File Ref.No.6676/GA - IV - B - SO/2012/CU

UNIVERSITY OF CALICUT

Abstract

General and Academic - Faculty of Humanities- Scheme and Syllabus of MA Sociology Programme(CCSS PG 2019) incorporating Outcome Based Education- Implemented in the Teaching Department of the University - w.e.f 2020 Admission onwards -Subject to ratification by Academic Council -Orders Issued

G & A - IV - B

U.O.No. 5782/2021/Admn Dated, Calicut University.P.O, 31.05.2021

Read:-1. U.O.No. 2781/2020/Admn dated 29.02.2020
2. Minutes of the meeting of the Board of Studies in Sociology PG held on 27.02.2021(Item No.5)
3. Remarks of the Dean Faculty of Humanities, dated 30.05.2021.
4. Orders of Vice Chancellor dated 30/05/2021.

ORDER

1. The scheme and syllabus of MA Sociology Programme under CCSS PG Regulations 2019, has been implemented in the Teaching Department of the University w.e.f 2019 admission onwards, vide paper read (1) above.
2. The meeting of the Board of Studies in Sociology PG held on 20.05.2021, vide paper read (2) above, has approved the Outcome Based Education (OBE) syllabus for MA programme in Sociology (CCSS) under CCSS PG Regulations 2019, without changing the content w.e.f 2020 admission onwards.
3. The Dean Faculty of Humanities, vide paper read (3) above, has approved the above resolution of the Board of Studies in Sociology PG held on 20.05.2021.
4. Considering the urgency in implementation of the syllabus, sanction has been accorded by the Vice Chancellor to implement the Outcome Based Education syllabus of MA Sociology Programme (CCSS PG 2019), in the Teaching Department of the University without changing the content with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
5. The scheme and syllabus of MA Sociology Programme under CCSS PG Regulations 2019 incorporating Outcome Based Education (OBE), in the existing syllabus without changing the content is therefore implemented in the Teaching Department of the University with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Ajitha P.P

Joint Registrar

To

HoD , Dept. of Sociology.
Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V/EX and EG Sections/GA I F/ CHMK Library/Information Centres/IQAC/SF/DF/FC

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

MA SOCIOLOGY PROGRAMME

under

Choice Based Credit Semester System for Post Graduate Programmes Of Teacing Departments

CCSS PG-2019

SCHEME & SYLLABUS

(2020 Admission Year onwards)

University of Calicut

Structure of the Courses in M.A. Sociology (CCSS) Programme 2019

Core Courses : 48 Credits

Elective Courses : 16 Credits

Dissertation/General External Viva-Voce (Comprehensive) : 8 Credits

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Total : 72 Credits

Semester I

Sl. No	Course Code	Type of Course	No. Of Credits
1	SGU1 C01	Core Course	4
2	SGU1 C02	Core Course	4
3	SGU1 C03	Core Course	4
4	SGU1 C04	Core Course	4
	SGU1 A01	Audit Course 1	2*
		Total	16

* The students will have to undergo two audit courses with 2 credits each in the First and Second Semesters. The credits will not be counted for evaluating the overall SGPA & CGPA. Audit courses are not part of the normal workload.

Semester II

Sl. No	Course Code	Type of Course	No. Of Credits
5	SGU2 C05	Core Course	4
6	SGU2 C06	Core Course	4
7	SGU2 C07	Core Course	4
8	SGU2 C08	Core Course	4
	SGU2 A02	Audit Course 2	2*
		Total	16

* The students will have to undergo two audit courses with 2 credits each in the First and Second Semesters. The credits will not be counted for evaluating the overall SGPA & CGPA. Audit courses are not part of the normal workload.

Semester III

Sl. No	Course Code	Type of Course	No. Of Credits
9	SGU3 C09	Core Course	4
10	SGU3 C10	Core Course	4
11		Elective Course	4
12		Elective Course	4
		Total	16

Semester IV

Sl. No	Course Code	Type of Course	No. Of Credits
13	SGU4 C11	Core Course	4
14	SGU4 C12	Core Course	4
15		Elective Course	4
16		Elective Course	4
	SGU4 P01	Projects/Dissertation/Viva	8
		Total	24

Total Credits: 16+16+16+24= 72 Credits

Eligibility Criteria

Under Mark System :- Any UG Degree of this University or equivalent degree with at least 45% marks for Part III (excluding subsidiaries). OBC/OEC candidates are eligible to relaxation up to 5%. SC/ST candidates need only to get a pass.

Under Grade System :- Any UG Degree of this University or equivalent degree with each Core and Complementary course grade point at least equivalent to 50%. OBC/OEC candidates are eligible to relaxation up to 5%. SC/ST candidates need only to get a pass.

LIST OF PAPERS

FIRST SEMESTER

Core Papers

SGU1 C01 FOUNDATIONS OF SOCIOLOGICAL THEORY

SGU1 C02 RESEARCH METHODOLOGY OF SOCIOLOGY

SGU1 C03 SOCIOLOGY OF INDIAN SOCIETY

SGU1 C04 RURAL AND TRIBAL SOCIETIES IN INDIA

SGU1A01 Audit course 1 ABILITY ENHANCEMENT

SECOND SEMESTER

Core Papers

SGU2 C 05 SCHOOLS OF SOCIOLOGICAL THEORY I

SGU2 C 06 RESEARCH METHODOLOGY II

SGU2 C07 URBAN SOCIOLOGY

SGU2 C08 GENDER STUDIES

SGU2 A02 Audit Course 2 SKILL DEVELOPMENT

THIRD SEMESTER

Core Papers

SGU3 C09 SCHOOLS OF SOCIOLOGICAL THEORY II

SGU3 C10 SOCIOLOGY OF DEVELOPMENT: THEMES AND PERSPECTIVES

Elective Papers ***(Any TWO out of the following electives should be selected)***

SGU3 E01 ENVIRONMENTAL SOCIOLOGY

SGU3 E02 SOCIOLOGY OF MIGRATION AND DIASPORA

SGU3 E03 SOCIOLOGY OF HEALTH

SGU3 E04 SCIENCE , TECHNOLOGY AND SOCIETY

FOURTH SEMESTER

Core Papers

SGU4 C11 CURRENT DEBATES IN SOCIAL THEORY

SGU4 C12 ECONOMIC SOCIOLOGY

Elective Papers ***(Any TWO out of the following electives should be selected)***

SGU4 E05 PROJECT PLANNING AND PREPARATION

SGU4 E06 GUIDANCE AND COUNSELLING

SGU4 E07 KERALA SOCIETY: STRUCTURE AND CHANGE

SGU4 E08 SOCIOLOGY OF MEDIA AND COMMUNICATION

SGU4P01 DISSERTATION

SGU4V01 VIVA - VOCE

SEMESTER I

CORE COURSE

NO. OF CREDITS: 4

SGU1 C01 FOUNDATIONS OF SOCIOLOGICAL THEORY

Course outcomes

- Traces out the history of sociology
- Summarises the ideas of the pioneering sociological thinkers
- Appraises the relevance of the classical theory in contemporary societies
- Compares and evaluates the contributions of classical thinkers

MODULE 1 THE ORIGINS OF SOCIOLOGICAL THEORY

1.1 Intellectual and Social forces in the development of Sociological Theory: Renaissance, Enlightenment, French Revolution, Industrial Revolution

1.2 Early Social Philosophers: Montesquieu, Condorcet, Saint Simone

1.3 Auguste Comte: Positivism, Herbert Spencer: Organic Analogy

1.4 Emile Durkheim: Social Fact, Division of Labour, Suicide, Elementary forms of Religious life

MODULE 2 KARL MARX

2.1 Karl Marx: Dialectical and Historical Materialism

2.2 Class and Class conflict

2.3 Theory of Alienation, Commodity Fetishism

2.4 Theory of Social Change

MODULE 3 MAX WEBER

3.1 Verstehen, Social Action, Ideal Type

3.2 Theory of Power and Authority, Bureaucracy

3.3 Rationality and Modernity- Rationalisation

3.4 The Protestant Ethics and Spirit of Capitalism

MODULE 4 GEORG SIMMEL

4.1 Formal Sociology, Sociation and Group formation

4.2 Relationships and Social types

4.3 Philosophy of Money

4.4 Modernity - Metropolis

Reference

Ian Craib - Classical Social Theory

Raymond Aron - Main Currents in Sociological

Thought George Ritzer - Sociological Theory

Ronald Fletcher - The making of Sociology

Paramjit S Judge - Foundations of Classical Sociological

Theory Vidya Bhushan and Sachdeva- Fundamentals of Sociology

Anthony Giddens - Capitalism and Modern Social Theory

J.Turner et al - The emergence of Sociological Theory

Irving.M.Zetlin - Ideology and the development of Sociological

Theory Lewis.A.Coser - Masters of Sociological Thought

John Hughes et.al - Understanding Classical Sociology: Marx, Weber,

Durkheim Anderson & Kaspersen - Classical and Modern Social Theory

Hawthorne, Geoffrey - Enlightenment and Despair

SEMESTER I

CORE COURSE

NO. OF CREDITS: 4

SGU1 C02 RESEARCH METHODOLOGY OF SOCIOLOGY

- **Course outcomes**
  - Recognises the philosophical foundations of social research
  - Identifies quantitative and qualitative research
  - Applies the steps and stages of research
  - Develops skills for social research

MODULE 1 PHILOSOPHICAL FOUNDATIONS OF SOCIAL RESEARCH

1. 1 Major Philosophical Orientations – Epistemology, Ontology and Hermeneutics

1.2 Scientific Method in Social Science, Nature of Social Reality, Logic of inquiry – Induction and Deduction, Objectivity and Reflexivity in Social Research

1.3 Social Research – Nature and Types, Theory building, Theory-research duality, Inter-disciplinary and Multidisciplinary dimensions, Challenges in Social Research

1.4 Methods and Methodologies in Sociological Enquiry, Ethical concerns in Social Research

MODULE 2 PROLOGUE TO RESEARCH

2.1 Problem Formulation, Review of Literature, Research questions, Objectives, Hypothesis
2.2 Concepts, Variables, Conceptual and Theoretical framework
2.3 Research Design – Definition, Functions and Types
2.4 Proposal, Synopsis and Abstract; Preparation of Research Proposal

MODULE 3 DATA COLLECTION

3.1 Techniques of Primary Data collection: Observation, Questionnaire, Schedule and Interview guide,
Census and Sample Survey
3.2 Sources of Secondary Data: Archives, Census , Survey Reports, Gazetteers, District handbooks, Film and Visual Artifacts
3.3 Types of sampling — Probabilistic and Non probabilistic.

MODULE 4 QUALITATIVE METHODS IN SOCIAL RESEARCH

4.1 Nature and scope of Qualitative Research Methods; Methodological issues in qualitative research
4.2 Methods: Ethnography and Visual Ethnography, Archival Methods, Oral History, Interviews/ Case

Studies, Content analysis , Life History, Genealogy
4.3 Grounded Theory, Triangulation and Mixed methods: Context and Scope

Reference

Seltiz, Claire et al - Research Methods in Social

Relations Goode, William.J. & Hatt, Paul.K Methods in Social

Research Young, Pauline.V. - Scientific Social Surveys and

Research Silverman, David(Ed) - Qualitative Research

Festinger and Katz - Research Methods in Behavioural Sciences

Kerlinger, Fred. N. - Foundations of Behavioural Research

Ranjit Kumar – Research Methodology A Step by step Guide for Beginners

Kothari. C.R. - Research Methodology- Methods and Techniques

Croxton and Cowden - Applied General Statistics

Gupta. S.P. - Fundamentals of Statistics

Black, James. A. & Dean, Champion.J - Methods and Issues in Social Research

Blalock, Huber.M. - Social Statistics

Layder, Derek - Sociological Practice: Linking Theory and Social research

Punch, Keith. F - Introduction to Social Research

De Vaus, D.A. - Surveys in Social Research, London

John J Macionis - Sociology

SEMESTER I

CORE COURSE

NO. OF CREDITS: 4

SGU1 C03 SOCIOLOGY OF INDIAN SOCIETY

Course outcomes

- Traces out the historical emergence of Indian Society
- Examine the different approaches to the study of Indian Society
- Discuss the different issues of Indian society
- Analyse the transformations in Indian society

MODULE 1 INDIAN SOCIETY: HISTORICAL EMERGENCE

1.1 Historical context and emergence of Modern India- British rule and its impact (A.R.Desai, Ramachandra Guha)
1.2 Freedom Movement and the emergence of the Indian Nation (A.R,Desai)
1.3 Indian society in the post Independent era (Contemporary India-Deshpande)

MODULE 2 APPROACHES TO THE STUDY OF INDIAN SOCIETY-I

2.1 Development of Sociology in India, Contextualisation and Indegenisation
2.2 Indological approach: Louis Dumont-Homo Heirarchicus, Purity - Pollution, Ghurye- Origin and Features of Caste System
2.3 Structural-Functional approach: Srinivas- Social structure and Mobility, Dube- Village Society

MODULE 3 APPROACHES TO THE STUDY OF INDIAN SOCIETY-II

3.1 Cultural approach: Surajit Sinha-Tribes and Indian Civilisation , N.K.Bose- Civilisational View of Indian Society
3.2 Dialectical approach: D.P.Mukherjee- Indian Social Structure , A.R.Desai- Social Unrest and Nationalism
3.3 Subaltern approach: David Hardiman- Devi Movement, Ambedkar- *Annihilation of Caste*

MODULE 4 CURRENT ISSUES IN INDIAN SOCIETY

4.1 Contemporary Issues in India: Poverty, Inequality of Caste and Class, Issues in Agrarian Sector
4.2 Secularism, Communalism, Ethnicity
4.3 Nationalism- Views of Tagore, M.K Gandhi ,Nehru, Constitutional Views

References

Beteille.A. - Caste, Class and Power

Desai. A.R. - Rural Sociology in India

Desai. A.R. - Modernisation of Under developed Societies

Kolenda. P.M. - Caste in Contemporary India

Mandelbaum. D.G. - Society in India

Kapadia. K.M. - Marriage and Family in India

Singer.M. & Cohn.B - Structure and Change in Indian Society

Singh, Yogendra - Modernisation of Indian Tradition

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

Srinivas. M.N. - On Living in a Revolution and Other Essays

Kothari, Rajini - Caste in Indian Politics

Dumont.L. - Homo-heirarchicus

Srinivas. M.N.(Ed) - India's Villages

Srinivas. M.N. & Bardan.P.K.(Ed) - Rural Poverty in South Asia

Das, Veena - Structure and Cognition- Aspects of Hindu Caste and

Ritual Frankel& Rao M.S.A - Dominance and State power in Modern India

Karve, Irawati - Kinship Organisation in India

Alavi, H & Harris,J (Ed) - Sociology of Developing Societies-South

Asia D.N.Dhanagare - Themes and Perspectives in Indian

Sociology Dipankar Gupta (Ed) - Social Stratification

Dipankar Gupta - Interrogating Caste

Yogesh Atal (Ed) - Understanding Indian Society

Fuller.C.J.(Ed) - Caste Today

Shah. A.M. - The Family in India: Critical Essays

Uberoi, Patricia (Ed) - Family, Kinship and Marriage

Deshpande, Satish - Contemporary India

Veena Das - The Oxford Companion to Sociology and Social Anthropology

SEMESTER I

CORE COURSE

NO. OF CREDITS: 4

SGU1 C04 RURAL AND TRIBAL SOCITIES IN INDIA

Course outcomes

- Identifies the scope and relevance of rural and Tribal studies
- Acquaints with the basics of rural and tribal societies in our country
- Analyse rural and tribal problems
- Appraise rural and tribal social institutions

MODULE 1 RURAL AND PEASANT SOCIETY

1.1 Scope and importance of the study of rural society in India

1.2 Rural Society, Peasant Society, Agrarian Society: Features

1.3 Perspectives on Indian Village Community: Historical, Ecological

1.4 Nature and changing dimensions of village society, Village Studies – Marriot & Beteille

MODULE 2 CHANGING RURAL SOCIETY

2.1 Agrarian Social Structure, Land Ownership and Agrarian Relations

2.2 Emergent Class Relations, Decline of Agrarian Economy, De-peasantization

2.3 Land reforms and its impact on rural social structure with special reference to Kerala

2.4 Migration, Globalisation and rural social transformation

MODULE 3 GOVERNANCE IN RURAL SOCIETY

3.1 Rural governance: Village Panchayat, Caste Panchayat, Dominant Caste

3.2 Decentralisation of Power in Village Society, Panchayati Raj

3.3 Community Development Programme in India

3.4 People's Planning Programme: A critical appraisal

MODULE 4 TRIBAL SOCIETY IN INDIA

4.1 History of Indian Tribes, Demographic Features

4.2 Integration of the Tribals with the Non-Tribals , Tribe- Caste Continuum,

4.3 Tribal Problems in India

4.4 Approaches, Planning and Programmes for Tribal Development

References

1-Das veena (ed),2003 "Oxford India companion to sociology and social anthropology

2 Desai . AR (ed),1978 Rural sociology in India, Bombay,popular

3 Doshi. SL & PC jain 1999 Rural sociology , jaipur,Rawat

4 Singh K.P. (ed.) Tribal Development in India (N. Delhi : Uppal, 1988).

5 Singh K.S. (ed.) Tribal Situation in India (Simla : Indian Institute of Advanced Study, 1972)

6 Ghurye G.S. The Scheduled Tribes

7 Punit , AE 1978 social system in rural India Delhi,sterling

8 Rao MSA (ed) 1974 urban sociology,orient longman Hyderabad

9 Gupta, Dipankar (ed.) Social Stratification (New Delhi : Oxford, 1992) (See John Mencher, The Caste System Upside Down)

10 Vidyarthi L.P. The Tribal Culture of India (N. Delhi : Concept, 1985)

SGU 1A01 Audit course 1 ABILITY ENHANCEMENT PROGRAMME

The student can attempt any one of the following Ability Enhancement Programme for securing 2 credits.

1. An internship with an NGO or Self Help Group or suitable to the topic under study, under a supervisor who is a faculty member of the parent department

2. One seminar presentation on a relevant topic.

3. One case study analysis approved by the Department Council and conducted under a supervisor who is a faculty member of the parent department.

4. A Social Impact Assessment of any relevant Project or Development Initiative carried out under a supervisor who is a faculty member of the parent department and approved by the Department Council.

5. Review of any content in the printed/ audio/video format relevant to Sociology.

SEMESTER II

CORE COURSE

NO. OF CREDITS: 4

SGU2 C 05 SCHOOLS OF SOCIOLOGICAL THEORY I

Course outcomes

- Identifies various schools of sociological theory
- Explains the major schools of thought
- Critically examine of the major schools of thought
- Recognize the utility and relevance of the theoretical premises

MODULE 1 STRUCTURE AND FUNCTION IN SOCIOLOGICAL THEORY

1.1 Social anthropological tradition: Malinowski, Radcliffe- Brown
1.2 Empirical functionalism: Robert K. Merton
1.3 Analytical Functionalism: Talcott Parsons
1.4 Linguistic Tradition: Ferdinande de Saussure, Structuralism of Claude Levi-Strauss

MODULE 2 CONFLICT THEORY

2.1 Conflict Perspective: Influence of Marx, Weber and Simmel
2.2 The Dialectical Conflict Theory: Ralph Dahrendorf
2.3 The Conflict Functionalism: Lewis A. Coser
2.4 Conflict and Geopolitical Theory: Randall Collins

MODULE 3 SYMBOLIC INTERACTIONISM

3.1 Theory of Mind, Self and Society: G.H.Mead

3.2 Theory of Looking Glass self: C.H.Cooley

3.3 Interpretative approach: Herbert Blumer

3.4 Dramaturgical Analysis: Erving Goffman

MODULE 4 PHENOMENOLOGY

4.1 The idea of Phenomenology: Edmund Husserl

4.2 Phenomenological Interactionism: Alfred Schutz

4.3 Social Construction of Reality: Peter Berger and Thomas Luckmann

4.4 Ethnomethodology: Harold Garfinkel

References

Turner.J. - The Structure of Sociological Theory

Ritzer.G. - Sociology: A Multiple Paradigm

Ritzer.G. - Modern Sociological Theory

Irving.M.Zeitlin - Rethinking Sociology: A Critique of Contemporary

Theory Anthony Giddens - Central Problems in Social Theory

Martindale - The Nature and Types of Sociological Theory

Coser & Rosenberg - Sociological Theory

Anthony Giddens(Ed) - Positivism and Social Theory

Bottomore&Nisbet(Ed) - A History of Sociological Analysis

Graham.C.Kinloch - Sociological Theory: Its Development and Major Paradigms

SEMESTER II

CORE COURSE

NO. OF CREDITS: 4

SGU2 C 06 RESEARCH METHODOLOGY II

Course outcomes

- Acquaints with quantitative and qualitative research methods
- Identifies and applies scaling techniques
- Applies statistics in social research
- Distinguishes the various components and format of report

MODULE 1 MEASUREMENT AND SCALING TECHNIQUES

1.1 Measurement in Research, Measurement Scales: nominal scale, ordinal scale, interval scale, ratio scale., Sources of Error in Measurement

1.2 Tests of Sound Measurement, Technique of Developing Measurement Tools

1.3 Scaling- Meaning, Purpose, Basic problems of Scaling, Establishing validity and reliability of the Scale

1.4 Construction of Scales: Bogardus' Social Distance Scale, Thurston's Equal Appearing Interval Scale, Likert's Internal Consistency Scale

MODULE 2 STATISTICS IN SOCIAL RESEARCH

2.1 Nature , Use and Limitations of Statistics in Social Research

2.2 Measures of Central Tendency: Mean, Median and Mode; Measures of Dispersion: Mean Deviation, Standard Deviation

2.3 Correlation-Meaning and types, Karl Pearson’s Correlation, Spearman’s Rank Correlation; Regression: Meaning and Purpose, Linear regression

2.4 Parametric test: t-test, F-test; Non-parametric test: Chi-square Test

MODULE 3 PROCESSING AND ANALYSIS OF DATA

3.1 Classification and Tabulation of data –Tables: Frequency Table and Two way table

3.2 Graphical and Diagrammatic representation of Data : Graphs-Histogram, Ogives ; Diagrams- Bar Diagram and Pie Diagram

3.3 Data Analysis: Editing, Coding and Classification of Data, Interpretation and Inference

3.4 Use of Computers in Data Analysis

MODULE 4 REPORTING AND ACADEMIC WRITING

4.1 Report Writing – Purpose of reporting, Types: Technical Report, Popular Report

4.2 Format of Report ; Style Manuals: MLA, APA; Referencing , Bibliography and Indexing

4.3 Academic Writing: Significance, Forms: Article, Monograph, Dissertation, Thesis

4.4 Issues of Copyright and Plagiarism, Use of Softwares in Social Research

(For the paper, questions for a total of weightage 10 within the total weightage of 30 will be problem based The problem based questions in Part A, Part B and art C will not exceed 5 weightage respectively.)

References

American Sociological Association (2007). *American Sociological Association* Style

Guide. Becker, Howard S. *Writing for Social Scientists.* 2nd ed.: University of Chicago

Seltiz, Claire et al - Research Methods in Social Relations

Goode and Hatt - Methods in Social Research

Young, Pauline.V. - Scientific Social Surveys and Research

Silverman, David(Ed) - Qualitative Research

Kothari - Research Methodology

Festinger and Katz - Research Methods in Behavioural Sciences

Kerlinger, Fred. N. - Foundations of Behavioural Research

Kothari. C.R. - Research Methodology- Methods and Techniques

Croxton and Cowden - Applied General Statistics

Gupta. S.P. - Fundamentals of Statistics

Black and Champion - Methods and Issues in Social Research

Blalock, Huber.M. - Social Statistics

Layder, Derek - Sociological Practice: Linking Theory and Social

research, Punch, Keith. F - Introduction to Social Research

De Vaus, D.A. - Surveys in Social Research

W.Lawrence Neuman - Social Research Methods-Quantitative and Qualitative

Approaches

SEMESTER II

CORE COURSE

NO. OF CREDITS: 4

SGU2 C07 URBAN SOCIOLOGY

Course outcomes

- Summarises the basic ideas of Urban Sociology
- Explains the theories and processes of urban ecology
- Discuss issues of urban development
- Initiate a critical discussion on Urban society

MODULE 1 BASICS OF URBAN SOCIOLOGY

1.1 Classical sociological traditions of Urban Sociology- Views of Durkheim, Weber, Simmel
1.2 Conceptualisations of Tonnies and Redfield on Urban Society

1.3 Basic Concepts: Urbanism, Urbanity, Urbanization, city, town, Mega-Cities metropolis and Megalopolis, Ethnic Enclaves, Gated Communities

1.4 Classification of urban centres, Industry, Service and Business centred developments

MODULE 2 URBAN ECOLOGICAL PROCESSES AND THEORIES

2.1 Urban Ecology, Elements of Urban Ecology- POETS

2.2 Ecological Processes: Invasion, Succession, Concentration, Centralisation, Segregation

2.3 Urban community and spatial dimensions: Park, Burgess and Mc kenzie

2.4 Contemporary Human ecological approach of Hawley and Duncan

MODULE 3 RECENT THEORETICAL PERSPECTIVES IN URBAN SOCIOLOGY

3.1 Neo-Weberian perspectives of Pahl, Rex and Moore

3.2 Socio spatial approach of Henri Lefebvre

3.3 Marxian approach of David Harvey

3.4 Neo Marxian approach of Manuel Castells

MODULE 4 URBANISATION IN INDIAN CONTEXT

4.1 Impact of colonialism and neo-colonialism on Urbanisation in India

4.2 Sociological implications of Indian urbanization: Impact on class and occupational structures, religion and polity, kinship networks

4.3 Urban Social Problems: Poverty, Slums, Gentrification

4.4 Urbanisation in India: Contributions of Patric Geddes, MSA Rao

References

Bergel.E.E. - Urban Sociology

James Quinn - Urban Sociology

Bidyut Mohanty(Ed) - Urbanisation in Developing Countries

John.J.Palan - The Urban World

Ramachandran.R. - Urbanisation and Urban systems in India

Mumford.L. - Cities in History

A.R.Desai & S.D.Pillai - Slums and Urbanisation

Alfred de Souza (Ed) - The Indian City

V.L.S.Prakash Rao - Urbanisation in India

Berry et al - Contemporary Urban Ecology

M.S.A.Rao & C.S.Bhat - Readings in Urban Sociology

Rao, M.S.A. (ed.) 1991. A Reader in Urban Sociology Orient Longman: New Delhi.

SEMESTER II

CORE COURSE

NO. OF CREDITS: 4

SGU2 C08 GENDER STUDIES

Course outcomes

- Explains the basic concepts of Gender Studies
- Elaborates on the theoretical perspectives on Gender
- Discuss the Gender dynamics in Indian society
- Evaluates Gender relations in the context of Kerala society

MODULE 1 GENDER AS A SOCIAL CONSTRUCT

1.1 Gender Studies: Genesis ,Women's studies/gender studies
1.2 Basic Concepts - Sex/Gender, Gender identity, Gender Stereotypes, Gender Discrimination, Gendered division of labour , Heteronormativity, LGBTIQ
1.3 Different waves of Feminism, Feminist Perspectives - Liberal,Radical, Marxist, Socialist, Eco-feminism

MODULE 2 PERSPECTIVES ON GENDER

2.1 Nancy Chodorow, Ann Oakley, Simone de Beauvoir
2.2 Judith Butler,Julia Kristeva,
2.3 Queer theory, Queer politics
2.4 Theories of masculinity: Sherry.B.Ottner, R.W. Connel

MODULE 3 GENDER DYNAMICS IN INDIA

3.1 Social institutions and Gender reproduction- Caste, Class, Religion
3.2 Gender and economy:, property relations, gender wage-gap, unpaid labour and glass ceilings
3.3 Representations of Gender: Objectification and stereotyping , Gendered Violence
3.4 Issues of sexual minorities in India

MODULE 4 GENDER AND KERALA SOCIETY

4.1 The making of the ideal Malayalee Woman- J.Devika kulasthreeyum Chandappennum
4.2 Politics, women, and well-being: How Kerala became a model- Robin Jeffrey
4.3 Scripting Lives: Narratives of 'Dominant Women' in Kerala- Sharmila Sreekumar
4.4 Hierarchies of masculine performance: Friendship And Flirting: Micro-Politics in Kerala, South India Caroline Osella & Filippo Osella

Reference

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

Dube, Leela et.al. (ed) - Visibility and Power: Essays on Women in Society and Development

Sharma, Ursula - Women, Work and Property in North-West India

Shulamitz, Reinharz & Lynn Davidman - Feminist Research Methods

Chanana, Karuna - Socialization, Women and Education: Explorations in Gender Identity

Dube, Leela - Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia

Gandhi, N. & N.Shah - The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India

George Ritzer - Sociological Theory

David Boucheir - The Feminist Challenge

Ann Oakley - Sex Gender And Society

Haralambos,Michael - Sociology-Themes and Perspectives

J.Devika -Kulasthreeyum Chandappennum

Robin Jeffrey - How Kerala became a model

Sharmila Sreekumar - Narratives of 'Dominant Women' in Kerala

Caroline Osella & Filippo Osella - Friendship and Flirting: Micro-Politics in Kerala, South India

SGU2A02 Audit Course 2 SKILL DEVELOPMENT PROGRAMME

The student should acquire skill in at least one of the software such as SPSS/R/ Stata or any software relevant to Sociological Research and use the software to do any one of the following with the help of a supervising teacher.

1. Calculation of descriptive measures in statistics.
2. Calculation of correlation and regression.
3. Perform ANOVA.
4. Multiple regression models.
5. Perform t, chi square and F test. 6. Perform any non-parametric test.

SEMESTER III

CORE COURSE

NO. OF CREDITS: 4

SGU3 C 09 SCHOOLS OF SOCIOLOGICAL THEORY II

Course outcomes

- Explains various schools of sociological theory
- Elaborates the contributions in the various schools of thought
- Initiate critical discussion on the major schools of thought
- Identifies the relevance of the theoretical premises

MODULE 1 EXCHANGE THEORY

1.1Anthropological tradition: Malinowski, James Frazer, Marcel Mauss
1.2 George.C.Homans- Propositions of Exchange
1.3 Peter.M.Blau- Basic Exchange Principles, Cognitive Dissonance
1.4 Richard Emerson: Social Network Theory

MODULE 2 INTERPRETATIVE TRADITION IN SOCIOLOGY

2.1 Interpretive Tradition : Influence of Weber

2.2 Karl Mannheim: Sociology of Knowledge

2.3 Clifford Geertz: Interpretation of Culture

2.4 Mary Douglas: Purity and Pollution

MODULE 3 CRITICAL THEORY

3.1 Conceptual foundations of early Critical Theory

3.2 Frankfurt School and Critical Theory

3.3 Adorno, Horkheimer, Benjamin

3.4 Revival of Critical Theory: Habermas

MODULE 4 NEO FUNCTIONALISM AND NEO MARXISM

4.1 Niklas Luhmann: Theory of Social Systems

4.2 Jeffrey C Alexander: Neofunctionalism

4.3 Antonio Gramsci: Hegemony, Theory of Civil Society; Louis Althusser: The Theory of State

4.4 Ralph Miliband: The State in Capitalist Society, Nicos Poulantuzaz: State and post Modernity, Miliband Poulantzas debate

References

Turner.J. - The Structure of Sociological Theory

Ritzer.G. - Sociology: A Multiple Paradigm

Ritzer.G. - Modern Sociological Theory

Irving.M.Zeitlin - Rethinking Sociology: A Critique of Contemporary Theory

Anthony Giddens - Central Problems in Social Theory

Martindale - The Nature and Types of Sociological Theory

Coser & Rosenberg - Sociological Theory

Anthony Giddens(Ed) - Positivism and Social Theory Bottomore&Nisbet(Ed)- A History of Sociological Analysis

Graham.C.Kinloch - Sociological Theory: Its Development and Major Paradigms

Bryan S Turner - New Blackwell Companion to Social Theory

SEMESTER III

CORE COURSE

NO. OF CREDITS: 4

SGU3 C10 SOCIOLOGY OF DEVELOPMENT: THEMES AND PERSPECTIVES

Course outcomes

- Explains the conceptual discussions on development
- Discuss the theoretical views of development
- Evaluate the Indian experience of development
- Evaluate the Kerala model of development

MODULE 1 CONCEPTS AND PERSPECTIVES OF DEVELOPMENT

1.1 Basic concepts: Change, Progress, Evolution, Modernization: Factors of Social Change

1.2 Indices of Development, Human Development Index, Gender Development Index

1.3 Changing conceptions of Development: Economic Development, Human development, Social development, Sustainable Development

1.4 Paths of Development: Socialist, Capitalist, Gandhian, Mixed

MODULE 2 THEORIES OF DEVELOPMENT&UNDERDEVELOPMENT

2.1 Modernization Theory: W. W. Rostow, Daniel Lerner

2.2.Dependency Theory: G. Frank – Development of underdevelopment, Samir Amin – Unequal Development, Immanuel Wallerstein – World system

2.3.Alternative Development Model: Mahatma Gandhi – Gram Swaraj, E. F. Schumacher – Intermediate Technology

2.4Critique of Development: Arturo Escobar, Amartya Sen

MODULE 3 DEVELOPMENT AND DILEMMAS IN INDIA

3.1 Indian Experience of Development: Sociological appraisal of Five-Year Plans,

3.2 Grassroot initiatives :Community Development Programmes, Panchayati Raj Institutions, Self Help Groups

3.3 Globalisation: socio-cultural repercussions of globalization, social implications of

Information and technology revolution

3.4 Development induced Displacement and Rehabilitation,

MODULE 4 KERALA MODEL OF DEVELOPMENT

4.1 Kerala Model of Development , Critic of the Kerala Model

4.2 Development and its beneficiaries –differential access , the displaced in Kerala

4.3 Development and local governance – Micro level planning

4.4 Field Study- Visit to Institutions, Project sites, Self Help Groups

Reference

Appadurai, Arjun - Modernity At Large: Cultural Dimensions of Globalization

Dereze, Jean and Amartya Sen - India: Economic Development and Social Opportunity

Desai, A.R. - India's Path of Development: A Marxist Approach

Giddens, Anthony - Introduction to Sociology

Harrison, D - The Sociology of Modernization and Development.

Haq, Mahbub Ul - Reflections on Human Development

Amin, Samir - Unequal Development

Giddens, Anthony - The Consequences of Modernity.

Wallerstein Imnanual - The Modern World System

Sharma, SL - Development: Socio-Cultural Dimensions.

SEMESTER III

ELECTIVE COURSE

NO. OF CREDITS: 4

SGU3 E01 ENVIRONMENTAL SOCIOLOGY

Course outcomes

- Explain the reciprocal relationships between environment and society.
- Discuss the different ideologies and perspectives of environmental sociology.
- Appraise the relationship between gender and environment.
- Analyse the interplay between environment, development, capitalism and social justice.

