module V: Human Population and environment – population growth – variation among nations – population explosion – environment and human health – human rights – value education – Women and child welfare. (10hrs)

Note: All students must visit a local area to document environmental issues and prepare a brief report on the same identifying issues involved and suggesting remedies.(This will be a part of the internal marks. i.e. for EVS the internal marks = attendance – 5 marks + test paper – 5 marks + field study report – 10 marks)

Books recommended

Misra.S.P and Pandey .S.N. *Essential Environmental Studies*, Ane Books India, New Delhi. Kiran B. Chokkas and others.*Understanding Environment*, Sage Publications New Delhi.

Arumugam N. and Kumaresan V. *Environmental Studies*, Saras Publications, Kanyakumari. Benny Joseph. *Environmental Studies*, Tata McGraw-Hill Publishing Co.Ltd.,New Delhi.

CORE COURSE IV: CO1242- BUSINESS REGULATORY FRAMEWORK

No. of instructional hours per week: 4

No. of credits: 3

Aim of the course: To acquaint the students with the legal framework influencing business decisions and operations.

Course objective:

1. To provide a brief idea about the framework of Indian business Laws
2. To enable the students to apply the provisions of business laws in business activities

Module 1: Introduction to law- Meaning of law- definition of law – importance of law- branches of law –sources of law- mercantile law- importance- sources- other business regulations – statutory and professional- objectives(basic study only)(4 hrs)

Module 2: Law of contracts- The Indian Contract Act 1872- definition of contract – law of contracts- nature of contracts- classification- essential elements of a contract- offer and acceptance – considerations- capacity of parties- coercion- undue influence, fraud, mistake,misrepresentation, free consent legality of object and considerations- performance of contract- discharge of contract- breach of contract- remedies for breach of contract. (25 hrs)

Module 3: Special contracts- Bailment and pledge- bailment definition- essential elements- rights and duties of bailor and bailee – finder of lost goods. Pledge - essentials- rights and duties of Pawner and Pawnee. Indemnity and guarantee- indemnity –definition- nature of liability of surety, rights of surety, discharge of surety. Meaning and definition of guarantee.Law of agency – essentials, kinds of agents- rights and duties agent and principal - creation of agency, termination of agency contract.(15 hrs)

Module 4: Sale of Goods Act 1930-meaning of contract of sale- formation of contract of sale – Goods and their classification- condition and warranties- transfer of property in goods- performance of contract of sale- unpaid seller and his rights. (8 hrs)

Module 5: Regulatory authorities - salient features and functions, IRDA,TRAI,Intellectual Property Rights - meaning – patent rights- trademarks- copy rights-plagiarism. Right to Information Act, 2005- objects of the Act- information to be disclosed by public authorities- exemption from disclosure of information- request for obtaining information- Central Information Commission- State Information Commission- powers and functions of Information Commission. (20 hrs)

Recommended Practical

- 1) Prepare model of a (a) Power of Attorney Contract (b) Indemnity Bond (c) Contract of Guarantee
- 2) Collect newspaper cuttings relating to Right to Information Act, TRAI and Intellectual Property Rights, with special focus on recent legal judgments.
- 3) Prepare a Model RTI Application for obtaining information under the Right to Information Act.

Books Recommended

1. Kapoor. N .D, *Business law*, Sultan Chand and Sons
2. Chandha P.R, *Business law*gajgotia, New Delhi
3. Garg K.C, V.K Surendran, Mahesh Sharma and Chawla R.C, *Business regulatory frame work*, KalyaniPublishers, New Delhi
4. Tulsian P.C, *Business Laws*, Tata McGraw-Hill publishing Co.Ltd, New Delhi
5. B S Moshal, *Modern Business law*, Ane books, New Delhi
6. Awathar Singh, *Company Law*, Eastern Law Books
7. BARE Acts: *Contract Act, Sale of Goods Act, RTI Act 2005 IRDA, TRAI*

Complementary Course II: CO 1231 - BUSINESS MATHEMATICS

No. of instructional hours per week: 4

No. of Credits: 3

Aim of the Study: To enable students to acquire knowledge in applying basic mathematical tools in practical business decisions.

Objectives:

1. To familiarise the students with the basic mathematical tools.
2. To impart skills in applying mathematical tools in business practice

Module 1:- Number sense:- fractions and mixed numbers and their operations, percentage, comparing and ordering fractions and decimals, changing from decimals to percentage and decimals to fractions, calculating and converting percentages, fractions and decimals, unit conversions, order of operations in Mathematics, bar diagram and pie diagram, interpreting graphical representations. Permutations and Combinations (an overview).(12 hours)

Module 2: Matrix: - Matrices– Matrix operations (addition, subtraction, constant multiplication and multiplication)- Determinants-Minors and cofactors-ad joint - Inverse of a Matrix, solving linear equation with matrix using Cramer’s Rule and Inverse- Set theory: definition-Null set- Subset-Power set-Equal set-Union, Intersection etc. (15 hours)

Module 3: - Basic Algebra: Linear equation- simultaneous linear equations, extrapolation & interpolation with line graphs.Quadratic equations, quadratic equation by factoring, polynomial problems.Calculus: Concept and rules of differentiation-Partial Differentiation- Integration – Standard equations (Simple Problems only) (18 hours)

Module 4: - Mathematical application in business: -Depreciation- methods of depreciation, partial year depreciation and changes in estimates, accelerated depreciation methods. Payroll cost calculations, Property tax calculations, exchange rates and currency conversion. (12 hours)

Module 5: - Mathematics for Financial Analysis: - Present and Future Value: Calculating the time value of money; Value of an Annuity and Present value of an annuity; pricing cost: markup and break-even pricing; financial ratio-calculation and analysis; dividend and interest calculation on investments. (15 hours)

Reference Books:

1. *Mathematics for Economics and Finance:* Martin Anthony, Norman Biggs, Cambridge low price editions, 2000.
2. *Business Mathematics:* D.C. Sancheti, V.K. Kapoor, Sultan Chand & Sons Publications, 2006.

3. *Business Mathematics*, J.K. Singh, Himalaya Publishing House.
4. *Mathematics for Business and Economics*: J.D. Gupta, P.K. Gupta, Man Mohan, TataMcGrawHill Publishing Company Ltd.
5. *Mathematics of Finance*: 2nd Edition Schaum's Outline Series Peter Zima, Robert Browns TataMcGrawHill Publishing Company Ltd
6. *Business Mathematics*: Dr. AmarnathDikshit & Dr. Jinendra Kumar Jain.
7. *Business Mathematics*: Bari – New Literature publishing company, Mumbai
8. *Mathematics for Economics and Business*: RS Bhardwaj, 2010, Excel Books
9. *Business Mathematics*: Zameerudin, Qazi, V.K. Khanna & S.K. Bhambri, Vikas Publishing House Pvt. Ltd, New Delhi.

SEMESTER III

CORE COURSE V: CO 1341-ENTREPRENEURSHIP DEVELOPMENT

No of instructional hours per week: 4

No. of credits: 3

Aim of the Course: To equip the students to have a practical insight for becoming an entrepreneur

Course Objectives:

1. To familiarize the students with the latest programmes of Government in promoting small and medium industries.
2. To impart knowledge regarding starting of new ventures.

Module I: Entrepreneurial Competencies:- Entrepreneurship - concept-Entrepreneurship as a career- Entrepreneurial Personality-characteristics of a successful entrepreneur-qualities and skills of successful entrepreneur-classification of entrepreneur-Entrepreneurial Functions-factors affecting entrepreneurial growth- women entrepreneurs- problems. (12 Hrs)

Module II: Entrepreneurial Environment: - Business Environment-Role of family and Society- Entrepreneurship Development - Training and other Support Organizational Services- phases of EDP
-Central and State Govt Industrial Policies and Regulations-MSME Act 2006.(15 hrs)

Module III: Business Plan And Feasibility Study: - Sources of Project Idea-Feasibility Study-Criteria for Selection of Project-techniques for Project appraisal-preparation of Feasibility Report- Profile Preparation -matching Entrepreneur with the Project-Feasibility Report Preparation and Evaluation Criteria-factors affecting Project Development. (15 hrs)

Module IV: Project Report Preparation: - Project Report-Requirements of a good report-General Principles of a Good Report-Performance of a Project Report (15 hrs)

Module V: Launching of Small Business: - Finance and Human Resource Mobilization- Operations Planning-Market and Channel Selection-Growth Strategies-Product Launching-Incubation, Venture Capital, startups-Techno parks-Industrial Estates-Incentives-Institutional Support Subsidies-DIC- SIDBI-SISI-KVIC-NIESBUD-Singlewindow - Margin Money-Seed Capital-Registration- Industrial Sickness - Causes and Prevention - Rehabilitation - Effective Management of Small Business. (15 hrs)

Recommended Practicals:

1. Interview a local entrepreneur and acquire practical knowledge in starting business.
2. Visit any institution supporting entrepreneurship and prepare visit report.
3. Generate unique project ideas and prepare feasibility report.
4. Prepare a project report for establishing a new business.