MODULE 1: Introduction to Environmental Sociology

1.1 Basic concepts -Environment , Ecosystem, Ecology, Biodiversity, Ecological footprint,
1.2 Environment and Society- Need for the study of environment,
1.3 Environment in Culture and Religion: Non Western Views of the Environment, The Judeo-Christian Legacy, Pre-nineteenth century social readings
1.4 Environmental Sociology: Field and Scope, Development of Environmental Sociology in India

MODULE 2: Major Environmental Ideologies

2.1. The Enlightenment, Environment and Social Theory - 19^{th}-21^{st} century social theory - Development of Environmental Sociology
2.2. Environmental Visions - Thoreau, Rachel Carson, Gandhiji
2.3. Anthropocentrism, Anthropocene and Deep Ecology
2.4. Green dilemmas: Consumerism and Environmentalism

MODULE 3: Theoretical Perspectives in Environmental Sociology

3.1 Duncan's Ecological Complex: POET Model

3.2 Dunlap and Catton's Ecological Explanation

3.3 Political economy interpretation- Alan Schnaiberg

3.4 Indian thinkers: Radhakamal Mukherjee, Ramachandra Guha

MODULE 4: Debates on Environment

4.1 Capitalism and Implications on Environment - Eco-crisis, Human Progress versus Ecological Collapse
4.2 Ecology and culture – Gendered hierarchies, Gender and Environment Debate – Ecofeminism
4.3 Ecological Degradation and Migration, Disasters and Community Responses
4.4 Constitutional Provisions and Environmental Laws with special reference to India

Reference:

Bas Wielenga, 1999. Towards an Eco-just Society, Bangalore: Centre for Social Action.
Michel Mayerfeld Bell, 1998. An Invitation to Environmental Sociology, California: Pine Forge Press. (Ch.2)
Marx, Karl. 1976.The Fetishism of the Commodity and its Secret. In *Capital: A Critique of Political Economy*, Vol. 1. Trans. Ben Fowkes. Harmondsworth: Penguin & New Left Review, pp. 163-177.
Gardner, Assadourian, Sarin.2013. "The State of Consumption Today". In State of the World 2004: Progress towards a Sustainable Society. UK: Earth Scan
Christopher Schlottmannet. al., 2017. Environment and Society: A Reader. New York: New York, University Press. (CH.9)
Henry Thoreau,1854; 2006. Walden, or Life in the Woods, The Pennsylvania State University: Penn State Electronic Classic Series
Rachel Carson, 1962. Silent Spring, Goa: Other India Press
Michel Mayerfeld Bell, 1998. An Invitation to Environmental Sociology, California:
Pine Forge Press
Maria Mies and Vandana Shiva, 2010. Ecofeminism, Jaipur: Rawat
Karren J Warren, 1997. Ecological Feminism, London: Routledge
Werner Wolfgang, 1993. Aspects of Ecological Problems and Environmental Awareness in South Asia, New Delhi: OUP.
Agarwal. Bina. 2011. Gender and Green Revolution, New Delhi: Oxford University Press.
Vandana Shiva. 1991. Ecology and the Politics of Survival: Conflict over Natural Resources in India, New Delhi: SAGE.
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Pine Forge Press
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MadhavGadgil, 1997. This Fissured Land: An Ecological History of India, New Delhi: Oxford
RamachandraGuha, 2000 Environmentalism: A Global History, New Delhi: OUP
John Barry, 1999. Environment and Social Theory, London: Routledge
M. George and R. Yvonne. 2005. The Language of Environment. New York: Routledge
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Saberwal. S and Rangarajan. M. 2005. Battles Over Nature: Science and the Politics of Conservation. New Delhi: Permanent Black. (Ch.7)
Ghanshyam Shah, 2004. Social Movements in India, New Delhi: Sage.
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Vandana Shiva.1991. Ecology and the Politics of Survival: Conflict over Natural Resources in India.New Delhi: SAGE.
RanjitDwivedi. 2006. Conflict and Collective Action: The SardarSarovar Project in India. New York: Routledge.
Omvedt. G.1984: Ecology and Social Movements, Economic and Political Weekly. XIX (44): 1865- 67.
Lele, S. 1991. Sustainable Development: A Critique, World Development. 19 (6): 607-21
Prasad M.K. 2001. PrakrithiSamrakshanam (Malayalam), Kerala SasthraSahithyaParishad, Kochi

SEMESTER IV

ELECTIVE COURSE

NO. OF CREDITS: 4

SGU3 E02 SOCIOLOGY OF MIGRATION AND DIASPORA

Course outcomes

- Identifies the concept and issues of diaspora
- Explains the history, approaches and examples of Indian Diaspora
- Analyse the problems of Indian Diaspora
- Assess the impact of diasporic population on Indian society

MODULE 1 MIGRATION AND DIASPORA

1.1 Theories of Migration: Push and Pull Theory, Everett Lee's Theory, Ravenstein's Theory

1.2 Migration and formation of diaspora: Migration systems theory, Transnational Theory

1.3 Meaning and implications of Diaspora, Types of Diaspora, Scope and significance of diaspora studies

MODULE 2 INDIAN DIASPORA

2.1 Indian Diaspora: A Historical Overview- Precolonial, Colonial and Post colonial,

2.1 Perspectives of studying Indian Diaspora- Retentionist, Adaptationist, Plural Society, Ethnicity and Political Economy perspectives

2.3 Case studies of Indian Diaspora: Cultural Revivalism: The Caribbean, Enclavisation and Racism: USA, UK and Canada, Transient Diaspora: West Asia, Ethnicity, Racism and Violence: Srilanka

MODULE 3 INDIA AND INDIAN DIASPORA

3.1. Policies and Initiatives by the Government of India for the Indian Diaspora

3.2 Role of Indian Diaspora in placing India in the Global Scenario

3.3 Remittance economy and its socio-economic impact, Problems of return migrants: Socio cultural and Economic problems with special reference to Kerala

MODULE 4 DIASPORA AND MOTHERLAND

4.1 The concept of home among diasporic communities- Homeland: imaginary or real

4.2 Indian Diaspora in Cyberspace Indian Diaspora and Films , Indian Diasporic Writing

4.3 Diaspora and Identity: Gender and Diaspora, Role of Pravasi organizations

Reference

Arther Helwig - Sikhs in England

Clarke, Colin, Ceri Peach &Vertovec (Ed) - South Asians Overseas

Bhadur Singh (Ed) - Indians in South east Asia

Bhadur Singh (Ed) - Indians in the Caribbean

Ravindra Jain.K. - Indian Communities Abroad: Themes and Literature

C. Kondapi - Indians abroad

Makrand Paranjpe - Indiaspora

Stephen Castells and Mark.J.Miller - The Age of Migration

Stuart Hall and Paul Du Gay(Ed) - Questions of Cultural Identity

Zacharia.K.C. - Kerala's Gulf Connection

Hugh Tinker - The Banyan Tree

Benedict Anderson - Imagined Communities

Robin Cohen - Global Diasporas: An Introduction

Aparna Rayparol - Negotiating Identities

Jayaram, N. - The Indian Diaspora: Dynamics of Migration.

Dubey, A. K. - Indian Diaspora: Identity and Globalisation.

Manual Castells -The Age of Migration

SEMESTER III

ELECTIVE COURSE

NO. OF CREDITS: 4

SGU3 E03 SOCIOLOGY OF HEALTH

Course outcomes

- Develops a basic understanding of health in Social context
- Recognises the sociological perspectives of Health and Medicine
- Elaborates the activities of World Health Organization
- Evaluates health planning policies and programmes in India.

MODULE 1 HEALTH IN SOCIAL CONTEXT

1.1 Meaning and definitions of health, Dimensions of health, Determinants of health

1.2 Changing Concepts of Health, Culture and health, Health development

1.3 Social basis of health: Social class and health, Gender and health, Ethnicity and health

MODULE 2 THEORETICAL PERSPECTIVES OF HEALTH AND MEDICINE

2.1 Structural – Functional perspectives: The sick role, the Physicians' role
2.2 Symbolic interactional perspectives: The social construction of illness, The Social construction of treatment
2.3 The Social conflict perspectives: The access issues, the profit motive, Medicine as Politics, Labelling approach

MODULE 3 HEALTH CARE AND SOCIAL PROBLEMS

3.1 Family and health, Occupational health, Health and ageing, Health and environment
3.2 Social epidemiology, Community health problems
3.3 Private and public health care services, Problems in health care service

MODULE 4 HEALTH ORGANIZATION, POLICIES AND PROGRAMMES

4.1 Health- a global issue: World Health Organisation, Red Cross Society, Community Health programmes in India
4.2 Social Security measures and Role of Governmental Agencies

4.3 Health and Health Care in Kerala with special focus on maternal and child health, and health of aged

References

John J. Macionis - Sociology John J. Macionis,

Simon Schuster -Sociology

Anthony Giddens - Sociology

Henry L. Tischler - Introduction to Sociology

K. Park - Preventive and Social Medicine

David F. Marks, Michael Marry - Health and Psychology:Theory, Research and Practice

Haralambos and Holborn - Sociology Themes and Perspectives

James M. Henslin -Sociology: A Down to Earth Approach

Linda L. Lindsey , Stephen Beach - Sociology

Beth B. Hess, Elizabeth and Peter - Sociology

Claire M. Renzettl, Daniel J. Curran - Sociology

Anthony Giddens - Sociology

SEMESTER III

ELECTIVE COURSE

NO. OF CREDITS: 4

SGU3 E04 SCIENCE, TECHNOLOGY AND SOCIETY

Course outcomes

- Identifies Technology as a form of knowledge
- Explains sociological perspectives towards Science & Technology Studies
- Examines the relationship between science, technology and society
- Critically evaluate the various impact of technology

Module 1: Technology as Form of Knowledge

1.1.Power relations in knowledge production - Science-non science dichotomy, Science and technology duality, State of indigenous knowledge

1.2.Scientism in social sciences – Perceptions on research in social sciences – thrust on Objectivity, Quantitative techniques and consequent reductionism

1.3.Perspectives on technology and society: Technological Determinism, Social Constructionism, Post humanism

Module 2: Science and Technology as a Concern of Sociology

2.1.Concepts and ideas on Social impacts of Technology -Technocracy, Technological Determinism, Y Generation, McDonaldisation, Disneyfication, Fordism and Post-Fordism, ,

2.2.Views on contemporary societies - Daniel Bell-Post Industrial Society, Manuel Castells-Network Society,

2.3.Theoretical views on technological interventions in social life: Bruno Latour - Actor-Network Theory (ANT), Ulrich Beck-Risk Society

Module 2: Technological Interventions and Society

2.1 Technological interventions in re-defining space and time - Industrialisation and urbanization, migration.

2.2 Changing notions of Time and Space, Flows and Boundaries, Virtual Community

2.2 E-Governance and Surveillance Society, State Policy, Digital Divide and Inclusion, Cyber Crime

Module 4 Technology and its Impact on Society

4.1 Technology and Emerging Political
Processes 4.2 Technology and Changing
Family Relations 4.3 Technology and
Changing Health Systems

Reference

WiebeBijker, T.P. Hughes, and Trevor Pinch (eds.) 1987, Social Construction of Technology, pp.17- 50.

Latour, Bruno. 1983. "Give Me a Laboratory and I Will Raise the World." Pp. 141-170 in Science Observed: Perspectives on the Social Study of Science, edited by K. D. Knorr-Cetina and M. Mulkay. London: Sage.

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Hall, S., D. Held and T. McGrew. Ed. 1992. Modernity and its Futures. Cambridge: Polity Press/Open University.
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Singh, Rajendra. 2001. Social Movements, Old and New: A Postmodernist Critique. New Delhi: Sage.
AUberoi, J. P. S. 2002. The European Modernity: Science, Truth and Method. Delhi:
Hyman, Richard. 1975. Industrial Relation: A Marxist introduction. London: Macmillan
Kamala Chaubey ed. 1974 Science policy and national development New Delhi: Macmillan.
Peter Robb (Nov-1981) British Rule and Indian Improvement: The Economic History Review, New Series, Vol.34, No.4- PP. 507-523
Bipin Chandra, 1999, Essay on Colonialism, Hyderabad, Orient Longman Chapter-1-3
Stephen Castles et. al. (eds.), 1998, The Age of Migration: International Population Movements in the Modern World,(London: Macmillan
Tim Dyson et.al. (eds.), 2004,Twenty-first Century India: Population, Economy, Human Development, and the Environment, New Delhi: Oxford
Annandale Allen, 2001. The Sociology of Health and Medicine. A Critical Introduction. Polity Press. pp. 3-32.
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Haraway, Donna J. 1996. “Modest witness: Feminist diffractions in science studies.” Pp. 428-442, in The Disunity of Science: Boundaries, Contexts, and Power, edited by Peter Galison and David stump. Stanford: Stanford University Press.
Latour, Bruno. 1991. “Technology is society made durable.” Pp. 103-131, In John Law (Ed.) A Sociology of Monsters: Essays on Power, Technology and Domination. London: Routledge.
Vandana Shiva, 200. Patents. Myths and Reality. New Delhi: Penguin Books India.
Rose, Hilary and Rose Steven 1976. The Political Economy of Science, London: The Macmillan Press
Latour, Bruno. 2005. Reassembling the Social: An Introduction to Actor-Network Theory. Oxford: Oxford University Press. Pp. 1-17 (Introduction).
Bell, Daniel. 1974. The Coming of Post-Industrial Society. New York: Harper Colophon Books,
Smart, Barry. 2002. Michel Foucault. London: Routledge

SEMESTER IV

CORE COURSE

NO. OF CREDITS: 4

SGU4 C11 CURRENT DEBATES IN SOCIAL THEORY

Course outcomes

- Outlines the contemporary debates in social theory
- Discusses the recent theoretical concepts and ideas
- Evaluates the relevance of theoretical discussions in contemporary society
- Critically appraises the recent theoretical discussions on society

MODULE 1 INDIVIDUALISATION AND SOCIETY

1.1 Giddens: Structure and Agency, Structuration Theory

1.2 Bourdieu: Cultural reproduction, symbolic violence , Habitus and Field, Forms of Capital

1.3 Zygmund Baumann: Liquid Modernity, Fragmentation and Discontinuity

MODULE 2 CULTURE AND SOCIETY

2.1 Raymond Williams: Cultural Materialism

2.2 Rolland Barthes: Death of the Author, Myth and Society

2.3 Derrida: Deconstruction as a method, Difference and Differance

MODULE 3 POWER AND SOCIETY

3.1 C Wright Mills: Power and Power

3.2 Elite Foucault: Archeology of Knowledge, Discourse Analysis, Discipline and Punish, History of Sexuality

3.3 Manuel Castells: Power of Identity

MODULE 4 LATE MODERNITY

4.1 George Ritzer: McDonaldisation

4.2 Fredric Jameson: Cultural Logic of Late Capitalism

4.3 Daniel Bell- Post Industrial Societies

Reference

Pierre Bourdieu - Outline of a Theory of Practice

Derek Layder - Understanding Social Theory

Giddens & Turner - Social Theory Today

David Owen - Sociology after Postmodernism

George Ritzer - Modern Sociological Theory

Lash Scott - Sociology of Postmodernism

Bryan.S.Turner - The Blackwell Companion to Social Theory

Steve Conner (ed) -The Cambridge Companion to Post Modernism Anthony

Giddens - The Constitution of Society: Outline of the Theory of Structuration.

Pierre Bourdieu - Social Space and Symbolic Power..

Michel Foucault - Discipline and Punishment. New York: Vintage

Books. Anthony Giddens - Consequences of Modernity..

Zigmunt Bauman - Intimations of Post

Modernity Tony Blackshaw - Zigmunt Bauman

SEMESTER IV

CORE COURSE

NO. OF CREDITS: 4

SGU4 C12 ECONOMIC SOCIOLOGY

Course outcomes

- Identifies the basic concepts of Economic Sociology
- Examines the theoretical perspectives of Economic Sociology
- Analyse the impact of Globalisation on economy
- Evaluates the relationship between economy and society

Module 1 Basic Concepts of Economic Sociology

1.1 Concepts: Value, Labour, Money, Rationality, Property and Property Relations, Production, Distribution

1.2 Reciprocity, Resdistribution and Exchange; Market Exchange, Gift Exchange

1.3 Mode of Production, State and Market: Welfarism and Neoliberalism

Module 2 Classical Theoretical Perspectives of Economic Sociology

2.1 Marx: critique of political economy, Durkheim: division of labour, Weber: sociology of capitalism
2.2 Simmel: Philosophy of Money, Veblen: Conspicuous consumption, Parsons : Economy as a sub system
2.3 Polanyi:economy as instituted process, Granovetter :Problem of embeddedness **Module 3 Globalisation and Economy**
3.1 Globalization and Nation State , Neo-Liberalism and Global Capitalism
3.2 International Financial Management - Balance of Trade and Balance of Payment - International Monetary Fund, General Agreement on Trade and Tariffs, (GATT),World Trade Organization (WTO)
3.3 Global Business and Corporates: MNCs and TNCs, Corporate Social Responsibility, Digital Economy, E-Commerce

Module 4 Economy and Society

4.1 Economic action and social structure: Meaning of Economic action, varieties of embeddedness, Social networks in economic behavior
4.2 Free trade versus fair trade , Changing Nature of Labour Relations:Knowledge industry, out sourcing, flexible labour
4.3 Gender and economy: property relations, gender wage-gap, unpaid labour and glass ceilings, Feminisation of Labour

Reference

1. Baran, P. The Political Economy of Growth. NY: Monthly Review Press, 1957.
2. Durkheim, É. The division of labour in society. New York: Free Press, 1997.
3. Evans, P. B. Embedded autonomy states and industrial transformation. Princeton, NJ: Princeton University P, 1995.
4. Fligstein, N. The architecture of markets: An economic sociology of twenty-first-century capitalist societies. Princeton, NJ: Princeton University P, 2001.
5. Granovetter, M. “Economic action and social structure: The problem of embeddedness” in American Journal of Sociology. Vol. 91, pp. 481–510, 1985.
6. Harvey, D. A Brief History of Neoliberalism. Oxford: Oxford University Press. 2009.
7. Hoselitz, B.F. Sociological Aspects of Economic Growth. NY: The Free Press, 1960.
8. Marx, K. “Alienated Labour” in T.B. Bottomore (Ed.). Karl Marx: Early Writings, New

York: McGraw Hill, 1963.
9. Marx, K. Capital (Vol. I). Moscow: Progress Publishers 1974.
10. Mauss, M. The Gift. London: Routledge, 2006.
11. Mitchell, T. 'Fixing the Economy' in Cultural Studies, 12(1), 1998.
12. Nash, M. Primitive and Peasant Economic Systems. California: Chandler, 1956.
13. Parsons, T. and N. Smelser. Economy and Society. London: Routledge, 2010.
14. Polanyi, K. The Great Transformation. Boston: Beacon Press. 2001.
15. Sahlins, M. Stone Age Economics. London: Tavistock. 1974.
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17. Shanin, T. (Ed.). Peasant and Peasant Societies. Harmonsworth: Penguin, 1971.
18. Smelser, N. J. and R. Swedberg. The handbook of economic sociology. Princeton, NJ: Princeton University P, 2005.
19. Taussig, M. The Devil and Commodity Fetishism in South America. Chapel Hill: University of North Carolina P, 2010.
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22. Bottomore, T. Theories of Modern Capitalism. London: Routledge, 2010.
23. Smelser, N. J. The Sociology of Economic Life. Whitefish: Literary Licensing, 2012.

SEMESTER IV

ELECTIVE COURSE

NO. OF CREDITS: 4

SGU4 E05 PROJECT PLANNING AND PREPARATION

Course outcomes

- Identifies the basic steps involved in project planning and preparation
- Appreciates the relevance of project planning in contemporary research
- Distinguishes the different aspects of project implementation and management
- Develops the skills necessary for project planning and preparation of a proposal

MODULE 1 INTRODUCTION

1.1 Meaning and importance of project planning, Purpose and elements of a Project

1.2 Identifying the Project area and target group, Determining the goals and objectives of the Project, Identifying the background and significance of the Project Statement of the Problem, Anticipated results of the project

1.3 Preparation of action plan and time schedule, Assessing the feasibility and viability of the Project

MODULE 2 PROJECT IMPLEMENTATION AND MANAGEMENT

2.1 Resource mobilization, Activity planning

2.2 Personnel: Principal Investigator, Co-Principal Investigator(s), Research Associates, Postdoctoral associates, Facilities and equipments

2.3 Financial Management of the Project: Identification of funding agencies- Governmental and Private, Preparation of Project budget: Direct and indirect costs

MODULE 3 PROJECT REPORT AND EVALUATION

3.1 Preparation and Submission of final project report

3.2 Project evaluation: Need for evaluation, General criteria for evaluation, Achievement of targets, Utilization of funds, Follow up programmes

3.3 Communication and presentation of research report

MODULE 4 PREPARATION AND PRESENTATION OF RESEARCH PROJECT PROPOSAL

4.1 Preparation and submission of a sample research project proposal

- Each student should submit separate proposals which will be considered as the assignment of the paper.
- Each student has to work under the supervision of a teacher guide from the department.
- The report is to be submitted on or before the date specified by the Department
- The evaluation will be made by a panel of teachers appointed by the Head of the Department.
- The submitted proposals will be evaluated and assigned grades. This grade would be the grade for assignment as part of the internal assessment.

References

Bose, Pradip Kumar - Research Methodology

Bryman, Alan - Quality and Quantity in Social Research

D.A.de Vaus -Surveys in Social Research

Hughes, John - The Philosphy of Social Research

Irvine, J., I. Miles & J. Evans (eds.) -Demystifying Social Statistics

Madge, John -The Origins of Scientific Sociology

Marsh, Catherine -Exploring Data

Punch, Keith - Introduction to Social Research

Shipman, Martin -The Limitations of Social Research

Sjoberg, Gideo& Roger Nett- Methodology for Social Research

SEMESTER IV

ELECTIVE COURSE

NO. OF CREDITS: 4

SGU4 E 06 GUIDANCE AND COUNSELING

Course outcomes

- Identifies the basics of guidance and counseling
- Summarises the different techniques and the process of counseling
- Examines the areas of counseling
- Evaluates the significance of counseling in contemporary society

MODULE 1 INTRODUCTION

1.1 Counseling: Meaning and Definition, Guidance: Meaning and purpose, Difference between guidance and counseling

1.2 Goals of Counseling-immediate and long-term, Relevance of counseling

1.3 Types of counseling: Crisis counseling, Facilitative counseling, preventive counseling, Development counseling, Group Counseling

MODULE 2 PROCESS AND TECHNIQUES OF COUNSELING

2.1 Counseling process, Preparation for Counseling, Proceeding of Counseling, Follow up

2.2 Variables affecting Counseling process, Counselor-counselee relationship

2.3 Techniques of Counseling: observation, listening, responding, non-verbal Behavior , communication, questioning, silence, transference.

MODULE 3 AREAS OF COUNSELING

3.1 Family and marital Counseling
3.2 Educational and vocational Counseling

3.3 De-addiction Counseling.

MODULE 4 MODERN TRENDS IN COUNSELING

4.1 Problem solving-role of Voluntary and non- Voluntary agencies

4.2 Transactional analysis

4.2 Rational emotional therapy

Reference

Henry Clay Lindgren - An Introduction to Social Psychology(2nd Ed)

Guidance and Counselling - Sister Mary Vishala

Gladding, S.T. - Counseling: A comprehensive profession

Bhatnagar, Asha and Gupta, Nirmala (Eds.) - Guidance and Counselling: A practical Approach

Sharma, R.N. & Rachana Sharma - Guidance and Counselling in

India Nayak, A.K. - Guidance and Counselling.

Gibson, R.L. and Mitchell, M.H. - Introduction to Guidance

SEMESTER IV

ELECTIVE COURSE

NO. OF CREDITS: 4

SGU4 E07 KERALA SOCIETY: STRUCTURE AND CHANGE

Course outcomes

- Explains the social structure of Kerala
- Analyses the major transformations that have taken place in Kerala
- Examines the major movements that have influenced Kerala society
- Appraises the contemporary Kerala society and its unique features

MODULE 1 SOCIAL STRUCTURE OF KERALA: ANCIENT AND MEDIEVAL PERIOD, AND COLONIAL PENETRATION

1.1 Kerala society: Historiographic trends and approaches

1.2 Kerala under Perumal: Socio political structure, Feudal Agrarian Structure, Nadu and Naduvazhi, Temple centred administration

1.3 Medieval society: Christian, Jewish and Islamic Presence, Colonial Expansion

MODULE 2 CASTE AND SOCIAL REFORM MOVEMENTS IN KERALA

2.1 Caste and British interventions

2.2 Major social reform movements in Kerala-SNDP and Backward class movements Education and Social transformation- Role of Christian Missionaries

2.3 Caste and Class transformation, Caste in contemporary Kerala

MODULE 3 STRUCTURAL CHANGES IN KERALA

3.1 Matriliny in Kerala and its changes, Transformations in family, Marriage, Taravadu, Inheritance, Succession and descent

3.2 Land reforms and structural changes

3.3 Legislations and social change

MODULE 4 KERALA SOCIETY IN TWENTIETH CENTURY

4.1 Nationalist and Workers movements, Peasant movements, Library movement

4.2 Tribal movements and ecological movements

4.3 Demographic trends in Kerala- Migration , Ageing and trends of Birth and death rates; Health care in Kerala; Consumerism and new life style

Reference

Abraham Vijayan - Caste, Class and Agrarian relations in Kerala Chris Fuller - Nairs Today

Elamkulam Kunjan Pillai - Studies in Kerala History

K.N. Panicker - Against Lord and the State

Kesavan Veluthatt - Brahmin Settlements in Kerala K.N.Ganesh - Keralathile Innalekal

K.P.Kannan - Of Proliterian Struggle

M.R.Raghava Varier - Madhyakala Keralam

M.R.Raghava Vraier & Rajan Gurukkal – Kerala Charithram

P.J.Chaerian (Ed) - Perspectives on Kerala History- The Second Millenium P.J.Cherian (Ed) - Essays on Cultural Formation of Kerala

Rajan Gurukkal - The Kerala Temple and Early Medieval Agrarian System Robin Jeffrey - Decline of Nair Dominance

Saradamoni.K. - Matriliny Transformed

Govindan Parayil (Ed) - Kerala:The Development Experience Radhakrishnan.P. - Peasant Movements in Kerala

Sooryamoorthy.R. - Consumption to Consumerism: In the context of Kerala

SEMESTER IV

ELECTIVE COURSE

NO. OF CREDITS: 4

SGU4 E08 SOCIOLOGY OF MEDIA AND COMMUNICATION

Course outcomes

- Identifies the basic concepts related to communication and Media
- Summarises the theoretical discussions related to media
- Analyse the relationship between media and society
- Evaluates the role of media in Indian society

MODULE I MEDIA

1.1 Media: Definition, Nature, Functions

1.2 Types of Media: Print media, Electronic media, New age media, Traditional and New media, Social Media: Blog, Social networking sites, Mainstream media, Corporate media, Media as an Industry

1.3 Media Imperialism, Media convergence, Emergence of Global media

MODULE II THEORIES OF MEDIA AND COMMUNICATION

2.1 Harold Innis: Time and Space bias, Monopolies of knowledge, Balance, bias and empire

2.2 Marshall Mc Luhan: Global Village, Hot and Cold Media, 'The medium is the message', Tetrad, Figure and Ground, Technological Determinism

2.3 Raymond Williams:Critique of Marshall Mc Luhan, Thomson:Media and Modern Society

MODULE III MEDIA AND SOCIETY

3.1 Media as Surveillance, Media as Business

3.2 New media and alternative identities, politics

3.3 Mass media in the age of Globalisation

MODULE IV MEDIA AND INDIAN SOCIETY

4.1 Role of media in social change, development, education & entertainment, Impact of media on specific audience- women, children, youth

4.2 Media and social transformation in Indian society

4.3 Issues of surveillance and regulation of media

Reference

John Fiske - Introduction to Communication Studies

Martenson - Introduction to Communication Studies

Anthony Giddens - Sociology

Nick Stevenson - Understanding Media Culture

Nick Stevenson - Social Theory and Mass Communication

Nick Stevenson - Media theory: An Introduction

Srivastava K.M. - Radio and T.V. Journalism

Mehta. D.S - Mass Communication and Journalism in India

Diwakar Sharma - Mass Communication: Theory and Practice in 21st

Century Zahid Hussain - Media and Communication in the Third world

Raymond Williams - Communication and

Revolution Denis McQuail - Mass Communication Theory

Curran, J& M. Gurevitch(ed) - Mass Media and Society

Johnson, K - Television and social change in rural

India Singhal, A. and E.M. Rogers - India's Communication

Revolution

Appadorai, Arjun - Modernity at Large: Cultural Dimensions of

Globalization Leach, E. - Culture and Communication

Keval J. Kumar -Mass Communication in India

Carter Martin D. – Mass Communication

Stanley J. Baren

& Dennis K. Davis - Mass Communication Theory

SEMESTER IV

NO. OF CREDITS: 8

SGU4P01 DISSERTATION

GUIDELINES AND FORMAT FOR MA SOCIOLOGY DISSERTATION

Dissertation is a mandatory part of the curriculum in Post Graduate Programme in Sociology. The structure for the MA dissertation is broad and dissertations vary in format. This is because of differences in the nature of the research question/s and the theoretical and research orientations of students or supervisors. However, there are certain elements that are obligatory in all dissertations, These include

A. Preliminaries.

1.Title Page

2..Certificate-Certificate from 1) Self (declaration) 2) from Guide- must be included in the dissertation. The head of the institution/ department must countersign the dissertation.

3.Acknowledgement-Acknowledge all persons who have helped directly or indirectly from the start to the finish.

B. Text (main body)

1. Introduction & Theoretical frame work
2. Statement of the Problem
3. Relevance of the study
4. Review of Literature.
5. Objectives- General &specific (different aspects of general objective would form the specific objectives
6. Hypotheses (hypotheses should be the assumptions regarding the findings linked to objectives and should bring out the relation between the dependent variable (s) and any one independent variable)
7. Research Design-mention the design and give the rationale for choosing it.
8. Variables – both dependent and independent
9. Pilot Study
10. Universe and unit
11. Sampling
12. Sources of data-primary and secondary
13. Tool of data collection-Pre-test and finalisation

14. Data Collection, Analysis and Interpretation. Give inferences also.

15. Findings and suggestions.

C Bibliography- Two commonly used styles are : 1) Vancouver Style : References are numbered according to their appearance in the text. The first author cited in the text is reference number 1 the second author cited is reference number 2 and so on. These numbers are written as Superscripts in the text at their relevant places and enlisted at the end serially.2) Harward Style : References are written in alphabetical order. The standard formats for writing references/ bibliography are APA and MLA

D.Annexure is included at the last section of the dissertation and should include the tool used and other supplementary data like statistics, photographs etc

Organization of Report

The following are mandatory components of your thesis or dissertation (unless otherwise indicated), and they must be presented in this order:

- Title page (i) - It should be concise, but informative, the title must indicate the objective
- of the study and the place where the study was conducted
- Certificate (ii)
- Declaration (ii)
- Acknowledgments (optional)
- Dedication (optional)
- Preface (optional)
- Table of contents
- List of tables with page numbers
- List of figures with page numbers
- Main body of your text
- Appendix or appendices (optional – may include tables, figures, photographs, etc., when not inserted in the text)
- References /Bibliography (or appropriate name of this section as prescribed by chosen style manual)

Since the approach and methods of a study vary according to the objectives of research and population under study, the contents and subtitles of this chapter need not be standardised. But such alterations should be justified in the report with respect to distinct nature of study**.**

Main Body Chapterisation

1. Introduction-Introduction should contain the purpose of the study .Significance of the study has to be narrowed down from, what is already known of the topic, through, what is not known, to, identifying the unexplored aspect of the topic.

Review Of Literature

Care must be taken to include relevant references only. Evolve a consistent theme in the narration.

Methodology

Methodology and research methods **g**ive details of the methods you have used (sample, procedure etc.). Why have you used these methods? How do they enable you to answer the research question? Why are you using a quantitative or qualitative approach? What are the strengths and limitations of your methods? To what extent, if any, will you be able to generalise on the basis of your research? If you are carrying out primary research you need to say how you obtained your sample, how you have ensured anonymity of participants, and any other ethical issues. You need to explain how you obtained data, via interviews, questionnaires etc. If you are carrying out secondary data analysis you need to describe the data set you are using and relevant variables. This chapter should also contain Objectives of the study, Hypotheses, Universe, Sampling Frame, Sample size , Sampling procedure, Selection criteria, data collection procedure, tools and techniques and investigation. The contents and subtitles of this chapter need not be standardised since the study may employ different methods and approaches.

2. Data analysis and Results- After methodology the next chapter deals with data analysis and interpretation .This is usually the longest section of the dissertation and should contain the analysis plan ,findings, statistical measures employed, confidence interval, level of significance etc. Present the data wherever possible in the form of a) Graphics-histogram, bar diagram, pie chart, frequency polygon. b) Illustrations. The hypotheses also may be tested in this chapter. For a qualitative study testing of hypotheses is not applicable

Discussion/Inferences/Summary and Conclusion

The discussion should contain the relationships and generalizations shown by the results and show agreement or contrast with previously published work, as well as the rationale for your conclusions. This section should also state the limitations of the work and indicate the scope for further work.

File Ref.No.7668/GA - IV - B1/2012/CU

UNIVERSITY OF CALICUT

Abstract

General and Academic - Faculty of Humanities- Scheme and Syllabus of MA Women's Studies Programme w.e.f 2020 Admission onwards -Incorporating Outcome Based Education- Implemented - Subject to ratification by Academic Council -Orders Issued

G & A - IV - B

U.O.No. 5204/2021/Admn Dated, Calicut University.P.O, 10.05.2021

Read:-1. U.O. No. 10565/2019/Admn Dated 07.08.2019
2. Minutes of the meeting of the BoS in Women's Studies (SB) held on 25.03.2021(Item No.1)
3. Remarks of the Dean Faculty of Humanities, dated 05.05.2021.
4. Orders of the Vice Chancellor, dated 08.05.2021.

ORDER

1. The scheme and syllabus of MA Women's Studies Programme under CCSS PG Regulations 2019, w.e.f 2019 admission onwards has been implemented in the University, vide paper read (1) above.
2. The meeting of the Board of Studies in Women's Studies (SB), held on 25.03.2021, vide paper read (2) above, approved the Out Come Based Education (OBE) syllabus of MA Women's Studies Programme, under CCSS PG Regulations 2019, without changing the content w.e.f 2020 admission onwards.
3. The Dean Faculty of Humanities, vide paper read (3) above, has approved the above resolution of the Board of Studies in Women's Studies (SB) held on 25.03.2021.
4. Considering the urgency in implementation of the syllabus, sanction has been accorded by the Vice Chancellor to implement Outcome Based Education in the existing syllabus of MA Women's Studies Programme (CCSS PG 2019) without changing the content, with effect from 2020 Admission onwards, subject to ratification by the Academic Council, vide paper read as (4) above.
5. The scheme and syllabus of MA Women's Studies Programme under CCSS PG Regulations 2019 incorporating Outcome Based Education (OBE) in the existing syllabus, without changing the content is therefore implemented with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Arsad M

Assistant Registrar

To

The Head, Department of Women's Studies
Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V/EX and EG Sections/GA I F/ CHMK Library/Information Centres/IQAC/SF/DF/FC

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

Post Graduate Programme
in
Women's Studies(CCSS)

SCHEME & SYLLABUS
(2020 Admission Year onwards)

M.A. WOMEN'S STUDIES (CCSS)
SYLLABUS

(With effect from 2020 Admission)

Introduction

Women's Studies is an exciting and lively area of scholarship, which brings together insights from the social and political sciences, philosophy, psychology, history, economics, law, literary and cultural studies in order to understand the dynamics of relations between women and men, in the past, present and future. This interdisciplinary programme of MA in Women's Studies will be engaging with challenging, cutting-edge ideas which are at the forefront of developments within contemporary thought. The programme content covers global, national and local scenario of Women's Studies theories and praxis with special reference to Kerala.

Aim

The aim of this Post Graduate programme is to impart the basic aspects of Women's Studies both theoretical and applied so as to enable them to critically analyse the socio-cultural, political and economic reasons for the position of women as a group in the society. The programme will provide the theoretical, research and practical dimensions essential for the understanding, analysis and further action in addressing the issues of gender inequality prevailing in the society.

Programme Out come

By the end of the programme, students will have acquired: an advanced understanding of the nature of women's studies, its interdisciplinary frameworks and a range of theoretical perspectives and methods**;** the ability to analyse social and cultural phenomena through the lens of gender in a way that appreciates a range of disciplinary perspectives**;** specific knowledge of various aspects of Women's Studies, both theoretical and applied; the ability to conduct a piece of individual research, using appropriate conceptual frameworks and methods in women's studies.

Course Outline

The programme is organised as a two-year four semester programme under the CCSS programme of the University. There will be a project report/dissertation and viva-voce in the 4th semester on a small piece of research work related to women's experiences. There will be 12 core papers along with a dissertation and 4 electives. In addition to the above, there will be two mandatory audited courses with 2 credits each namely Professional Competency Course (PCC) and Ability Enhancement Course (AEC) during the First and Second Semesters respectively. In each semester the students will be required to do assignments and seminars. The evaluation of each paper shall be done in two parts, viz. continuous internal assessment and external evaluation. 20 per cent marks will be set apart for the first component and 80 per cent for the second. The teacher concerned will be in charge of the internal assessment.

Dissertation (Faculty Guided Programme)

Students will require doing a dissertation in Semester 4. It should be a piece of Research on women's issues, theory or experiences. This could include a critique of mainstream disciplines or research methodologies. The length of the dissertation should be a minimum of 50 pages.

STRUCTURE OF THE PROGRAMME

Programme Duration	4 Semesters
Accumulated Minimum credits required for successful completion of the programme	72
Minimum credits required from core courses	48
Minimum credits required from elective courses	16
Minimum credits required from dissertation	8
Minimum and Maximum credits to be registered in a semester	16 – 24
Minimum attendance required	75%

Credits Distribution Table

Semester	No. core courses	Credits from core courses	Ability Enhancement /Professional competency courses	Credits from audit courses	No elective courses	Credits from elective courses	Total credits (core, elective and dissertation)
I.	4	4×4=16	1	2	Nil	Nil	16
II.	3	3×4=12	1	2	1	1×4=4	16
III.	3	3×4=12	Nil	Nil	1	1×4=4	16
IV.	2	2×4= 8	Nil	Nil	2	2×4=8	16
Dissertation							8
Total							72

EVALUATION AND GRADING

The evaluation scheme for each paper shall contain two parts

a) Internal evaluation
b) External evaluation

20% weight shall be given to the internal evaluation. The remaining **80%** weight shall be for the end semester evaluation.

Internal Evaluation:

The internal evaluation shall be based on a predetermined transparent system involving periodic written tests, viva-voce, field work, seminars and attendance as detailed below in:

Theory Paper	Marks

a. Attendance	3
b. Seminar	5
c. Test Paper (2)	8
d. Viva-Voce/ Field work	4
e. Total marks	20

Attendance

The weightage of attendance for awarding marks shall be as follows:-

Attendance	Marks
Below 75%	Nil
Between 75% - 79%	1 Mark
Between 80% - 89%	2 Marks
90% - above	3 Marks

Test Paper

There will be a minimum of two tests for each paper of which the best performance will be counted for internal evaluation in each semester.

Seminars

One Seminar for each paper, marks to be awarded on the basis of the script (3marks) and presentation (2marks). Seminar is compulsory.

Seminars/test papers will be held at regular intervals to be notified in advance. These will be marked and returned to the students within two weeks of the conduct of the same.

End-semester/external evaluation:

Examination of Theory Paper (Core and Elective)

The end-semester examination is to be conducted with question papers set by external examiners. Each question paper shall consist of 4 essay type questions of which students shall use 2. There are 15 short notes questions, of which students shall choose 10. The evaluation of the answer scripts shall be done by the teacher offering the course and an external expert based on a well-defined scheme of valuation framed by them.

Question Pattern

Part	Number of questions to be answered	Number of choice questions	Marks
A	2 Essays	4	20 x 2 = 40
B	10 Short Notes	15	4 x 10 = 40
	Total	19	80

Criteria for Assessment of Dissertation / Research Project

As per the provisions of the CCSS programme 80 marks are given for dissertation and 20 marks for viva voce based on dissertation. The valuation shall be jointly done by the supervisor of the

project in the department and an External Expert from the approved panel, based on a well-defined scheme of valuation framed by them as detailed below:

Sl. No.	Particulars	Weightage (%)
1	Review of Literature and Formulation of the Research Problem/Objective	20
2	Methodology and Description of methods used	20
3	Analysis and Discussion of results	20
4	Presentation of theme, organization, linguistics style etc.	20
5	Viva Voce examination based on the Dissertation	20
	Total	**100**

Pass Requirement

As per the provisions of the CCSS programme

Eligibility for Admission

Admission is based only on the marks obtained in the Entrance Examination.

Candidates with the following qualification are eligible to apply for the Entrance Examination.

- Any degree of the University or an equivalent degree with aggregate 45% (Part 1, II and III together) marks or equivalent
- OBC/OEC candidates are eligible to relaxation up to 5%. SC/ST candidates need only to get a pass mark/grade.

SCHEME

Course - code	Title of the Course	Number of Credits
Semester 1		
WMS1 C01	Introduction to Women's Studies	4
WMS1 C02	History of Women's Movements	4
WMS1 C03	Feminist Thought	4
WMS1 C04	Women and Human Rights	4
WMS1 A01	Professional Competency Course	2
Semester 2		
WMS2 CO5	Gender and Development	4
WMS2 C06	History of Social Reform and Women's Movements in Kerala	4
WMS2 C07	Women and Law	4
WMS2 A02	Ability Enhancement Course	2
	Elective No. 1	4
List of elective courses		
WMS2 E0l	Women, Media and Film Studies	4
WMS2 E02	Management Skills for Development Work	4
WMS2 E03	Gender Studies-Basic Concepts and Principles (Open Elective)	4
WMS2 E04	Gendering Social History(Open Elective)	4
Semester 3		
WMS3 C08	Gender, Religion and Culture	4
WMS3 C09	Feminist Research Methodology	4
WMS3 C10	Women and Democratic Decentralisation	4
	Elective No. 2	4
List of Elective Courses		

WMS3 E05	Women and Education	
WMS3 E06	Women, Science and Technology	
WMS3 E07	Research Methodology with a Gender perspective – (Open Elective)	
Semester 4		
WMS4 C11	Indian Feminist Thought	4
WMS4 C12	Gender, Health and Sexuality	4
	Elective No. 3	4
	Elective No. 4	4
List of Elective Courses		
Electives – Group A		
WMS4 E08	Feminist Guidance and Counselling	
WMS4 E09	Women, Leadership and Capacity Building	
WMS4El0	Women's Writing, Publishing and New Media	
Electives Group – B		
WMS4 Ell	Rural Development and Micro-credit in India	
WMS4 El2	New Dimensions for Empowering Adolescent Girls	
WMS4 El3	Feminist Theatre	
Dissertation	Research on women's issues, theory or experiences	8

List of Core Courses

1. WMS1 C01 - Introduction to Women's Studies
2. WMS1 C02 - History of Women's Movements
3. WMS1 C03 - Feminist Thought
4. WMS1 C04 - Women and Human Rights

5. WMS2 CO5 - Gender and Development
6. WMS2 C06 - History of Social Reform and Women's Movements in Kerala
7. WMS2 C07 - Women and Law
8. WMS3 C08 - Gender, Religion and Culture
9. WMS3 C09 - Feminist Research Methodology
10. WMS3 C10 - Women and Democratic Decentralisation
11. WMS4 C11 - Indian Feminist Thought
12. WMS4 C12 - Gender, Health and Sexuality

List of Elective Courses

1. WMS2 E0l - Women, Media and Film Studies
2. WMS2 E02 - Management Skills for Development Work
3. WMS2 E03 - (Open Elective)-Gender Studies-Basic Concepts and Principles.
4. WMS2 E04 - (Open Elective)-Gendering Social History
5. WMS3 E05 - Women and Education
6. WMS3 E06 - Women, Science and Technology
7. WMS3 E07 - (Open Elective)-Research Methodology with a Gender Perspective
8. WMS4 E08 - Feminist Guidance and Counseling
9. WMS4 E09 - Women, Leadership and Capacity Building
10. WMS4 El0 - Women's Writing, Publishing and New Media
11. WMS4 El l - Rural Development and Micro-credit in India
12. WMS4 El2 - New Dimensions for Empowering Adolescent Girls
13. WMS4 El3 - Feminist Theatre

Audited Courses

WMS1 A01 Professional Competency Course (PCC) -Semester I (Credits -2)

WMS2 A02 Ability Enhancement Course - Semester II (Credits -2)

CORE COURSES

SEMESTER 1

MA Programme in Women's Studies

Title of the Course: Introduction to Women's Studies
Credits : 4
Code : WMS1 C01
Pre requisites : Nil

Brief Description of the Course: This course is offered as a core course for first semester MA Women's Studies Program. There are four modules in the course. This is intended to introduce the basic concepts in Women's Studies to students coming from multidisciplinary backgrounds. Students will be required to read the classic essays and Books of various authors and will have to conduct debates on various gender issues on a regular basis.

Course Outcomes:

1. This course helps the student to explain the nature and relevance of Women's Studies as an academic discipline.
2. It equips the student to illustrate the basic concepts in Women's Studies.
3. It helps the student to appraise the status of women in India historically
4. It prepares the student to examine the various gender issues in the society and their underlying reasons.

Module 1:- What is Women's Studies?

Relevance, Nature, Approach**,** History and Evolution of Women's Studies in India, Feminism and Women's Studies, Catalytic role of Women's Studies in women empowerment

a. From women's education to Women's Studies: The long struggle for legitimacy: Neera Desai, Vina Mazumdar and Kamalini Bhansali, *Narratives from Women's Studies Family- Recreating Knowledge:* P 44-77, Ed. Devaki Jain and Pam Rajput, Sage Publications, New Delhi 2003

b. Chapters 1 & 2, *Understanding Women's Studies: Contributions to Women's Studies Series* 11, P 1-52, Research Centre for Women's Studies, SNDT Women's University, Mumbai, 1999

c. *50 Key concepts in Gender Studies*, Jane Pilcher and Imelda Whelehan, Sage Publications, 2005

Module 2:- Key Concepts in Women's Studies

Gender and Sex, LGBTQI, Concept of Patriarchy, Personal is political, Private - Public Dichotomy, Biological Determinism, Gender division of labour, Gender Stereotypism, Socialisation – Agencies of socialization – Family, Education system, Media, Religion and Law- Gendering, Gender Sensitisation.

a. *Understanding Gender*: Kamala Bhasin, Women Unlimited, New Delhi, 2003.

b. *What is Patriarchy*? Kamala Bhasin, Women Unlimited, New Delhi, 2003.

c. *Exploring Masculinity,* Kamala Bhasin, Women Unlimited, New Delhi, 2003.

Module 3:- Status of Women in Indian Society

Status of women during Vedic**,** Buddhist, Islamic, Pre and post –independent periods, Intersection of class and caste on status of women, Present status of women in India/Kerala- Traditional and modern indicators, Gender paradox in Kerala

a. *An overview of the status of women in India:* Neera Desai and Maithreyi Krishnaraj, P 296-319, *Class, Caste, Gender*- Readings in Indian Government and Politics-5, Ed. Manoranjan Mohanty, Sage Publications, New Delhi, 2004

b. *Caste and Women:* Leela Dube, *Gender and Caste*, Ed. Anupama Rao, Kali for Women, 2003, P 223 – 248

c. Gendering Caste: Through a Feminist Lens, Uma Chakravarti, Sage Publications, New Delhi, 2018

Module 4:- Women's Experiences in Society

Women's Experiences in family, caste and kinship structures. (with specific focus on Kerala), Gender bias in education, Unequal access to resources, Lack of political leadership, Representation in Media, Gender based violence– Female Foeticide, Dowry Death, Sexual Harassment, Domestic Violence, Cybercrimes.

a. *The Kinship Map of India*, Iravathi Karve, P 50 -73, *Family, Kinship and Marriage in India:* Patricia Uberoi(Ed.), Oxford University Press, New Delhi, 1993.

b. *The Nayars and the Definition of Marriage:* P 235-256, E.Kathleen Gough, *Family, Kinship and Marriage in India:* Ed. Patricia Uberoi, Oxford University Press, New Delhi, 1993.

c. Parliwala, Rajani and Risseuw Carla (Eds), *Shifting Circles of Support: Contexualizing Gender and Kinship in South Asia and Sub Saharan Africa*, New Delhi: Sage 1996.

d. Lindberg, Anna. "Class, Caste, and Gender among Cashew Workers in the South Indian State of Kerala 1930-2000." *International Review of Social History*, vol. 46, no. 2, Aug. 2001, pp. 155-84

REFERENCES

1. *The Second Sex*, Simone de Beavoir, Vintage, 1997

2. *What is Feminism?* Juliet Mitchell and Ann Oakley (ed): Oxford Blackwell 1986

3. *Contemporary Feminist Theories*: Stevi Jackson & Jackie Jones (Ed.), Edinburgh University Press

4. *Gender Studies- A Primer:* V. Kadambari, RGNIYD, Sriperumbudur, Tamilnadu, 2009.

5. *The Polity Reader in Gender Studies*; Polity Press, Blackwell Publishers Ltd., Cambridge, 2002

6. *A Companion to Gender Studies*, Essed, Philomena et .al (Ed), Blackwell Publishing, USA, 2005

7. *Patriarchy : Theorising Feminism* ; Geetha V, STREE, Calcutta,2007

8. *Discrimination Against Girl Child: The Trajectory of Missing Girls*, Moly Kuruvilla, Gyan Publishing House, New Delhi, 2011.

9. *The Enigma of the Kerala Women*, Swapna Mukhopadhyay (Ed), Social Science Press, New Delhi, 2011.

10. The Feminine Mystique, Betty Friedan, (Penguin Modern Classics), 2010

11. We Should All Be Feminists, Chimamanda Ngozi Adichie, Fourth Estate, 2014.

12. *Handbook of Research on New Dimensions of Gender Mainstreaming and Women Empowerment,* Moly Kuruvilla & Irene George (Eds,), IGI Global, USA, 2020.

MA Programme in Women's Studies

Title of the Course : History of Women's Movements
Credits : 4
Code : WMS1 C02
Pre requisites : Nil

Brief Description of the Course

This course is designed as an introductory course to history of women's movements. It has four modules dealing with the history and evolution of Women's movement in the global, South Asian and Indian contexts. The purpose of the course is to develop a deeper understanding about the history and evolution of women's movements globally and nationally.

Course Outcomes

1. It helps students to understand the history and evolution of Women's movement in the global, South Asian and Indian contexts.
2. It helps the students to understand the interconnections of European modernity, feminist thought and women's movements in late 19th and early 20th centuries.
3. It helps the student to learn about women's movements in post-colonial Africa, Asia and Latin America
4. It helps the students to acquire a historical overview on women's movements in India from late 19th century to present

Module 1

French Revolution – Enlightenment Period – First wave feminism - History of the Struggle for Voting Rights and Labour Rights for Women – Senecca Falls Convention – Women's Movements in US, UK, France (1800 – 1920s)

a. 'First Wave Feminism' by Valerie Sanders and 'Second Wave Feminism', by Sue Thornham in The Routledge Companion to Feminism and Post Feminism, Ed. Sarah Gamble, Routledge, New York, 2006 (2001), pp. 15-35.
b. Feminism, Jane Freedman, Buckingham Open University Press, Buckingham, 2001, pp. 1-44

Module 2

Global Feminisms – Second wave feminism – movements – Black feminism – Ecofeminism

a. Women, Race and Class, Angela Davis, Chapters 1-5, Women's Press Classic, London 1981 .
b. The gender and Environment Debate: Lessons from India, Bina Agarwal, Gender and Politics in India, Ed. Nivedita Menon, OUP, New Delhi, 2006.

Module 3

Feminisms in South Asia: Contexts, Issues and Perspectives

a. Feminism and Nationalism in the Third World, Kumari Jayawardena

b. Women and Gender in Islam: Historical Roots of a Modern Debate by Leila Ahmed.

Module 4

Historical Roots of Women's Movement in India –Women's Question in 19th early 20th Century in India –Women in National Movement – Left Movement - The Contemporary Women's Movements in India – Women's Organizations – Emergence of Feminist groups /Autonomous Women's Groups – Post 1975 Campaigns/Issues

a. History of Doing, Radha Kumar, Kali for Women, New Delhi. Chapter 1 & 2.
b. Women's Movements, Social Movements in India, A Review of Literature Ghanashyam Shah, Sage Publications 2004, New Delhi, pp.147 – 179.
c. Dalit Women: The Downtrodden among the Downtrodden, Ruth Manorama, Women's Studies in India : A Reader, Mary E John (Ed), Penguin, New Delhi, 2008

REFERENCES

1. Mapping of Women's Movement, Threfall. M. (Ed.). Verso, London.
2. History of Doing, Radha Kumar, Kali for Women, New Delhi.
3. Feminism in India, Maitreyi Chaudhuri (Ed.), Women Unlimited, New Delhi 2005.
4. Women in Indian Nationalism, Leela Kasturi and Vina Mazumdar (Ed.), Indian Association for Women's Studies, 1994.
5. Writing the Women's Movement - A reader, Mala Khullar (Ed.), Zubaan, New Deli 2005.
6. Women, Ecology and Culture: Gabriele Dietrich, P. 72- 95, Gender and Politics in India, Kali for Women
7. Fields of Protest - Women's Movements in India, Raka Ray, Kali for Women, New Delhi, 2000.
8. Women's Struggle - A history of the All India Women's Conference 1927-02, Aparna Basu and Bharati Ray, Manohar, New Delhi, 2003.
9. Nationalist Resolution of the Women's Question, Partha Chatterjee.
10. Towards a non-Brahmin Millennium, Ed: V. Geetha, Samya Kolkata.
11. Gender and Caste, Anupama Rao (Ed), Subaan, Kali for Women, New Delhi.
12. The Challenge of Local Feminisms: Women's Movements in Global Perspectives, Amrita Basu(Ed)., Kali for Women, New Delhi 1995
13. Hidden Face of Eve: Nawal Sadvi
14. Women's Movements, Social Movements in India, A Review of Literature Ghanashyam Shah, Sage Publications 2004, New Delhi, pp.147 – 179.
15. "Appendix No.6, What Swaraj will include, Karachi Congress Resolution 1931." Feminism in India Ed. by Maitreyi Chaudhuri, Kali for Women and Women Unlimited, New Delhi 2004, pp.134 - 135.
16. We were Making History: Women in the Telangana Uprising by Sthree Shakti Sanghatana (Lalitha.K, Vasanth Kannabiran, Rama Melkote, Uma Maheswari, Susie Tharu, Veena Shatrugna), Kali for Women,1989, pp. 1-32.

MA Programme in Women's Studies

Title of the Course : Feminist Thought
Credits : 4
Code : WMS1 C03
Pre requisites : Nil

Brief Description of the Course

This course is designed as an introductory course to feminist theory. It has four modules dealing with the important theories and theoreticians in the field of feminism and gender studies. Contents of the course are presented with a historical overview of the development of feminist theory. The purpose of the course is to familiarise the student to the basic concepts of gender studies and to develop a conceptual base for understanding various fields related to.

Course - Outcomes

5. It helps students to understand the relevant theories in feminism
6. It will equip the students by providing a theoretical frame work of feminism with a historical overview
7. It helps to understand different ideological affiliations within feminist movements
8. It helps students to familiarise the major thinkers in the field of feminist thought

Module 1

Major currents of thought during the First and Second waves of feminist consciousness focusing liberal feminist thought, Different ideological affiliations within feminist movements

Suggested Readings:

a. *The Vindication of the Rights of Women, Mary* Wollstonecraft, Introduction,The Rights and Involved Duties of Mankind Considered, Observations on the State of Degradation to Which Woman Is Reduced by Various Causes.

b. 'Ain't I A Woman?' – Speech by Sojourner truth

c. The Cultural Construction of Gender, Sylvia Walby

Module 2

Discussions and concepts in radical feminism, liberal feminism – debates around patriarchy, family, reproduction, cultural representations of women

Suggested Readings

a. Introduction P 13-29, *The Second Sex*, Simone De Beauvoir, Vintage, 1997

b. *Feminine Mystique*, Betty Friedan, Chapter 1

c. *Family, Private Property and the State*, Friedrich Engles

Module 3

Fundamentals of Socialist, Marxist and Psycho- analytical and black feminist thought, Domestic labour debate, Feminist stand point theory

Suggested Readings :

a. *The Women's Oppression Today: Problems in Marxist – Feminist Analysis'*, Michele Barrett
b. *Psychoanalysis and Feminism*, Juliet Mitchell, Introduction
c. *Where We Stand, Feminism is for Everybody: Passionate Politics, Be*ll Hooks

Module 4

Crucial concepts in the area of masculinity studies, post-modern feminist positions and queer theory

a. *Exploring Masculinity,* Kamala Bhasin, Women Unlimited, New Delhi
b. *Masculinities – Genders* , David Glover and Cora Kaplan
c. *Subjects of Sex/Gender/Desire*, P.3-44, *Gender Trouble: Feminism and the Subversion of Identity,* Routledge, 1999

For Further references

1. *Encyclopedia of Women's Studies*, Chapter 10, Ed: Dr. Subhadra Channa, Cosmo Publications, New Delhi, 2004.
2. *Subjection of Women*, J.S. Mill. Euengman's Library No.825, 1979 (reprint).
3. *Vindication of the Rights of Women*, Mary Wollstonecraft.
4. *Feminist Social Thought*, Vidyut Bhagwat, Rawat Publications, Delhi: 2004.
5. *Contemporary Feminist Theories* : Stevi Jackson & Jackie Jones (Ed), Edinburgh University Press.
6. *Understanding Gender*: Kamala Bhasin, Women Unlimited, New Delhi
7. *What is Patriarchy*? Kamala Bhasin, Women Unlimited, New Delhi
8. *The Technology of Gender (1987)*, Teresa de Lauretis, P 713-721, *Literary Theory-An Anthology,* , Revised Edition, Ed. Julie Rivkin and Michael Ryan, Blackwell, 2002

MA Programme in Women's Studies

Title of the Course: Women and Human Rights

Credits : 4

Code : WMS1 C04

Pre requisites : Nil

Brief Description of the Course

This course is designed as to introduce the fundamental concepts related to Women's Human Rights. It has four modules dealing with the important theories, various conventions and commissions in the field of Human Rights in general and specific toWomen's Human Rights. The purpose of the course is to familarise the student to the basic concepts of Women's Human Rights and to develop a conceptual base for understanding various fields related to.

Course - Outcomes

1. It helps students to understand the relevant theories in Women's Human Rights.
2. It will equip the students with the theoretical framework of Women's Human Rights and remedies available when they are violated.
3. It helps the students to understand the position of women in India in the Universal Human Rights arena
4. It helps students to take up issues and bring up them before the enforcement mechanisms in Women's Human Rights.

Module 1

Concept of Human Rights - Women's rights as human rights – Historical evolution, civil and political rights; economic, social and cultural rights. The philosophical foundations of human rights- Theories of Human rights- Natural Rights Theory, Natural Law Theory, Legal Theory, Anti-utilitarian Theory, Marxist Theory etc.

a. *Human Rights in India: Theory and Practice.* Satnam Singh Deol, Serial Publications, New Delhi, 2011

b. *Human Rights: Concepts and Standards*. Janusz Symonides (Ed.) Rawat Publications, UNESCO Publishing, 2002.

Module 2

Role of United Nations to protect and assist women human rights of women-Various Organs and Bodies; Conventions- CEDAW, Convention on the Political Rights of Women, Convention on the Nationality of Married Women; Declarations, resolutions- UN Security council resolution 1325, Conferences- Vienna, ICPD, Mexico city, Copenhagen, Nairobi, Beijing, Beijing +5 and +10, UNIFEM, INSTRAW, UN Commission on the Status of Women, UN Women- MDGs.

a. *Women and Human Rights*, R.K. Tiwari, Neeraj Publishing Housing, Delhi, 2011.

b. *The Four Global Womens' Conferences 1975 - 1995: Historical Perspective.*http://www.un.org/womenwatch/daw/followup/session/presskit/hist.htm

Module 3

Human rights of marginalized women, New challenges of science and technology on women's human rights, Impact of globalization, liberalization and privatisation on women's human rights.

a. *New Dimensions and Challenges for Human Rights.* Janusz Symonides (Ed.) Rawat Publications, UNESCO Publishing. 2003.

b. *Women and International Action. International Encyclopedia of Women-5.*Digumarti Bhaskara Rao and Digumarti Pushpalatha Rao, Discovery Publishing House. New Delhi, 1999.

Module 4

Enforcement of human rights, International system- International Human Rights Law, Bills of Human rights; National system for the protection of Human rights-Legislature, Judiciary and Executive, The Protection of Human Rights Act 1993 - National and State Human Rights Commissions-Human Rights Courts, Role of judiciary, NGO's and media in protecting women's human rights, Human Rights Education.

a. *Human Rights: International Protection, Monitoring, Enforcement.* Janusz Symonides (Ed.) Rawat Publications, UNESCO Publishing. 2005.
b. *Human Rights in India: Problems and Perspective.* Brinder PalSingh Sehgal (Ed.) Mayur Enterprise, New Delhi, 2008. www.googlebooks.google.co.in
c. *Human Rights in India,* Asish Kumar Das and Prasant Kumar Mohanty,Sarup and Sons publishing, New Delhi, 2007.

REFERENCES

1. *Human Rights of Minority and Women*- 4 Volumes, Indrani Sen Gupta (Ed.), 2005.
2. *Women and Human Rights - A Guide for Social Activists* - Part 1 and 2, Fathima Ethesham Siddiqui and Sarala Ranganathan, 2001.
3. *The United Nations and the Advancement of Women 1945- 1996*. The United Nations Blue Book Series, 1997.
4. *Basic Documents on Human Rights*, Ian Brownlie, 1994.
5. *Human Rights in the World,* Merrills J.G. and Robertson, A.H., 1996.
6. *Women, Gender and Human Rights,* Majorie Agosin (Ed.), 2003.
7. *Global Prescriptions: Gendering Health and Human Rights,* Rosalind Pollack Petchesky, 2003.
8. *Human Rights and Social Justice,* Assadi, Muzafer, Serial Publications, New Delhi, 2011.

SEMESTER 2

MA Programme in Women's Studies
Title of the Course : Gender and Development
Credits : 4
Code : WMS2 C05
Pre requisites : Nil

Brief Description of the Course

This course is offered as a core course for second semester MA Women's Studies Program. There are four modules in the course. This course provides an exposure to the various approaches to gender in development at global, national and state levels. Students have to analyse various government reports to familiarise with the policy frameworks and programmes in this field. The effectiveness of Kudumbasree and Jagratha Samiti in facilitating women empowerment will also be analysed through field studies conducted in their respective panchayats.

Course Outcomes:

1. It helps the student to compare and contrast the various approaches related to women and development.
2. It equips the student to examine the contributions of women in household and national economy.
3. It helps the student to appraise the history of planning and development related to women empowerment in India
4. It gives the student the ability to evaluate the effectiveness of various gender empowerment programmes and policies of state and central governments
5. It helps the student to understand the impacts of globalisation on women and sexual minorities

Module 1 Approaches of Development

Concept of Development, Human Development Index, Gender Development Index, Gender Empowerment Measure, Approaches to development-- Women in Development (WID), Women and Development (WAD), Gender and Development (GAD), Approaches to women's development- Welfare, Equity, Anti-poverty, Efficiency & Empowerment, Millennium Development Goals, Sustainable Development Goals, Gender Mainstreaming and Sustainable Development

a. *The Women, Gender and Development Reader*, Nalini Visvanathan (Ed.), Zubaan, New Delhi, 2006.

b. *Gender and Development: Concepts and Definitions*, Hazel Reeves and Sally Baden, Report No.5, BRIDGE (development - gender), Institute of Development Studies, University of Sussex, Brighton, February 2000

c. *Global contexts for an emerging movement*: The UN Development Decades, 1960 -70's, P28 -66, *The Global Women's Movement : Origins, Issues and Strategies*, Peggy Autrobus, Zed Books, 2004

d. *Reversed Realities*, Naila Kabeer, Verso, London, 1995

Module 2 Women's Role in National and Household Economy

Gender division of labour, Measurement of household work – market cost approach, opportunity cost approach, women's unpaid labour and invisible work in domestic sphere – women's contribution to GDP and GNP– Pre and post labour market discrimination, women in unorganized labour sector, Protective legislations for women's employment.

a. *Patriarchy and Accumulation on a World Scale - Women in the International Division of Labour*, Maria Mies, Zed, London, 1986

b. *Structure and Strategies - Women, Work and Family in Asia*, Leela Dube and R. Palriwala (Ed.), Sage - New Delhi, 1989.

c. *Understanding Gender*, Kamala Bhasin, Women Unlimited, New Delhi, 2003.

Module 3 History of Gender and Development in India

Women's development during Five Year Plans, *Towards Equality* Report, *Shramshakthi* Report, Economic Empowerment of women, Practical Gender Needs and Strategic Gender Needs, Challenges of Transgender persons and other Sexual Minorities, Gender Empowerment Programmes and Policies – National and State levels- Dept of Women and Child Development, National Perspective Plan for Women, 1988-2000, National Policy for the Empowerment of Women-2001, MNREGS, Women's Commission, Nirbhaya, Women Development Corporation, Kudumbasree, Jagratha Samithi, Trnsgender Policy of Kerala.

a. *Gender and Development in India, 1970s – 1990s: Some Reflections on the Constitutive Role of Contexts*, Mary E. John, Economic and Political Weekly, November 1996

b. *Shramshakti Report,* Department of Women and Child, Government of India, New Delhi.

c. *Towards Equality Report*, Government. of India, 1975

d. *Handbook of Research on New Dimensions of Gender Mainstreaming and Women Empowerment*, Moly Kuruvilla & Irene George (Eds,), IGI Global, USA, 2020.

Module 4 Gender and Globalisation

The New Global Economy, Liberalisation, Globalization and Privatisation, Female labour in the era of globalization - Quantity versus Quality, Gender segregated employment, low pay for women, adverse social policies, role conflict, vulnerable
employment, wage discrimination, health and safety hazards, Sexual Harassment at work place,

Informalization of female labour, Feminization of poverty, Feminization of employment,

1. *Women's Role in Economic Development, Boserup*, Esther, St. Martin's Press, New York, 1970.

2. *Development Crisis and Alternative Visions: Third World Women's Perspectives,* Sen, Gita and Grown Caren, Institute of Social Studies Trust, New Delhi, 1985.

3. *Nimble fingers Revisited ; Reflections on Women and Third world Industrialisation in the late twentieth Century:* Ruth Pearson, P.171-188, *Feminist Visions of Development – Gender Analysis and Policy,* Ed. Cecile Jackson and Ruth Pearson, 1998, Routledge, London

4. *Globalisation, Food Security and Women;* Madhura Swaminathan, P. 21-26,

   Globalisation: Ed. Malini Bhattacharya, Perspectives in Women's Studies, Tulika Books in association with School of Women's Studies, Jadavpur University, 2004

5. *Globalisation and Women's Work,* Nirmala Banerjee, P. 70 – 80, *Globalisation:* Ed. Malini Bhattacharya, Perspectives in Women's Studies, Tulika Books in association with School of Women's Studies, Jadavpur University, 2004

REFERENCES

1. *Patriarchy and Accumulation on a World Scale* - Women in the International Division of Labour, Maria Mies, Zed, London, 1986.

2. *Structure and Strategies - Women, Work and Family in Asia*, Leela Dube and R. Palriwala (Ed.) Sage - New Delhi, 1989.

3. *Revised Realities*, Naila Kabeer, Verso, London, 1995

4. *India Economic Development and Social Opportunity*, Ed: Jean Dreze and Amartya Sen, OUP, New Delhi, 2002.

5. *Women in India - How free, How equal*, Kalyani Menon Sen and A.K. Sivakumar, UNDP, India, New Delhi 2002.

6. *Feminists Doing Development*, Marilyn Porter and Ellen Judd, Zed Books, London 1999.

7. *Reflections on the Right to Development*, Arjun Sengupta, Archana Negi and Moushumi Basu (Ed.), Centre for Development and Human Rights, Sage Publications, New Delhi, 2005.

8. *Micro-Credit-Poverty and Empowerment*, Neera Burra, Joy Deshmukh Ranadive, Ranjani K. Murthy, Sage Publications, New Delhi 2005.

9. *The Violence of Development*, Karin Kapadia, Zubaan, New Delhi 2003.

10. *The Women Gender and Development Reader*, Nalini Visvanathan (Ed.), Zubaan, New Delhi, 2006.

11. *Globalisation:* Ed. Malini Bhattacharya, Perspectives in Women's Studies, Tulika Books in association with School of Women's Studies, Jadavpur University, 2004

12. *An Ordinary Person's Guide to the Empire,* Arundhati Roy.

MA Programme in Women's Studies

Title of the Course: History of Social Reform and Women's Movements in Kerala
Credits : 4
Code : WMS2 C06
Pre requisites : Student can read and understand Malayalam language

Brief Description of the Course

The aim of the course is to provide a historical background of the social reform movements which were evolved during the 19th and early 20th centuries in the geographical area now called Kerala. The first two gives an overview of the role and importance of social reform movements, national freedom movement and the communist movement in modernising the Kerala society and also how these movements were important in changing the life situations of women. The third and fourth modules discuss in detail the evolution of women's movements and various other social movements for protecting the ecology and livelihoods within the context of debates around the Kerala model of social development.

Course – Out comes

1. The course helps the student to develop an understanding on the history of social reform movements in Kerala and its role in modernising the Kerala society
2. It helps the student to understand the evolution of women's movements in Kerala and the changing dynamics of women's question with a historical background
3. It helps the student to understand the relevance and influence of social reform, national freedom movement and the communist movement in creating the political environment and the gender setting of Kerala Society
4. It gives the student to acquire good knowledge about the new social movements and the debates on the relevance of Kerala Model of Development

Module 1

Evolution of movements for social reformation movement in various communities in 19th & early 20th Century Kerala Women's movements in Kerala - Early Women's Organizations, (Sthree Samajams) debates on women's role in family & society, early women's magazines in Malayalam, Role of Sree Narayana Guru, VT Bhattathirippad, Ayyankali and other leaders in social reform, Law reforms related to marriage, inheritance practices and property rights, Matriliny and women's status in Kerala.

a. *Prathikara Devatha, Adukklayil ninnum Arangathekku*, Rithumathi –Literary works influenced social reform among Nampoothiris.
b. *Legislative Interventions, Chapter 4,* Matriliny Transformed, K.Saradamoni, Sage Publications, New Delhi
c. *Reform, Law and Gendered Identity;* Meera Velayudhan, P.60 -72, *Kerala's Development Experience- Vol.I,* Ed. M.A. Oommen, Institute of Social Sciences, Concept Publishing Company, New Delhi, 1999

Module 2

Women's role and participation in in National freedom movement in Kerala – prominent women leaders of freedom movement in Kerala – women's issues raised – women's narratives related to the struggles The role and participation of women in the formation and early years of communist movement in Kerala, agrarian struggles, workers organizations, Naxalite movement – How the movement addressed women's concerns – prominent leaders and major struggles by women.

a. *Growth of Political Consciousness Among Women in Modern Kerala"*, Meera Velayudhan, in P. J. Cheriyan (ed), *Perspectives on Kerala History,* Kerala State Gazetteer vol.2 (Thiruvananthapuram: Government of Kerala, 1999), P. 486-511
b. *Janakeeya Samarathil Malabarile Pen patakal,* Dr.T.K.Anandi, KSSP, 2007
c. Chorayum Kanneerum Nananja Vazhikal', K.Devayani, Chintha Publishers
d. Ormakurippukal, Captain Lakshmi, Women's Imprint, Current Books, Kottayam, 2012 (Third Edition)

Module 3

Women in New social movements in Kerala – Emergence of Feminist groups, women's organizations, popular science movement, fish workers struggles, adivasi-dalit, environment struggles

a. *Keralathinte sthree charithrangal Sthree munnettangal,* C.S.Chandrika, D C Books, Kottayam 2019
b. '*Negotiating Women's space', Chapter 4*, '*Engendering Individuals',* J.Devika, Orient Longman 2006

Module 4

Analysing the status of women in Kerala society-issues and challenges –How religion, caste, gender and development have been influencing gender relations in Kerala

a. *Nyoonapakshathinum Lingapadavikkum idayil: Keralathile muslim sthreekale kurichoru padhanam*, Dr. Shamshad Hussain, Kerala Bhasha Institute, Thiruvananthapuram 2009
b. *Marriage, Caste and Gender, Experience and Identity: A historical account of Class, Caste and Gender among the Cashew workers of Kerala 1930-2000*
c. Anna Lindberg, Department of History at Lund University, P285-322
d. Family Structure, Women's Education and Work: Re-examining the High Status of Women in Kerala, Mridul Eapen and Praveena Kodoth,Working Paper Series No. 341, Centre for Development Studies, Thiruvananthapuram, 2002

REFERENCES

1. *Selected Writings of Jotirao Phule*, Left Word, New Delhi.