Books Recommended

1. Vasanth Desai, *Small Business Entrepreneurship*, Himalaya Publications
2. Sangram Keshrai Mohanty, *Fundamentals of Entrepreneurship*, PHI, New Delhi.
3. Sontakki C N, *Project Management*, Kalyani Publishers, Ludhiana.
4. MSME Act 2006
5. Peter F. Drucker - *Innovation and Entrepreneurship*

6. Nandan H. *Fundamentals of Entrepreneurship*, PHI, New Delhi
7. Shukla M.B. *Entrepreneurship and small Business Management*, Kitab Mahal Allahabad
8. Sangam Keshrai Mohanty. *Fundamentals of Entrepreneurship*, PHI, New Delhi.

Core Course VII CO 1343: COMPANY ADMINISTRATION

No: of Instructional Hrs per week – 4

No: of

credits: 3 Objectives:

1. *To familiarize the students about the salient provisions of Indian Companies Act 2013.*
2. *To acquaint the students with Management and Administration of Companies, Compliance requirements, investigation into the affairs of the company and Winding up procedure.*

Module I: Introduction to Company Law: - Definition. Types of Companies-Public Company-Private Company-One man Company-Government Company-Guarantee Company-Incorporation of companies-Memorandum of Association-Articles of Association-Table A and its contents. (15Hrs.)

Module II: Management and Administration:- Constitution of Board of Directors- - Appointment – functions and responsibilities of Board of Directors - Board Committees- Audit Committee--Board Meetings- General Body Meetings- Voting- Quorum- Minutes- Proxy- Resolutions—Special— Ordinary—By circulation— e-resolution. (15Hrs)

Module II: Disclosure and Transparency: - Annual return- Boards report- report on AGM- Promoters holdings- Interested directors- Related party disclosures- Online Filing of Documents- Directors' Identification Number. (15Hrs)

Module IV: Compliances, Governance and CSR – Key managerial Personnel – Secretarial Audit – Corporate Social Responsibility – Responsibilities and challenges of Company Secretary. (15Hrs)

Module V: Winding Up: -Voluntary Winding up- Winding Up by National Company Law Tribunal- Winding Up by Liquidators- Summary Procedure for Liquidation. (12 Hrs)

Recommended Practicals

- 1) Prepare Model Notice and Minutes for different types of

Company Meetings:

- a) Statutory Meeting
 - b) Annual General Meeting
 - c) Extra-ordinary General Meeting
- 2) Prepare a record compiling all the essential documents needed at various stages of the formation of a Public Limited Company

- 3) Visit a company in your locality for which CSR compliance is mandatory under requirements of the Companies Act, 2013. Collect details of their CSR Action Plans and CSR initiatives implemented by them and prepare areport.

References

1. *Indian Companies Act 2013*
2. *Elements of Company Law*- N.D. Kapoor, Sultan Chand and Sons, New Delhi
3. *The Company Law*- Avatar Singh
4. *Company Law*- Majumdar.
5. Kuchal M C, *Secretarial Practice*, Vikas Publications, New Delhi.

Complementary Course III: CO 1331 - E-Business

No of instructional Hours per week: 4

No. of credits: 3

Aim of the Course: To expose the students to e- business and its potentialities. Course Objectives

1. To provide students a clear-cut idea of e-commerce and e-business and their types and models.
2. To acquaint students with some innovative e-business systems.
3. To impart knowledge on the basics of starting online business.

Module 1: E-Business - meaning- Types - Models – benefits and limitations of e-Business, E-Commerce – Models – e business vs. ecommerce, internet marketing and e-Tailing, E-Marketplace
– types and features, E- Auction – types. (18Hours)

Module 2: E-business Systems (basic concept only)
Integration of e-business suits – ERP, e-SCM, CRM, e-procurement, e-payment.

(12 hours)

Module 3: e-Business Application

E-Tourism, online employment and job market, online real estate, online publishing and e- books, online banking and personal finance, e-grocers, e-shopping, online delivery of digital products, entertainment and media. E-learning and online education (14 hours)

Module 4: E-Governance Meaning, Definition, Models – G2G, G2B, G2C. ICT & E-Governance, Benefits and risks of E-Governance. Successful e-governance initiatives in Kerala and other Indian states. E-citizen, E-service – e-filing, E-society.(18 hours)

Module 5: Launching a successful online Business and EC projects -Requirements, funding options, processes, techniques, and website design (theory only).(10 hours)

Reference books

1. *Electronic Commerce: A Managerial Perspective*, Turban, E. et al., Prentice Hall
2. *Electronic Business and Electronic Commerce Management*, Dave Chaffey, Prentice Hall
3. *E-learning Tools and Technologies*: Horton and Horton, Wiley Publishing
4. *Electronic Commerce*, Bharat Bhaskar. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
5. *E-Governance*, Pankaj Sharma. APH Publishing Corporation, New Delhi
6. *E-Business Fundamentals*, Bansal S.K. APH Publishing Corporation, New Delhi.

Complementary Course IV: CO 1431 - BUSINESS STATISTICS

No. of instructional hours per week: 4

No. of credits: 3

Aim of the course: To develop the skill for applying appropriate statistical tools and techniques indifferent business situations.

Course Objectives:

1. To enable the students to gain understanding of statistical techniques those are applicable to business.

2. To enable the students to apply statistical techniques in business.

Module I: Introduction- Meaning, definition, functions, and importance of statistics.- distrust of statistics –statistical studies - census study vs. sample study - collection of data – primary and secondary - methods of data collection– sampling - theoretical basis for sampling – methods of sampling – probability methods vs. non- probability methods. Classification, tabulation and presentation of data. Measures of dispersion.– Range, Quartile Deviation, Mean Deviation Standard Deviation. (a review only) (17 hrs)

Module II: Correlation - Meaning and definition-correlation and causation – types of correlation – methods of measuring correlation for ungrouped data -Karl Pearson’s coefficient of correlation and its interpretation, Probable error - , Coefficient of determination - Spearman’s rank correlation- co- efficient of Concurrent deviation- application of different measures of correlation in business.(15hrs)

Module III: Regression analysis – Meaning, definition and types -Regression lines- determination of simple linear regression-. Regression equations and their application in business. Properties of correlation and regression co-efficient – Comparison of regression and correlation (15hrs)

Module IV:--Index numbers - Meaning and importance-Problems in construction of index numbers- Methods of constructing of index numbers- Simple aggregative, Average of Price relatives, Laspeyer’s, Paasche’s, Dorbisch- Bowley’s, Marshall-Edge worth’s and Fisher’s ideal index numbers, Test of Consistency: Time Reversal Test and Factor Reversal Test. Chain Base Index Nos. Shifting of Base year. Cost of living Index and its use in determination of wages –Wholesale Price Index Number, Population index, inflation index, Operational indices- Sensex and Nifty. (15hrs)

Module V:-Time series analysis - Meaning and definition- components- Measurement of long term trend- Moving average method- Method of Least squares- Application in business. (10hrs)

Books Recommended:

1. Gupta.S.P. *Statistical Methods*, Himalaya Publishing House, Mumbai.
2. Elhance.D.L. *Fundamentals of Statistics*, Kitab Mahal, Allahabad.
3. Gupta.B.N. *Statistics - Theory and Practice*, SahityaBhawan Publications, Agra.
4. Sanchetti D.C and Kapoor V.K. *Statistics - Theory, Methods and Application*, Sultan Chand & Sons, New Delhi.
5. Nabendu Pal and HadedSarkarS.A. *Statistics - Concept and Application*, PHI, New Delhi.
6. Agarwal.B.M. *Business Mathematics and Statistics*, Ane Books Pvt.Ltd., New Delhi.
7. Richard I.Levin and David S. Rubin, *Statistics for Management*, Prentice Hall of India, latest edition.

Core Course XIII CO 1543: MARKETING MANAGEMENT

No: of instructional hours per week: 4 No: of credits: 3

Aim of the course: To impart the knowledge of various concepts of modern marketing management

Course objectives:

- 1) To provide an understanding of the contemporary marketing process in the emerging business scenario.
- 2) To study various aspects of application of modern marketing techniques for obtaining a competitive advantage in business organizations.

MODULE-I: Meaning and Definition of Marketing -Evolution of Modern Marketing Concept- Marketing Orientation vs. Selling Orientation- Comparison- Role of Marketing in Modern Organizations- Marketing Mix- Concept and Components- New Horizons of Marketing- Global Marketing- Service Marketing- Social Marketing or Cause Marketing- Online Marketing- Sustainable Marketing- Micro marketing- Relationship Marketing- Customised Marketing.(12hrs)

MODULE-II: Consumer Behaviour- Concept- Process of Consumer Buying- Factors influencing Consumer Buying Decisions- Customer Relationship Management. Market Segmentation- Concept- Process- Bases for Market Segmentation- Requirements of Effective Market Segmentation – Market Targeting- Market Positioning - Concept-Importance (15 hrs)

MODULE-III: Product-Meaning and importance- Classification of products-Concept of product item,product line and product mix -Product Life Cycle-stages-Management strategies of different stages of Product Life cycle- New Product Development process Product innovation and product diversification-Branding ,Packaging and Labeling-Factors contributing Brand equity.(15 hrs)

MODULE-IV: Pricing Decisions-significance of price-pricing objectives-Factors affecting pricing decisions-internal and external factors in marketing decisions-Approaches to pricing-cost oriented, demand oriented and competition oriented pricing-Different Methods of pricing-Pricing strategies for new products.Distribution Management-Channels of distribution-Meaning-Types of distribution channels-Factors influencing Length of distribution channel-Logistics Management-Logistics decisions-Traditional Logistics management approach Vs Supply chain Management. 15hrs)

MODULE-V: Promotion-Nature and Importance-Concept of push and pull mix-Types of promotion:Advertising-Personal selling, sales promotion and public relations-Functions and advantages ofAdvertising-Advertisement copy-Requirements of good advertisement copy.-Advertising media-Factors influencing selection of advertisement media-personal selling-essentials of effective selling-Sales promotion-Meaning, functions and different methods of sales promotion. (15hrs)

Recommended Practicals:

1. Prepare a questionnaire and conduct a mini survey of a few customers for identifying the factors influencing the buying behaviour for any product of your choice.
2. Collect advertisements of leading brands of any five products and identify the unique selling propositions.
3. Trace the brand history of any product.
4. Identify different sales promotion techniques in foreign markets and prepare a report.

Recommended Books

1. *Marketing management*-Philip Kotler, Kevin Lane Keller, Abraham Koshy and Jha, Pearson Publications.
2. *International marketing*-Philip RCaterop, Tata McGraw Hill Publications.
3. *Marketing Management, 5/Edn* –Rajan Saxena, McGraw Hill education, New Delhi.
4. *Marketing Management: Concepts and Cases* – Sherlekar S.A., Himalaya Publishing House, New Delhi.
5. *Marketing Management*- Pillai, R.S.N., S. Chand & Co, New Delhi.
6. *Modern Marketing: Principles & Practices*, Pearson Education , New Delhi
7. *Marketing*, Verma/ Duggel, Oxford University Press, New Delhi.

CXZ

Scheme and Syllabus of

Post Graduate Programme in Arabic (Semester System in Affiliated Colleges) from 2020 admission onwards

SEMESTER III

Course XI	AL 233	Professional Translation & Business Arabic
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Course Outcomes

1. Acquiring proficiency in professional translation & business Arabic

2. Estimating the scope of translation as a profession
3. Familiarizing techniques of commercial translation in various fields
4. Getting an indepth analysis of the ways & means of document translation in Arabic

Course Outline

Professional & Business oriented Translation of Various Documents

Study of terminology and usage- Translation of travel, governmental, journal, technical, banking, diplomatic, legal, educational, medical, police and Business documents, certificates, visas, contracts, tenders, circulars, etc.

Practice

Books Module

1:

A Handbook of Commercial Arabic, Dr. K.P. AbuBacker, Calicut: Al Huda Books, 2005 (Units V to VI : Employment Abroad & Certificates and Documents)

Module 2

A Handbook of Commercial Arabic, Dr. K.P. AbuBacker, Calicut: Al Huda Books, 2005 (Units VII to VIII : Translation Passages & Glossary of Idioms and Expressions)

Module 3

Technical, Business, Legal and Journal Arabic: an academic book in translation, Dr. T.P. Mohammad Abdul Rasheed, Calicut: al Huda Books, 2007

1. [Certificates, Advertisementas, Licenses], PP 145-166 &
2. [List of Commercial Terms] PP 189-202 only

Books for Reference:

1. Machlab, R., Kobaya, R., The Professional Translator, Beirut: Dar al-Rateb
2. Khan, Habibullah, al-Tarjuma al-Arabiyya Minha wa ilayha fi al Hind ba“da al-Istiqlal htta
„Ama 1990, Delhi: Dar Sulayman.
3. Jamali, A. Basheer Ahmad, A comparison of Arabic-English syntax, Calicut: ArabNet
4. Daykin, Vernon, (1972), Technical Arabic, London: Lund Humphries
5. Abdul Jabbar, N., (2000), Arabic Composition and Translation, Calicut: Al Huda Books

6. Palliyath, Hanif, (1980), Secretarial Practice in Arabic, Thiruvananthapuram: Friend's Book
7. Rahmatullah, A.I., (2009), Business Arabic, Calicut: al Huda Books
8. Alish, Mahdi, (2005), Using Arabic: A Guide to Contemporary usage, London: Cambridge
9. KhuRashid, Salahuddin, (1945), English-Arabic Phrase book, Delhi: Matba'a al-Matbu'at
10. Abdul Rahim, V.K., (1999), A Textbook of Modern Arabic, Ed II, Calicut: Al Huda Books
11. al-Mujaddidi, Muhammad Ismail, (2003), An Easy way to Commercial and Journalistic Arabic, Calicut: Sahara Publications.

12. Abdul Hamid, V.P. and Abdul Hamid, N.K., (2003), The Commercial Arabic, Calicut: Al Huda Books
13. Abdul Hamid, VP and Abdul Halim, NK, (1999), Journal Arabic, Calicut: al Huda Books

SEMESTER IV

Course XVI	Elective 2: 4	AL 234 D	Women's Writing in Arabic
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Course Outcomes

1. Studying the evolution of women's writing in Arabic
2. Evaluating the peculiarities of women writers in their literature
3. Assessing the height reached by the women's writing in Arabic
4. Examining the attitude of society towards promoting woman as a writer

A. General Study:

Module 1:

Women's writing in Arabic: History and development – Feminist writing – Islamist women writers – Images of women in literature – Difference between male and female perceptions – women's language– Problems encountered by women writers – Women in Arabic literature.

Module 2:

- Modern Arabic Women Poets: 'A'isha al-Taymuriyya (Egypt), Warda al-Yaziji (Lebanon), Nazik al-Mala'ika (Iraq), Fadwa Tuqan (Palestine), Suzan Alaywan (Lebanon), Jumana Haddad (Lebanon), Sa'ida Mafrah (Kuwait), Khadija Mahmud (Iraq), Amal Musa (Tunisia), Na'umi Shihab Nay (Palestine), Anisa Darwish (Palestine), Fatima al-Qarni (Saudi Arabia), Fatima Bannis (Morocco)
- Modern Arabic Women Writers: Mayy Ziyada (Palestine), Samira 'Azzam (Palestine), Suhayr al-Qalamawi (Egypt), 'A'isha Bint al-Shati' (Egypt), Ghada al-Samman (Syria), Nawal al-Sa'dawi (Egypt), Buthayna Idris (Saudi Arabia), Ahlam Mustaganemi (Algeria), Qamar Kilani (Syria), Layla Ba'albaki (Lebanon), Zaynab Fawwaz (Lebanon), Fatima al-Marnisi (Morocco), Radwa Ashur (Egypt), Layla al-Uthman (Kuwait), Lathifa al-Zayyat (Egypt)

B. Detailed Study :

Module 3 :Prose

- **Mayy Ziyada** – *Inda Qadamay Abil Hawl* [from the book: *Dulmātun Wa Ashi‘atun*]
- **Nawal al-Sa'dawi** – *Lahdātun Saqatat fil ‘Adam* [from the book: *Awrāqī..... Hayātī...*]
- **Buthayna Idris** – *Tujma’u Hadāyāhu Wa Yu’ādu Ilā Watanihi*
- **Zakiyya 'Ilal** – *Rihlatul Ghurūb*
- **Qamar Kilani** – *Hilmun wa Bāqat Ward wa Dumū’*

Module 4 :Poetry

- **Nazik al-Mala'ika** – *Āshiqat al-Layl*
- **Fadwa Tuqan** – *Unshūda lil Hubb*
- **Gada al-Samman** – *Amīra fī Qasrika al-Thaljiyy*

Books for Reference

1. Cook, Maryam, al-Katibat al-Arabiyyat, from al-Adab al-Arabi al-Hadith, ed. By Abd al-Aziz al-Subayl and Others, Jiddah: al-Nadi al-Adabi al-Thaqafi
2. Badawi, M.M.(Ed.), (2006), Modern Arabic Literature, London: Cambridge University Press
3. Abdul Hamid, V.P., (2006), Tarikh al-Adab al-Arabi, Calicut: Al Huda Books
4. Fakhuri, Hanna, al-Jami' fi Tarikh al-Adab al-Arabi: al-Adab al-Qadim & al-Adab al-Hadith, Beirut: Dar al-Jil
5. Kokan, Muhammad Yusuf, 'A'lam al-Nathr wa al-Shi'r fi al-'Asr al-Adabi al-Hadith, Vol 1 & III, Madras
6. Meisami, j.s. & Starkey, p., (2000), Encyclopedia of Arabic Literature, London: Routledge.
7. Rubin, Don, (2000), The world Encyclopedia of Contemporary Theatre, Vol 4, London: Routledge
8. Jayyusi, Salam Khadra, (2005), Modern Arabic Fiction : An Anthology, New York: Columbia University press
9. Danys Johnson-Davies, (2006), The Anchor book of Modern Arabic Fiction, New Delhi: The Anchor books
10. Ziyada, Mayy, Bahitha al-Adabiyya wa 'A'isha al-Taymuriyya, Cairo: Dar al-Hilal
11. Bint al-Shati', Amina Bint Wahab, Cairo: Dar al-Hilal
12. al-Khatib, Imad ali Salim, (2009), Fi al-Adab al-Hadith wa Naqdihi, Jordan: Dar al-Masira.