2. *A comparison between women and men*, Tarabai Shinde, Indian Feminism, Mathreyi Chaudhuri (Ed.), Women Unlimited, New Delhi.

3. *The High Caste Hindu Woman, Pandita Ramabai.*
4. *Here Comes Papa*, G. Arunima, OUP, New Delhi.
5. *Local History of Women's Participation in the freedom Movement and Socio-political movement in Kerala; Analysis and Documentation,* Dr. T.K.Anandi, Unpublished Paper, Kerala Research Programme, Centre for Development Studies, Trivandrum 2002
6. *Recasting Women*, Suresh Vaid and Kumkum Sanghari, Kali for Women, New Delhi.
7. *Feminism in India*, Maitreyi Chaudhuri (Ed.) Women Unlimited 2004.
8. *A space of her own*, Leela Gulati (Ed.), Sage Publications, 2005.
9. *Herself, Gender and Early Writing of Malayalee Women*, J. Devika (Ed), Stree Kolkata, 2005.
10. *Gender, Community and Identity in Christian Property Law Reform*: A case of early twentieth century Thiruvitamkoor, IAKS, Vol.3, No.3, December 2002
11. *The High Caste Hindu Woman, Pandita Ramabai.*

MA Programme in Women's Studies

Title of the Course : Women and Law
Credits : 4
Code : WMS2 C07
Pre requisites : Nil

Brief Description of the Course
This course is designed as an introductory one in nature to Women and Law. It consists of four modules dealing with relevant theories in the field of laws related to women. Contents of the course are presented with theoretical overview of laws related to women. The purpose of the course is to familarise the students to basic concepts of the law and its development and impact on women.

Course - Outcome

1. It helps the students to develop the awareness about the legal rights of women in India.
2. It helps the students to understand various theories in the field of women and law.
3. It equips the students to identify the flaws and loopholes in the existing laws which adversely affect Women's Rights.
4. It equips the students to counsel other women when their legal rights are violated.

Module 1: Feminist Jurisprudence and Constitution

Law as an instrument of social change - Role of law in the empowerment of women - Feminist Jurisprudence –Categories of Feminist jurisprudence -Approaches of Indian judiciary as to women's rights. Constitution of India - A feminist perspective of its salient features

a. *Feminist Jurisprudence: Contemporary Concerns, Flavia Agnes. Majlis, Mumbai, 2003.*
b. *Feminist Legal Theory*, Francis. E. Olsen, 1995, p. 1-15.
c. "*Constitutional Protection to Women and Judicial Responses"*, Dr. R.N. Sharma, in Shamsuddin Shams (Ed) *Women, Law and Social Change*, 1991.
d. *"Gender Discrimination and the Indian Constitution",* Sujatha.V.Manohar, J., in Venkat Iyer (Ed.) *Constitutional Perspective*, 2001, p. 107.

Module 2: Personal Laws

The position of women under various personal laws in India, A comparative analysis of Hindu, Mohammedan and Christian laws as to marriage, divorce, maintenance, succession, adoption, etc. Debates on Uniform Civil Code whether panacea for all ills.

a. *Empowerment of Women in India*, Gour, 2003 pp. 239-425, 841-862.
b. *Women in India : Legal and Human Rights,* Sadiq Ahamed Jilani Syed, pp.45-58, 78-83

Module 3 : Labour Laws

Statutory regulation of hours of work for women, safety of women workers, maternity benefits, minimum wages, equal remuneration for same or similar work, special provisions for health, crèches

a. "*Labour Law for Women Workers. Problems and Prospects",* Suresh. C.Shrivastava in Shamsuddin Shams (ed) *Women, Law and Social Change* (1st ed., 1991) p. 203.
b. *Maternity Benefits to Women Workers*, L.C. Dhingr

c. *Legal Protection to Unorganised Sector,* Abdul Majid, 2000.
d. The Bare Acts and Commentaries on concerned legislations.

Module 4 : Special Legislations and Provisions for Protecting Women: An Overview

The Dowry Prohibition Act ,The Indecent Representation of Women Prohibition Act, 1986 The Immoral Traffic (Prevention) Act, 1956, The Medical Termination of Pregnancy Act, 1971,The Pre Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994,The Family Courts Act, 1986, The Commission of Sati (Prevention) Act, 1987 Benefits Under Income Tax Act, *Protection from Domestic Violence Act, 2005 Sexual Harassment at Workplace Act, 2013 Criminal Law Amendment,2013*

a. *In India: Legal and Human Rights*, Sadiq Ahmed Jilani Syed, p 84-99
b. *Huma Womenn Rights International Protection, Monitoring and Enforcement*, Janusz Symonides, p3-131, 257-279, 347-373
c. *New Dimensions and Challenges for Human Rights*, Janusz Symonides, p16-22, 243-276
d. *Structural Adjustment, Feminisation of Labour Force and Organisational Strategies,Nandita Shah , Sujatha Geothoskar, Nandita Gandhi and Amrita Chhachi in Nivedita Menon (Ed) 'Gender and Politics in India, Oxford University Press, New Delhi, 1999, p 145.*

REFERENCES

1. Feminist Legal Theory, Francis. E. Olsen, 1995.
2. Women and Law, Myneni S R, Asia Law House, Hyderabad
3. Social Status of Women in India, Maya Majumdar, 2004.
4. Justice for Women - Concerns and Expressions, Anand A.S., 2004.
5. The Concept of Justice - A Critical Study, Dibakar Sahoo, 1998.
6. Women and Law: Contemporary Problems, Lotika Sarkar and Sivaramayya, B. (Eds), 1994.
7. Women and Legal Protection, Paras Diwan and Peeyushi Diwan, 1994.
8. Legal Status and Remedies for Women in India, Roma Mukharjee, 1997.
9. Indian Judicial System - Need and Directions of Reform, S.P. Verma, 2004.
10. Gender, Equality and Judiciary, Andrew Byres and Christine Adams (Eds), 1999.
11. Gender and Politics in India, Nivedita Menon (Ed), Oxford University Press, New Delhi, 1999.
12. Lloyd's Introduction to Jurisprudence, M.D.A. Friedman, 1994, pp 1025-1145.
13. Equality Politics – Gender, Meehan Elizabeth and Selma Luijsen (Eds), 1991, p. 242.
14. Indian Succession Act,1925.Bare Act,Law Publishera(India) Pvt.Ltd. 2009

15. Mulla’s Principles of MAHOMEDAN LAW,M.Hidayatullah and Arshad Hidayatullah,N.M.Tripathi Private .Ltd.,1990

16. Hindu Laws, Bare Act ,Universal - Lexis Nexis ,2020

SEMESTER 3

MA Programme in Women's Studies

Title of the Course : Gender, Religion and Culture
Credite : 4
Code : WMS3 C08
Pre requisites : Nil

Brief Description of the Course

This course is structured to deal with the relationship between gender, religion and culture. Thus, the four modules in the course are intended to explain the role of religious and cultural institutions in producing gender stereotypes, violence and discrimination. The course will explain the reasons behind the low participation in women in politics and significance of elimination of social barriers to enter and involve in public life.

Course - Outcome

1. It helps students to understand the major issues and concerns of women's lives in local, national and global context in the contemporary times
2. The course familiarises students with discussions about gender, religion and culture and its intersectional nature
3. The course helps students to view the violence against women from gender studies perspective
4. The course enables students to realise the role of culture in producing gender identities and multiple ways of oppression

Module 1: Gender and Religion

Themes for lecture/ discussion: The rise of religious fundamentalism in Indian political scene and its negative impact on women - How the revivalist tendencies define and redefine womanhood., Debates on Uniform Civil Code, Religion as an institution imposing gendered norms and gender stereotyping.

Suggested Readings:

a. Politics of Diversity: Religious Communities and Multiple Patraiarchies, Kumkum Sangari, Women's Studies in India : A Reader, Mary E John (Ed), Penguin, New Delhi, 2008, (P515-523)

b. The Shah Bano Case, Radha Kumar, Women's Studies in India : A Reader, Mary E John (Ed), Penguin, New Delhi, 2008

Module 2: Political Participation

Themes for lecture/ discussion: Political participation of women –evolution and trends, issues and concerns, recent debates on Women's Reservation Bill for providing seats reserved for women in Parliament. The attitude of different sections of society and the debate within the women's movement in India, Performance of LSGI members. (Local Self Government Institutions)

Suggested Readings:

a. Women's Reservation Bill in Parliament
b. On Political Participation: Brinda Karat, P.117-151, Survival and Emancipation- Notes from Indian Women's Struggle, Three Essays Collectves, New Delhi, 2005

c. . Women and Politics: Beyond Quotas, Madhu Kishwar, Economic and Political Weekly, October 26, 1996, P 2867-2874

Module 3: Violence against Women

Themes for lecture/ discussion: The different dimensions of the problem of violence against women and the role of legal and social interventions in its elimination, Verma Committee Report, Recent legal amendments

Suggested Readings:

a. Embodying Self: Feminism, Sexual Violence and the Law, Nivedita Menon, Community, Gender and Violence, Sabaltern Studies, XI, (Ed.) ParthaChatterji and Pradeep Jaganathan, P. 67-105, Permanent Black, New Delhi, 2003
b. Battered Conjugality: The Psychology of Domestic Violence, U. Vindhya, P.196 – 223, The Violence of Normal Times, (Ed.) Kalpana Kannabiran, Women Unlimited, New Delhi, 2005

Module 4 : Gender and Culture

Themes for lecture/ discussion: The role of culture in gendering and cultural representations of women, Intersections of class and caste on gender, Customary practices as unwritten laws in culture.

Suggested Readings:

a. 'The Troubled Existence of Sex and Sexuality:Feminists Engage with Censorship, Shohini Ghosh, Gender and Censorship, Brinda Bose (Ed), Women Unlimited, New Delhi, 2006
b. Immorality, hurt or Choice: Indian Feminists and Prostitution, Geetanjali Gangoli, in Prostitution and Beyond: An analysis of Sex Work in India, (Rohini Sahni, V.Kalyan Shankar, Hemant Apte (Ed), Sage, 2008 (P21-39)

For Further references

1. A Question of Silence: The Sexual Economies of Modern India, Ed. Mary.E.John and Janaki Nair, Kali for Women, 2000
2. Community, Gender and Violence, Sabaltern Studies, XI, Ed. Partha Chatterji and Pradeep Jaganathan, P. 67-105, Permanent Black, New Delhi,2003
3. On Communalism and Globalization: Offensives of the far right: Three Essays, New Delhi 2002
4. Feminist Post Development Thought, Kriemild Saunders, Zed Books, London 2004.
5. Economic liberalization and its implications for Employment, Ashok Mathur and P.S. Raikhy.
6. Economic Reforms in India - Ed: Viswanath Singh, Mohan Prasad Srivasthava and Narendra Prasad (Ed.).
7. Economic Reforms and Development, Ed; Rajkumar Sen.
8. Liberalisation Debates, T.J. Byres.
9. Development, Gender and Diaspora - Context of Globalisation, Paramjit, S. Judge, S.L. Sharma etc. Rawat Publications, New Delhi.
10. 'A Dalit Feminist Stand Point', Sharmila Rege, Gender and Caste, Ed: Anupama Rao, Kali for Women, New Delhi.

11. Feminism in India, Maithreyi Chaudhuri (Ed.), Women Unlimited, New Delhi.
12. Argumentative Indian: Amartya Sen
13. Adukkala Thirirchu pidik kuka, Sara Joseph

MA Programme in Women's Studies

Title of the Course : Feminist Research Methodology

Credits : 4

Code : WMS3 C09

Pre requisites : Nil

Brief description of the course

This course is aimed to introduce the students about the basic approaches and methods in research methodology for doing feminist research. It will introduce the debates in feminist epistemology, methodology and methods in feminist research. The feminist reworking of methods in doing case study, oral history, discourse analysis, participatory and action research are also to be introduced.

Course outcomes

1. This course helps the student to develop understanding about the concept of research and its relevance to Women's/gender Studies.
2. It helps the student to familiarize with the different designs of qualitative and quantitative research in women's studies.
3. It helps the student to acquaint with the basic concepts of feminist research methodology and its applications
4. It helps the student to internalise the relevance of reflexive research and feminist approaches to research ethics
5. To enable the students to apply research techniques in undertaking individual projects in Women's Studies.

Module 1 Relevance of Feminist Research

Meaning of research, Objectives of research, feminism and paradigm shift, feminist epistemology, methodology and methods in general in feminist research, Interdisciplinary research in Women's Studies, Basic concepts of research in Women's Studies, Sexism in research – andro-centricity. Politics of reflexivity in feminist social research, relevance of feminist approaches in research ethics

Characteristics of quantitative and qualitative researches

a. Non Sexist Research Methods : A Practical Guide, Margrit Eichler, Allen & Unwin, Boston, 1988.
b. Key Concepts in Feminist Theory and Research, Christina Hughes, New Delhi, Sage Publications 2002
c. Introduction: Feminist Methodology, Challenges and Choices, Caroline Ramazanogulu with Janet Holland, P 1-16, Sage Publications, London 2002
d. Feminist Perspectives on Social Research, Sharlene Nagy Hesse-Biber, Michelle L Yaiser, (Ed), Oxford University Press, 2004

Module 2 - Quantitative Methods

Research Design: Hypothesis- characteristics, functions and forms, Population and sample, sampling designs,-exploratory, descriptive, diagnostic and survey research. Data collection: Sources of data, primary and secondary, observation, survey, scales, Interview schedule, Questionnaires, Coding,

Tabulating and Interpreting data, SPSS.

a. Designs of Social Research, D. K. Lal Das, Rawat Publications, New Delhi, 2005.
b. Research Methodology, R. Pannerselvam, Prentice Hall of India, New Delhi, 2005.
c. Theory and Methods in Social Research, Bridget Somekh and Cathy Lewin (Ed.), New Delhi, Sage, 2012.

Module 3 - Qualitative Methods

Qualitative research – Observation, case study, life histories/oral histories, identification through key indicators, focus group discussion, triangulation, discourse analysis, Content Analysis- textual analysis, identifying sources, photographs, private papers, women's voices, Participatory Action research.

a. Negotiating Power and Expertise in the field, Lynne Haney, in Qualitative Research in Action, Sage, New Delhi, 2002
b. Social Research, S. Sarantakos, Charles Sturt University, Macmillan Press, London, 1998.
c. An Introduction to Qualitative Research, Uwe Flick, Sage Publications India Pvt. Ltd, New Delhi, India,2009.
d. Key words in Qualitative Methods, M. Bloor, F. Wood, Sage Publications Ltd, London, 2006
e. Qualitative Inquiry: Thematic Narrative and Arts-Informed Perspectives, Lynn Butler-Kisber, Sage Publications Ltd, London, 2010

Module 4 - Research Proposal and Reporting

Points to be noted while conducting research – objectivity, validity, reliability, practicability and generalisability. Writing a research project proposal and a research report, Bibliography and references.

a. Research Methodology, Ranjit Kumar, Sage Publications India Pvt. Ltd, New Delhi, India, 1999
b. Developing Research Proposals, Pam Denicolo and Lucinda Becker, Sage Publications Ltd., London, 2012
c. Research Methodology, Methods and Techniques, C R Kothari, New Age Internal (P) Ltd., New Delhi, 2004.

REFERENCES

1. Feminist Research Practice: A Primer, Hesse Biber (Ed), Sage Publications Ltd, London, 2014
2. Introducing Research Methodolgy, Uwe Flick, Sage Publications India Pvt. Ltd, New Delhi, 2011
3. In a Different Voice, Carol Gilligan, Cambridge, MA: Harvard University Press, 1982.
4. Feminist Perspectives on Social Research, Sharlene Nagy Hesse-Biber, Michelle L Yaiser, (Ed), Oxford University Press, 2004
5. Doing Ethnographies., Mike Crang, Ian Cook, Sage Publications Ltd, London,2007
6. A Student's Guide to Methodology, Peter Clough, Cathy Nutbrown, Sage Publications Ltd, London, 2012
7. Visualizing Social Science Research: Maps, Methods& Meaning., Johannes Wheeldon, Mauri K Ahlberg, Sage Publications Ltd, London, 2012
8. Understanding Social Research: Thinking Creatively about Method., Jennifer Mason, Angela Dale, Sage Publication Ltd, London, 2011
9. Reading Social Research: Studies in Inequalities and Deviance, Jeffrey C Dixon, Royce A Singleton Jr, Sage Publication Ltd, London, 2013
10. Barzam, Jagures & Henry, The Modern Researcher, New York Harcourt Brance & World Inc. 2004
11. Hodnelt Edward "The Art of Problem Solving", Harper & Row.1955
12. Kerlinger Fred, N., Howard Lee, B., Foundations of Behavioral Research, Harcourt College Publishers, Boston, USA 2000

MA Programme in Women's Studies

Title of the Course : Women and Democratic Decentralisation
Credit : 4
Code : WMS3 C10
Pre requisites : Nil

Brief Description of the Course

This course is designed to introduce students about the gender components in the democratic decentralization process in Kerala. It has four modules dealing with various aspects of democratic decentralization from a gender perspective. The purpose of the course is to develop the analytical skills for gender analysis of the local level planning and implementation process.

Course - Outcomes

1. It helps student to understand the gender components in the democratic decentralisation process in Kerala.

2. It helps student to understand the concepts of gender responsive planning, budgeting, and auditing at local level.

3. It helps the student to develop the analytical skills for gender analysis of the local level planning and implementation process.

Module I

Evolution of Gender component in the Decentralised Planning in Kerala – 73rd & 74th Amendments – Kerala Panchayat Raj Act –Gender concerns in People's Plan Campaign and decentralization in Kerala.

a. *Constitution Seventy –Third Amendment and After*, P.101-197, *Women in Panchayati Raj Institutions,* Ashok Kumar Jha, Anmol Publications, Pvt.Ltd, New Delhi 2004

b. *Women in Decentralised Planning*: Vanitha Nayak Mukherji & T.N. Seema, Kerala State Planning Board, 2000

Module 2

People's Plan Campaign – decentralization and its gender component - Women Component Plan, conceptual and implementation framework - guidelines –approach- experiences

a. *Planning Guidelines:* State Planning Board

b. *Janakeeyasoothranavum Sthreemunnettavum*: State Planning Board, 2000
c. *Gender and Decentralisatikon in Kerala* - Sakhi Women's Resource Centre, Trivandrum, 2002

Module 3

Planning cycle in Local Self Govt. Institutions – Project formulation – development seminar – gramasabha – project approval –beneficiary selection – implementation – monitoring, implementation mechanism - -Structures and agencies that working for women at local level- Kudumbasree – Jagrutha samities – working groups & various committees – Mahila Samakhya – RMK,IMY,SGSRY, Mahila Samajams etc.

a. Planning guidelines, Kerala State Planning Board
b. Local Democracy and Development: People's Campaign for Decentralised Planning in Kerala, Dr.T.M.Thomas Issac, Richard W. Frankie, Left word, New Delhi 2000

Module 4

Gender Analysis of Local Planning Process – women's participation - Familiarising the concepts of gender responsive planning, budgeting and auditing – Its relevance at local, national and international level.

a. *From concepts to practice : Gender aware planning through the institutional framework*, In Naila Kabeer, and Ramya Subrahmanian (Eds.) *Institutional Relations and Outcomes,* Kali for Women, New Delhi, 1999, P. 197- 230.

b. *Gender budgeting: The case of Kerala*, Neena Joseph, P. 168 – 195, In *Women and Economic Reforms- Kerala Experience* (Ed.) Meera Bai. M, Serial Publications, New Delhi, 2006

REFERENCES

1. *Local Democracy and Development: People's Campaign for Decentralised Planning in Kerala*, Dr.T.M.Thomas Issac, Richard W. Frankie, Left word, New Delhi 2000
2. *Gender and Decentralization in Kerala* - Sakhi Women's Resource Centre, Trivandrum, 2002.
3. *Gender Training Manual*, Oxfam, London 2000.
4. *Demystifying Women's Status in Kerala*, Mridul Eapen & Praveena Kodoth, CDS Working Paper, 2001.
5. *Women in Decentralised Planning*, Vanitha Nayak Mukherji & T.N. Seema,

Kerala State Planning Board, 2000.

6. *Status of rural women in Karnataka*, Srilatha Baltiwala, B.K. Anitha, Anitha Gurumurthy, Chandana, S.Wali & Produced by National Institute of Advanced Studies, Bangalore, 1998.
7. *Manaveeyam Sthree Padavi Padanam* - Training Handbook (Draft) State Planning Board, July 2000.
8. *Shtree Padavi Padanam* - State level Training Manual (draft) distributed in the state level training for women task force members in 2000 July & Published by State Planning Board
9. *Planning Guidelines*, State Planning Board.
10. *A case study of Gender Responsive Budgeting in India,* Lekha Chakraborty, Commonwealth secretariat, 2013
11. *New Lamps for Old: Gender Paradoxes of Political Decentralisation in Kerala*, Devika.J and Binitha.V.Thampi, Zubaan, New Delhi 2012
12. *Gender Budget Manual for Local Self Government Institutions of Kerala,* Kerala Institute of Local Administration, 2017
13. *Sthreepadavi Padanathinu oru kaipusthakam,* Sakhi Women's Resource Centre, Thiruvananthapuram, 2018

SEMESTER 4

MA Programme in Women's Studies

Title of the Course : Indian Feminist Thought
Credits : 4
Code : WMS4 C11
Pre requisites : Nil

Brief Description of the course

This course is to introduce the relevant discourses in Indian feminist thought which explore the inter-relations of patriarchies, political economy, law, religion and culture. It also presents the complexities in contemporary gender discourses and feminist engagements with neo-liberal market.

Course outcomes

1. This course helps the student to understand some of the significant feminist interventions in Indian historiography and the critique of construction of womanhood through social reform movements.
2. It helps the student to understand the importance of colonial interventions in shaping the gender identities in India.
3. It helps the student to understand the complex intersectional relationships of class, caste, land and gender in India
4. It introduces the student to explore the complex debates of contemporary feminisms in the country.

Module 1

An introduction to the ways in which feminist interventions in Indian historiography shifts the focus from masculinist male experiences to female one, Emergence of an Indian feminist thought with priorities distinctly different from that of the Euro centric one.

a. *Narratives From the Making of History: Two Lectures*, Romila Thapar, Oxford India Paperbacks 2000

b. *Nationalist Iconography : The Image of Women in Nineteenth Century Bengali Literature* , Tanika Sarkar, *Hindu Wife, Hindu Nation,* P. 250 – 267, Permanent Black, New Delhi, 2001

Module 2

Rise of colonial discourse in India and the redefinition of gender identities.

a. *Whatever Happened to the Vedic Dasi?* : *Orientalism and a Script for the Past:* Uma Chakravarti, *Recasting Women,* Ed. Kumkum Sangari and Suresh Vaid, Kali for Women, 1999

b. *The Devadasi, Dharma and the State*, Janaki Nair, *Women's Studies in India : A Reader*, Mary E John (Ed), Penguin, New Delhi, 2008

Module 3

Discussion on complex questions regarding the relationships of land, caste and gender in India.

a. *Ecofeminism*, Vandana Siva & Maria Mies, Chapter 5, Kali for Women

b. *Dalit Women Talk Differently:* Sharmila Rege, P.211-225, *Feminism in India*: (Ed) Maitreyi Chaudhuri, Kali for Women and Women Unlimited New Delhi 2004

Module 4

Complexities in Indian Feminist thought in relation to specific women issues that were debated in the contemporary times.

a. *Problems for a Contemporary Theory of Gender* : Susie Tharu anf Tejaswini Niranjana, *Gender and Politics in India*, P. 494-525, Ed. Nivedita Menon, OUP, 1999

b. *Real and Imagined Women*: *Gender, culture, post colonialism* : Rajeswari Sunder Rajan, P. 129-146, Routledge, London and New York , 1995

REFERENCES

1. *Hindu Wife, Hindu Nation*, P. 250 – 267, Permanent Black, New Delhi, 2001

2. *Interrogating Modernity: Culture and Colonialism in India*, Ed. Tejaswini Niranjaja and Vivek Dhareshwar, Seagull, Calcutta, 1993

3. *Recasting Women*, Ed. Kumkum Sangari and Suresh Vaid, Kali for Women, 1999

4. *Masks of Conquest*, Gouri Viswanathan, P. 23-44, OUP, 1989

5. *Gender and Politics in India*, P. 494-525, Ed. Nivedita Menon, OUP, 1999

6. *Real and Imagined Women*: *Gender, culture, post colonialism* : Rajeswari Sunder Rajan, P. 129-146, Routledge, London and New York , 1995

MA Programme in Women's Studies

Title of the Course : Gender, Health and Sexuality
Credits : 4
Code : WMS4 C12
Pre requisites : Nil

Brief Description of the Course: This course is offered as a core course for Fourth semester MA Women's Studies Program. There are four modules in this course. This course tries to introduce the gender approaches towards body, sexuality, health and reproductive rights of women and sexual minorities. The course demands analysis of government policies like National Health Policy and National Mental Health Policy and the effectiveness of various government programs targeted on women's health. The students will have field work assignments with women and adolescents related to the topics of study in their respective panchayats.

Course Outcomes:

1. The course helps the student to familiarise with the theoretical, applied and policy level approaches on health and sexuality of women and transgender persons.

2. It helps the student to understand the concepts and recent debates in reproductive health issues of women worldwide.

3. It equips the student to explain the underlying causes of violence against women and its impact on women's health from a gender perspective

4. It helps the student to attempt comparative analysis of various New Reproductive Technologies

Module1. Health and Sexuality of Women and Transgender Persons

Discussing the body images that distinguish women, men and the sexual minorities, Concept of health, Health indicators- MMR, IMR, Engendering the approaches in health, Women's health movement- shift in concerns, sexualities and patriarchy

a. *Engendering Health:* Samyukta- A Journal of Women's Studies, Vol II (1), 2002.

b. *Chapter 1 & 2, The New Our Bodies, Ourselves-A Hand Book for All Women* By Boston Women's Health Book Collective, Touch Stone, New York, 2005

Module 2 Gender Issues in Reproductive Health

SRH rights- various stages, Gender issues in Contraception, Prenatal diagnosis and PNDT Act, ARTs-Artificial insemination, IVF, Surrogacy - Feminist stand on various NRTs, Policies and Programmes of population control in India, Pre and post Cairo conference.

a. *Reproductive Health and Rights: A Public Health Prespective:* Imrana Quadeer, P.1-15, *Reproductive Health in India's Primary Health Care,* September 1988, Centre for Social Medicine and Community Health, School of Social Sciences, Jawaharlal Nehru University, New Delhi.

b. *The New Harvard Guide to Women's Health*, Carlson, Eisenstat & Ziporyn, Harvard University Press, USA, 2004.

c. *Women's Health, Public Policy and Community Action,* Swapna Mukopadhyay (Ed.), *Manohar Publishers and Distributors, New Delhi,* 2001.

d. *Discrimination Against Girl Child : The Trajectory of Missing Girls*, Moly Kuruvilla, Gyan Publishing House, New Delhi, P.52-56; 113—121.

Module 3 Gender Issues in Mental Health and HIV

Discussing the crucial issues of women's health like mental health – the vulnerable groups like HIV +ve people and their issues related to health and sexuality, Health issues of Transgender persons.

a. *Women's Work Health and Empowerment, P-178-190 & 231-246, Anjali Gandhi (Ed.*), Aakar Books, New Delhi, 2006.

b. *Mental Health from a Gender Perspective, Bhargavi V.* Davar (Ed.) ,Sage Publications, New Delhi, 2001.

c. *Women's Minds Women's Bodies: The Psychology of Women in a Biosocial Context*, 237-276, Joan H. Rollins, Prentice- Hall, Upper Saddle River, New Jersey, 1996.

d. Handbook of Research on New Dimensions of Gender Mainstreaming and Women Empowernment, Moly Kuruvilla & Irene George (Eds.). IGI Global, USA., 2020. P.261-284.

Module 4 Government Programmes and Policies

National Health Policy, New Population policy, Transgender Policy, NACO, NRHM, ASHA, programmes, Health education, Sex/ Adolescence education, PMS, early marriage, teenage pregnancies and impacts on women's health, Menopause , HRT.

a. *Health education for better quality of life*, Mahadevan (Ed), BR Publications, New Delhi , 1990

b. Sexuality in the Time of AIDS, Verma et al., Sage Publications , New Delhi, 2004.

c. *The New Harvard Guide to Women's Health*, Carlson, Eisenstat & Ziporyn, Harvard University Press, USA, 2004.

d. *Women's Health, Public Policy and Community Action,* Swapna Mukopadhyay (Ed.), Manohar Publishers and Distributors, New Delhi, 2001.

REFERENCES

1. *The New Our Bodies, Ourselves-A Hand Book for All Women; By Boston Women's Health Book Collective,* Touch Stone, New York, 1992

2. *Sexuality in the Time of AIDS*, Verma, Pelto, Schensul and Joshi (2004)

3. *Women, Mental Illness and Epidemiology:* Bhargavi.V.Davar, *Mental Health of Indian Women – A feminist Agenda*, P. 21-67, Sage Publications, New Delhi, 1999

4. *Population Policies Reconsidered, Health, Empowerment and Rights*, Ed. Gita Sen, Andrienne Germain, Lincoln.C. Chen, Harvard University Press, 1994, Harvard Series on Polulation and International Health

5. *Women's Bodies*. Arthurs and Grimshaw (eds.) (1999):

6. *The Unheard Scream - Reproductive Health and Women's Lives in India.*Mohan Rao (Ed.), Zubaan, New Delhi, 2004.

7. *Reproductive Rights in Practice: A Feminist Report on Quality of Care*, Hardon.A. and Hayes, E., (1997):

8. *Global Prescriptions: Gendering Health and Human Rights.* Rosalind Pollack Petchesky Sage Publications, New Delhi, 2003.

9. *Childless Couples*, Vinita Lavania, Rawat Publications, New Delhi, 2006.

10. *Journal of Women's Studies, Special issue on Women and Health, Vol.*1(2), University of Allahabad, September 2007.

11. *Violence Against Women: New Movements and New theories in India:* Gail Omvedt, Kali Primaries, Kali for Women, 2000

12. *Women's Health: A Primary Care Clinical Guide (Second Edition),* Ellis Quinn Youngkin and Marcia Szmania Davis, Appleton and Lange publishers, USA, 1998.

13. Mood Disorders in Women, Meir Steiner, Kimberly A Yonkers and Elias Eriksson, Martin Dunitz Publishers, UK, 2000.

14. *New Reproductive Technologies, Women's Health and Autonomy,* Jyotsna Agnihotri Gupta, Sage, New Delhi, 2000.

15. *Gender and Health*, Madhu Nagla, Rawat Publications, Jaipur, 2013.

16. *We and Our Fertility*, Chayanika, Swatija and Kamaxi, Research Centre for Women's Studies, SNDT Women's University, Bombay, 1990.

ELECTIVE COURSES

MA Programme in Women's Studies

Title of the Course : Women, Media and Film Studies
Credits : 4
Code : WMS2 E01
Pre requisites : Nil

Brief Description of the Course

This course is designed to develop a general understanding about media and film studies. It has four modules dealing with the relevant feminist theories in the field of media and film studies. The purpose of the paper is to equip students to analyze the content and form of media and film with a women's perspective.

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Course Outcomes

1. It helps students to develop a general understanding of Media and Film Studies.
2. It helps the students to familiarize with the feminist theories in media and film studies.
3. It equips the students to analyze the content and form of media and film with a women's perspective.
4. It will help the students to critically analyse the media representations of women from a feminist perspective.

Module 1

Introduce the students to two seminal articles that inaugurated the theory of gaze in the study of visual culture. Manifestation of Gaze in visual media- Female gaze, male gaze, social gaze, masculinity, femininity, politics of body images in media theories.

a. *Visual Pleasure and Narrative Cinema*, Laura Mulvey, 1975
b. *The Body in the Mirror: Women and Representation in Contemporary India,* Meenakshi Thampan, P.337-364, *Mapping Histories : Essays Presented to Ravinder Kumar,* Ed. Neera Chandhoke, Tulika, New Delhi, 2000.

Module 2

Discuss the mechanics of news making, its political and ideological

underpinnings which construct gendered media culture. Representation of gender issues in print media- News papers, Politics of Reporting and Editing of Gender issues in print media.

a. *Reporting and Editing: Chapter 6,* Robin Jeffrey, *India's News Paper Revolution, Capitalism, Politics and the India Language Press*, Second Edition, OUP, 2000.
b. *Who's News?* Ammu Joseph and Kalpana Sharma, Sage Publications, New Delhi, 1994.

Module 3

Tries to inter relate the studies in Film theory and gender in India. Analyse it in the larger context of communication of the Indian spectator in the recent time. Shift in the content of Hindi Films after Ayodhya, Hindutva elements in Hindi Films.

a. *The Absolutist Gaze: Political Structure and Cultural Form,* M. Madhava Prasad, *Ideology of Hindi Film- A historical Construction,* P.53-87, OUP, 2006.
b. *After Ayodhya: Bollywood Cinema- Temples of Desire:* Vijay Mishra, P.203-233, Routledge, London, 2002.

Module 4

Looks at the inter working of sexuality and representation in Indian films. How certain ordering of sexuality in cinema re-informs dominant and discriminatory notion of sexuality. Discuss the new studies on masculinity in South Asia and their filmic representation. How Sex Workers and Sexuality discussed in Indian Films, Representation of Masculinity, Role of Censor Board in media.

a. *Young Malayali men and Their Heroes,* Caroline and Filippo Osella, P.224 – 261, *South Asian Masculinities,* Ed. Radhika Chopra, Caroline Osella and Fillippo Osella, Women Unlimited, 2004.
b. *Not a Sob Story*: Representing the Realities of sex work in India: Bisakha Datta, P.260 -276, *Sexuality, Gender and Rights: Exploring Theory and Practice in South and South Asia,* Ed. Geetanjali Misra and Radhika Chandiramani, Sage Publications, New Delhi, 2005.