Scheme of Question Papers

1. 10 Objective type questions from General study 10 x 1 = 10 Marks
2. Short answer type from General study - 10 out of 15 10 x 2 = 20 Marks
3. Short note on women authors from Module 2 – 3 out of 5 3 x 5 = 15 Marks
4. Annotation/ Explanatory note from Detailed Study – 4 out of 6 4 x 5 = 20 Marks
5. Essay on women's writing/ writers - 1 out of 3 1 x 10 = 10 Marks

SEMESTER IV

Course XVII	AL 245	Dissertation & Viva Voce
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It should be about 50 written pages and properly bound. The students should be familiar with recent research methodology. The topics of dissertation should be based on Arabic language, Culture, History and Literature. The dissertations should have originality. Translation of work will also be permitted. Every student should have a supervising teacher who handles P.G. Classes. Dissertations to be submitted at the end of Semester IV. The work can be started in Semester III. Maximum marks for Dissertation will be 75 and there will be a dissertation viva voce for 25 marks also.

Course XVIII	AL 246	Comprehensive Viva Voce
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There will be a comprehensive Viva Voce at the end of the 4th semester for 100 marks. The Viva Voce examination shall cover the whole syllabus of M. A. Arabic programme.

Revised Syllabus for

**M.Sc Degree
Program in Physics**

C4-Project work and Project Evaluation

The Project may be started during the second semester of the M.Sc programme.

25 marks of the project are to be awarded on the basis of internal assessment carried out in the College for each student concerned. A Project rough record may be maintained by each student to help to evaluate the progress of the project. Each student is required to present the completed project along with experimental demonstration if any in the college before the final University examinations in the Fourth Semester of the MSc (Physics) Programme.

For University Examinations for the Project: 50 marks is allotted for **Project report** evaluation and 25 marks allotted for Project based Viva Voce to be conducted along with General Viva Voce examination by the University.

Syllabus for

M. Sc . Programme in Branch IV
ANALYTICAL CHEMISTRY

10 marks out of the 50 marks for **dissertation** will be for dissertation viva-voce. The remaining 40 marks is to be distributed as follows_
Introduction to the work/ Statement of the Problem – 5, Review of Literature – 5 Materials and Methods – 5, Results and Discussion – 15, Language and style of presentation – 2, References – 3, Quality and Innovation – 5.

M.Sc. Zoology – Semester System

Semester III

Paper 1- Zo231 Microbiology and Biotechnology

(100 Hours)

AIM: To introduce the nature and scope of various aspects of Developmental Biology and stem cell biology in general and human development and applications of stem cell biology in particular.

COURSE OBJECTIVE: The students will be introduced on the various aspects of developmental biology such as animal development, cellular differentiation, stem cell biology etc.

PART.A.Microbiology (50 hours)

Module 1 Introduction to Microbiology (7 hrs)

- 1.1 Scope and history of microbiology – mention the contributions of Scientists who developed Microbiology as a major discipline (e.g. Pasteur, Koch etc). Important
- 1.2 Microbial diversity including Extremophiles – brief account. Pasteur, Koch
- 1.3 Characteristic features of microorganisms –Bacteria, Virus, Fungi & Protozoa. Mention Microalgae. Classification of Bacteria, Virus, Fungi & Protozoa.
- 1.4 Classification of bacteria, Bergey's Manual, (self study)

Module 2 Bacterial Cell structure and function (8hrs)

- 2.1 Ultrastructure of bacteria – cell membrane, cytoplasmic inclusions, nucleoid etc
- 2.2 Bacterial Cell Wall- structure; differences between gram positive and negative cell wall, gram staining
- 2.3. External components & their functions – pili, flagella, fimbriae, capsules, slime layers etc.

Module 3 Microbial Nutrition and Growth (10 hrs)

- 3.1 Common nutritional requirements of microorganisms- autotrophy and heterotrophy.
- 3.2 Types of culture media
- 3.3 Microbial growth – overview of cell growth, generation time, measurement of growth.
- 3.4 Typical growth curve, continuous culture, effect of environmental factors on growth. Stress response.

Module 4 Industrial & Environmental Microbiology (10hrs)

4.1. Industrial Microbiology

- 4.1.1. Concept of fermentation. Types of fermentation – submerged, solid state – mention briefly.
- 4.1.2. Basis design and types of fermenters.

4.1.3. Products of Industrial Microbiology such as Alcohol, Antibiotics (

e.g. Penicillin), Organic acids (e.g. Acetic acid, Lactic acid).

4.1.4. Microbiology of mild & foods. Preservation of milk – Pasteurization

techniques. Probiotics.

4.1.5. Microbial spoilage of different types of foods & Food borne diseases (self study)

4.1.6. Beneficial activities of microbes in food (self study)

4.1.7. Microbial quality control and safety of food (self study)

4.2. **Environmental Microbiology**

Introduction to terrestrial and aquatic microbiology.

4.2.1 Principles of

Microbial Ecology.

Biogeochemical cycles – nitrogen cycle, sulphur cycle &

4.2.2. carbon

cycle. Role of microorganisms in the biogeochemical cycles.

Microbiology of waste treatment. Brief account of

4.2.3. microbial

treatment of waste water and solid wastes

Bioremediation – microbial treatment of radioactive wastes

4.2.4. and

xenobiotics.

Microbes in decomposition and recycling process (self

4.2.5. study)

4.2.6. Symbiotic and asymbiotic N₂ –fixation (self

study)

Module 5 Medical Microbiology

**(15
hrs)**

26

- 5.1. Host-microbe interaction-process of infection, pathogenicity, virulence & infection, microbial adherence, penetration of epithelial cell layers and events in infection following penetration, Infection of blood, lymphatic system.
- 5.2. Exotoxins – classification, mechanism of action of exotoxins e.g. Diphtheria, Botulinum, Tetanus, and Cholera toxins.
- 5.3. Control of Microorganisms – various physical & chemical methods.
- 5.4. Use of antibiotics and other antimicrobial drugs.
- 5.5. Drug resistance and emergence of multiple drug resistance – recent cases of TB (XDR, TDR); NDM etc.
- 5.6. A survey of harmful and beneficial microbes (self study)

Topics for Self Study (not for evaluative purposes)

Classification of Bacteria, Bergy's manual

Microbes in decomposition and recycling process Symbiotic and asymbiotic N₂-fixation

Microorganisms and food

Microbial spoilage of different types of foods & Food borne diseases Beneficial activities of microbes in food

Microbial quality control and safety of food

PART.B.Biotechnology (50 hrs)

Module 6 Introduction to Biotechnology (10 hrs)

6.1. History of Biotechnology (self study). Board areas of BT – traditional and

modern; types – plant biotechnology, animal biotechnology and microbial

biotechnology.

6.2. Techniques in Biotechnology – brief description of common techniques

such as tissue culture, genetic engineering, cloning etc.

Module 7 Molecular Cloning (15 hrs)

7.1. Gene cloning – basic steps in gene cloning. Isolation of donor DNA.

7.2. Vectors – types and characteristics e.g. plasmids, phages, hybrid vectors,

artificial chromosomes.

7.3. Enzymes used in gene cloning – exonuclease, endonuclease, ligase,

reverse transcriptase, polymerase, terminal transferase etc.

7.4. Techniques of gene transfer – calcium chloride transformation,

microinjection, electroporation, shotgun cloning, Agrobacterium mediated

transfer etc.

7.5. Practical application of genetic engineering – useful products. Application

in Medicine, Agriculture, Agriculture and Animal Husbandry,

Environment etc. Biotechnology Industry.

Module 8 Recent Trends in Biotechnology (15 hrs)

- 8.1. Synthetic Biology – description and developments in the area.
- 8.2. Artificial life – concept and achievement
- 8.3. DNA Barcoding – concept and experimental details with examples.
- 8.4. GMOs and GM Foods – pros and cons.
- 8.5. Microbial warfare – bio-weapons and bioterrorism

Module 9 Bioethics (5 hrs)

- 9.1. Ethical, legal and social issues of Biotechnology.

Module 10. Biotechnology in India (5 hrs)

- 10.1. History of biotechnology research in India.
- 10.2. India's Biotechnology Policy
- 10.3. Biotechnology Regulatory Agencies in India.
- 10.4. Comparison with developed countries

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Biotechnology

1. Benjamin Lewin – Genes X (2011).
2. James D Watson - Molecular Biology of the Gene (6th Edition)
3. George W Burns, the Science of Genetics, Mae Millan C0 New York.
4. A Gib De Busk, Molecular Genetics, Mae Millan C0 New York.
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Semester III

Zo232 Ecology, Ethology and Biodiversity Conservation

AIM: To introduce the nature and scope of various aspects of Ecology and Environmental Biology in general and human environment in particular.

COURSE OBJECTIVES

Imparting basic knowledge about the environment and its allied problems.
 Developing an attitude of concern for the environment. Make one striving to attain harmony with Nature, Acquiring skills to help the concerned individuals in identifying and solving environmental problems.

Part 1: Ecology

(30 hrs)

Topics for self study

Biotic and abiotic factors and their interactions.

Structure, basic components, their interactions and inter-relations.

Fundamental

concepts relating to energy – first and second laws of thermodynamics, entropy.

Gaseous and sedimentary cycles.

Characteristics of population: density, natality, mortality, biotic potential, environmental

resistance, growth forms, immigration, emigration and migration.

Characteristic: Species diversity, stratification, dominance, boundaries, and

ecotone

edge effect, ecological indicators.

Module 1 Ecological Energetics (8 hrs)

- 1.1. Solar energy and photosynthetic production, efficiency of energy capturing, chemosynthesis
- 1.2. Energy flow – features of energy flow (unidirectional flow and loss of energy as heat) and pathways of energy flow.
- 1.3. Productivity – primary production and production efficiency, secondary production, standing crop
- 1.4. Food chain (grazing, detritus and auxiliary food chains), food webs, trophic levels and ecological pyramids (pyramid of numbers, pyramid of biomass and pyramid of energy (self study))
- 1.5. Classification of ecosystems based on energy input (natural unsubsidized and subsidized solar powered ecosystems, human subsidized solar powered ecosystem and fuel powered urban and industrial systems).

Module 2 Transition and Stability in Communities (7 hrs)

- 2.1 Succession- Basic types (Primary succession, Secondary succession, Autogenic succession, Allogenic succession, Autotrophic succession, Heterotrophic succession).

2.2. Trends in succession

29

2.3. Stages of succession – (Nudation, Invasion, Competition and co-action,

Reaction, Climax), pulse stability

2.4. Examples of succession – (Succession in aquatic and terrestrial

ecosystems)

2.5. Relevance of ecosystem development theory to human ecology, prospects

for detritus agriculture, the compartment model.

Module 3 Concepts of Habitat, Niche and Guild (6 hrs)

3.1. Habitat, microhabitat and niche. different types of niches: spatial niche,

trophic niche, species niche, multidimensional niche, fundamental and

realized niche.

3.2. Niche overlap, Gause's principle, resource partitioning, compression

hypothesis, concept of Guild, character displacement, ecological

equivalents.

Module 4 Species Interactions (9 hrs)

4.1. Intra and interspecific interactions, Types of Interspecific interactions –

(Positive, Negative and Neutral)

4.2. Positive interactions (commensalism, proto-cooperation, mutualism and

pollination).

4.3. Negative interactions (competition, parasitism, amensalism, predation,

herbivorous carnivory)

4.4. Co-evolution

Part 11: Ethology

(30 hrs)

Topics for self
study

History, development and applications; motivation and models of motivation; reflexes imprinting, habituation; neural mechanisms in behavior, hormones and behavior; Sociobiology social groups – merits and demerits, features of organized groups; social groups in mammals, social stress; pheromones and chemical communication.

Module 5 Learning

(6 hrs)

5.1. Classification of learning: Imprinting, habituation, imitation (self study),

classical conditioning, instrumental/operant conditioning, cognitive

learning, latent learning, insightful learning.

Module 6 Nervous System and Behaviour

(8 hrs)

6.1. Stimulus filtering, sign stimulus, innate release mechanism and fixed

action plans (FAPs).

6.2. Brain centres and learning, neural mechanism of learning and memory.

Module 7 Complex Behaviour patterns

(8 hrs)

7.1. Orientation, Navigation and homing.

7.2. Migration (Fishes and birds)

- 7.3. Biological rhythms – biological clock, circadian, circannual, lunar, tidal and seasonal periodicities, sleep and arousal, genetics of biological rhythms.

Module 8 Environment, genetics and Evolution of behaviour (8 hrs)

- 8.1. Habitat selection and territoriality.
The Evolution of communication; Development of bird song.
- 8.2. The evolution of reproductive behavior and mating systems.
- 8.3.

Module 9 Biodiversity (15hrs)

- 9.1. Introduction: Definition, levels of biodiversity (genetic diversity, species diversity and ecosystem diversity), values of biodiversity (self study)
- 9.2. Diversity indices: Alpha diversity, Beta diversity and Gamma diversity; the species diversity and ecosystem stability.
- 9.3. Biodiversity in India: Major biogeographic zones of India; India as a mega diversity nation; hot spots biodiversity – characteristics; an outline of the features and biodiversity of hot spots in India (Western Ghats and Eastern Himalaya).
- 9.4. Features, structure and biodiversity of some of the Indian ecosystems: Terrestrial ecosystems (forest, grassland, desert), Aquatic ecosystems (freshwater, marine, esturine).

Module 10 Conservation Biology (13 hrs)

- 10.1. Depletion of biodiversity: Current estimates of species loss, causes of biodiversity loss, impacts of biodiversity loss, Strategic species concepts:
 keystone species, indicator species and umbrella/glagship species.
- 10.2. Strategies of conservation: in situ and ex situ conservation, Gene Banks, establishment of protected areas, habitat conservation captive public awareness and other relevant measures.
 An evaluation of the “Project Tiger’ and “ Project Elephant”
- 10.3. programmes.
- 10.4. World conservation strategy (1980O
- 10.5. National Biodiversity Action Plan 2008: a brief outline of objectives & Plans

Module 11 International Conventions & Treaties for conservation of Biodiversity(12hrs)

- 11.1. Stockholm declaration on human Environment (1972), Convention on Regulation of Antarctic Marine Resources Activities (RAMRA, 1986),
 Moduleed Nations World Charter for Nature (1982),
 Kyoto

Protocol and
 (UNFCCC),
 Brundtland

Framework Convention on Cllimate Change
 Report (1987).

11.2. Earth summit (1992) – detailed study – Rio Declaration on Environment

and Development, Agenda 21, Forest Principles, Convention on Biological

diversity.

11.3. Species based treaties: Migratory Bird Treaty Act (MBTA) of 1918,
International Convention for the Regulation of Whaling
(ICRW),

Washington, 1946, Convention for the Conservation of
Antarctic

Seals,
Species

1972, Convention on International Trade on Endangered

(CITES, 1975),

11.4. Ecosystem based treaty: Ramsar Convention (1981) – Ramsar sites in
India and Kerala.

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Semester IV

Special Subject: **Environmental Physiology**

AIM: To introduce the nature and scope of various aspects of Environmental pollution and its management in micro and macro levels.

OBJECTIVES: Imparting basic knowledge about the environmental pollution, toxicology and its allied problems. Make one striving to attain knowledge on the pollution problems and toxicological effects and toxicological procedures in experiments and analysis.

Zo241 : Pollution Biology & Environmental Physiology (100hrs)
Unit 1 Introduction (12hrs)

- 1.1 Environmental pollution – Concepts and definitions
- 1.2 1.2 Environmental pollutants
 - 1.2.1 Organic pollutants
 - 1.2.2 Heavy metals, industrial effluents
 - 1.2.3 Pesticides
 - 1.2.4 Radioactive pollutants
 - 1.2.5 Oil, food additives and contaminants

Unit 2 Air Pollution

(15hrs)

2.1 Chief air pollutants, occurrence, sources and effects

Interaction of air pollutants in the atmosphere – Photochemical reactions- Formation
2.2 and

effects of secondary pollutants and photochemical
smog.

Effects of air pollutants on materials, building metals, vegetation and human
2.3 health; a

brief survey of air pollution episodes.

Air pollution abatement technologies- Design and working of bag filters,
2.4 electrostatic.

Unit 3. Noise pollution

(5hrs)

3.1 Sources

Effect of noise pollution on materials, animals and

3.2 humans.

3.3 Sonic boom

3.4 Abatement strategies

Unit 4 Water pollution

(6hrs)

4.1 Organic pollution

4.1.1. Organic and sources of organic pollutants- Biodegradable and non-biodegradable; Domestic, agricultural and industrial sources.

4.1.2. Biochemical Oxygen Demand (BOD)

4.1.3. Chemical Oxygen Demand (COD)- Importance and method of estimation.

4.1.4. Effects of organic pollution on aquatic systems

4.1.5. Eutrophication- Sources and effects

4.1.6. Biocides, fungicides and herbicides- Sources and effects

4.1.7. Biomagnification: Toxic effects on non-target organisms and hazards to man.

4.2. Industrial pollution

4.2.1. Heavy metals- Effects of various heavy metals (such as Hg, Pb, Cd, As Cr).

4.2.2. Fluoride pollution on human life

4.2.3. Thermal pollution – sources, effects and control.

4.2.4. Oil spills- sources, effects and control.

4.3. Water pollution abatement technology

(10hrs)

4.3.1. Primary, secondary and tertiary treatment systems

- 4.3.2. Design and operations of screens, grit chambers, sedimentation tanks and oxidation ponds.
- 4.3.2. Design and operations of biological treatment systems like aerated lagoons, activated sludge process, trickling filters and sludge digestion.

Unit 5. Radioactive Pollution (10hrs)

- 5.1. Sources of nuclear radiation.
 - Biological effects of ionizing radiations and non-ionizing radiations.
- 5.2. radiations.
- 5.3. Nuclear waste disposal

Unit 6. Terrestrial pollution (12hrs)

- 6.1 Solid wastes and disposal (garbage, ashes, rubbish, street litter, agricultural waste, mining wastes and industrial wastes.)
- 6.2 Strategies of control of solid waste pollution.

Unit 7 Environmental Physiology (30hrs)

7.1 Temperature adaptation

- 7.1.1. Morphological and physiological adaptations: Relation between body size and metabolic rate. Temperature and metabolic rate: Thermal acclimation; Enzymatic acclimation;
- 7.1.2. Temperature classification of animals – Homoitherns and Poikilotherms.

7.1.3. Thermal migration.

7.1.4. Implications of global warming on animals.

7.2 Pressure adaptations

7.2.1. Adaptations to hyperbaric stress with particular reference to deep sea organisms.

7.2.2. Biochemical mechanisms of animals to high altitudes (hypoxia and hypoxia).

7.3. Osmoregulation and ionic regulation

7.3.1. Osmoregulation in fresh water, marine, estuarine and terrestrial animals.

7.3.2. Sodium pump Na^+ and H^+ -ATPase in relation to salinity adaptations.

7.4. Eco-physiological adaptations.

7.4.1. Mimicry and coloration

7.4.2. Echolocation

7.4.3. Bio-luminiscence

7.4.4. Electric organs

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ZO 242 Environmental Management

(100hrs
)

AIM: To introduce the nature and scope of various aspects of Environment management and its conservation.