REFERENCES

1. *Films and Feminism - Essays in Indian Cinema* - Jasbir Jain and Sudha Rai (Ed.), Rawat Publications.

2. *Gender Setting - New agendas for Media Monitoring and Advocacy*, Margaret

Gallagher, Zed books, London, 2001.

3. *The polity reader in Gender Studies*, Polity Press, Rawat Publications, New Delhi, 2002.

4. *Who's News? - The Media and Women's Issues*, Ammu Joseph and Kalpana Sharma, Sage Publications, New Delhi, 2006.

5. *Beyond French Feminisms - Debates on Women, Politics and Culture in France* - Roger Celestin (Ed.), Palgrave, Macmillan, New York 2003.

6. *Women's Bodies - Discipline and Transgression*, Jane Arthurs and Jeam Grimshaw, Cassel, London.

7. *Sexuality, Gender and Rights: Exploring Theory and Practice in South and South Asia,* Ed. Geetanjali Misra and Radhika Chandiramani, Sage Publications, New Delhi, 2005

8. *Making the News: Women in Journalism,* Ammu Joseph, Sage Publications, New Delhi.

9. *The Routledge Companion to Feminism and Post Feminism*, Sarah Gamble (Ed), Routledge, 2001.

10. *Visual Pleasure and Narrative Cinema*, Laura Mulvey, 1975.

11. *The Body in the Mirror: Women and Representation in Contemporary India,* Meenakshi Thapan, P.337-364, *Mapping Histories : Essays Presented to Ravinder Kumar,* Ed. Neera Chandhoke, Tulika, New Delhi, 2000.

12. *Women in Malayalam Cinema: Naturalising Gender Hierarchies*, (Ed.) Meena T Pillai, Orient BlackSwan, New Delhi, 2010.

13. *Young Malayali men and Their Heroes,* Caroline and Filippo Osella, P.224 – 261, *South Asian Masculinities,* Ed. Radhika Chopra, Caroline Osella and Fillippo Osella, Women Unlimited, 2004.

14. *Not a Sob Story*: Representing the Realities of sex work in India: Bisakha Datta, P.260 -276, *Sexuality, Gender and Rights: Exploring Theory and Practice in South and South Asia,* Ed. Geetanjali Misra and Radhika Chandiramani, Sage Publications, New Delhi, 2005.

15. *Real and Imagined Women*: *Gender, culture, post colonialism* : Rajeswari Sunder Rajan, P. 129-146, Routledge, London and New York, 1995.

MA Programme in Women's Studies

Title of the Course : Management skills for development work
Credits : 4
Code : WMS2 E02
Pre requisites : Nil

Brief Description of the Course

This course is designed to describe the significance of doing development work in India. As part of it the four modules of the course give an idea about the role played by various civil societies and other voluntary organisations in development activities such as health, education, poverty alleviation and women empowerment. The purpose of the course is to equip students pro-actively engage in development activities in the local planning and other development activities. The course aims at teaching management of manpower, finance, and process involved in the development.

Course - Outcome

1. The first module enables the student to understand the role of contemporary civil society.
2. The second module equip the students to learn and experience the operations of civil society organisations.
3. The third module helps students to realise the significance of organisational structure and leadership to promote social change.
4. The fourth module develop students' skills in evolving development strategies.

Module 1

The role of civil society in the current development paradigms, voluntarism, social work and social action - Guidelines for formation of civil society groups.

Registration of voluntary groups-Society, Trust and Trade Union – bylaws and registration - difficulties in formation, registration and sustenance.

Suggested Readings:

a. *Women and Development*, M.Immanuel, Ahmedabad: Karnavati Publications, 1998.
b. *Women in Development*, P.R. Reddy and P. Sumangala, New Delhi: B.R. Publishing Corporation, 1998.

Module 2

Case studies of voluntary groups, trade unions and NGOs working for women. Contribution of voluntary sector in the sphere of education, health, poverty alleviation, training and women's development and empowerment - advocacy programmes - creating innovative, cost effective and sustainable models.

Suggested Readings:

a. *Empowering Women: An Alternative Strategy from Rural India,* Sakuntala Narasimhan, New Delhi: Sage Publications, 1999.
b. *Political Participation of Women in a Changing Society,* Sampa Guha, New Delhi: Inter India Publications, 1996.

Module 3

Organizational structure, leadership pattern and social commitments--analytical vision - professional approach - long term vision - rapport building - corruption free and participatory leadership - case studies, - problems and problems (with special reference to women).

Suggested Readings:

a. *Indian Women Activists*, Neelu Kang, New Delhi: B.R. Publishing Corporation, 1997.
b. *Political Participation of Women in a Changing Society,* Sampa Guha, New Delhi: Inter India Publications, 1996.

Module 4

Strategies and approaches of NGOs in rural and urban settings - areas approach, sectoral approach, issue based approach, multi dimensional approach - curative and preventive strategies - grass root activism - fund raising activities - FCRA. Planning and Implementation of projects - Monitoring and evaluation - enlisting peoples participation *Women and Social Transformation*, M.G. Chitkara, New Delhi: A.P.H. Publishing Corporation, 2001.

Suggested Readings:

a. *Women United Women Divided*, Patrica Caplan and Janet M. Burja, London: Tavistock Publications, 1978.

References

1. *Indian Women Today* (3 Volumes), New Delhi: Kanishka Publishers, 1996.
2. Umashankar Jha and Premlata Pujari (Eds.), *Women and Social Transformation*, M.G. Chitkara, New Delhi: A.P.H Publishing Corporation, 2001.
3. P.R. Reddy and P. Sumangala, *Women in Development*, New Delhi: B.R
4. Digumarti Bhaskara Rao and Digumarti Pushpa Latha, *Women and International Action*, New Delhi: Discovery Publishing House, 1998.
5. Indira J. Parikh and Putin K. Garg, *Indian Women: A Inner Dialogue*, New Delhi: Sage Publications, 1989.
6. Sakuntala Narasimhan, *Empowering Women: An Alternative Strategy from Rural India*, New Delhi: Sage Publications, 1999.
7. Sampa Guha, *Political Participation of Women in a Changing Society,* New Delhi: Inter India Publications, 1996.

8. Kanchan Mathur, *Countering Gender Violence: Initiatives Towards Collective Action in Rajasthan*, 2004.

MA Programme in Women's Studies

Title of the Course : Gender Studies - Basic Concepts and Principles
Credits : 4
Code : WMS2 E03
Pre requisites : Nil

Brief Description of the Course
This course is designed as an open elective course and it consist of four modules dealing with important concepts in gender studies. The purpose of the course is to familiarise the student to the basic concepts of gender studies and to develop a conceptual base for understanding various fields related to. Therefore, the course is intended to discuss underlying philosophy of gender studies and gives an idea about existing gender inequality and its impacts in the society.

Course Outcomes

1. The course introduces students to the the basic concepts of gender studies
2. The course help students to develop a gender perspective to understand women's experience
3. The course enables students to become gender sensitive.
4. It helps students to realise the existing inequalities in the social structure.

Prerequisite: A genuine interest in Women's/ Gender studies

Module 1 - Concept of Gender Studies

Gender Studies - Concept, Nature, Scope and Relevance, Evolution of Gender Studies, Interdisciplinary nature of gender studies, gender sensitisation, gender mainstreaming, Gender Budgeting, Gender Studies/ Women's Studies

Module 2 Basic Concepts in Gender Studies

Key Concepts, Sex and Gender – Gender roles, Attributes; Patriarchy, Socialisation-Gendering and Internalization; Sexuality, Masculinity and Femininity, Gender division of labour- Gender bias- Gender Stereotypes and its effects on men and women.

Module 3 Underlying Philosophy of Gender Studies

Feminisms – Perspectives – Misconceptions; Feminist Theories – Liberal, Radical, Marxist, Socialist, Ecofeminist & Post – modernist approaches.

Module 4 Gender Inequality and its Impacts

Concept of Gender Inequality – in Family, Education , Employment, Politics and Law, Culture, Religion and Health; Gender based violence- Foeticide, infanticide, domestic violence, unequal access to resources, lack of political participation, sexual harassment, Trafficking and Commodification of women's bodies – Representation of women in media.

REFERENCES:

1. *Narratives from Women's Studies Family- Recreating Knowledge:* Ed. Devaki Jain and Pam Rajput, Sage Publications, New Delhi 2003

2. *Understanding Women's Studies:* Contributions to Women's Studies Series: 11, Veena Poonacha, Research Centre for Women's Studies, SNDT Women's University, Mumbai, 1999.

3. *Women's Work Health and Empowerment, P-82-99, Anjali Gandhi(Ed.*), AakarBooks, New Delhi, 2006.

4. *What is Feminism*? Juliet Mitchell and Ann Oakley (Ed): Oxford Blackwell, 1986.

5. *Contemporary Feminist Theories*: Stevi Jackson & Jackie Jones (Ed.),Edinburgh University Press.

6. Understanding Gender: Bhasin Kamla, Women Unlimited, New Delhi, 2000.

7. Patriarchy: Bhasin Kamla, Women Unlimited, New Delhi, 2000.

8. Sex, Gender and Society: Oakley, Ann, Gower Publishing Company, England,1985

9. 50 Key Concepts in Gender Studies: Pilcher, J. & Whelehan, 1., Sage Publications India Pvt. Ltd, New Delhi,2005.

10. Many Faces of Gender Inequality: Sen, Amartya, Frontline, 18 (22), 2001.

11. Gender Studies- A Primer: V. Kadambari, RGNIYD, Sriperumbudur, Tamilnadu, 2009.

12. The Polity Reader in Gender Studies; Polity Press, Black well Publishers Ltd., Cambridge, 2002 A Companion to Gender Studies, Essed, Philomena et .al (Ed),

13. Blackwell Publishing ,USA, 2005 Patriarchy : Theorising Feminism, Geetha V, STREE, Calcutta, 2007

MA Programme in Women's Studies

Title of the Course : Gendering Social History
Credits : 4
Code : WMS2 E04
Pre requisites : Nil

Brief Description of the Course

The four modules in the course are intended to explain the significance of feminist historiography by explaining how existing streams in historiography excluded women and her past from history. The course is emphasising the importance of rewriting the history from the perspective of gender. Thus, the course is inviting students to rethink the historical past in order to find the women's experience in the social movements in colonial India as well as in modern social institutions in India.

Course Outcomes

1. It helps the student to understand the concept and relevance of social history
2. The course provides the students with a thorough understanding of concept of feminist historiography and the relevant historical processes in Indian history
3. Develop familiarity with the rise of colonial discourse and the redefinition of gender identities in India
4. It helps students to understand the major social reformers from the perspective of gender and caste

Module I

In Search of Our Pasts: The Significance of History: Why Social History, Different Perspectives, Debates in Feminist Historiography (Feminist Engagements with Left/ Non-Brahmin/ Subaltern/Post Colonial)

Module II

Rewriting Histories: Feminist Interrogation of Periodization of Indian History: Locating Women in Social Movements in Colonial India

Module III

Recasting of Women in Modern Social Institutions in India: Reconstitution of Marriage and Family, Formation of Classes, Caste, Reformulations, Rise of Nation and Nationalisms, Reconstitutions of Communities

Module IV

Doing Social History: From Gender and Caste Perspective Readings From Mahatma Phule, Tarabai Shinde, Pandita Ramabai, E.V. Ramaswamy Periyar, Mahatama Gandhi, Dr. Babasaheb Ambedkar, Sree Narayana Guru

For Further references

1. Geraldine Forbes, *Women in Modern India*, Women in India: A Social and Cultural History, Chapters 3,4 &5
2. Sita Anantha Raman, Caste, Class and Gender:The historical roots of Brahmanical Patriarchy
3. Uma Chakravarthi, Gendering Caste-Through a Feminist Lense, Stree, Calcutta 2003
4. Lata Mani, *Contentious Traditions: The Debate on Sati in colonial India*, 'Recasting Women: Essays in Colonial History', Kumkum Sangari & Suresh Vaid (Ed), Kali for Women 1993
5. V.Geetha, *Periyar, Women and the Ethic of Citizenship*, Women's Studies in India : A Reader, Mary E John (Ed), Penguin, New Delhi, 2008
6. Geraldine Forbes, *Rewriting History, The Life and Times of Pandita Ramabai Women in Modern India*, Cambridge University Press
7. Sita Anantha Raman, *Women in India: A Social and Cultural History*, Gendering Caste-Through a Feminist Lense, Stree, Calcutta 2003
8. Kumkum Sangari & Suresh Vaid (Ed), Recasting Women: Essays in Colonial History, Kali for Women 1993
9. Mary E John (Ed), Women's Studies in India: A Reader, Penguin, New Delhi, 2008
10. Devika.J, Engendering Individuals, Orient Longman, Hyderabad 2006
11. Arunima, G. Here Comes Papa, OUP, New Delhi

MA Programme in Women's Studies

Title of the Course : Women and Educaton
Credits : 4
Code : WMS3 E05
Pre requisites : Nil

Course Instructor : Ms. Layana Aanand

Brief Description of the Course

This course is an introductory one in nature to Women's Education. It has four modules connected with Gender and Education. Contents of the course are presented with a historical overview of the growth and development of Women's Education in India. The purpose of the course is to familiarize the student to the concepts of Gender and Education and to give exposure on the vision of empowerment of women through Education.

Course - Outcomes

1. It helps the student to develop awareness about the various issues in Women's Education .
2. It equips the students with the understanding on the role of education as an instrument for women empowerment.
3. It helps the students to identify the ways and means by which education can act as a tool for social change.
4. 4.It helps the students to understand the government and non-government policies and programmes related to Women's Education .

Module 1 Gender and Education

Role of education in gendering of individuals - Gender bias in enrolment- Drop outs, wastage and stagnation of girls - Child labour, Child abuse, Lack of resources, Question of co-education, Parental bias and attitudes against higher education of girls, Higher cost, Lack of opportunities. Lack of career aspirations, Preference for marriage, Sexual harassment at institutions, Drawbacks of present higher education system. Recent issues in education with regard to gender in Kerala.

a. *Gender and Social Equity in Primary Education: Hierarchies of Access*,Vimala Ramachandran (Ed), Sage Publication, 2004.
b. *Education in India*, Padma Ramachandran & Vasantha Ramkumar, National Book Trust, New Delhi, 2005.

Module 2 Empowerment of Women Through Education

Right to Education - Educational intervention for liberation of girls from learned helplessness and dependence, Programmes for enhancing self-esteem and self confidence of girls, Developing inter-personal and group communication skills, Assertiveness training, Adolescence Education, Role of education in developing awareness on equality of status, roles, women's rights and responsibilities.

a. *Women Education, Emerging Issues and Rethinking*, Jogesh Chandha Pati, Rajan Kumar Sahoo, Hariballav Dash, Mittal Publications, New Delhi, 2008.
b. *Women, Culture and Society-Social Status, Rights & Role*, Sharada R Javia , Vital Publications,2008

Module 3 Education as a Weapon for Social Change

Types of Education – formal, informal and non-formal. Adult and continuing education, Functional literacy of women, Health education., Legal education, Population education, Vocational Education, Role of education in changing attitudes, Mass media in education – Radio, Television. Film shows, Prints, etc., Programmes of National Literacy Mission, Distance education and Open universities.

a. *National Policy for Women: With schemes & Guidelines*, Somya Banarjee (Ed), Arisu Publishers & Distributors, New Delhi, 2009.
b. *Women's Studies in India: A Reader*, John E. Mary, Penguin Books, India, 2008.

Module 4 Programmes and Policies for Women's Education

Recent trends in Women's Education-Committees and Commissions-Women – University Education Commission, Secondary Education Commission, Kothari Commission, NPE 1986 with special emphasis on women empowerment., Mahila Samakhya, SSA, Scholarships and other incentives, UGC and Women's Higher Education and Research, Relaxation of age limits, setting up of Centres of Women's Studies – special mission catering to women empowerment through teaching, research and extension programmes.

a. *Education for Women*, Digumarti Bhaskara Rao and Digumarti Pushpa Latha, Discovery Publishing House, New Delhi, 2004.
b. *Narratives from Women's Studies Family*, Devaki Jain & Pam Rajput (Ed), Sage Publication, New Delhi, 2003.

REFERENCES

1. *The Critical Pedagogy Reader*, Darder, A., Baltodano, M. P., and Torres, R.D. Routledge, New York, 2009.
2. *The Sand Handbook of Gender and Education*, Skelton, C., Francis, B., and Smulyan, L. (Eds.). Sage Publication, London, 2006.
3. *Looking Beyond Smokescreen*, Kumar, Krishna., Priyam, M., and Saxena, S, Economic and Political Weekly, 36: 7, 17 February 2001.
4. *What is Worth Teaching?*, Krishna Kumar, Orient Blackswan, New Delhi.
5. *Women Studies in India: A Reader*, John E. Mary, Penguin Books, India, 2008
6. *Interrogating Women's Education: Bounded Visions*, Karuna Chanana, Expanding Horizons,2001.
7. *The Miseducation of Women*, James Tooley, Continuum, London, 2002.
8. *Emerging Issues and Rethinking*, Mittal Publications, New Delhi 2008.
9. *Women, Culture and Society-Social Status, Rights & Role*, Dr. Sharada R Javia , Vital Publications, 2008.
10. *Education for Women*, Digumarti Bhaskara Rao and Digumarti Pushpa Latha- , Discovery Publishing House, New Delhi, 2004.
11. *National Policy for Women: With schemes & Guidelines*, Somya Banarjee (Ed), Arisu Publishers & Distributors, New Delhi, 2009.

MA Programme in Women's Studies

Title of the Course : Women, Science and Technology
Credits : 4
Code : WMS3 E06
Pre requisites : Nil

Course Instructor : Ms. Layana Aanand

Brief Description of the Course

This course is intended to create a broader awareness on the significant role of science and technology in women's lives and development. This course has four modules that deals with the basic approaches in role of critical gender frameworks in analysing science and technology and its impact on women's lives.

Course out comes

1. This course helps the student to get awareness of the vital role of science and technology in women's development.

2. It helps the student to familiarizes with the impact of emerging technologies in women's lives
3. It enables the student to critically evaluate the merits and demerits of modern technologies so as to adopt the appropriate technology when required.

4. It sensitises the student about the scope and significance of IT industry.

5. It helps the student to develop awareness about the digital platforms and cyber security

Module 1 Contributions of Science and Technology in Development Process

Retrospect and prospects of utilization of science and technology for women's development – Appropriate technology features, transfer of technology – problems and prospects. Impact on women's education, employment, health and nutrition, occupational hazards, general economic status, income-generation, drudgery reduction – smokeless chulas.

a. *Women and Development (Vol. I & II)*, Ashok Kumar, 2005. *Status of Indian Women*, Ashok Kumar, 2005.

Module II Women and Emerging Technologies

Mechanisation of Agriculture and its impacts on women- lack of skill training, retrenchment, Bio-Technology –GM crops and new challenges on women's human rights, Government initiatives for enhancing technical skills in women- TRYSEM, STEP, CAPART, AKSHAYA etc.

a. *Women and Emerging Technology,* Regina Papa and Yashodha Shanmuga Sundram (eds.) British Council Division, British Deputy High Commission Chennai, 1996.

b. *Rural Development in India*, Venkata Reddy, 1995

Module III New Reproductive Technologies and its Impacts on Women

ARTs- Artificial Insemination, Invitro Fertilisation, Surrogacy, Ethical issues in ARTs, Prenatal Diagnosis, Female Foeticide, Gender issues in contraception, HRT, Over medicalisation of women's bodies.

a. *Reproductive and Sexual Rights : A Feminist Perspective,* Sonia Correa and Rosalind Petchesky, *Population Policies Reconsidered*, *Health, Empowerment and Rights*, Ed. Gita Sen, Andrienne Germain, Lincoln.C. Chen, Harvard University Press, Harvard Series on Polulation and International Health, 1994.

b. *Reproductive Health and Rights: A Public Health Prespective:* Imrana Quadeer P.1-15, *Reproductive Health in India's Primary Health Care,* September 1988, Centre for Social Medicine and Community Health, School of Social Sciences, Jawaharlal Nehru University, New Delhi.

Module IV Gender and ICT

Women's participation and technology adoption– Information technology, IT industry and Women's enrolment as IT professionals, Call centres and BPOs, Gender issues in IT field, Computer application, e-learning, e-commerce, e-shopping. Misuse of ICT-Cyber crime.

a. *Women and Professional Development in India*, Rajiv Sagar, Cyber Tech Publication, New Delhi, 2010.

b. *Gender and ICTs*, Gurumurthy, Bridge Cutting Edge Park, Institute of Development Studies, 2004.

REFERENCES

1. *Women and Emerging Technology*, Regina Papa and Yashodha Shanmuga Sundram (eds.) British Council Division, British Deputy High Commission Chennai, 1996.

2. *Rural Development in India,* Venkata Reddy, 1995.

3. *Women and Development (Vol. I & II)*, Ashok Kumar, 2005.

4. *Women and Professional Development in India,* Rajiv Sagar, Cyber Tech Publication New Delhi, 2010.

5. *Reproductive and Sexual Rights : A Feminist Perspective*, Sonia Correa and Rosalind Petchesky, *Population Policies Reconsidered, Health, Empowerment and Rights*, Ed. Gita Sen, Andrienne Germain, Lincoln.C. Chen, Harvard University Press, Harvard Series on Polulation and International Health, 1994.
6. *Reproductive Health and Rights: A Public Health Prespective:* Imrana Quadeer P.1-15, *Reproductive Health in India's Primary Health Care,*September 1988, Centre for Social Medicine and Community Health, School of Social Sciences, Jawaharlal Nehru University, New Delhi.
7. *Journal of Women's Studies, Special issue on Women and Health, Vol.*1 (2), University of Allahabad, September 2007.

8. *Health Education for Better Quality of Life*, Mahadevan (Ed), BR Publications, New Delhi, 1990.

9. *Gender and ICTs*, Gurumurthy, Bridge Cutting Edge Park, Institute of Development Studies, 2004.

MA Programme in Women's Studies

Title of the Course : Research Methodology with a Gender Perspective -
Credits : 4
Code : WMS3 E07

Pre requisites : Must have passed the paper on Gender Studies-Basic Concepts and Principles offered by the Department of Women's Studies or should have passed a paper on Gender/ Women's Studies during under graduate degree course

Course Instructor : Dr. Moly Kuruvilla

Brief description of the course

This course is aimed to introduce the students about the basic approaches and methods in research methodology for doing feminist research. It will introduce the debates in feminist epistemology, methodology and methods in feminist research. The feminist reworking of methods in doing case study, oral history, discourse analysis, participatory and action research are also to be introduced. This paper is offered as an open elective.

Course outcomes

1. This course helps the student to develop understanding about the concept of research and its relevance to gender equality.
2. It helps to acquaint students with the basic concepts of feminist research methodology and its applications in interdisciplinary research.
3. It enables the students to apply research techniques in undertaking individual projects in gender studies

Module I Research in Gender Studies

Meaning and objectives of research; sexism in research. Need and significance of research in gender studies, Interdisciplinary research, areas and focus of research in gender studies.

Module II Types of Research in Gender Studies

Quantitative and qualitative Pure and applied

Conceptual and Empirical

Participatory – Action Research

Module III Research Design

Quantitative: Formulation of Hypothesis, Population and sample, Sources of data, Sampling techniques, Tools of data collection: Observation, Attitude scales, Interview schedules and questionnaires, Coding, tabulating and interpreting data. SPSS.

Qualitative: Observation, Case Study, focus group discussion, life/ oral histories, content analysis, and triangulation.

Data Collection: Content analysis, Sources of information, women's voices, media sources, documentary evidence.

Module IV Research Proposal and Reporting

Format of a Research Proposal

Points to be noted while conducting Research: Validity and reliability in research
Research Report Writing

REFERENCES

1. *Human Inquiry and Science:* P. 3-31, *The Practice of Social Research: 10th Edition,* Earl Babbie, Thomson –Wadsworth, USA

2. *Paradigms, Theory and Social Research:* P 33-59, *The Practice of Social Research: 10th Edition,* Earl Babbie, Thomson –Wadsworth, USA

3. *The Ethics and Politics of Social Research:* P 61 -83, *The Practice of Social Research: 10th Edition,* Earl Babbie, Thomson –Wadsworth, USA

4. *Introduction: Feminist Methodology, Challenges and Choices,* Caroline Ramazanogulu with Janet Holland, P 1-16, Sage Publications, London 2002

5. *Reason, Science and Progress: Feminism's Enlightenment Inheritance,* P.23

6. *Feminist Methodology: Challenges and Choices,* Caroline Ramazanogulu with Janet Holland, P 1-16, Sage Publications, London 2002

7. Barzam, Jagures & Henry, *The Modern Researcher,* New York Harcourt Brance & World Inc.

8. Hodnelt Edward "The Art of Problem Solving", Haper & Row.

9. Kerlinger Fred, N. *Foundations of Behavioral Research*, Hot-Rinehart & Winston

10. Social Research, Sotirios Sarantakos, Charles Sturt University, Macmillan Press Ltd, London 1998.

11. Research Methodology: Methods and Techniques, C.R. Kothari, New Age International Publishers, New Delhi (2007).

12. Key concepts in Feminist Theory and Research: Christina Hughes, Sage Publications London (2002).

MA Programme in Women's Studies

Title of the Course : Feminist Guidance & Counselling
Credits : 4
Code : WMS4 E08
Pre requisites : Nil

Brief Description of the Course

This course is designed as an introductory course to feminist guidance and counselling. It has four modules dealing with the relevant theories in the field of feminist guidance and counselling. The purpose of the paper is to familiarize the students about different types of counselling and various techniques used in counselling from a feminist perspective. Students have to do field visits and attend sessions with programmes and practitioners in this field as part of their assignments.

Course Outcomes

1. It helps the student to understand the concepts of counseling in relation to feminist theory and women.
2. It helps the student to understand the relevant theories in feminist guidance and counseling.
3. It will equip the student by providing a theoretical frame work of feminist guidance and counseling.
4. It helps the student to understand different types of counseling and various techniques used in counseling from a feminist perspective.
5. It helps the student to familiarise with the process of feminist guidance and counseling.

Module 1

Feminism and Counseling – the background and beginnings –Developmental Science – Specific concern with human behaviour – informal process of Counseling in life - Philosophical bases – The nature of personality – concept of self -Sociological Bases

a. Introduction to Feminist Therapy : Strategies for Social and Individual Change, Kathy M. Evans, Elizabeth Ann Kincade & Susan Rachael Seem, Indiana University of Pennsylvania, Sage Publication, 2011.

b. Guidance and Counseling, Aabha Sharma, Vista International Publishing House, Delhi, 2006.

c. Guidance and Counseling in Colleges and Universities, sterling, New Delhi.

Module 2

Approaches to Counseling, Counseling as a form of help, Individual and group counseling. The difference between councilor – centered and client centered counseling and eclectic counseling – gender issues in counseling

a. *Brief Counseling: A Practical Integrative Approach*, Colin Feltham & Windy Dryden, Tata McGraw Hill Education Pvt Ltd, New Delhi, 2010.

b. *Counseling and Guidance*, Narayana Rao, Tata McGraw Hill, Delhi, 2005.
c. *Gender Issues in Counceling*, Carolyn Zerbe Inns, in S.D. Brown and R.W.Lent (Eds) Handbook of Counceling Psychology (3rd Ed), (pp. 601-638), New York: Wiley

Module 3

Counseling in inter-personal violence, marriage, Legal counseling

a. *Handbook of Counselling Women*, Mary Kopala, Merele A Keitel, Sage Publication, 2003.

b. *Guidance and Counselling*, Indira Madhukar, Authorspress, 2003.

Module 4

Family counseling, Health Counseling, Professional preparation of counsellors ,
Family, career, multiple role functioning, body image, objectification
Empowerment feminist therapy

a. *Brief Counseling: A Practical Integrative Approach*, Colin Feltham & Windy Dryden, Tata McGraw Hill Education Pvt Ltd, New Delhi, 2010.

b. *Handbook of Counseling Women*, Mary Kopala, Merele A Keitel, Sage Publication, 2003.

c. *Introduction to Feminist Therapy : Strategies for Social and Individual Change*, Kathy M. Evans, Elizabeth Ann Kincade & Susan Rachael Seem, Indiana University of Pennsylvania, Sage Publication, 2011

REFERENCES

1. *Introduction to Feminist Therapy : Strategies for Social and Individual Change*, Kathy M. Evans, Elizabeth Ann Kincade & Susan Rachael Seem, Indiana University of Pennsylvania, Sage Publication, 2011.
2. Feminist Perspectives in Therapy: Empowering Diverse Women, (second Edition), Judith Worell and Pam Remer, John Wiley & Sons, Ins. New Jersey, 2003
3. *Guidance and Counselling*, Aabha Sharma, Vista International Publishing House, Delhi, 2006.
4. *Guidance and Counselling in Colleges and Universities*, Sterling, New Delhi.
5. *Brief Counselling: A Practical Integrative Approach*, Colin Feltham & Windy Dryden, Tata McGraw Hill Education Pvt Ltd, New Delhi, 2010.
6. *Counselling and Guidance, Narayana Rao, Tata McGraw Hill, Delhi, 2005.*
7. *Guidance and Counselling*, Indira Madhukar, Authorspress, 2003.
8. *Handbook of Counselling Women, Mary Kopala, Merele A Keitel, Sage Publication, 2003.*

MA Programme in Women's Studies

Title of the Course : Women, Leadership and Capacity Building
Credits : 4
Code : WMS4 E09
Pre requisites : Nil

Course Instructor: Dr Moly Kuruvilla

Brief Description of the Course

This course is designed as an introductory course to women's leadership and capacity building. It has four modules dealing with women in leadership and capacity building. Contents of the course are presented with training and capacity building. The purpose of the course is to familarise the students the relevance of leadership and capacity building and gender sanitization.

Course – Outcomes

1. It helps the students to understand the need for capacity building of women from different groups.
2. It helps the students to expose different models of capacity building and gender sensitization.
3. It can provide practical exercises so as to develop a capacity building programme

Module I

Women in leadership- Glass Ceiling- Individual, Institutional and Sociocultural factors, Capacity Building – Meaning- need, Gender Sensitization- Need-Issues, Efforts of the State and NGOs in gender sensitization, National Commission for Women and Gender Sensitization, Gender sensitization and law enforcement, Gender mainstreaming through capacity building.

a. *Understanding Gender*: Kamala Bhasin, Women Unlimited, New Delhi, 2003.
b. *What is Patriarchy*? Kamala Bhasin, Women Unlimited, New Delhi, 2003.
c. *Exploring Masculinity,* Kamala Bhasin, Women Unlimited, New Delhi, 2003.
d. *The Role of Women in Rural Development,* Somu Giriappa, Anil Mittel for Daya Publishing House, India, 1988.

Module 2

Gender Training and Capacity Building – Training Methodology – Leadership Models, Group Dynamics, Problem Solving – Conflict Resolution – Group Discussion – Imaginary Situations – Crisis Management – Feminist Leadership principles. Issue specific gender training – Police personnels,- Adolescent girls-rural women, Micro Enterprise Development - Empowering Grama Panchayat women through training-women in slums- fish workers-training women to negotiate power within family- Empowerment of Grassroots Women's Collectives-community level education workers.

a. *Democracy and local level planning in Kerala,* T.M. Thomas Isaac & Richard Frankie, Left word, New Delhi, 2000.
b. *Women in Rural Society: A Quest for Development,* Navaneeta Rath, MD Publications Pvt. Ltd, New Delhi, 1996
c. *Gender Bias in a Marginalised Community: A Study of Fisherfolk in Coastal Kerala* . Working Paper, Centre for Development Studies, Thiruvannathapuram, Pushpangadan K and Murugan, G, 2000

Module 3

Lessons in Capacity Building for Women's Empowerment – Impact of capacity building and implications for women empowerment – proposed outcome-realized outcome – need for improvement and modifications – Field based PRA. – Sustainable Development Goals and women's empowerment

a. Employment of Women in the Unorganized Manufacturing Sector, Sheela Varghese, University Book House Private Limited, Jaipur, 2003.
b. *Gender Education and Training*, Caroline Sweetman (Ed.) Oxfarm GB, 2004

Module 4

Identify areas of concern of gender inequality in the locality of the students, Preparing capacity building models for various sections of the women population – administering the models-documenting the outcome.

a. *Capacity Building: An Approach to People-centered Development*, Dedorah Eade, Oxfarm, UK and Ireland, 1997.
b. OXFAM – Gender Training Manual, Suzanne Williams, Janet Seed and Adelina Mwau, Maya Publishers, 2002

REFERENCES

1. *Profit for the Poor- Cases in Micro Finance*, Malcom Harper, Oxford and IBH Publishing House, New Delhi, 1998.
2. *Building Women's Capacities*. Ranjani K.Murthy, Interventions in Gender Transformation, Sage Publications, New Delhi, 2001
3. *Gender and Decentralization in Kerala* - Sakhi Women's Resource Centre, Trivandrum, 2002.
4. *Rural Women Entrepreneruship*, S. Maia John, R. Jeyabalan, S. Krishnamoorthy (Ed), Discovery Publishing House, New Delhi, 2004.
5. *Employment of Women in the Unorganized Manufacturing Sector,* Sheela Varghese,University Book House Private Limited, Jaipur, 2003.
6. *Fisher Women in Kerala Fight Back Prepared by* Oamjie John and published by the Theeradesa Mahila Vedi (Women's Wing of KSMTF), Thiruvanathapuram.
7. *Organisation and structure of Women Development and Empowerment,*
8. Aunal Goel, Deep and Deep Publications, New Delhi, 2004.
9. *Women Welfare*, Saumya Kushwaha, Sarup and Sons, New Delhi, 2003.
10. *Women of South East Asia-A Health Profile*, WHO, 2000.
11. *Women Empowerment Through Capacity Building: The Role of Microfinance,* Christabell, P.J, Ashok Humar Mittel Publication, New Delhi, 2009.
12. *Capacity Building for Poverty Eradication: Analysis of, and Lessons from, Evaluations of UN System Support to Countries Efforts,* UN Publications, 2002.
13. *OXFAM – Gender Training Manual,* Suzanne Williams, Janet Seed and Adelina Mwau, Maya Publishers, 2002

MA Programme in Women's Studies

Title of the Course : Women's Writing, Publishing and New Media
Credits : 4
Code : WMS4 E10
Pre requisites : Nil

Course Coordinator : Ms. Mini Sukumar

Brief description of the course
This course aims to give a broader picture of women's writing and their creative expressions in writing, literature and in various digital platforms. The course has four modules that included both theoretical and practical aspects related to women's writing, publishing and new media. It presents the evolution and present status of debates on women's writing and women's publishing. This course intends to give practical sessions on media analysis, editing and writing from a feminist standpoint. Debates around gender in digital media are also included.

Course outcomes

1. The course helps the student to understand the role and relevance of women's movements in creating feminist scholarship, women's writing and publishing

2. It gives the student an overview of women's publishing in India and the global scene

3. It helps the student to explore the gender dimensions of content, use, interventions, abuse and regulations in Information Communication Technologies and New media

4. It helps the student to learn the fundamentals of editing & publishing

Module 1

Brief history of Publishing in India - History of Malayalam publishing, Introduction to Publishing; Overview of International and National Scene in relation to women's movements - women's publishing - The Feminist Press – International scenario

a. *History of Doing*, Radha Kumar, Kali for Women, New Delhi, 1993.

b. *Women's Struggle - A history of the All India Women's Conference* 1927-02 Aparna Basu and Bharati Ray, Manohar, New Delhi, 2003.