COURSE OBJECTIVES: To acquire knowledge and understanding of the Environment and its management including the conservation practices, laws and regulations.

Unit 1 Resources of Earth

(15hrs)

1.1 Renewable and non-renewable resources

1.1.1. Forests, wild life, endangered species fisheries.

1.1.2. Fossil fuels, minerals- their over exploitation for domestic, agricultural and industrial purposes.

1.1.3. Water resources- protection of water shed reclamation of sewage and waste and water amangement in India.

1.2 Conservation of natural resources

1.3 Remote sensing of resource management.

Unit 2 Human exploitation of earth's resources

(15hrs)

2.1 Human interferences in ecosystems- consequences of over-exploitation

2.2. Brief account of weather modifications, desalination, artificial rain aking, acid rain, green

house effects and its consequences and destruction of ozone umbrella.

Unit 3. Biological conservation and management (20hrs)

3.1 Principles of conservation

Conservation and economic use of energy and energy

3.2 audit.

Ecological problems due to intensive aquaculture- importance of trawling

3.3 ban

Conservation of wild life- present status and strategies of

3.4 conservation.

Deforestation and its consequences- need for scientific management conservatio

3.5 and n

of forests.

Biodiversity in India- Biodiversity conservation – *in situ* and *ex- situ*

3.6 methods.

3.7 Biodiversity registering and patenting of biodiversity.

Unit 4. Environmental policy and Education (15hrs)

Environmental policy- social, economic and legal

4.1 aspects.

4.2 Environmental laws and their enforcement.

Environmental awareness- role of Government, media and voluntary

4.3 organizations.

Unit 5. Environmental Impact Assessment and Sustainable Development (15hrs)

5.1 Environmental Impact Assessment (EIA)

5.1.1. Definition, aim, principles and concepts of EIA.

5.1.2. Elements of environmental impacts.

5.1.3. Methods for preparing EIA- Check list method, Werner- Prestroit study.

5.1.4. EIA Process making inventories, sampling and data processing, impact prediction and stimulation.

5.2 Sustainable Development

5.2.1. Concepts and dimensions.

60

5.2.2. Basic needs

5.2.3. Unavoidable impacts and imperatives relating to sustainable development.

5.2.4. Alternative strategies.

Unit 6. Environmental Biotechnology

(20hrs
)

6.1 Pollution abatement using microbes.

6.1.1. Sewage treatment.

6.1.2. Solid waste disposal.

6.2 Soil enrichment by using microbes.

Genetic engineering of nitrogenous gene ('*nif*' genes) and nodulation genes.

6.4 Microbial insecticides

6.4.1. Insecticidal toxin of *Bacillus thuringiensis* and genes and nodulation genes.

6.4.2. Baculoviruses as biocontrol agents and their genetic engineering for improved biocontrol.

References.

1. J.L.Chapman and M.J. Resis (1999), Ecology- Principles and Applications. Cambridge University Press.
2. Abbasi, S.A. and Ramaswamy, E.V. (1999). Biotechnological methods of pollution control. Oxford University Press, Hyderabad.
3. Atchia, M. and Tropp.S. (1995). Environmental Management, John Wiley and Sons.
4. Barthlott, W and Winiger, M. 91998), Biodiversity. Springer Verlag, Berlin.
5. Bishop, P.L. (2000). Pollution Prevention: Fundamentals and Practice, Mc Graw Hill Pub.
6. Aneja K.R. (2000). Experiments in microbiology, plant pathology, tissue culture, and mushroom cultivation. WishwaPrakashan, New Delhi.

7. Cutter, S.L. (1999). Environmental risks and hazards. Prentice Hall of India Pvt. Ltd., New Delhi.
8. Hary, M.F. (1990). Standard hand book of hazardous waste treatment and disposal. McGraw Hill.
9. Houghton, J.(1999). Global Warming. Cambridge University Press.
10. Kamboj, N.S. (1999). Control of noise pollution. Deep and Deep Publishers.
11. Kluge, H. Bittner, A and Hohnholz. J.H. (1995). Environment management, Institute of scientific Co-operation, Tubinlen, Germany.
12. Morris and therivel, R. (1995). Methods of Environmental Impact Assessment. UCL Press. London.
13. Owen, K.L and Unwin, T. (1997). Environment Management, Blackwell Publishers.
14. Park, C (1997). The environment- principles and applications Routledge, London.
15. Rao, M.N. and Rao, N.V.N. (1997). Air Pollution. Tata Mc Graw Hill Pub. Co. Ltd.
16. Schwab, G.O. Gangmeirr, D.D. and Elliot, W.J. (1996). Soil and water amangement systems. John Wiley and sons.
17. Scragg.A. (1999). Environmental Biotechnology, ELBS.
18. Sellers, B.H. (1984). Population of our Atmosphere, Adam Hilger Ltd., Bristol.
19. Seragelglin (1999). Biotechnology and Biosafety. World Bank, Washington D.C.
20. Sharma, B.K and Kaur, H. (1996). Water pollution, GOEL Publishing house, Meerut.

21. Sharma, B.K and Kaur, H. (1994). Environmental pollution. GOEL Publishing house, Meerut.
22. Singh B.P. et al., (1988). Environment and Biotechnology. Todayand tomorrow Printers. New Delhi.
23. Siva, V. (1992). Biotechnology and Environment, Third World Network, Malaysis.
24. Trivedi, P.R. (2000). Global Biodiversity, Authors Press.
25. Wentz (1998). Hazardous waste amangement (2nd Edition) Mc Graw Hill Pub.
26. Wood, C. (1997). Environmentla Impact Assessment , Longman.
27. Yogendra,N. and Srivasantha (1995). Environmental Pollution. Ashish Publishing House, New Delhi.
28. Glick B.R. and Pasternak, J.J. (2000). Molecular Biotechnology ASM Press, Washington, DC.
29. S.CharlesKendeigh (1980). Ecology with special reference to animals and man, Prentice Hall of India Pvt. Ltd.
30. N.K.Uberoi, (1999). Environmentla Management., Excel Books.
31. Biswarup Mukherjee, 1997. Environmentla Biology, Tata Mc Graw Hill.
32. Abbasi, S.A. (1998). Environmental Pollution and its control. Cognent International, Pondicherry.

Semester IV

Special Subject: Environmental Biology

Practical 1. Zo 243 Pollution Biology & Environmental Physiology (10 practicals to be carried out)

1. Analysis of soil texture using micrometry.
2. Determination of moisture content of soil.
3. Determination of soil pH (different soil samples)
4. Determination of organic carbon.
5. Determination of porosity/water retaining capacity of soil.
6. Determination of chlorine in water.
7. Determination of H₂S in water.
8. Determination of Ammonia in water.
9. Short term bioassays and determination of LC₅₀ of fish exposed to a given pollutant.
10. Effect of soil pollution on the population on earth works.
11. Study of indicator organisms.
12. Effect of population on the oxygen consumption of fishes.
13. Temperature/pH preferences of fishes.
14. Field work- Students are expected to make a field study on the problem of environmental pollution in their area.

Note: the students should submit the field study report at the time of examination.

Practical II Zo 244 Environmental Management (10 practicals to be carried out)

1. Determination of pH of water.
2. Determination of electrical conductivity of water.
3. Determination of turbidity of water.
4. Determination of salinity of water.
5. Determination of hardness of water.
6. Determination of BOD and COD of polluted water.
7. Estimation of BOD and COD of polluted water.

8. Instrumentation: Principles, use and working of the following instruments.

- 8.1 pH meter
- 8.2 Electrical conductivity meter.
- 8.3 Flame photometer
- 8.4 Hygroscopic soil thermometer

9. Estimation of primary productivity (chlorophyll method).

10. Estimation of secondary productivity

11. Construction of pyramids of numbers and biomass from a pond collection.

Species diversity estimation with reference to a fresh water pond/soil.