Module 2

History of Women's writing – Women's writing in India - Women's writing in Kerala. Autobiographies, memoirs, dairies, personal writing and history- Women and censorship – state imposed and self-censorship

a. *Women's Writing in India*, K. Lalitha and Susie Tharu (Eds.)
b. *Aathma kathakkoraamukham*, Lalithambika Antharjanam, National Book Stall, Kottayam
c. *The Guarded Tongue,* Ammu Joseph (Ed.), Women unlimited

Module 3

Evolution of women's publishing in India -Major Women's Publishing Houses in India. Women in Publishing -Women's publishing in Malayalam

a. *Women's Publishing in India*, Ritu Menon

b. *Who's News?* Ammu Joseph and Kalpana Sharma, Sage Publications, New Delhi, 1994

Module 4

ICT and the digital revolution -The role of ICT (Information Communication Technologies) in development - Gender in ICT – the global digital village, the digital divide. Use, misuse and safety in ICT – new forms of violence against women -New Media, social media and gender politics -New horizons of gender, development and women's movements using ICT – case studies of national and international initiatives – Mahiti Manthana, SEWA women in film making, Women's activism and social media across the globe

a. *Gender and ICTs*, Gurumurthy, Bridge Cutting Edge Pack, Institute of Development Studies, 2004

b. *Picturing a Life Free of Violence: Media and Communications Strategies to End Violence Against Women*, Drezin, Jenny, United Nations Development Fund for Women

REFERENCES

1. *Feminism in India,* Maitreyi Chaudhuri (Ed.), Women Unlimited, New Delhi 2005.
2. *History of Doing*, Radha Kumar, Kali for Women, New Delhi, 1993
3. *Women's Struggle - A History of the All India Women's Conference* 1927-02, Aparna Basu and Bharati Ray, Manohar, New Delhi, 2003.
4. *Narratives from Women's Studies Family- Recreating Knowledge*, (Ed) Devaki Jain and Pam Rajput, New Delhi: Sage Publications, 2003.
5. *Women's Writing in India*, K.Lalitha and Susie Tharu
6. Athmakathakkoraamukham, Lalithambika Antharjanam
7. *Purushanmaarillatha Lokam*, K.Saraswathi Amma
8. *Laimgika Thozhilaliyude Aathmakatha*, Nalini Jameela

9. *Women's Publishing in India*, Ritu Menon
10. *Who's News?* Ammu Joseph and Kalpana Sharma, Sage Publications, New Delhi, 1994
11. *The Guarded Tongue,* Ammu Joseph (Ed.)
12. *Gender and ICTs*, Gurumurthy, Bridge Cutting Edge Pack, 2004, Institute of Development Studies
13. *Picturing a Life Free of Violence: Media and Communications Strategies to End Violence Against Women*, Drezin, Jenny, United Nations Development Fund for Women
14. Transforming Information and Communication Technologies for Gender Equality, Marcelle, G.M, (2000) Gender in Development Monograph Series, No. 9, New York, UNDP.

MA Programme in Women's Studies

Title of the Course : Rural Development and Micro-Credit in India
Credits : 4
Code : WMS4 E11
Pre requisites : Nil

Brief description of the course

This course is to introduce the students about the evolution and significance of rural development programmes in India. It also gives adequate information on micro-credit programmes, its concept, principles and operations in India with special reference to Kerala. The course has four modules that highlight the role of women in rural development and micro-credit programmes in India.

Course Out comes

1. This course enables the student toAcquire knowledge about the role of Micro credit in development process
2. It helps the student to understand the basic concepts and procedures in Micro Finance Management
3. It helps the student to develop skills to assess the impact of micro credit in the development of women and families

Module 1

Rural Development – concept, scope and principles – Rural Development programmes & Policies in India - credits as development input – credit needs of rural Financial Institutions – Credit Delivery systems in India- Micro finance – concepts, features, Bangladesh Grameen Bank, Models in India perspectives- MFIs Models, SHG Bank Linkage model.

a. *Microcredit and the Poor.* Swathi Batra Kanwar, Aalekh Publications, Jaipur. 2012.

b. *Empowerment of Rural Women in India*, Dr. Meenu Agrawal & Dr.Shobana Nilesco (Ed), Kanishka Publishers, & Distributors, New Delhi, 2009.

c. The Role of Women in Rural Development, Somu Giriappa, Anil Mittel for Daya Publishing House, India, 1988.

d. *Women in Rural Society: A Quest for Development*, Navaneeta Rath, MD Publications Pvt. Ltd, New Delhi, 1996.

e. Micro Finance – Current Status and Growing Concerns in India http://www.iitk.ac.in/ime/MBA_IITK/avantgarde/?p=475

Module 2

Importance of thrift and savings; SHGs –screening and grading of groups – external linkages with banks – progress of micro credit at National level — federation of Groups – factors promoting and hindering SHGs, Kudumbasree model and experience in Kerala , SHGs and Panchayati Raj

a. *Readings in Microfinance.* N. Lalitha, Dominant Publishers, New Delhi 2008.

b. *Women and Economic Reforms:* Kerala Experience. Meer Bai M. (Ed.). Serials Publications, New Delhi, 2006.

c. *SHG Bank linkage in India, Empowerment and Sustainability* – Meera Lal, BR Publishing Corporation, Delhi, 2007.

Module 3

Micro finance institutions in India – NABARD, SIDBI, RMK- other funding agencies; Micro enterprises- Women Entrepreneurship- issues and challenges.

a. *Women Entrepreneurship, Issues & Challenges,* Asha Patil& Anuradha Mathu (Ed), Kalpaz Publications, Delhi, 2007

b. *Beyond Micro-credit, Putting Development back in to Micro Finance,*Thomas Fisher & M.S. Sreiram, Vistar Publications, New Delhi, 2002.

c. Microfinance and microcredit : Principles of microfinance http://www.microfinanceinfo.com/micro-financial-institutions/

Module 4

Critique of Micro credit & Micro finance, legal constraints in Micro credit – Other Institutions and agencies for Women Development

a. *What is Wrong with Micro Finance?* Thomas Dicher and Malcohom Harper (Ed), Practical Action Publishing , U.K., 2007.

b. *Indian Micro Finance: The Challenges of Rapid Growth*, Prabhu Ghate, Sage Publication , New Delhi, 2007.

c. *Women Empowerment Through Capacity Building: The Role of Microfinance,* Christabell, P.J, Ashok Humar Mittel Publication, New Delhi, 2009.

REFERENCES

1. *Micro-Credit, Poverty and Empowement, Linking the Triad*, Neera Burra & Joy Deshmukh & Rana Ranjani K Murthy(Ed), Sage Publications, NewDelhi, 2005.

2. *Empowerment of Women (Vol. 1,2,3)*, Prof. Meenakshi Malhotra (Ed), Isha Books Delhi, 2004.

3. *Micro Finance and Women Empowerment- Part I, 2 and 3*, Dr. Rais Ahemmed, Mittel Publication, New Delhi, 2009.

4. *Women Entrepreneurship and Economic Development*, Sanjay Tiwari and Anshuja Tiwari,Sarup and Sons publications New Delhi, 2007.

5. *Empowerment of Women (in 3 volumes)*, Prof. Meenakshi Malhotra (Ed.). Isha Books, Delhi, 2004

MA Programme in Women's Studies

Title of the Course : New Dimensions for Empowering Adolescent Girls
Credits : 4
Code : WMS4 E12
Pre requisites : Nil

Course Instructor : Dr Moly Kuruvilla

Brief Description of the Course

This course is introduced as an elective course for imparting special skills to work with adolescent girls. The course has four modules that deal with the conceptual aspects of understanding adolescence with a broader gender perspective. This course includes the aspects related to facilitating awareness and life skill programmes for adolescent girls.

Course Out comes

1. This course helps the student to develop an understanding about the characteristics of adolescents, especially pertaining to adolescent girls.

2. It helps the student to equip them with the knowledge and skills to manage adolescent issues and challenges

3. It enables the student to serve as a facilitator of adolescence education classes

4. It enables the student to develop skills in adolescent counselling

Module 1

Characteristics of Adolescents-Physical, mental, socio-emotional characteristics of adolescents-both girls and boys, Specific features of adolescent girls development- Mental development, and emotional needs, search for ideals and role models, Self-esteem, Gender role perception, Rapid physical growth- secondary sexual characteristics, reproductive health and hygiene, hormonal imbalances, Emotional mood swings.

a. Boyd R Mccandless and Elis D Evans. Children and Youth Psychological Development, Dryden Press, 1973

b. Stone Joseph L and Joseph Church. Cildhood& Adolescence, Random House, New York, 1975.

c. Shirur,R andRajani. Reproductive and Sexual Health Education for Adolescents: Needs Assessment, Discovery Publishing House, New Delhi, 2000.

d. Sugar,Max.Female Adolescent Development

e. Wall, W D, Constructive Education for Adolescents, UNESCO, 1977.

Module 2

Specific Features of Adolescent Girls in the Kerala context-Lack of self-awareness, Low self-esteem, inappropriate gender role perception, improper societal attitudes towards higher education, economic dependency, lack of role models, early marriage, adolescent pregnancy, health and safety needs.

a. Discrimination Against Girl Child: The Trajectory of Missing Girls, Moly Kuruvilla, Gyan Publishers, New Delhi, 2011.

b. Lawrience, Michael. Self-Esteem-A Teen's guide for girls. http://www.amazon.com/Self-Esteem-A-Teens-Guide-Girls-ebook/dp/B009L4JLMO . 2012

c. Women's Health: A Primary Care Clinical Guide, Ellis Quinn Youngkin and Marcia Szmania Davis, New Delhi: Prentice Hall, 1998.

Module 3

Issues and Challenges for Adolescent Girls in the 21st Century -Lack of understanding hormonal changes, Gender based violence- eve-teasing, molestation, rape, trafficking, incest, abuse, sex rackets, Cyber crimes, Inability to identify the power within, identity crisis; Consumerism and peer pressures; Health and safety issues; Lack of proper aspirations, confusions regarding life goals; Need for life skills- communication skills, effective interpersonal relationships, body language and other personality factors; Menstruation-addressing social taboos and stigma.

a. What's Happening to Our Girls? Maggie Hamilton, Penguin, 2009

b. Confronting Child and Adolescent Sexual Abuse, Cynthia Crosson Tower, Sage Publications

Module 4

Role of Education for Empowerment of Adolescent Girls- Improved opportunities for education, career prospects and career guidance, Special Govt. Programmes for Adolescent Girls-SABLA, Kishori Shakthi, Nirbhaya, Govt programmes for improving adolescent health-NPAG, Anaemia control programme, ICT schemes, Adolescence/ Sex education and provision for adolescent counseling in schools and hospitals, Women Development Cells in Colleges, Childline and Women's helpline facilities-Awareness building.

a. Child and Adolescent Mental Health, Usha Nayar, Sage Publications, 2012 2.AIDS and Sex Education in Schools, Kumar R and Meena Lal Kumar, Deep and Deep Publications, New Delhi, 2004.

References

1. The Second Sex, Simone de Beauvoir, London: Vintage, 1997.
2. Adolescent Development, Elizabeth B. Hurlock, M C Graw Hill, 1973
3. Psychology of Adolescence , Luella Cole and Irma Nelson Hall, London, 1969. Unborn Daughters of Delhi, Usha Nayar, New Delhi: The Women Press, 2006.
4. Mood disorders in women, Meir Steiner, Kimberly Yonkers and Elias Eriksson, Martin Dunitz Ltd., United Kingdom, 2000
5. Reproductive and Sexual Health Education for Adolescents: Needs Assessment, Rajani R Shirur, Discovery Publishing House, New Delhi, 2000.
6. Childhood & Adolescence, Stone Joseph L and Joseph Church, Random House, New York, 1975
7. Constructive Education for Adolescents, Wall W D, UNESCO, 1977.

MA Programme in Women's Studies

Title of the Course : Feminist Theatre
Credits : 4
Code : WMS4 E13
Pre requisites : Nil

Course Instructor: Ms. Mini Sukumar

Brief Description of the course

This course is designed to provide a detailed background about the feminist engagements with theatre. This course has four modules that present a historical overview of the evolution of feminist theatre the discussions around various aspects of gender and performance. The course provides a general idea about the contemporary feminist theatre in India and abroad.

Course out comes

1. This course helps the student to gain an understanding about the discussions about the feminist engagements with theatre

2. It helps the student to acquire a historical overview of the feminist theatre in global, national and Kerala

3. It helps the student to map and analyse the aesthetic and political discussions on gender and performance

4. It helps the student to familiarize with the contemporary feminist theatre in India and abroad

Module 1 - Staging Resistance

The history of engagement of feminism with theatre – Second wave feminism and feminist theatre

Different types and categories of theatre groups

a. 'Radical Feminism and theatre', Feminism and Theatre, Sue Ellen Case, Palgrave Macmillan, 1998
b. Constructing Experience: Theorising a Feminist Theatre History, Canning, Charlotte, Theatre Journal, vol.45, no.4, pp.529-540,1993

Module 2 – Women in Theatre

The actress' story

Women writing for performance

Making invisible texts visible

a. '*My Story and My Life as an Actress'*, Binodini Dasi, Rimli Bhattacharya (Ed), Kali for Women, 1998

b. '*Jeevithathinte Arangu'*, Nilambur Aayisha, Women's Imprint, 2005

c. '*Savithri adhava Vidhava vivaham'*, Lalithambika Antharjanam, Kerala Sangeetha Nataka Academy

d. *'Thozhil kendrathilekku'*, Antharjana Samajam, Published by University of Calicut

Module 3 – Perform and Change

This module examines gender *in* performance and gender *as* performance Feminism and Performance -Feminist studies, like studies of performance imagine their ground in embodied actions performed. What is performance studies? How does it relate to gender and sexuality studies? Queer Theory and Performance

a. On Soundwalking: Biograms of Race and Gender--K.Shimakawa in *Staging International Feminisms: Studies in International Performance*, Sue-Ellen Case and Elaine Aston (Ed) Palgrave Macmillan

b. 'Feminism and Performance', Sue-Ellen case, Cambridge Journals

Module 4 – Feminist Theatre in India

Emergence of feminist theatre in India – theatre history, women's movements and the feminist theatre in India. Major feminist theatre groups, women directors and other women theatre persons in India. Women theatre festivals in India Emergence of feminist theatre in Kerala. Initiatives in 1990s – women theatre camps, women theatre festivals, feminist theatre groups, plays, writing and directing for feminist theatre. Feminist theatre persons and groups in Kerala.

a. *Women's Theater and the Redefinitions of Public, Private, and Politics in North India*, Richa Nagar, Department of Women's Studies, University of Minnesota, Minneapolis, MN,USA

b. *'Aesthetics of Indian Feminist Theatre'*, Anita Singh, Rupkatha Journal on Interdisciplinary studies in Humanities , Volume 1, No.2, Autumn 2009

c. *Malayala Nataka Sthree Charithram*, Sajitha Madathil, Mathrubhumi Books,

REFERENCES

1. A Playful Revolution: Theatre and Liberation in Asia, Eugène Van Erven, Indiana

2. The Play *‘,The Vagina Monologues’*, by Eve Ensler

3. A sourcebook of feminist theatre and Performance: on and beyond the Stage, Carol Martin, Routledge

4. *Staging International Feminisms: Studies in International Performance*, Sue-Ellen Case and Elaine Aston (Ed) Palgrave Macmillan

5. *Malayala Nataka Sthree Charithram*, Sajitha Madathil, Mathrubhumi Books

6. Women and Performance : A journal of feminist theory, www.womenandperformance.org

Audited Courses

MA Programme in Women's Studies

Title of the Course : Professional Competency Course (PCC)

Credits : 2
Code : WMS1 A01
Pre requisites : Nil

Brief Description of the Course

This course is intended to enhance the skill level of the student related to the field in which she/he will work in future and apply the knowledge gained from the Masters course in Women's Studies. The two modules of the course familiarise students with various basic computer software and other life skills such as effective communication and self-awareness.

Course - Outcome

1. It helps students to improve the various life skills so as to enhance self-esteem and self-confidence of the student
2. The course enables the students present a topic confidently to a group of audience.
3. Develop basic computer skills of MS word, Excel and Power Point
4. Students will be equipped with basic skills to make use of online educational resources and courses like Google Classroom, MOODLE and MOOC.

Module 1: Gender and Life Skills

Life skills such as self - awareness, empathy, effective communication, interpersonal relationship, creative thinking, problem solving, managing stress and cope up skills. Group discussion, team work, Reporting Skills, individual and group presentations. Effective Public speaking – Stage presence, voice control, body language, delivery – Practical Sessions

Module 2: Computer skills

MS word, Excel and power point – Practical sessions**.** Accessing Online Educational Resources. Online learning platforms like Google Classroom, MOODLE and MOOC.

Evaluation

a. Individual Power Point Presentation by the student based on a topic related to one of the theory papers
b. 2. A group work on reporting

References

1. Becvar, Raphel J. Skills for effective communication

MA Programme in Women's Studies

Title of the Course : Ability Enhancement Course – Internship programme
Credits : 2
Code : WMS2 A02
Pre requisites : Nil

Brief Description of the course

This course is a mandatory for all students in the MA Women's Studies programme as part of the ability enhancement programme. This is designed as an internship of two weeks with government programmes, departments, NGOs, academic institutions and media houses.
The internship programme is aimed to integrate critical knowledge with skill development to equip the student to work in the field for the development of society.

Course outcomes

This course helps to introduce the students to the critical areas of practice in the field of Gender Studies/Women's Studies

It helps to develop the right attitude and skills in students through working with communities, programmes, media and government programmes

It helps to provide the students space to practice the skills they possess and the knowledge they gained during their study.

The Programme

Two weeks internship with various women's organisations, NGOs, community organisations, government institutions and media houses where the students will work in the areas given below with a view of matching the requirements of the organisations and interests of the students.
Identified areas:

Issues of the marginalised, Gender Based Violence, Legal aid, Grassroot Women's Movements, Media analysis with a gender perspective, Gender, Sexuality & Reproductive Health, Old age care, Feminist Counselling.
The internship programmes will be located in the summer vacation at the end of first year MA programme and after completing the second semester examinations. The Department of Women's Studies will identify the organisations and programmes for internship in advance.
The availability and interest areas of internships shall be notified in the middle of the second semester and the selections to be finalised before the end of second semester.
Evaluation

1. Evaluation/Assessment report from the organisation in which the student completed internship. A format developed by the Department will be sent to the organisation.

2. A detailed report of 20 pages by the student on the work done during the internship

File Ref.No.28652/GA - IV - J2/2013/CU

UNIVERSITY OF CALICUT

Abstract

General and Academic - Faculty of Science - Syllabus of MSc Applied Psychology Programme under CCSS PG Regulations 2019 (University Teaching Departments) with effect from 2019 Admission onwards - Implemented-Orders Issued.

G & A - IV - J

U.O.No. 9033/2019/Admn Dated, Calicut University.P.O, 09.07.2019

Read:-1. U.O.No. 4500/2019/Admn dated 26.03.2019

2. Item no. 1 in the minutes of the Board of Studies in Psychology PG held on 11.06.2019

3. Item no. I.28 of the minutes of the Faculty of Science held on 27.06.2019

ORDER

The Regulations under Choice-based Credit Semester System for Post Graduate Programmes (CCSS-PG-2019) of all Teaching Departments / Schools of the University of Calicut w.e.f. 2019 admissions has been implemented in the University of Calicut vide paper read first above.

The meeting of the Board of Studies in Psychology (PG) held on 11/06/2019 has approved the Syllabus of MSc Applied Psychology Programme in tune with new CCSS PG Regulations implemented with effect from 2019 Admission onwards, vide paper read second above.

The Faculty of Science at its meeting held on 27/06/2019 has approved the minutes of the meeting of the Board of Studies in Psychology (PG) held on 11/06/2019, vide paper read third above.

Under these circumstances, considering the urgency, the Vice Chancellor has accorded sanction to implement the Scheme and Syllabus of MSc Applied Psychology Programme in accordance with the new CCSS PG Regulations 2019, in the University with effect from 2019 Admission onwards, subject to ratification by the Academic Council.

The Scheme and Syllabus of MSc Applied Psychology Programme in accordance with CCSS PG Regulations 2019 (University Teaching Departments), is therefore implemented in the University with effect from 2019 Admission onwards.

Orders are issued accordingly. (Syllabus appended)

Biju George K

Assistant Registrar

To

The HoD, Department of Psychology

Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V/DoA/EX and EG Sections/GA I F/CHMK Library/Information Centres/SF/DF/FC

Forwarded / By Order

Section Officer

DEPARTMENT OF PSYCHOLOGY

M. Sc Applied Psychology (CCSS)

2019 Admission onwards

Syllabus

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF CALICUT

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF CALICUT

M. Sc Applied Psychology (CCSS)

2019 Admission onwards

In an attempt to study human behaviour it is essential to adopt an outlook by encompassing the proximate and ultimate; the universal and unique aspects of behaviour. Post graduate programme focusing on behaviour intends to impart sound knowledge of theory, skill development among students, introduction towards training methods, and above all instilling aptitude and attitude in budding psychologists. Applied psychology in addition provides extended service towards society. Core papers reach out towards language, culture, history, society and politics. Electives are designed with purpose towards application. While constructing core and elective papers its implication at national, international and global level were considered. The ultimate beneficiary of Syllabus is students and so the primary goal is to inspire and develop skill within them. Department of Psychology, University of Calicut established as the second department in Kerala with a legacy of around forty three years, has always been its forefront in social extension programmes and field experiments, for training purpose practicum and lab experiments always paved way.

In the present dynamic and challenging era, application of research findings in psychology provides an important means of dealing with, managing and solving human and environmental issues. This has led to the field of Applied Psychology gathering a spectacular momentum in recent years. It is within this context that this post graduate programme in Applied Psychology has been envisioned with a comprehensive curriculum. The syllabus has been planned with the aim of equipping future applied psychologists with theoretical knowledge, applied skills, as well as sensitivity to the relevant psycho-socio-political issues around them. The CCSS offers students the opportunity for exposure to different domains with in applied psychology such a Clinical and Consulting Psychology, Health Psychology, Organization Behaviour, Social Psychology, Crime and Forensic Psychology, Training Methodology, so on and so forth, as well as providing a grounding in Cognition, Neuropsychology and Research Methodology.

Shaping social and cultural concerns of individuals, groups and collectives with a deep sense of rootedness in our own soil with a global outlook could be considered a critical goal of higher education in social sciences in general, and psychology in particular. To this end, educational institutions have the prime responsibility of shaping the cognitive, affective and behavioral ability of the student and build responsible and responsive citizenry.

Vision

- To create a healthy interface between society, culture and higher education in the context of psychology teaching, learning and research.
- To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.
- To help develop professional skills that empowers the students to gain employment, as well as contribute towards the well-being of other individuals and small groups and promote harmony in the society.
- To foster and nurture the strengths of Indian society such as diversity, secularism, and accessibility to all thereby ensuring the potential for growth for individuals and the social system.

Mission

To create, evolve and demonstrate the knowledge systems in the discipline of psychology that would promote, facilitate subjective strengths and individual specific potentials, as well as egalitarian concerns for maintaining collective existence, and developing professionalism of Psychology in India.

Programme Outcome

- The students would gain a sound understanding of psychological processes as well as the know-how to apply this knowledge for personal, social, community and national development
- The programme will provide a strong foundation of knowledge and skill to students that will enable them to be equipped for immediate employment and/or pursue further studies in psychology or related areas on completion of the programme.
- The programme will ensure overall development of the student so that they pass out with effective interpersonal skills necessary for employment as well as strong ethical understanding necessary for being a humane professional
- The programme aims to nurture highly motivated professionals who work hands on for communal harmony and integration

Programme Objective

- To provide theoretical understanding and its application in different fields of psychology.
- To provide professional development opportunities including skills in psychological intervention
- To create awareness and sensitivity to the various socio-political issues in the immediate surrounding
- To foster an attitude of peace, national integration and universal brotherhood

Programme – Detail – Introduction

The syllabi is arranged course wise according to semester. Credit is awarded for the successful completion of the course. There are core courses, Elective courses are offered in the programme such that the students can elect or take courses of their choice from the II semester onwards. The first semester consists of only core courses. The courses include related activities and the students are expected to actively engage in the learning experiences provided through the activities. Though there will be minimum number of elective courses that students have to take in each semester, the student can enhance the number of courses as they desire but within limits of the University. A teacher will announce the elective course offered by him/her, before the start of the semester and the student can select their choice as per their interests and scope of the content/skill to be learned. The second semester provides opportunity for gaining practical exposure in data collection from real world settings where as I and III semester provides lab testing and data interpretation training.

There are two courses named Ability Enhancement Course and Professional Skill Training Course in the first and second semesters of the programme respectively. It include practical training in testing and assessment, community extension programme, self-development skill training and life skill training. These courses are of two credits each. Their scores/grades will not be included into the final marks/grading of the programme.

In the first summer vacation after the onset of the programme. (Month of April/May), students are expected to undergo a practical training under the guidance of a psychologist/expert, in their area of interest continuously for 30 days, with posting as an intern. The skill developed and the total learning experience as an intern has to be submitted as a practicum report bearing in mind that the report reflects the scope of applied psychology as experienced by the student. The report will be valued by an external examiner and a viva-voce examination. A field study can be done in the III semester and it may be used as pilot study for dissertation if interested. The dissertation is to be done in IV semester and carries eight credit.

SCHEME OF M. SC APPLIED PSYCHOLOGY (CCSS)
(From 2019 admission onwards)

I Semester

No.	Name	Core/Elective	Credits
PSY 1 C 01	Cognitive Psychology-I	Core	4
PSY 1 C 02	Personality & Personal Growth	Core	4
PSY 1 C 03	Research Methodology-I	Core	4
PSY 1 C 04	Applied Psychology	Core	4
PSY 1 C 05	Practical – I (Lab Experiments)	Core	2
	Total		18 credits

Notes: No Electives offered

Audit Courses

PSY AEC 01	Psychometry and Assessments	Ability Enhancement course	2
or			
PSY AEC 02	Community Extension Work	Ability Enhancement course	2

Number of audit courses that should be studied by students : 1

II Semester

No.	Name	Core/Elective	Credits
PSY 2 C 06	Cognitive Psychology-II	Core	4
PSY 2 C 07	Research Methodology- II	Core	4
PSY 2 C 08	Brain, Body and Behaviour	Core	4
PSY 2 C 09	Practical- II Field Experiments	Core	4
PSY 2 E I	Elective – I	Optional	4
	Total		20 credits

Choices for Elective I (PSY 2 E I)

No.	Name of the Paper
PSY 2 E 01	Organizational Behaviour
PSY 2 E 02	Fundamentals of Educational Psychology
PSY 2 E 03	Psychopathology – I
PSY 2 E 04	Introduction to Cognitive Development

Note: Number of elective courses that can be studied by students – Two (where one is compulsory)

Audit Courses

PSY PCC 01 or PSY PCC 02	Self Development Techniques Life Skill Training	Professional Skill Training Professional Skill Training	2 2

Number of audit courses that should be studied by students : 1

III Semester

No.	Name	Core/Elective	Credits
PSY 3 C 10	Cultural Psychology	Core	4
PSY 3 C 11	Applied Social Psychology	Core	4
PSY 3 C 12	Practical – III (Diagnostic Testing)	Core	2
PSY 3 C 13	Practicum	Core	4
PSY 3 E II	Elective – II	Optional	4
PSY 3 E III	Elective – III	Optional	4
	Total		18

Choices for Elective II & III (PSY 3 E II & PSY 3 E III)

No.	Name of the Paper	Name of the Teacher
PSY 3 E 01	Career Psychology	
PSY 3 E 02	Perspectives in Educational Psychology	
PSY 3 E 03	Psychopathology – II	
PSY 3 E 04	Cognitive Development: Infancy Through Childhood	
PSY 3E 05	Advanced Research Methods	
PSY 3 E 06	Training Methodologies	

Note: Number of elective courses that should be studied by students – Two

IV Semester

No.	Name	Core/Elective	Credits
PSY 4 C 14	Counselling Psychology	Core	4
PSY 4 C 15	Critical Psychology	Core	4
PSY 4 C 16	Dissertation	Core	8
PSY 4 E IV	Elective-IV	Optional	4
	Total		20

Choices for Elective IV

No.	Name of the Paper	Name of the Teacher
PSY 4 E 01	Human Resources Planning and Development	
PSY 4 E 02	Therapeutic Intervention Strategies –I	
PSY 4 E 03	Therapeutic Intervention Strategies –II	
PSY 4 E 04	Autism Spectrum Disorders: A Clinical And Cognitive Perspective	
Psy 4 E 05	Life Skills: Training & Application	

Number of Electives than can be selected is two (where one is compulsory)

COGNITIVE PSYCHOLOGY- I

PSY 1C 01 Core paper 4 Credits

Learning outcomes:

- To demonstrate understanding about cognitive psychology and its development
- To gain knowledge regarding the various theoretical perspectives put forth in attention, perception and learning
- Increased confidence in critiquing approaches
- Exposure to classic and recent research work in the field of attention, perception and learning (Research articles will be given for review)

UNIT I: Introduction to Cognitive Psychology

- What is cognitive psychology and its historical antecedents (Philosophical – Rationalism and Empiricism, Psychological, Cognitive revolution
- Perspectives of how cognition is viewed (Information processing, connectionist, ecological and evolutionary)
- Methods for investigating cognition (Experimental Cognitive Psychology, Cognitive Neuropsychology, Cognitive Science, Cognitive Neuroscience)

UNIT II: Attention and Perception

- Theoretical approaches to perception: Bottom up approach (Direct perception, Template and Prototype theory, Feature theory – Pandemonium model, Recognition By Components theory); Top down approach (Navon, Effect of context, Configural-superiority effect); Integration (Computational theory)
- Attention: Selective, Sustained, Divided, and Alternating attention; Selection models of attention (Broadbent model, Triesman model), Capacity model (Kahneman's model), Multiple resource model (Wicken's model)

UNIT III: Learning I

- Concept of learning: Reflex, Sequence of behaviour, Habituation
- Classical conditioning: Basic concepts (Acquisition, Extinction, Spontaneous recovery, Disinhibition, Rapid reacquisition, Conditioned inhibition, Generalization, Discrimination); Recent concepts (Blocking effect, Overshadowing, CS pre exposure effect, Higher order, Sensory pre conditioning, Contributions of McKintosh and Rescorla); Applications
- Operant conditioning: Basic concepts (Schedules of reinforcement, Positive and Negative reinforcement, Punishment, Shaping, Contingencies of reinforcement, Escape and avoidance learning, learned helplessness, Biofeedback); Different concepts of reinforcement (Need reduction, Premacks principle, response deprivation theory); Applications

UNIT IV - Learning II

- Other Behavioural theorists: Thorndike, Guthrie, Hull and Gagne
- Cognitive theorists: Kohler, Tolman and Bandura
- Comparing cognitive and behaviorist approaches

Reference

- Eysenck, M. W. (2006). *Fundamentals of Cognition.* New York: Psychology Press.
- Groome, D. (2004). An introduction to cognitive psychology: Processes and disorders. New York: Psychology Press.
- Hergenhahn, B. R., & Olson, M. H. (2008). *An introduction to theories of learning.* N. Delhi: Pearson Education.
- Kellogg, R. T. (2003), *Cognitive psychology*, (2nd ed.). N. Delhi: Sage.
- Mazur, J. E. (2002). *Learning and behavior*, (5th ed.). New Jersey: Prentice Hall.
- Sternberg, R. J. (2007), *Cognitive psychology.* N. Delhi: Thomson Wadsworth .

PERSONALITY AND PERSONAL GROWTH

PSY 1C 02 Core paper 4 Credits

Learning outcomes:

- Demonstrate knowledge and understanding of Personality theories to explain uniqueness in human behaviour and trend.
- Appreciate theories that explain personality
- Develop a scientific attitude and ability of reflection and logical reasoning in understanding behaviour/ personality

UNIT I: Personality: Concepts and Definitions

- Approaches to personality
- Functionalistic Vs Differential
- Specific Vs Generalized
- Personal Vs Impersonal
- Unique Vs common
- Idiographic Vs Nomothetic
- Types: Hippocrates, Sheldon, Kretchmer, Friedman, Murray
- Traits: Allport, Eysenck, Cattell, Robert. Hogan, Goldberg
- Personality Assessment- Big Five factor, Robert Hogan – Socio analytical approach, N.S Endler & Magnusson – Interactionism; Mc Adams – Narrative Approach; Hollands – typology

UNIT II: Psychoanalytic Perspectives on Personality

- Classical psychoanalytic theory of Sigmund Freud
- Analytic theory of Carl Jung
- Social Psychological Theories: Alfred Adler, Eric Fromm, Karen Horney, Harry Stack Sullivan, H. Murray
- Psycho social theory of development – Eric Erikson

- Ego Psychology- Anna Freud
- Object relations theories: Margaret Mabler, Heinz Kohut, Melanie Klein, Winnicott.
- Attachment theory: Bowlby
- European tradition in psychoanalysis: Jacques Lacan

UNIT III: Behaviouristic and Cognitive Perspectives

- Behaviorist aspects of personality: skinner, Dollard and Miller
- Social cognitive learning – Albert Bandura
- Personal construct – George Kelly
- Locus of Control-Julian Rotter

UNIT IV: Humanistic and Existential Perspectives

- Humanistic theories: Carl Rogers, Abraham Maslow
- Existential perspectives : Victor Frankl, Rollo May
- Ideas of personal growth in Personality Theories
- Enlightenment and self-realization in the Indian tradition
- Individuation-Jung
- Dynamics of Personality – Kurt Lewin,
- Psychosynthesis-Assagioli
- Holistic Psychology
- Personality personal growth - Psychological elements in Buddhism, Zen, Sufism, Yoga, Bhagavat Gita.

References:

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- James, F (2002) *Personality and Personal Growth.* New York: Prentice Hall
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- Pervin, A. L. (2006) *Handbook of Personality* New York: John Wiley.
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RESEARCH METHODOLOGY-I

PSY 1C 03 Core paper 4 Credits

Learning outcomes:

- Develop skills in understanding and analyzing the scientific basis/validation of a research
- Develop ethic in doing researches on behaviour
- Demonstrate ethically sound behaviour in practices and research in Psychology
- Demonstrate scientific temper in researches in Psychology
- Develop skills in understanding and analyzing the scientific basis/validation of a research
- To understand the scientific basis of conducting research works in psychology, like conducting scientific enquiry, pilot study, derive research problem and selecting appropriate method.

UNIT I : Scientific process in inquiry

The research process-An overview --The three approaches to research and components involved

Philosophical world views – the post positivist world view, the social constructivist world view, the transformative world view, the pragmatic world view

Strategies of inquiry –quantitative, qualitative, mixed methods.

Criteria for selecting a research approach

Research question-Hypothesis testing-Reliability, validity threats-Controlling threats to validity

Activity: *select a research question in an article and discuss the approach and distinguish the method, mention characteristics.3

UNIT II : Designing a study to answer a question

Experimental research design-Quasi experimental design-Single subject/small N/with-in/between subject design- Survey/correlation/naturalistic/qualitative/existing data/ex-post facto.

Activity: *Select a study from the list given below, read and present/ discuss the research design and steps followed for assuring validity.

UNIT III- Modes of data collection and analysis

Philosophical basis of qualitative research-Methods of data collection: Survey-Interview/discussions-Observation-Working with documents-Case studies

Different kinds of qualitative research

- Action research- Ethnography - Grounded theory- Interpretive Phenomenological Analysis

- Historical Research-Archival research-Critical document analysis-Discourse Analysis -Conversation Analysis -Narrative Analysis -Cooperative Enquiry.