	ZO 201	Project					25	75	100
	ZO 202	Comprehensive	-	-	-	-	marks	marks	
		Viva Voce					-	100	100
Grand Total			-	-	-	-	400	1400	1800d

M.Sc. MATHEMATICS COURSE

MM 245	Dissertation/ Project						80+20	100
	Comprehensive Viva							100

M.Com Degree Programme

SEMESTER I

Paper 1: CO 211- BUSINESS ETHICS AND CORPORATE

GOVERNANCE

Objectives:

1. To convey basic understandings on the theories of Business Ethics
2. To provide a understanding on Corporate Governance practices and the provisions of the Companies Act relating to corporate governance

Module 1: Business Ethics and Ethical Practices: Ethics – Sources- Importance - factors influencing Business Ethics – Benchmarks on code of Ethics – Ethics Committees

– Training Programmes – Ethical Decision Making – Ethics in Finance - Marketing and

HR

(15Hrs)

Module 2: Organization Culture: Features – Building and Maintaining Organization Culture – Organizational Socialization – Managing cultural

Diversity – Work Ethics – Work Culture – Quality of Work Life – Work Life Balance – areas Improving Work Life

Balance – Strategies of Work Life Balance (20Hrs)

Module 3: Corporate Governance: Importance – Objectives – Basic Ingredients of Corporate Governance – Principles - Theories – Phases of development of Corporate Governance in Global and Indian Perspectives – Code of Corporate Governance –

Committees on Corporate Governance (Global and Indian) (15Hrs)

Module 4: Corporate Social Responsibility : CSR under Companies Act 2013 – Scope

– Relevance – Importance – Areas of CSR – Arguments for and against CSR
– Ackerman’s model of CSR – SEBI – Clause 49 of listing agreement – Evaluation of Corporate Governance of a Company – Methods – Shareholder Value – EOCE, PAT, EPS, TSR, MVA, EVA and HVA - Corporate Philanthropy – Corporate Citizenship –

Social Audit (25 Hrs)

Module 5: Corporate Image and Excellence : Corporate image – building corporate image – Importance – Corporate Excellence – importance – Measures to achieve corporate excellence – New initiatives on corporate excellence - Role of Chairman – Qualifications – Power – Duties and Responsibilities – Board Committees – New

Directions (15Hrs)

References:

1. Laura P Hartman, Perspectives in Business Ethics, Mc Graw Hill International
2. George A Steiner and John F Steiner, Business , Government and Society, Mc
3. SK Chakraborty, Ethics in Management Vedantic Perspectives, Oxford University Press
4. Subhash Sharma, Management in New Age: Western Windows – Eastern Doors, New Age International Publishing , New Delhi
5. Prof (Col.) PS Bajaj, Dr. Raj Agarwal – Business Ethics an Indian Perspectives, Biztantra2006.

SEMESTER I

Paper 2: CO 212- LEGAL FRAMEWORK FOR BUSINESS

Objectives:

1. To enable student acquire updated knowledge and develop understanding of the regulatory framework for business
2. To make students aware of opportunities available in various legal compliances so as to enable them employable.
3. To expose students in emerging trends in good governance practices including governance.

Module 1: Advanced Company Law: The Companies Act 2013: Formation and related procedures of various types of companies Procedure for inter-corporate loans, investments- guarantee and security – Registration modification and satisfaction of charge Declaration and payment of dividend Maintenance of Books of Accounts - statutory financial audit, cost audit and secretarial audit – Board meetings and

procedures-

(15 Hrs)

Module 2: Other Corporate Laws: Limited Liability Partnership Act, 2008: Concept, formation, membership, functioning and Dissolution - Conversion of LLPs into Private Limited Companies and vice versa. The insolvency and bankruptcy code,2016 - Insolvency Professionals - Liquidation Process – Insolvency and Bankruptcy Board of

India.

(15Hrs)

Module 3: Economic Laws: **a.** FDI Policy – Foreign Direct Investment in India and abroad – External Commercial Borrowing (ECB) Formalities – Establishment of Branch Office of a foreign entity in India. **b.** Foreign Trade Policy – Opportunities of commerce/finance professional in foreign trade – Procedure of import and export – Export promotion schemes and initiatives. **c.** Competition Commission of India –

Compliance of competition law.

(20Hrs)

Module 4 : Industrial and Labour laws: Overview of Industrial Policy of Govt of India and Govt of Kerala – Regulatory Mechanism under IDRA – MSME Development Act – Advantages of MSMEs and their role and significance in economic development –

Central and State Schemes for MSME Promotion –Udyog Aadhar. (20 Hrs)

Module 5: Foreign Exchange Management Act - Features and Application-Opportunities for Indian Business -Challenges-Foreign Contribution (Regulation) Act

2010 (20Hrs)

References

1. Kapoor. N .D, *Business law*, Sulthan Chand andSons
2. Chandha P.R, *Business law*gajgotia, NewDelhi
3. Garg K.C, V.K Surendran, Mahesh Sharma and Chawla R.C, *Busiess regulatory frame work*, Kalyani Publishers, NewDelhi
4. Tulsian P.C, *Business Laws*, Tata Macgraw-Hill publishing Co.Ltd, NewDelhi
5. B S Moshal, *Modern Business law*, Ane books, New Delhi Awathar Singh, *Company Law*, Eastern LawBooks
- 6 Corporate Laws – Taxmann

- 7 Lectures on Company Law –K.S.Anantharaman
- 8 A Textbook of Company Law – PPSGogna
- 9 Limited Liability Partnerships – HitenterMehta
- 10 Beginner's Guide to Capital Market – SEBI's Investor Awareness Website www.investor.sebi.gov.in
- 11 Guide to Insolvency and Bankruptcy Code 2006 –Taxmann
- 12 The Indian Partnership Act – Pollock andMulla
- 13 Economic, Labour and Industrial Laws – Sultan Chand andSons
- 14 FEMA and FDI Ready Reckoner –V.S.Datey
- 15 Export and Import Documentation and Procedures – J.Senthil Velmurugan and S.Mahalakshmi
- 16 Competition Law in India – AbirRoy
- 17 Law of Consumer Protection –Dr.V.K.Agarwal

- 18 Anti-Money Laundering and Know Your Customer – Indian Institute of Banking and Finance(IIBF)
- 19 Intellectual Property Laws –P.Narayanan
- 20 Micro, Small and Medium Enterprises in India – IIBF
- 21 Labour and Industrial Laws –P.K.Padhi
- 22 Labour Laws –Taxmann
- 23 Compliances under Labour Laws – H.L.Kumar
- 24 Text Book on Arbitration and Conciliation with Alternate Dispute Resolution – SaharayMadhusudan
- 25 Law of Corporate Governance : Principles and Perspective – K.R.Sampath
- 26 Listing Agreement bySEBI
- 27 Journals – Chartered Secretary, Management Accountant, TheChartered Accountant, FIEO News andVyavasayakeralam
- 28 Websites -
www.india.gov.in,www.mca.gov.in,www.commerce.gov.in,
www.dgft.gov.in,www.cci.gov.in,udyogaadhaar.gov.in,
www.egroups.kerala.gov.inandwww.cca.gov.in,

SEMESTER II

Paper 1: CO 221- **E-BUSINESS & CYBER LAWS**

Objectives:

1. To equip the students with the emerging trends in business
2. To equip the students to introduce and explore the use of information technology in all aspects of business.
3. To familiarise with the students cyber world and cyber regulations

SEMESTER II

Paper 4: CO 224 - INTERNATIONAL BUSINESS

Objective:

- To introduce the concept of international business and to create awareness on the changes in the international business arena

Module 1: International Business -Meaning, Nature, scope and importance- Stages of internationalization of business-Methods of entry into foreign markets: Licensing-Franchising- Joint Ventures-Strategic Alliances-Subsidiaries and Acquisitions (Discuss case studies relating to subsidiaries and acquisitions)-Framework for analyzing international business environment- Domestic -Foreign and Global Environment-Recent

Developments in International Business.

(20Hrs)

Module 2: Theoretical Foundations of IB: Theory of Mercantilism-Theory of Absolute and Comparative Cost Advantage-Haberler's Theory of Opportunity Cost- Heckscher-Ohlin Theory- Market Imperfections

Approach-Product Life Cycle Approach(Discuss case studies)- Transaction Cost approach-Dunning's Eclectic Theory of International

Production

(20 Hrs)

Module 3: Legal framework of International Business: Nature and complexities: Code and common laws and their implications to business- International Business contract- legal provisions, Payment terms. **(10Hrs)**

Module 4: Multi-Lateral Agreements & Institutions: Economic Integration – Forms: Free Trade Area, Customs Union, Common Market and Economic Union-Regional Blocks: Developed and Developing Countries- NAFTA- EU-SAARC, ASEAN-BRICS-OPEC-Promotional role played by IMF-World Bank & its affiliates- IFC, MIGA and

ICSID-ADB-Regulatory role played by WTO&UNCTAD. **(25Hrs)**

Module 5: Multinational Companies (MNCs) and Host Countries:

MNCs – Nature and characteristics- Decision Making-Intra Firm Trade and Transfer Pricing – Technology Transfer- Employment and labour relations- Management Practices- Host Country Government Policies-International Business and Developing countries: Motives of MNC operations in Developing Countries (Discuss case studies)-Challenges posed by MNCs

**(15
Hrs)**

References:

1. Charles W.L. Hill, Global Business Today- University of Washington.
2. Charles W.L. Hill, International Business: Competing in the Global Market Place-Mc Graw Hill, New York.
3. Charles W. L. Hill, Chow How Wee & Krishna Udayasankar, International Business: An Asian Perspective- Mc Graw Hill, New York.
4. Donald Ball, Michael Geringer, Michael Minor & Jeanne McNett, International Business: The Challenge of Global Competition- Mc Graw Hill, New York.
5. Alan M Rugman & Simon Collinson, International Business: Pearson Education, Singapore.
6. Paul R. Krugman & Maurice International Economics: Theory and Policy - Obstfeld Pearson Education Singapore
7. John Daniels, Lee Radebaugh, Daniel Sullivan, International Business: Environments & Operations- Prentice Hall, New Delhi.

8. SumatiVarma, International Business. Ane Books Pvt Ltd, New Delhi,2011.
9. P. Subba Rao, International Business: Text and Cases- Himalaya Publishing House Pvt. Ltd. Mumbai.
10. Francis Cherunilam, International Business: Text and Cases- PHI Learning Pvt. Ltd. NewDelhi.
11. V.K. Bhalla, - S. Chand & Company Pvt. Ltd. New Delhi. International Business
12. K. Aswathappa, International Business Tata McGraw Hill Publishing Company Limited. NewDelhi.