Validity, reliability, and generalisability in qualitative research.

Activity: *Suggest a research problem and justify the method you suggest-small group activity.

UNIT IV- Mixed And Multiple Methods

Triangulation and Mixed methods in research- Pragmatism-Limitations of qualitative/quantitative research -Combining different approaches -

Mixed methods/triangulation -Multiple methods-combinations of method

Sequencing and prioritizing

Ethical approaches –codes and principles

- Informed consent-privacy-confidentiality-Avoiding harm-Right to withdraw-Right to forget-Risk benefit analysis.
- Research relationship-Transference-counter transference- safety of the investigator.

Activity:

* Debate upon relative merits and limitations of qualitative, quantitative and mixed method research.

*Select a research problem and list out the major research activities to conduct the same.

* Select any one of the following studies and critically evlaute the methods adopted

Specific Studies: Details of methodology, background and criticisms

a) Interpretation of specific dream by Sigmund Freud: Irma's injection

b) Experiments on object permanence by Jean Piaget

c) Impact of schedules of reinforcement on behaviour: B. F. skinner

d) Olds & Milner (1954): Positive reinforcement produced by electrical stimulation of septal area and other regions of rat brain

e) Festinger & Carlsmith (1959) Cognitive consequences of Forced Compliance

f) Banduara et al (1961): Transmission of aggression through imitation of aggressive models

g) Schachter & Singer (1962): Cognitive, Social and Physiological determinants of emotional state

h) Milgram (1963): Behavioural study of obedience

i) Rosenthal & Jacobson (1966): Self – fulfilling prophecy

j) Sperry (1968): Hemisphere deconnection and unity in conscious awareness

k) Kamin (1968): Blocking Effect in classical conditioning

l) Haney et al (1973): A study of prisoners and guards in a simulated prism

m) Rosenhan (1973): On being sane in insane places.

n) Sandra. L. Bem (1974): The measurement of psychological androgens

o) Tversky, A. & Kahneman, D. (1974): Judgment Under Uncertainty: Heuristics and Biases. Sciences, 185.

References:

- Forrester, M.A. (2010). *Doing Qualitative Research in Psychology*. New Delhi: Sage publications
- Mcheod, J. (2011) *Qualitative Research in Counselling and Psychotherapy*. New Delhi: Sage Publications Inc.

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- Guert, G. Namey, E.E and Mitcher, M. L, (2013) *Collecting Qualitative Data*. New Delhi: Sage Publications
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APPLIED PSYCHOLOGY

PSY 1C 04 Core paper 4 Credits

Learning outcomes:

- Practice as a consultant or practising psychologist in community, organization, sports, child meaning and development, schools, colleges, advertising, Media, Arts, Defence, Politics, Career, guidance, counselling and health
- Get motivated to apply the theories learnt to explain human behaviors.

UNIT I Applied Psychology

- What is applied psychology?
- Applying Psychology in everyday life
- Values, ethics and Issues in applying psychology

UNIT II– Professional Psychology I

- **Organization/Occupational psychology**

  Occupational Psychology in Practice- the individual; The Group; Core areas of practice and research
- **Educational Psychology**

  Educational Psychology, History and Overview, Problems and interventions, Professional issues
- **Forensic Psychology**

  Introduction: working with organizations and offenders; Working with child and adult victims; Violence Assessment and Intervention
- **Health Psychology**

  Introduction: What is Health Psychology, A Biopsychosocial Approach to Health Psychology, Training and working as a Health Psychologist

UNIT III Professional Psychology II

- **Personnel Psychology**, **Work Psychology, Vocational Psychology**

  Introduction, Role Professional Development, Training and Practice; Goals, Practice and Issues

- **Clinical Psychology**

  Clinical Child Psychology

  Clinical Psychology: Adult

  Clinical Health Psychology

- **Environmental Psychology**

  Human-environment relationship; Salient features of environmental psychology; Recent trends and future directions; Personal space, territoriality, crowding; Indian research on crowding and personal space.

- **Positive Psychology**

  Core values, goals and practices of Positive psychology; and other settings that influence individuals, groups, and organizations

- **Cyber Psychology** - An Introduction to Human-Computer Interaction; Cyber space & psychological space, Virtual reality and Human. Goals, practice and research

- **Media and Consumer Psychology**

  Media influence of Consumer behavior; Advertising and promotion; buying decision making, recent researches

- **Rehabilitation Psychology**

  History context & Development; Disability; Issues & problem; Future direction in practice and research.

- **Cross-Cultural Psychology** in Applied Settings: Passages to Differences

UNIT IV Emerging areas in Applied Psychology

- Human Factors and Ergonomics
- Psychology Applied to Terrorism: Psychological Treatment for Victims of Terrorist Attacks
- A Century of Psychology and Law: Successes, Challenges, and Future Opportunities.

- Behavioral Economics Applied: Suggestions for Policy Making
- Psychometrics and assessment of cognition, intelligence, personality and their application.
- Psychology and Societal Development
- Applied Psychology in the International Context

References:

- Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.
- Jain, U. (1987). The psychological consequences on crowding. New Delhi, India: Sage.
- Rath, J. F. (2011). Rehabilitation Psychology. Oxford Handbook of Counseling Psychology.
- Elliott, Timothy & Uswatte, Gitendra. (2009). Rehabilitation psychology.
- Wrightsman, L. S. & Fulero, S. M. (2008). Forensic psychology (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
- Davey, G. (2011) *Applied Psychology*. UK: BPS Blackwell
- Rawen, B and Harton (2003*) Applied Psychology: Current Issues And New Directions.* Boston: Sage Publishers.
- Weiten, W & Lloyd, A. M (2007) Psychology Applied to Modern Life. USA: Thomason and Woodworth
- Blustein, David & Murphy, Kerri & T. N. Coutinho, Maria & Catraio, Christine & Backus Dagirmanjian, Faedra. (2011). IAAP Handbook of Applied Psychology. 1002/9781444395150.

PRACTICAL – I

(Lab Experiments)

PSY 1C 05 Core paper 2 Credits

I. Psychophysical Experiments

1. Method of Limits in Absolute Threshold – Two point Threshold
2. Method of Limits in Differential Threshold – Length of Lines
3. Method of Constant Stimuli for Differential Threshold – Weight Discrimination
4. Method of Average error – Brightness Discrimination
5. Maze Learning

II. Intelligences Tests

6. APM - Advanced Progressive Matrices
7. MISIC – Malin's Intelligence Scale for Indian Children
8. WAPIS/WAIS
9. Binnet Kamath Intelligence Tests

III. Creativity

10. Wallach & Kogan Tests for creative Thinking Abilities – An Indian Adaption

IV. Cognitive Test

11. Problem solving
12. EFT – The Embedded Figures Tests
13. Draw a man

V. Physical Activity Measurements & Dexterity

14. Finger Dexterity
15. Tweezer Dexterity
16. Mannual Dexterity
17. Fatigue in Mental Work
18. Fatigue in Physical Work

VI. Personality Tests

19. EPPS – Edwards Personal Preference Schedule
20. 16PF – 16 Personality Factor Questionnaire
21. CPI – California Psychological Inventory
22. Picture Frustration Test
23. TAT – Thematic Apperception Test
24. MMPI – Minnesota Multiphasic Personality Inventory
25. Rorschach Ink Blot Test (Introduction)

Ability Enhancement Course

Ability enhancement course is an audit course where the student may seek support of faculty members where as there may not be regular classes on it. The guidance can be recieved from the department to proceed the work. The performance will be evaluated. The students can select any one of the courses provided.

PSYCHOMETRY & ASSESSMENT

Semester-I Ability Enhancement Course Credit- 2

PSY AEC 01

Learning Outcome:

- To code analyse and interpret scientific data on behaviour
- To conduct scientific assessment in behaviour

Practice based Course in

- Measurement scales (Nominal, Ordinal, Ratio, Interval)
- Normal probability curve and it's characteristics
- Data coding and Tabulation
- Psychometric properties of a Test
- Reliability & validity Testing
- Basic statistical analysis using computers
- Interpreting outcome table of analysis
- Parametric and Non-parametric test
- Transcription of qualitative data
- Coding
- Literature searching
- Reference writing selecting and publication in peer reviewed journals

- APA specification for manuscript writing
- Descriptive analysis

*** Students are expected to undergo this course, with or without the guidance of any faculty member. There will be end semster evaluation for the course, but the credit won't be included in the calculation of CGPA or SGPA. MInimum pass is also mandatory in the evaluation, which is done in the department level.

Instead of this The students can also do a community extension programme, which can be either individual or group level.

Community Extension work

Semester-I **Ability Enhancement Course** **Credit- 2**

PSY AEC 02

Learning Outcome:

- Conduct reach out programmes to community for extension of psychological support in group level.

The students can do the community extension work as a reach out programme. This can be extension of Psychological service, to a needy group in the nearby locality. Students, individually or in group, has to visit the place, meet local people to study the need, Plan an intervention/ support with the support of any faculty member, make all necessary arrangements and implement it. Local support may be generated from arts and sports club, Panchayath, Kudumbasree, NGOs, school PTA, or other voluntary organizations. A written report of the plan, procedure, implementation, skill attained, further scope and limitations experienced can be submitted, while appearing for the viva voce.

Semester 2

COGNITIVE PSYCHOLOGY – II

PSY 2C 06 Core paper 4 Credits

Learning Outcomes:

- To gain knowledge regarding the various theoretical perspectives in Memory, thinking, and intelligence
- To explore emotion and consciousness within the scope of cognition
- Increased confidence in critiquing approaches
- Exposure to classic and recent research work in the field of memory, thinking, and intelligence (Research articles will be provided for review)

UNIT I: Memory

- Store models: Atkinson-Shiffin model (Differential capacity of the stores – Iconic store, Magic number 7, Encoding differences of the stores – Acoustic versus Semantic, Retrival differences of the stores – Serial exhaustive versus Parallel self terminating, Flow of information and serial position curve)
- Levels of processing model and self referencing effect
- Nature of memory model (Episodic, Semantic and Procedural memory)
- Working Memory model (As a modification of the store model; Central executive, Phonological loop, Visuo-Spatial sketch pad and Episodic buffer)
- PDP or connectionist model
- Forgetting (Consolidation theory, Interference theory, Decay theory, Discrimination)

UNIT II: Thinking

- Problem solving: Problem and its type (What is a problem, Well defined and ill defined problem); Approaches to problem solving (Systematic search versus heuristics, Types of heuristics – Means end analysis, Working forward, Working Backward, Generate and

test), Problem solving behaviour (Reproductive – Analogy and transfer, Productive - Insight); Obstacles (Mental set or Entrenchment, Functional fixedness, Transfer)

- Decision making : Classical Theory and its critique – Satisficing, Elimination by aspect, naturalistic decision making; Biases and heuristics, Process of group thinking
- Reasoning: Deductive (Conditional – Types or Propositional calculus and Errors, Syllogistic – Linear, Conditional and Errors); Inductive reasoning – (casual inferences, categorical inferences and reasoning by analogy)

UNIT III : Intelligence & Creativity

- Intelligence- The concept; Relationship between cognition and intelligence; Measuring intelligence.
- Theories- Modern perspectives on intelligence: Sternberg, Goleman, Gardner and JP Das
- Cognitive development (Classical approaches): Piaget, Vygotsky and Bruner
- Artificial intelligence; Creativity and intelligence

UNIT IV: Expanding horizons of cognitive psychology

- Cognition and emotion- structure of emotions, bottom up and top down process; appraisal theories of emotion; emotion generation and emotion regulation; the relationship of affect with attention, memory, judgment, decision making; the cognitive biases associated with anxiety and depression
- Cognition and consciousness- Functions of consciousness; Assessing consciousness and conscious experience; Global workspace theoretical approach; Unitary consciousness VS separate consciousness.

References

- Chomsky, N. (1959). A review of BF Skinner's Verbal Behavior. *Language*, *35*(1), 26-58.
- Berk, L. E. (2009). *Cognitive development.* (8th ed.). Boston: Pearson Publishing.
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- Groome, D. (2004). *An introduction to cognitive psychology: Processes and disorders*. New York: Psychology Press.

- Kellogg, R. T. (2003), *Cognitive psychology*, (2nd ed.). N. Delhi: Sage.
- Neath, I., & Suprenant, A. M. (2003). *Human memory*, (2nd ed.). Australia: Thomson Wadsworth.
- *Skinner*, B.F. (1977), '*Why I am not a cognitive psychologist*', *Behaviorism*, *5*, 1–10.
- Skinner, B. F. (1986). The evolution of verbal behavior. *Journal of the Experimental analysis of Behavior*, *45*(1), 115-122.
- Sternberg, R. J. (2007), *Cognitive psychology.* N. Delhi: Thomson Wadsworth .

RESEARCH METHODOLOGY-II

PSY 2C 07 Core paper 4 Credits

Learning Outcomes:

- Develop skill in doing minor researches in Psychology/Human Behaviour
- To apply methods of analysing data for the purpose of enquiring facts related to human behaviour
- Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers and conducting minor studies in Psychology
- Operationalize , quantify, manage (analyse and interpret the data in a research study in Psychology.
- To use SPSS for research in Psychology.
- Transcribe, code and analyse qualitative data for the purpose of research in Psychology
- Use qualitative methods for depth studies in behaviour

UNIT 1 : Quantitative Data analysis and interpretation

Tabulation and coding

- Summarizing data-Expositioning of data

Descriptive statistics, frequency distribution, Shapes of distributions

Developing data analysis-in different research designs

- Making decisions about data-inferential statistics.

Significance level, Confidence interval, degrees of freedom

Parametric tests and Non-parametric tests, Effect size, issues for interpretation

Using computer in analysis of data.

Activity: Select an article and see which type of analysis will be suitable for verifying the hypothesis.

UNIT II: Qualitative data analysis and interpretation

Techniques to analyze qualitative data:- Hermeneutics- Semiotics - Narrative and Metaphor

Theoretical saturation and theoretical sampling: Transcription, memoing, field notes

Coding and theme development- Constructing grounded theory analysis, secondary analysis of qualitative data, analysis of interview/focus group discussion data. -Using computer in analysis of data (Introducing).

Activity: Conduct a focus group discussion- collect data- transcribe, code and interpret – discuss the generalisability of conclusion.

UNIT III: Communicating research-preparing report.

APA style manuscript, literature review, reporting observation-observation schedule.

Presenting poster, professional talk, short journal article, publishing a research paper

Referencing and plagiarism, intellectual property right-

Activity:

Writing a research proposal or analysing or criticizing a research proposal

UNIT IV: Roles of researcher

Addressing social problems through qualitative research (research in social psychology)

Researcher as a consultant- policy maker.-Action research-activist research-transformative research

*A**ctivity**: analyse transgender or equal opprtunity policy of Government and analyse the researches conducted behind

References

- Keller. R., (2013). *Doing Discourse Research. An Introduction for Social Scientists*. New Delhi: Sage Publications Inc.
- Forrester, M.A. (2010). *Doing Qualitative Research in Psychology*. New Delhi: Sage publications

- Mcheod, J. (2011) *Qualitative Research in Counselling and Psychotherapy*. New Delhi: Sage Publications Inc.
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- Goodwin, C. J. (2002) *Research in Psychology*. U.S.A: John Wiley & Sons, Inc

BRAIN, BODY AND BEHAVIOUR

PSY 2C 08 Core paper 4 Credits

Learning Outcome:

- Understand the neurobiological and biological basis of Behaviour
- To identify the biological or neurological reason behind functional anomalies
- Conduct neuropsychological testing
- To work for behavioural interventions along with multidisciplinary team

UNIT I: Brain and behaviour:

Biological Approach To Behaviour- Heredity And Evolution Of Behaviour-Viewpoints To Examine The Biology Of Behaviour-Levels Of Analysis- localization-lateralization- Research methods of studying brain- Invasive and non invasive-scanning-neuropsychological assessment – Major brain lobes and its functions

Maldevelopment In Brain- Behaviour Impairments- Changes In Brain As We Grow-Region Specific Brain injuries And Language Disorders- Aphasia- Frontal Lobe And Parietal Lobe Injury And Behavioural Influences-Brain Areas Associated With Fear And Anxiety- Pharmacological Relief From Anxiety-Injury that Affect Memory Plasticity- Plasticity After Brain Damage cerebral Changes Result From Training-Aging Of Brain

UNIT II: Psychobiology of Behaviour

Hormones and Behaviour- Chemical Communication- Emotion That Affect Stomach and Immune System- Emotion and Memory

Ten Genaral Principles of Hormone Act-Main Endocrine Glands And Their Hormones-Role of Hypothalamus And Pituitary-Stress And Growth- Hormones With Effects On Behaviour- PTSD- Hormones And Aggression- Biological Origins of Aggression

UNIT III: Brain Mediation of Cognition

Brain areas related to attention- perception- learning- memory- visuospatial abilities- language executive functions- emotions – personality

UNIT IV: Regulatory Behaviour

Temperature Regulation- Fluid Regulation- Food and Energy Regulation- Eating Disorders- Taste and Olfaction

Rhythm of Waking and Sleeping-Sleep Pattern- Circadian Rhythm- Melatonin-Sleep Disorders- Sleep And Memory- Aging and Memory

Regulation Of Sexual Behaviors- 4 Stages Of Reproductive Behaviour-Androgen- Defective Androgen- Receptors- Gonadal Hormones- Sexual Orientation- Deviant Sexual Behaviour- Sex As A Form Of Motivation- Orders, Pheromones And Sexual Attraction- Sexual Annomalies- Male Pseudohermaphrodites- Female Pseudohermaphrodites- Parental Behaviour

Reference

- Kolb, B., & Whishaw, I. Q. (2009). *Fundamentals of human neuropsychology*. Macmillan.
- Rosenzweig, M. R., Leiman, A. L., & Breedlove, S. M. (2002). *Biological psychology*. (3rd ed.). Sinauer Associates.

PRACTICAL – II

FIELD EXPERIMENTS

PSY 2 C 09 Core paper 4 Credits

During the second semester, students have to conduct field experiments in Psychology using methods namely, Systematic Observation, Interview, Content Analysis, Meta Analysis and Test Construction. Though this provides practical application of their understanding in scientific methodology, it includes specific objectives like conducting observation among clients background collecting and analyzing data from a wide range of sample, systematically planning their research methodology, developing skills needed to be an interviewer or trainer of interviewers, analyzing a descriptive data, conducting various kinds of case studies and case analysis and developing and standardization of tests, questionnaires and inventories. All the above field works have to be done by the students individually except test construction under the guidance eof respective faculty members.

a) Systematic observation

In this the students have to conduct a minor study in which systematic observation should be adopted as the major method of data collection. The samples and the behavioural variables have to be observed by the student and the data be discussed. The method of observation, and its practical application among the sample have to be studied to develop a skill in scientific observation.

b) Interview

A psychologist should possess skill in interviewing. In this field experiment, the student have to conduct a minor level study in which interview should be adopted as the major method of data collection. Any of the relevant behavioural variable have to be studied through this method.

Different kinds of interview, its practical applications etc. should be known to the student along with their skill development in interviewing and to be a trainer in interviewing.

c) Content analysis

In this, students should develop a skills in analyzing content of descriptive data collected. For this the students have to do practical sessions of analyzing contents of written, printed, vocal, or picturized data. A minor level study can be planned with this purpose and analysis can be done. This can be with a purpose of identifying a particular psychological factor/variable or with a general analysis aim.

d) Meta Analysis / systematic review.

A meta-analysis is where researchers combine the findings from multiple scientific studies addressing same question to draw an overall conclusion. Clearly define objectives with pre-defined eligibility criteria for studies, explore methodologies, assess validity, systematically prescent and synthesis, the charecteristics and findings of the included studies.

e) Test construction

This is a group work. The student group have to develop a test in psychology and standardize will the help of a supervising teacher. The selection of the variable can be according to the areas of interest of the teacher and the students.

f) Case History

Different kinds of cases namely clinical, vocational, Educational, personal, organizational etc, can be studied by the student, with a thorough analysis of the background precipitating factors, on set treatments undergone, consequences and efficiency, follow up and rehabilitation procedures. This can be done in at least 5 numbers, from different areas. The cases can be collected from the consultancy services available in the department, nearby

mental health care institutions, organizations, near by locality or during the educational trips of institutions.

All the field experiments have to be presented in the class and it has to be submitted as a written record to the Head of the Department, in double copy, before 2rd semester written examination. One copy will be returned to the student after valuation, where as the other copy will be retained in the department library, as the academic work conducted there. (Student may publish the study with the guide, if necessary, when the course is over)

PSY 2E I **Elective- 1 Optional** **4 credits**

Note: Number of elective courses that can be studied by students – Two (where one is compulsory)

Students can register for courses of their choice in the beginning of the semester.

Choice of Electives

PSY 2 E 01	Organizational Behaviour
PSY 2 E 02	Fundamentals of Educational Psychology
PSY 2 E 03	Psychopathology – I
PSY 2 E 04	Introduction to Cognitive Development

ORGANIZATIONAL BEHAVIOUR

PSY 2 E 01 Optional 4 Credits

Learning Outcome:

- To apply psychological theories and training for the welfare of individual and organization, so as to contribute for the personal and organizational effectiveness.
- To work as an Organizational/ Consultant/ Industrial Psychologist, to support Human resource Development and Management.

Objectives:

- To provide field based and experimental learning opportunities in the existing as well as the emerging areas of organizational behaviour.
- To improve Knowledge skills of students in team work, leadership, conflict resolution etc.

UNIT 1. Introduction to Organisational Behaviour

- The concept of organization.
- Organization and it's External Environment.
- Organizational Goals.
- Organizational theories.
- Internal organizational
- Foundation competencies for Individual and Managerial effectiveness.

UNIT II. Individual Process

- Job attitudes
- Motivation in the work setting

- Motivating performance: Goal setting and Reward systems.
- Work stress.

UNIT III. Group and Interpersonal Processes

- Group and Team Behaviour.
- Power and Political Behaviour.
- Conflict and negotiation.
- Leaderships: Foundations of contemporary development.
- Interpersonal communication

UNIT IV: Organisational Processes

- Decision in Organization
- Organization Design
- Organizational culture.
- Organizational change and development.
- Control and Effectiveness.

References :

- Hellriegal, D, Slocum, J.W.& Woodnan, R.W.(2001). *Organizational Behavioural* (9th Edn) singapore: South-Western College Publishing.
- Griffin (2005). *Organizational Behaviour, Managing people and Organization*. New Delhi, Biztantrs.
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FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY

PSY 2 E 02 Optional 4 Credits

Learning Outcomes : To understand the scope of Psychology in Educational settings

UNIT 1: History and Scope of Education Psychology.

- Overview of the evolution of Education
- Philosophical Roots- John Dewey, Bertrand Russell
- Research in Educational psychology
- Scope and career In Educational psychology

UNIT II: Educational Psychology – Theory and Practice

- Theories and implications of Erikson, Piaget & Kohlberg in Education
- Culture and Diversity in Education
- Sexuality Education: An introduction
- Introduction to School Counseling

UNIT III: Teaching learning process

- Motivating students: Behavioural. Cognitive and humanistic approaches & strategies.
- Behavioural, Cognitive and humanistic approaches to instruction –models and method of teaching.
- Factor affecting learning outcomes: Personal, instructional and environmental factors.
- Teacher effectiveness: Trait, style and contingency approaches.

UNIT IV: Exceptional children

- Types: Gifted, mentally retarded, emotionally disturbed, learning disabled.

- Assessment and Challenges
- Inclusion, Mainstreaming and special education.
- Status, policies and problems in India.

Activities to do:

- Conduct an Interview with school counselor
- Conduct a Case study on a ‘focus school’
- Conduct a study to identify the scope and challenges of Inclusive education
- Gather experiences of retired teachers and practitioners on Education and submit a report

Reference:

- Mohan, J. (1993) Educational Psychology, New Delhi.
- Skinner, C.H (1996) Educational psychology, USA
- Woolfolk, A (2014). Educational Psychology, 12th edition, pearson
- Wright, J.R. (2012) Introduction to School Counseling, Sage
- Schroeder, E ., & Kuriansky, J. (2009) Sexuality Education: past, present and future, Prager perspectives

PSYCHOPATHOLOGY – I

PSY 2 E 03 Optional 4 Credits

Pre-requisite: Graduate in Psychology/Sociology/Social work

Learning Outcome:

- To understand mental health issues and explain Etiology
- To understand about the development and clinical picture of various psychological disorder
- To familiarize the various concepts, assessment tools and classification techniques of Psychopathology

Unit I: Diagnosis and Classification

- Normal Mental Health
- Definition of Psychiatric Disorder
- Psychiatric History and Examination
- Interview Technique
- Identification data
- Informants
- Chief Complaints
- History of Present Illness
- Past Psychiatric and Medical History
- Treatment History
- Family History
- Present History
- Premorbid Personality
- Mental Status Examination
- General Appearance and Behaviour
- Speech-Rate, Volume, Tone, Flow

- Mood And Affect – Quality, Reactivity, Persistence
- Thought-Stream and Form of thought
- Content of Thought
- Perception:
- Hallucinations
- Illusions and Misinterpretations
- Depersonalization/Decrealization
- Cognition:
- Consciousness
- Orientation
- Attention
- Concentration
- Memory
- Intelligence
- Abstract Thinking
- Insight
- Judgment

Classification according to:

- ICD 10
- DSM IV TR
- Multiaxial Classification System

Unit II: Psychotic Disorders

1. Schizophrenia

Clinical Features: Signs and Symptoms, Types, Differential diagnosis

Epidemiology

Etiology:

- Genetic Factors
- Structural Abormalities
- Biochemical Factors,

- Classical Psychoanalytic model and other Psychodynamic theories
- Family Dynamics and Interaction models
- Stress-Diathesis model
- Interpersonal Functioning: Interpersonal Stress, Interpersonal Adjustment, Role of Cognition in Interpersonal Dysfunction

2. Mood Disorders:

- Clinical Features: Signs and Symptoms, Types, differential diagnosis
- Epidemiology
- Etiology:
- Genetics
- Neurobiology
- Psychodynamic Theories
- Theories of Depression:
- Life Events Model
- Lewinsohn's Behavioral and Integrative Models
- Coyne's Interpersonal Model
- Information Processing Models
- Beck's Cognitive Theory
- Learned Helplessness

3: Other Psychotic Disorders:

- Clinical Features, Epidemiology, Etiology of:
- Schizoaffective Disorders
- Schizophreniform Disorder
- Delusional Disorder
- Post Partum Psychotic Disorder
- Acute and Transient Psychotic Disorders and Culture Bound Syndromes

4. substance Related Disorders:

- Alcohol-related disorders

- Clinical picture,
- Epidemiology
- Etiology: Psychodynamic theories, Behavioural theories, Cultural Factors, Role of Family, Stress and Affective Factors, Personality, Cognitive Aspects-Expectancies, biological Factors.
- Other substances Abused and their effects on Mental and Physical Health:
- Amphetamine, Hallucinogens
- Caffeine, nicotine
- Cannabis, Cocaine

  Inhalants

Unit III: Anxiety Related Disorders:

1. Anxiety Disorders

- Clinical features, Differential Diagnoses and Epidemiology of:
- Panic Disorder and Agoraphobia
- Specific and Social Phobia
- Obsessive Compulsive Disorder:
- Post traumatic stress disorder:
- Generalized Anxiety disorder
- Etiology of panic:
- Genetics
- Biochemical factors
- Psychodynamic Theories
- Two-Factor Theory
- Ranchman's Model
- Prepared Fears
- Modeling
- Neo Conditioning Perspectives

- Anxiety Sensitivity
- Clark and Well's Model
- Barlow's Model
- Catastrophic Misinterpretation
- False Alarms
- Etiology of OCD
- Mowrer's Two Factor theory
- Cognitive Appraisal Models
- Cognitive Deficits Model
- Biological Models
- Biopsychological Models
- Eiology of GAD:
- Clark and Watson's of Anxiety and Depression
- Borkovenc's Model of Pathological worry
- Etiology of PTSD
- Biological Models
- Inescapable Shock
- Kindling
- Emotional Biasing
- Information Processing

2. Converstion Disorders

- Clinical features, Differential Diagnoses and Epidemiology of:
- Conversion disorder
- Somatoform Pain disorder
- Hypochondriasis
- Somatization
- Body Dysmorphic disorder

- Etiology: Biological, Psychodynamic, Cognitive-behavioural, Abnormal illness Behaviour, Deficits in Cognitive Processing, Psychobiological theories.

3.Dissociative disorders:

- Clinical Features, Diagnosis and Epidemiology of:
- Amnesia
- Fugue
- Identity disorder
- Depersonalization
- Dissociative Trance
- Etiology:
- Biological
- Trauma Model
- Object Relations
- Family systems Perspectives
- Cognitive Perspective
- Neuropsychological perspectives
- Developmental Pathogenesis:
- Childhood abuse
- Childhood Neglect
- Factitious pathway
- Mixed pathways

Unit IV: Personality And Adjustment Disorders

1. Personality Disorders:

- Clinical Features and Epidemiology of:

- Etiology: Biological, Freud, Psychodynamic theories: Kernberg, Kohut, Melanie Klein, Winnicott, Mahler, and Cognitive- Behavioural

-

2. Adjustment disorders:

- Definition
- Clinical Features, Subtypes
- Epidemiology
- Etiology

3. Suicide

- Risk Factors
- Psychiatric disorders
- Social factors
- Psychological factors
- Genetic factors
- Physical Disorder
- Psychological Theories

References:

- Ahuja, a. (2000). *A Short Textbook of Psychiatry* (6th Edn) Jaypee.
- Carson, Robert, C, Butcher, James & Mineka, Susan (1996). *Abnormal Psychology and Modern Life* (10th Edn), Harper Collins College Publishers
- *Diagnostic and Statistical Manual of Mental Disorders* (4th Edn) American Psychiatric Association (2005).
- Fish, F & Hamilton, M (Eds) (1979). *Fish's Clinical Psychopathology*. Bristol: John Wright & Sons
- Kaplan, H. et. Al (Eds) (1980). *Comprehensive Text Book of Psychiatry* Vols. I & II. London Williams and Wilkins

- Millon, T., Blaney , H. P., & Davis, D. R (1999). *Oxford Textbook of Psychopathology*. Oxford University Press, New York.
- Sims, A. (2003). *Symptoms in the Mind an Introduction to Descriptive Psychopathology* (3rd Edn). Saunders.

INTRODUCTION TO COGNITIVE DEVELOPMENT

PSY 2 E 04 Optional 4 Credits

Course description: This course will provide a foundation on cognitive development.

Objectives: By the end of the course students are expected to gain a basic understanding about the nature of cognitive development, from a theoretical as well as practical perspective. Anyone interested in going for more advanced courses in this area or working in organizations, educational as well as welfare, dealing with children from a developmental perspective will benefit, out of this

UNIT 1: What is Development?

Evolving thoughts on the nature of development: Transformational and variational change, Developmental systems perspective, Epigenetic landscape model, Stages of development, Dynamic systems theory, Information processing perspective

Notions of difference: Nature versus nurture, Continuity versus discontinuity, Universal versus cultural specific

Theories of cognitive development: Core knowledge approach, Information processing approach and Cognitive neuroscience perspective

UNIT II: Exploring development

Research designs: Age comparisons (Longitudanal, Cross sectional, Time lag, Sequential and Microgenetic);

Paradigms for studying young infants: Habituation paradigm, Visual preference paradigm, Eye tracking, ERP

Ethical considerations (Consent when working with children; Confidentiality and researcher responsibility; With holding treatment)

UNIT III: Cognitive development in action – Autism Spectrum Disorders

Behavioural characteristics of autism (Impaired reciprocal socialization - reciprocal games, Joint attention, Impaired verbal and non verbal communication - Immediate and delayed echolalia, pronominal reversal, neologisms, idiosyncratic use of words and literal understanding of language; Impaired imagination – Pretend play, Perseverative behaviour)

Mind blindness - A cognitive deficit: What is Theory of Mind? Investigating ToM (Paradigms – False belief tasks or unexpected transfer tests or Sally-Ann task; Appearance reality tasks or deceptive box tests or Smarties test, False photograph test; Eyes task- and findings), ToM deficit in autism

Weak Central Coherence - A cognitive strength: Local and Global processing (Embedded figure test, Navon task; Homograph test), Central coherence in autism

Executive dysfunction – What is executive functioning; Nature of executive dysfunction in autism

Applying cognitive understanding of autism: Social stories; Visual work systems

UNIT IV: Cognitive development in action – Self regulation

What is self regulation? - Personality and Information processing perspective

Delay of gratification research (Psychodynamic account, Behaviourist account, Achievement motivation, Cognitive behavioural, Hot-Cold System)

Applying understanding of self regulation: As a contributor to academic achievement and wellbeing

Reference:

- Frith, U. (2003). *Autism: Explaining the enigma.* (2nd ed.). Oxford: Blackwell.
- Happe, F. (1994). *Autism: An introduction to psychological theory.* New York: Psychology Press.

- Harris, M. (2008). Exploring developmental psychology: Understanding theory and methods. New Delhi: Sage publications.
- Preface, Chapter 3, Chapter 4In Hoyle, R. H. (Eds) Handbook of Personality and Self Regulation
- Miller, S. A. (2007). Developmental research methods. (3rd ed.). New Delhi: Sage publications.
- Siegler, R. S., DeLoache, J. S., & Eisenberg, N. (2003). *How children develop*. Macmillan.

Professional Competency Course

Professional competency course is aimed to develop skill as a Psychologist. Student may select any one of the courses provided.

SELF DEVELOPMENT TECHNIQUES

PSY PCC 01 Professional Competency Course Credits 2

Outcome:

- To practice and train different self development techniques for relaxation, meditation, skill enhancement and therapy
- Train people on relaxation for stress management

Practice based course in

- Jacobsons Progressive Muscle RelaxationTechnique (JPMR)
- Social Skill Training
- Theatre of Oppressed
- Guided Somato Psychi Relaxation Technique (GSPR)
- Biofeedback & GSR
- Progressive Relaxation Training
- Passive Muscular Relaxation
- Goal Directed Visualization
- Yoganidra & Relaxation
- Trascendental Meditation

Life Skill Training

PSY PCC 02 **Professional Competency Course** **Credits 2**

Learning outcome

- To conduct life skill training for small group of participants.

The students in group has to learn life skills and life skill training and undergo life skill training with the support of a faculty member. It may to be implemented to a group of students, if the trainer approves the skill. The group of students has to organize the programme for a team of 30 members, conduct it and report their observations. A written report has to be submitted, which includes, the core life skills, the methods of training, and pre requisites and necessary arrangements done etc. There will be an evaluative viva voice, at the college level.

Semester 3

CULTURAL PSYCHOLOGY

PSY 3C 10 Core paper 4 Credits

Learning Outcomes:

- Describe the nature of culture and its significance for the study of psychological process.
- Describe and evaluate the range of research methods used in cultural psychology.
- Analyze and evaluate research articles in the fields of cultural and cross-cultural psychology
- Analyze and evaluate the effect of cultural change and cultural transition on psychological processes.
- Demonstrate an ability to apply knowledge from cultural psychology to a contemporary topic in multicultural societies

UNIT I. An Overview of Cultural Psychology

- Defining Culture- Issues and Concerns
- Need for Cultural psychology.
- Viewpoints from cultural Studies, Literature and Philosophy
- Research Methods in Cultural Psychology
- Careers and Training in Cultural Psychology.