SEMESTER IV

Paper 3: CO 243E- E-COMMERCE AND GLOBAL MARKETING

Objectives:

1. To understand the relevance of E- Commerce in the present scenario
2. To familiarize the students with the concept and issues of global marketing environment

Module 1: Introduction to E-Commerce: Meaning, definition, features, advantages, disadvantages,- E-market- a paradigm shift, technological convergence, - Transition to e-

commerce in India and its challenges, IT act.

(20 Hrs)

Module 2: Business Models of E-Commerce, key elements of business models, B2C, B2B, C2C, C2B, B2G.... Models based on relationship of transaction types- brokerage model, aggregator model, info- mediary model, community model, value chain model,

affiliate model etc.

(20Hrs)

Module 3: E-payment systems and E-security- EDI, Digital payment, E-cheque, e-cash, debit card, credit card, smart card, digital signature, operation of e-payment system. –Risk in e-payment, security measures, supply chain Management. (20Hrs)

Module 4: E-marketing- the scope and challenges of global marketing, opportunities, advantages and limitations, the dynamic environment of global trade, business customs in global marketing, multi-national market regions and market groups.

(20 Hrs)

Module 5: Global Marketing Environment: Economic Environment, Socio-cultural Environment, Legal and statutory framework, Need for Environmental analysis, Country Risk Analysis, Global Marketing Research and information System, Research Process of

International Marketing.

(15Hrs)

Module 6: Global marketing management: products and services for customers and businesses, global marketing channels and marketing mix, pricing for global market.

(13 Hrs)

References

1. Kenneth C Laudon — E-Commerce Pearson Education,2013.
2. Murthy C.S.V — E-Commerce- concepts, models, strategies, Himalaya Publishing House, New Delhi,2013.
3. Joseph P.T, — E-Commerce- An Indian Perspective, PHI Learning Pvt. Ltd, New Delhi,2012.
4. Addison Wesley, —Frontiers of E-Commerce —, Pearson Publication,2012.
5. David Whitley, —E-Commerce Strategy, Technology and Application, Tata McGraw Hill Publication, New Delhi,2012.
6. Philip R. Cateora and John L. Graham, —International Marketing —, McGraw-Hill,2011

Module- 1: E-business- Concepts – Definition– e-business vs. e-commerce -

Technology – Sustainable and disruptive , - E-Business Models – Revenue model,

Architectural model and Market opportunity models - E-business Design: steps,

Knowledge building, capacity evaluation.

(10 Hrs)

Module-2 : E-Marketing – Traditional Marketing – Web presence Goals – Browsing Behaviour – online Marketing – E-advertising – Internet Marketing Trends – E branding– E- marketing strategies .- modes of e-marketing - Concept and Definition of E-Retailing: Different Models of E Retailing; Model for Web based Information System in E-retailing; -EPOS System. Functions of an EPOS System, e-payment mechanism.

(20 Hrs)

Module - 3 : E- Business Technologies-Customer relationship management (CRM) - Organizing around the customer - CRM design and infrastructure - CRM Trends; Selling-chain management - Need for selling-chain management - Order acquisition process – Enterprise resource planning (ERP) – Forces influencing ERP – Implementation strategies - ERP trends; Supply chain Management - Supply-chain planning and execution - SCM issues and trends; E-procurement – Knowledge repository- Data mining

– Social media platform.

(30 Hrs)

Module – 4: Cyber Law- Introduction – Need – Evolution of Cyber Laws - Scope– Jurisdiction in cyber space – jurisdiction with respect to E-Commerce and E-governance

–Indian law relating to IPR (Copy right, Trademark, Patents etc.) **(15 Hrs)**

Module – 5: Cyber Regulations- -Cybercrime investigation and surveillance – internet surveillance and privacy - issues relating to investigation, cyber forensic, relevant provisions under IT Act 2000, IPC and Evidence Act etc. Adjudication under the IT Act

- Cyber Appellate Tribunal – punishments for various cybercrimes (an overview)
(15 Hrs)

References:

1. E-business, Dr. Ravi Kalakota, Pearson Education Asia
2. E-Business (R)evolution, Daniel Amor, Pearson Education Asia
3. E-Business-2, Dr. Ravi Kalakota & Macia Robinson, Pearson Education Asia
4. E-Business and Commerce, Brahm Canzer, Dreamtech press, New Delhi
5. The E-Business book, Dayle M Smith, Viva books, New Delhi
6. E-Business essentials, Rajat Chatterjee, Global India Publication, New Delhi
7. E-Business essentials, Matt Haig, Kojan Page India Ltd
8. IT Act 2000, IT Amendment Bill 2006, IT Amendment Bill 2008

SEMESTER IV

Paper 2: CO 242M- **INDUSTRIAL MARKETING**

Objectives:

1. To learn how general marketing concepts apply to industrial business contexts.
2. To impart knowledge in enabling the taught to critically analyze firm-specific industrial marketing issues.

Module 1. Nature of Industrial Marketing: Industrial marketing vs. consumer marketing- Relational approach to industrial marketing – The nature of industrial demand

&Industrial customer (18Hrs)

Module 2. Type of Industrial Products: Major equipment, Accessory equipment, Raw and processed materials, Components parts and sub - assemblies, Operating supplies,

Standardized and non- standardized parts, Industrial services (20Hrs)

Module 3. Organizational influences on buying behavior: Buying roles, The buy grid model, The organization buying decision process- Purchasing systems- Auctions-Documentation- Bids- Order – Placement- Follow up- Receipt and inspection (20 Hrs)

Module 4. Industrial Product Decisions: Industrial product life cycle – Industrial product mix determinants viz. Technology- Competition- Operating capacity- Shift in location of customers- Government controls – Changes in level of business activity

(20 Hrs)

Module 5. Pricing of Industrial Products: Pricing objectives- Price decision analysis-Break Even Analysis- Net pricing- Discount pricing – Trade discount – Geographic pricing- Factory pricing- Fright allowance pricing- Terms of sale – Outright purchase-

Hire purchase–Leasing

(15Hrs)

Module 6. Promotion of Industrial Products- Supporting salesman- Motivating distributors – Stimulating primary demand- Sales appeal – Publicity & sponsorships –

Trade shows – Exhibits – Catalogs – Samples- Promotional letters – Promotional novelties

(15 Hrs)

Book recommended:

1. Anderson, Customer Relationship Management, Tata MaGrawHill.
2. Daragh O Reilly and Julian J Gibas, Bulding Buyer Relationships, Macmillian India Ltd.
3. Michael D Hutt and Speech T.V, Industrial Marketing Management, The DrydenPress.
4. Robert Dwyer F., Business Marketing, MaGrawHill.
5. Robert & Reeder, Edward G. Briety and Betty H. Reeder, Industrial Marketing: Analysis Planning and Control. Prentice Hall of IndiaLtd
6. Industrial Marketing – P KGhosh

GUIDELINES FOR PROJECT FOR M.COM

Project work to commence at the beginning of the third semester

Every student shall work on a project related to Commerce and more closely associated to the area of specialization.

Project Report to be submitted at the end of the last semester. There could be linkage between the summer internship and the topic of the project.

Project work should be done under the supervision and guidance of regular faculty.

Students who submit a project shall justify the following:

Relevance of the
study Problem
identified

Objectives and the Methodology

Outcome envisaged and the possible application of the same.

Identifying a topic which is live from the environment/industry is possible through establishing linkages with industry/ policy making bodies.

Two copies of the project report in English (Printed or typed in A4 size paper) should be submitted by the student at the end of the last semester

Structure of the Report

Title Page

Certificate from the guide

Name of the Student, Name and Designation of the
supervisingTeacher Acknowledgements

Contents

Executive

Summary Chapter

I:Introduction

1. Research problem
2. Objectives of the study,(ONE primary objective associated with the statement of the problem and other secondary objectives)
3. Methodology (stating the variables associated with the objectives) and the hypotheses emerging from research problem and objectives framed , sample design and technique

Chapter II Review of Literature

Chapter III and IV: Data Analysis and interpretation

Chapter V: Summary findings Recommendations

Appendix (Questionnaire, Specimen copies of forms, other exhibits etc;) Bibliography

Project Evaluation

Dissertation /Project Report to be submitted at the end of the last semester. The project report shall be subject to internal and external evaluation followed by a Viva-voce.

Internal Evaluation is to be done by the supervising teacher and external evaluation is to be done by an examiner appointed by the University along with the Head of the Department or his nominee.

The maximum marks shall be 100 -project assessment 75% viva voce 25% .
Viva Voce shall be conducted along with the comprehensive viva-voce.

A viva voce related to the project work will be conducted by the external evaluation Board and students have to attend the viva voce.

Project assessment marks are to be awarded to the students combining the internal and external evaluation, taking the average.

Total Marks for the Project is 100 in two components A - Project assessment -75 and B Viva Voce- 25

Project assessment valuation would have the e following break up :

Relevance of the study-10

Problem identification -10

Methodology- sampling data analysis tools variables and hypotheses-30

Findings-10

Reporting-5

Linkage in the study-5

Outcome achieved -5

The student should get a minimum of 30 in project report.

If the student fails to get a minimum in project report, he or she shall submit the project report after modifying it on the basis of the recommendations of the examiners.