UNIT II . Psycho-Social Factors in Culture

- Culture, Self and Social Behaviour.
- Culture and Change- theories
- Beyond Psychology: Introduction to Cultural Historical psychology and other disciplines
- Language and culture: Luria and Vygotsky- challenges to current developmental research
- Multiculturalism: Nature & Development of ethnic, folk & national identities and their relations. Enculturation- Acculturation

UNIT III. Scope of Cultural Psychology

- Mass psychology of fascism- Wilhelm Reich
- Feminism and Culture- Theoretical perspective-Griselda and Pollock
- Popular culture- Issues and concerns
- Film studies and Psychology- Visual Analysis- Tom Gunnigs & Micke Bal
- Folk Psychology and its implication for psychological science
- Organizational Culture.
- Research Culture

UNIT IV. Exploring Culture of India: Socio - Psychological Perspective

- Characteristic of Indian Psyche; Values, Morality & Justice in Indian Perspective (Ashish Nandy, Sudhir Kakar, A. Rolland, P K Varma & T S Saraswathi)
- Writings related to psychology in India. Sri Aurobindo – The Mother; Ajit K. Dalal, Durganand Sinha, and Girishwar Misra - Psychology for India; Anand C. Paranjpe and Koneru Ramakrishna Rao -Psychology in the Indian Tradition
- Analysis of myths in stories- Conducting regional studies/ ethnic studies- studying psychology behind rituals- like myths of Mahabali, Parashu Raman, rituals with 'Komaram'
- Conducting field observation and elite interviews for the Analysis of Art forms like Kathakali, Theyyam, Sarppam Thullal, Oppana, Margam kali, Chavittu Nadakam- to find out myth and psychological influences behind.
- Conducting ethnic studies/ field visits and report writing on Specific Incidents/ festivals like Kodungallur Bharani, Thottappan Theiyyam (Vaynattu Kulavan), Garudan Thookam,

References:

- O'Donohue, W., & Kitchner, R, F. (1996) The philosophy of psychology, Sage, London
- The Cambridge handbook of cultural historical psychology
- The sage handbook of cultural analysis

- Aurobindo, Sri (2007). A few representative short texts by Sri Aurobindo. Pondicherry: Sri Aurobindo Centre of Consciousness Studies. [These texts can be accessed at: http://www.saccs.org.in/texts/integralyoga-sa.php
- Ashraf, A (1994). Ethnic identity and national integration. ND": Concept.
- Kakar, S. (2012). The inner world: A psychoanalytic study of childhood and society in India (4th Ed.). New Delhi, India: Oxford University Press.
- Kakar, S. (Ed.) (1979). Identity and adulthood. New Delhi, India: Oxford University Press.
- Nandy, A. (1983). The intimate enemy. New Delhi: Oxford.
- Saraswathi, T. S. (1999). Culture, socialization and human development. New Delhi: Sage
- Nandy, A. Adorno in India: Revisiting the psychology of fascism. Indian Journal of Psychology, 1976, 51, 168–178.
- Ronald, A. (1988). In search of Self in India and Japan: Toward a cross-cultural psychology. Princeton, NJ: Princeton University Press.
- Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. New Delhi, India: Springer.
- Varma, P. K. (2010). Becoming Indian: The unfinished revolution of culture and identity. New Delhi, India: Penguin-Allen Lane.

APPLIED SOCIAL PSYCHOLOGY

PSY 3C 11 Core paper 4 Credits

Learning Outcomes:

- To understand different psychosocial reasons behind social issues and scientifically plan and execute psychosocial interventions
- Conduct work on minor research projects, based on behaviour to contribute for a positive social change
- explain how basic social psychological findings can be used to bring about desired changes
- compare different explanations for a social psychological phenomenon
- understand the differences between testing theories and testing interventions
- describe the available evidence for selected practical problems

UNIT I : Conceptual Bedrock

Concepts of social structure, social stratification and power; Ideology and social psychological enterprise. Locating the individual in society; Psychosocial interface: Depth, social constructionist, Marxist, Frankfurt School and Gandhian Perspectives; Practical theory; Notional of social anomalies and social problems.

UNITII: Social Cognition and theoretical foundations

Basic concepts in Social Cognition- Dual modes in social Cognition-Automatic and controlled-Attention and encoding- Memory.

Cognitive dissonance, social comparison, reactance, attribution, social identity theory, Field theory, Symbolic Interactionism, Social representation theory and discursive. Theory; Social theory

UNIT III: Human relationships:

- Social Motivation, Pro social Behavior; Aggression; Social emotion; Group dynamics; Group formation. Attachment; attraction; selection process; Self-Personal diversity-gender; Problem solving Conflict- management and resolutions, Attribution Process-Cognitive processing of Attitudes

UNIT IV: Applying Social Psychology

- In community- Stigmatization, social change, Psychological underpinnings of stereotypes, prejudices and discrimination; racism, communalism and terrorism; Issues of Colonization, Globalization, Acculturation and Commercialization
- In Politics-Domains of political Behavior, Psychology and its liberal ideological underpinnings.
- In Media- Influences on Social Behavior: of violence and aggression; nudity and pornography; surrogate advertisements, role of persuasion. Communication devices: the use and abuse of social networking/ technology and its role in social life & politics.
- Other areas of entry point for psychological practice: Business, Public Policies, Issues of – (gender, poverty, disability, marginalization – cultural bias & discrimination, migration, alienation); social suffering – (unemployment, child abuse & domestic violence, Casteism and communalism).
- Social Roles; obligations; rights and skills – of psychologist

Material for additional reading:

Classical studies in Social Psychology

-Social Facilitation and Social Loafing- Triplett's competition studies

-Cognitive Dissonance- Festinger's End of the world study

-Norm formation- Sheriff's Autokinetic Effect study

-Conformity- Asch's Line Judgement Studies

-Obedience- Milgram's Shock experiments

-Tyranny-Zimbardo's Standford Prison Experiment

-Steriotyping and Prejudice-Hamiltton's and Gifford'sillusory correlation studies

-Helping in emergencies- latane and Dartey's Bystander studies

References:

- Augoustinos, M.., Waker, I. And Donaghue, N. (2005). Social Cognition. New delhi:Sage Publication.
- Fiske,S.T. And Taylor, S.E. (2010). Social Cognition. Singapore: Mc graw Hill International Edition.
- Schneider, F.W., Gruman, J.A. And Coutts, L.M. Eds. (2005). Applied Social Psychology. NewDelhi: Sage Publication.
- Forgas, J.P., Fiedler, K. And Crano, W.D. (2015).Social Psychology and Politics. Newyork: Psychology Press.
- Smith, J.R . & Haslam,S.A .(2012). Social Psychology – Revisiting the Classical Studies.New Delhi: Sage Publication.
- Paines,A.M & Maslach ,C (2002) Experiensing Social psychology. MC Graw Hill Publishers: New York.
- Sansone,C.,Morf,C.C.& Panter . A.T.(2004) Hand book of Methods in Social Psychology.New Delhi: Sage Publications
- Millon,T & Lerner,M.J.(2003).Hand Boook of Psychology.
- Vol.5-Personality and Social Psychology.Canada:John Willy & Sons
- Hogg,M.A & Cooper ,J.C.() . The Sage Handbook of Social Psychology.New Delhi : Sage Publications.
- Steg ,L. Keizer,K., Buunk,A.P.&Rothengather,T.(2017).Aplied Social Psychology – Understanding and Managing Social Problems.Cambridge University Press.
- Aschford,J.B.,Lecroy,C.W&Lortie,K.H.(2006).Human Behaviour in Social Environment.Canada:Thomson Books
- Baryard,P.,Dillon,G.,Norman,C & Winder,B.Essential Psychology.2nd Ed (2015).Chapter 16- Critcal Social Psychology.New Delhi:Sage Edge.

PRACTICAL – III

(Diagnostic Testing)

PSY 3C 12 Core paper 2 Credits

1. Neuro –psychological Tests

1. BGT- Bender Gestalt Test
2. WMS – Wechsler Memory Scale
3. Stroop Color Word Test
4. EVAT – Benzen's Visual Attention Test
5. LNNB – Luria Nembroka Neuro Psychological Battery

2. Aptitude Tests

6. DAT – Differential Aptitude Test

3. Personality Related Tests

7. Attitude Scale
8. IAS Inventory
9. Maladjustment Scale
10. Coping Skills
11. Depression Scale

IV. *Research Designs:*

12. Randomized group Design – Bilateral Transfer
13. Randomized Block Design – Masses v/s spaced practice
14. Factorial Design – Reaction time

V. Personality, Development Related

15. Locus of Control
16. PGI Memory Scale

17. Developmental assessment Scale

18. Biofeed Back

19. Emotional Maturity Scale

20. Social Maturity Scale

VI. *Bio feedback Training*

21. Brain waves – Alpha Generator

22. Galvanic Skin Responses

PRACTICUM

PSY 3C 13 Core paper 4 Credits

Students are expected to visit any organization that apply Psychology in practice in any of one month (30 days time with minimum 20 day's full time attendance) during the 2 moths summer vacation. There the student has to study under the supervision of a guide under the supervision of a guide there to understand and develop skill in the application of psychological principles in the organization. It can be anywhere in or out side India, where the student has to bring a written report about the functioning of the organization, objectives, vision/mission and the experience during internship to develop their understanding and skills in the tenure. The internship can be done through day visits, postings or residential mode, as per the strategy of the organization. The supervisor from the organization has to see the report prepared and attest, but no valuation of performance is being done, whereas the report will be assessed by the external expert during the viva-voce, in connection with the practical examination of the Diagnostic Testing (Practical III). It is advisable to have supervising guide from the organization with master's degree, M. Phil/PD in Psychology, or related fields.

PSY 3 E II & III	ELECTIVE II & III	Optional	4 credit

Note: Number of elective courses that should be studied by students – Two

Choices for Elective II & III

PSY 3 E 01	Career Psychology
PSY 3 E 02	Perspectives in Educational Psychology
PSY 3 E 03	Psychopathology – II
PSY 3 E 04	Cognitive Development: Infancy Through Childhood
PSY 3 E 05	Advanced Research Methods
PSY 3E 06	Training Methodologies (Offered also for the students of other Departments)

CAREER PSYCHOLOGY

PSY 3E 01 Optional 4 Credits

Prerequisites:

Graduates in Psychology, Education, Management and Social work

Learning Outcome:

- Apply theories of career planning, ethically and effectively into career choices of one self and others

- To intervene into issues related to career decision making

Course & Learning Objectives:

- To understand problem areas that affect gender roles, racial and ethnic socialization and career decision making process
- To apply the theories of career counselling in real life situation.
- To know the developmental and life stages that are part of the career development process
- To know the critical theories of career development.
- To know what career development is and the interventions used to facilitate career planning of children, adolescents and adults in an ethical manner.

UNITI: Introduction to Career Counselling

Introduction, Historical Development, Counselor Roles and Settings, Conducting Career Counselling, Ethical Issues in career counseling, Different approaches- Feminist – Cultural

UNITII: Psychological Theories of career Development.

Theories of career Development, Theories of Decision making, Adult career development, Counselling theories, Trait and Factor theories , Theory of circumscription

and compromise, Social-cognitive theory, Super's Development theory, Theory of work and Adjustment, Holland's theory of Vocational Personalities and work environment.

UNITIII: Career Information & Resources

Technology to support Career Counseling- Career Guides – Career Magazines – Career Webs – National and International Career information Centers. Career Test- Interest - Personality – Aptitude – Values, Assessments in Career Planning, Types of Assessment Report Writing.

UNITIV: Designing and Implementing Career Development Programes and Services in Different Setting

Interventions in Elementary, Middle, and High Schools. Career Development Interventions in Higher Education and Community Settings.

References:

- Gladding, S. T. (2009). *Counseling. A Comprehensive Profession*. India: Perason New Delhi.: Education.
- Kidd, J. M. (2006). *Understanding Career Counselling. Theory, Research and Practice*. Sage Pubilication Ltd.
- Seligman, J. (1994). *Developmental Career Counselling and Assessment*. New Delhi: Sage Publication Ltd.
- Swanson, J. L., & Fouad, N. A. (2010). *Career Theory and Practice. Learning through Case Studies (2nd ed).* Sage Publication Ltd, Washington DC:

PERSPECTIVES IN EDUCATIONAL PSYCHOLOGY

PSY 3E 02 Optional 4 Credits

Learning Outcome:

- Contribute to Education, with the theoretical knowledge of Psychology, especially in policy making and transformation

UNIT1: Behaviouristic Perspective

Educational implications of theories of Skinner, Bloom, Gagne- Mastery learning, Motivating students, technology in the classroom

UNIT II: Humanistic Perspective.

Roggers' perspective on Education, The notions of de schooling and the Education of the Oppressed.

UNIT III: Cognitive Perspective

Educational implications of theories of Piaget, Vygotsky, Bruner, Choamsky, Gardener – Constructivism: Experiential Education- Meta cognition- Information processing models- Problem solving: Techniques and solutions

UNIT IV: Psychology and Educational Reformations

Major changes that have been implemented in the school education of Kerala from 1990s onwards –strengths and Challenges – A vision for future. Higher Education- Challenges and issues- Impact of New Econmic Policy in Education sector

Activities to do:

- Visit and Observe school atmosphere and classroom behavior of students and teachers
- Visit local self-government body's and conduct an interview to enquire about their vision for education and attitude toward public education

- Conduct an analysis on the projects done by DIET in your District
- Compare and evaluate alternate streams of schooling and analysis the philosophy of each
- Practice and Prepare teaching modules for a unit, for a selected a standared
- Conduct a study on the Education of offsprings of teachers

References

- Snatrock, J.W (2001). Educational Psychology. New York: Mc Graw Hill.
- Henson, K.T. & Ellet, B.F. (1999). Educational Psychology for Effective Teaching. Belmont, C.A.: Wadsworth.
- Biehler, R.F. & Snowman, J. (1990). Psychology applied to Teaching. Boston: Houghyon Mifflin.
- Reynolds, W.M. & Miller, G.E. (Ed. 2003) Handbook of Psychology. Vol. 7 New Jersey: John Wiley & Sons.

PSYCHOPATHOLOGY – II

(Disorders of Child Hood and Adolescence)

PSY 3E 03 Optional 4 Credits

Pre-requisite: Graduate in Psychology/Sociology/Social work

Learning Outcome:

- To understand etiology and treatment of various, complex mental health stages, issues and development disorders.
- To develop skills in diagnosis of mental health issues.

Objectives:

- Knowledge about the development and clinical picture of various psychology disorder
- Familiarized the various concepts, assessment tools and classification techniques

UNIT I: Mental Retardation

- Definition
- Level of Mental Retardation
- Epidemiology
- Etiology
- Prevention

UNIT II: Leaning Disorders

- Definition
- Types: Reading, Writing and Mathematics disorders

UNIT III: Motor disorder & Communication Disorders

- Definition types

- Epidemiology
- Etiology

UNIT IV: Pervasive Developmental disorders

- Definition
- Types: Autism, Asperger's, Rett's
- Epidemiology
- Etiology

UNIT V: Attention Deficit Hyperactivity disorder

- Clinical features
- Epidemiology
- Etiology

UNIT VI: Eating disorder

- Clinical Description
- Types: Anorexia nervosa ad bulimic nerves
- Etiology
- Treatment

UNITVII: Anxiety Disorder of childhood

- Clinical features
- Types: Separation Anxiety, Avoidant, disorder, over anxious disorder
- Etiology
- Treatment

UNITVIII: Gender Identity Disorders

- Definition and clinical picture
- Epidemiology

- Types – Transsexualism, Intersexual disorder, Turners syndrome, Klinefelters syndrome, Congenital virilizing, Adrenal Syperplasia, Pseudohermaphroditism, Androgen Insensitivity syndrome

UNIT IX: Tic Disorders

- Clinical picture
- Types: Chronic motor, Vocal

UNIT X: Speech Disorders

- Clinical geatures
- Types
- Etiology
- Treatment

References

- Kaplan, I. H & Sadock, J. B., (2007) *Synopsis of Psychiatry, Behavioural Sciences/Clinical Psychiatry* London: Lippincott Williams & Wilkins
- Sarason, L. G., & Sarason, B. R., (2002) *Abnormal Psychology: the problem of maladaptive Behaviors.* Singapore: Pearson Education
- Sims, A (2003) *Symptoms in the Mind: An Introduction to Descriptive Psychopathology.* New York: Saunders.

COGNITIVE DEVELOPMENT: INFANCY THROUGH CHILDHOOD

PSY 3E 04 Optional 4 Credits

Course description: This course looks at the development of fundamental psychological processes that occur during infancy and childhood. It further discusses the need for promoting positive development and the role of psychologists through conceptual formulation and research in the field of cognitive psychology

Pre-requisite: Introductory understanding of cognitive development will be beneficial

Learning Outcome:

- To become aware of infancy and childhood as periods of intense cognitive development
- To be able to evaluate the concept of development viz-a-viz positive development
- To be able to critically evaluate topics in child development from a specific theoretical perspective as well as broader psycho-sociological understanding

UNIT 1: What babies do?

Sensory abilities: Basic sensory abilities of infants.

Visual perception: Pattern and face perception, Perceptual constancies and depth perception (Visual cliff), Knowledge of objects (Object permanence, Object Coherence, Object identity)

Attentional development: Phases of visual attention (Alertness, Disengagement and Sustained, voluntary attention)

Infant memory: Immediate retention, Recognition and Recall (Deferred imitation)

Infant categorization ability

Acquiring language: Nativist perspective (Critical period, encapsulation, Poverty of the stimulus arguement), Learning perspective; Phonological (Perception and production of speech), lexical (Word type learned first and constrains in learning), syntactic and pragmatic development

UNIT II: During childhood

Perceptual development: Holistic vs. Analytical; Global vs. Local processing), Face recognition, Object recognition

Understanding symbolic representation (Dual representation)

Development of attention span, Selective attention and Inattention (quite and active)

Executive functioning: Inhibition (Prepotent response and attentional inertia)

Memory development: Memory capacity, Rehearsal (Mediation, Production and Utilization deficiency), Memory for events (Scripts), Autobiographical memory

Categorization ability, Reasoning, and decision making

Principles of counting in early childhood (The One-One principle, The Stable-Order principle, The Cardinal principle, The Abstraction principle, The Order Irrelevance principle); Learning to read, write and math

UNIT III: Promoting positive development through cognitive psychology

The developmental assets framework; Growth versus fixed mindset; the Gardner and the Carpenter parenting; Mindfulness for children

UNIT IV: Some key topics

Piaget in the current time

Individual difference in development: Social and economic influences (Delay in gratification studies; Flynn effect)

Reference:

- Galotti, K. M. (2011). *Cognitive Development: Infancy through adolescence.* New Delhi: Sage.
- Goswami, U. (Eds.). (2011). *The Wiley-Blackwell handbook of childhood cognitive development 2nd edition*. UK: Wiley-Blackwell.

- Gopnik, A. (2016). *The Gardner and The Carpenter: What the New Science of Child Development tells US about the Relationship between Parents and Children. Macmillan*
- Vanderven, K. (2008). *Promoting Possitive Development in Early Childhood.* USA: Springer
- Carol Dweck's work

ADVANCED RESEARCH METHODS

PSY 3E 05 Optional 4 Credits

Learning Outcome:

- Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers.
- The student has developed the methodological skills necessary to conduct and report data collections, as well as evaluate preventive measures.
- make decisions about the appropriate use of basic research techniques and research design as they apply to answering different psychological questions
- Utilize specific research skills as they relate to the development and implementation of research designs in psychology, including experimental manipulation, operationalizing variables, measurement, and making decisions about validity and reliability

UNIT 1

Research and world view?: Ontology, Epistemology, Axiology, and Praxeology.
Understanding the notion of worldview.
Indian perspectives on Ontology, Epistemology, Axiology and Praxeology.
Paradigms of research:
Positivism, reductionism, rationalism. Interpretivism, constructivism, Feminism, post- colonialism, Participatory Paradigms, including Action Research.
Postmodernism, Transpersonal paradigm, Indian ways of knowing.

UNIT II : Research As resistance- racial methodologies

Why bother about ethics in research:-
Ethical considerations and the conduct of research - informed consent, trust, what is owed to those who fund research, those who allow the conduct of research in the

midst of their lives, anonymity? What role is there for Ethical Codes for researchers? Is there a place for 'covert' research as well as 'overt' research?

UNIT III: Research Status in India

Research Status in India – Felowships, Funding Agencies, Project Writting Skills, Problems encountered by Research and Researcher in India. Privatization in higher Education and research sector

Articles in Local and International Journals- Evaluation and its Significance

UNIT IV. Publishing Paper

Interpretation of Data and Paper Writing – SPSS/ qulaitive Data Analysis Software

Layout of a Research Paper, Journals in psychology, Impact factor and H Index of Journals, When and where to publish? Ethical issues related to publishing, Plagiarism and Self-Plagiarism

Use of tools / techniques for Research: methods to search required information effectively, Reference Management Software like Zotero/Mendeley, Software for detection of Plagiarism

Possible assignments:

- Publish a paper
- Proposal presentations
- Writing a reflective note on a selected journal article.
- Writing a critical evaluation report of a thesis
- Role plays- practice Questioning
- Internships and Visits in research institutes
- Attending research activities
- Writting in malayalam

References:

1. Bahm, Archie J. (1995). Comparative philosophy: Western, Indian, & Chinese philosophies compared. Albuquerque, N.M.: World Book,
2. Bem, S. & de Jong, H.L. (2006). Theoretical issues in psychology- An Introduction (2nd edn.). New Delhi: Sage Publications.
3. Capaldi, E.J. & Proctor, R.W. (1999). Contextualism in psychological research: A critical review. New Delhi: Sage Publications. Cornelissen, M., Varma, S. & Misra, G. (2014). Foundations and application of Indian psychology. New Delhi: Pearson Education India.
4. Danziger, K. (1990). Constructing the subject. Cambridge : Cambridge University Press.
5. Donohue, W. And Kitchener, R, F. (1996). (Ed) The philosophy of psychology. New Delhi :Sage publications.
6. Ganeri, J.(2002). Ethics and Epics: The collected essays of Bimal Krishna Matilal. Oxford: Oxford University Press.
7. Gergen, K. J. (1991). Toward transformation in social knowledge. London: Sage
8. Gregory, Ian (2003). Ethics in research. London: Continuum.
9. Honer, H. and Okholm (1999). Invitation to philosophy:Issues and options. New York: Wadsworth.
10. Howell, K. (2013). An introduction to the philosophy of methodology. Los Angeles, CA: Sage.
11. Koltko-Rivera, M. E. (2004). The psychology of worldviews. Review of General Psychology, 8(1), 3-58.
12. Rakover, S. S. (1990). Metapsychology. New York Paragon
13. Ranganathan, Shyam (2007). Ethics and the History of Indian Philosophy, Delhi: Motilal Banarasidass.
14. Robinson, D. N. (1985). Philosophy of psychology. New York : Columbia University Press.
15. Smith, M.J. (1998). Social science in question: Towards a post disciplinary framework. New Delhi: Sage Publications.
16. Thomas Kuhn. (1996). The structure of scientific revolutions (3rd ed.). Chicago: University of Chicago Press.

17. Vidal, C. (2008). Wat is een wereldbeeld? (What is a worldview?), in Van Belle, H. &Van der Veken, J., Editors, Nieuwheid denken. De wetenschappen en het creatieve aspect van dewerkelijkheid, in press. Acco, Leuven.
18. William Braud (1998). Can research be transpersonal? Transpersonal Psychology Review, 2,(3) , 9-17. (UGC R) 420

TRAINING METHODOLOGIES

PSY 3E 06 Optional 4 Credits

Pre requisite: - Any post graduate student of Calicut University Campus from M. Sc Applied Psychology, M. Sc Psychology, MSW, M. Sc HRM or MBA

Objectives:

- To develop skills in TNA, Developing training modules, as per the need of the hour
- To develop tailormode training package
- To develop skill in facing challenges in training

1. Training: Content, Aim and Dynamics

Concept of training

Designing objectives and strategy (Expectations – Ground rules)

Adult learning – skills of learning – learning styles sociogram. Interpersonal skills. T groups – Human Relations training - Training process. Research in training

2. Factors influencing choice of training methods:

Preference and Barriers in culture, preparations, trainees need training. TNA, Duration, Status, Group, climate, Training Modules, Trainer and Training Styles. Proposal preparation

3. Participatory Training Methods:

Brain storming, Individual and Group assignments, Demostrations, and lab training, placements and field trips, facilitations and Monitory. Drama based training. Role, Play, games & stimulations. Interactive lecture-Experiential learning, presentation, exercises, Group discussions and focus group discussion, Case study fild- story – conversation – case analysis.

4. **Programmed Learning.** Assessing Effectiveness of training Designing training challenges in training – silent group , moving too fast or slow, talkative participant

Parallel interaction & side tracking conflict programme- testing and evaluation – observation and feedback analysis follow up training

Course evaluation – pre training and post training

Post training support

References

1. International labor office, Geneva (1992). *An Introductory Course in Teaching and Training Methods for Management Development.* Geneva: Sterling Publishers
2. Latift. A (1980) *Training for management*. New Delhi: Sterling Publishers
3. Lynton, R. P and Pareek, U (2011) *Training for Development* New Delhi: Vistaar Publishers.
4. Rac, L. (1985) *The Skills Of Human Relations Training.* Cambridge: Gowe Pubslihing Com. Ltd
5. Smith, H. C (1980*) Sensitivity Training*. New York: Mc Graw Hill Book Company.
6. Karen, L (1998). *The trainer's handbook*, USA: Jossey-Bass
7. Phil, R & Steve, M (20014) *500 Computing Tip For Trainers*. New Delhi: Crest publishing town

Semester 4

COUNSELLING PSYCHOLOGY

PSY 4C 14 Core paper 4 Credits

Learning Outcome:

- Can have conceptual understanding of counseling process and practice counseling
- Can do group counseling for awareness and premarital counseling.

UNIT 1: Introduction to Counselling:

Definition- Distinction Between Counselling and Psychotherapy -Goals of counseling - Historical and Professional Foundations of Counselling - Counselling process and methods – Characteristics of a helping relationship- Characteristics of an Effective Counselling relationships- Counselling Procedures/Skills-I: Initial procedures, the Initial counseling Interview, and counselling skills. Counselling Procedures/Skill-II: Advanced Empathy, self-disclosure and Interpretation; Action strategies: Role playing, Behavioural techniques, Decision-making Methodologies and problem – solving strategies. Principles and procedures of Group counseling. Ethical and Legal Aspects of counselling

UNIT II: Counselling Process and Theories:

Building counseling relationships – Working in a counseling relationships – Termination of counseling relationships - Psychoanalystic theory – Adlerian Theory – Existential Theory – Person-Centered Theory - Gestalt Theory – Cognitive-Behavioral Theories – Rational Emotive Therapy – Reality Therapy – Family Therapy

UNIT III: Counselling in Diverse Populations and Specilities

Counselling Aged Populations – Gender based counseling – Counselling and spirituality. Career counseling – Marriage, couple and family counseling- Professional School counseling – Abuse, Disability and community Counselling

UNIT IV: Training and Research in Counselling Psychology

Role of relaxation in counseling- Guided Somato psychic Relaxation (GSPR) - Jacobson's Progressive Muscular Relaxation.- Yoga relaxation - EEG, EMG, Bio-feedback relaxation - Transcendental Meditation: Research and Evaluation: Testing, assessment and diagnosis

Professional Issues in counseling- Evaluation of counseling-purpose, Difficulties and criteria.

References:

- Capuzzi, D., & Gross, D. R. (2008). Counseling and Psychotherapy. Theories and Interventions. New Delhi: Person.
- George, L.R., & Cristiani, T. (1981) Theory, Methods of processes of counseling and Psycho therapy. New Jersey: Prentice Hall Inc. Englewood and Cliffs.
- Gladding, S. T. (2009). Counseling, A Comprehensive Profession (6th Ed). Pearson: New Delhi.
- Kottler, J. A. & Brown, R. W. (2000). In introduction to therapeutic counseling (4th Ed) California Brroks/Cole Publishing Company.
- McLeod, J. (2003). An Introduction to Counselling (3rd Ed). New York: Open University Press.
- Patterson, E. L., & Welfel, E. R. (1999). The Counselling Process (5th Ed) California: Brooks/Cole Publishing Company.
- Sreedhar, K. P. (1996). Guided Somato-Psychic Relaxation: Trivandrum: LIFE.

CRITICAL PSYCHOLOGY

PSY 4C 15 Core paper 4 Credits

Learning Outcome:

4. To describe and evaluate different psychological theories, fields and arguments, based on cultural variations and ideologies- feministic, Marxian, neo Marxian, postmodern, liberation, deconstructionist theories.
5. apply your knowledge from various courses to new problems
6. take the perspectives of different actors in a conflict
7. appreciate the complex interactions of biological, individual, social and societal factors in shaping human behaviour

UNIT I – Philosophical concerns in Critical Psychology

Critique- Brief Introduction to Theories (Foucault, Derrida, Satre, Laccan, Levi-Strauss, Adorno, Malinowski, Erik Fromm, Durkheim)

Debate on Rationalism Vs Empiricism

Introduction to Post Modern theories

Paradigm shift- Carl Popper, Thomas Kuhn.

UNIT II – Historical Concerns in Critical psychology

Schools of psychology- critique and debates

Assessment Psychology- A Social justice perspective

Roots of Individual- Society dialectic

Ethics is psychology- threat of Eugenics, Violations in Experimental Research (Solomon Ash & Stanley Milgram), Rules and Regulations

UNIT III – Ontological Reflections in Psychology

Mind- Body problem, Causality and explanations, Mechanism and Reductionism, Nature vs Nurture; Subjectivity vs Objectivity; Theory vs Practice;

Science vs Social Science, trait- situation controversy and concept of interaction

UNIT IV – Epistemological reflections in Psychology

Discipline based issues in Psychology: Social psychology and social change, research methodology, personality, clinical psychology and Industrial psychology**,** Community change and Health psychology

Social issues and Psychology- culture, gender, race, colonization to globalization, social justice and human rights, oppression and empowerment

UNIT V – Structure of Revolutions in Psychology

Liberation psychology

Dialectical psychology

Participatory action research

Reflexivity

Disability studies

Psychology for social justice

Discursive Psychology, Feminist Psychology, Deconstructionist Psychology

References

- Parker, I (2015). Handbook of critical psychology. Routeledge

-Fox, D., Prilleltensky, I., & Austin, S. ( )Critical psychology: An Introduction

-Buss, A.R (1979). Dialectical Psychology. NewYork

-Ref; Fromm, E. (1994). Beyond the chains of illusion- my encounter with marx and Freud London

-Adrno, T (2003). The Jargon of Authenticity,Routledge

-Satre, 2003, What is literature

DISSERTATION

PSY 4 C 16 **CORE** **8 Credits**

This is minor level research in behavior, mainly intended to train in research methodology, logical thinking and report writing. The student can fix the topic and proceed the work with the help of a supervisor. A review of literature can be done and fix method before, actively collecting data. After analysis of the data, results may be derived. A detailed discussion, with support of theoretical argument may be done.

Dissertation report should include the need and significance of the study, review of literature, details of sample, tools and procedure, result and discussion and summary with the references included.

The research work may be done in quantitative or qualitative mode, as per the research problem; considering the originality of the problem, review chapters can be theoretical justification or arguments. The findings derived can be stated in the final chapter.

The student can also do a pilot study in the third semester and present it like a classroom seminar, so that it can be criticized by their peer. If interested the study can be extended to research work, so that more time can be utilized for the review phase. The final report can be printed on both sides of the paper in A4 size, and may include 80 to 150 pages. Two copies will be submitted for examination. A personal copy in Diary size can be kept by the student, which may be finalized after the external examination.

PSY 4E IV **Elective- IV Optional** **4 credits**

Note: Number of elective courses that can be studied by students – Two (where one is compulsory) Students can register for courses of their choice in the beginning of the semester.

PSY 4 E 01	Human Resources Planning and Development
PSY 4 E 02	Therapeutic Intervention Strategies –I
PSY 4 E 03	Therapeutic Intervention Strategies –II
PSY 4 E 04	Autism Spectrum Disorders: A Clinical and Cognitive Perspective
Psy 4 E 05	Life Skills: Training & Application (Offered also for the students of other Departments)

HUMAN RESOURCES PLANNING AND DEVELOPMENT

PSY 4 E 01 Optional 4 Credits

Pre-requisites: Students studying PG Psychology or Business, who is interested in Organization Behaviour, Industrial Management and Relations.

Learning Outcome:

To work in organization for the human resource Development

To practice organizational development techniques to utilize human capacities and cognition for material development and harmony.

Objectives:

- To impart wider knowledge base in HRD
- To improve skills of students to become HR professions

UNIT- I. Overview of Human Resources, Historical Evolution, Integrated HR-Function, HR Issues, Corporate and HR-Environment, Strategy Environment, Strategic Management.

UNIT - II. HR Instruments, HRM and Diversity Issues, HR Planning at Enterprise Level, Need for Systematic planning, Planning Process, Operating Environment- Internal and External, The manpower plan, Job Description

UNIT - III. Recruitment and Selection, Strategic selection, Interpretation and Evaluation of Interview data, Employee Induction Programme.

UNIT- IV. Performance Appraisal, Measures of Appraisal, System Components Appraisal Methods, Ethics of Appraisal, problems and Issues. Employee Training, Training Needs and objective setting, Methods of Training, Development, Needs, Human Resource Development, Development Process, Change Management.

References:

- Deb, T. (2006). Strategic approach to Human Resource Management. Concept, Tools & Application. New Delhi: Atlantic Publishers and Distributers.

- Pareek, U. (2003). Training Intruments in HRD and OD. New Delhi: Tata McGraw Hill.
- York, K. M. (2010). Applied Human Resource Management. Strategic Issues and Experiential Exercises. New Delhi: Sage
- Snell, S., & Bohlander, G. (2007). Human Resource Management. New Delhi: Thomson
- Dessler, G. (2007). Human Resource Management (10th Ed). New Delhi: Prentice Hall of India.

THERAPEUTIC INTERVENTION STRATEGIES –I

PSY 4 E 02 Optional 4 Credits

Pre-requisite:

M. Sc Psychology students only

Learning Outcome:

1. To diagnose, intervene and refer mental health issues
2. To do psychosocial intervention for primary, secondary and tertiary prevention.
3. To do psychological assessment and give report as per the need
4. To Familiarize with therapeutic procedures of helping the behaviorally impaired

UNIT I: Psychoanalytic Psychotherapy: Contribution of Freud – Free association. Dream interpretations Resistance, Transference and counter Transference. Neurosis, working through, Termination and the concept of unfinished work.

UNIT II: Dynamic, Humanistic and Interpersonal perspectives.Client – Centered Therapy: Carl Rogers- unconditional positive regard, Accurate empathy Genuineness and congruence, Self awareness and experiencing self actualization.

UNIT III: Gestalt Therapy: Frintz Perls – Self awareness, self acceptance, Role of dreams, technique of Switching Chairs, "Gestalt Awareness training", taking care of unfinished business getting beyond impasses.

UNIT IV: Family Therapy: "Identified client", difference between couples counseling and Family Therapy. Conjoint Family Therapy, Structured family therapy. Couples Counselling: Mutual need gratification, Social role expectations, communication patters, other interpersonal factors, skills in problem solving, faulty role expectations, mutual readiness to listen, motivation to improve the quality of mutual relationship.

Practicals :

A student may be made a client and a client – centered- therapeutic approach may be stimulated with reference to complicates in a situation selected by the student – client and process evaluated along variables like – unconditional positive regard, empathy, congruence and positive change.

Reference:

- Carson, C. R.; Butcher, J. N.; Mincka. S. (1998) 10th Edn 1998 update. Longman, New York
- Garfield, S. L. and Bergin, A. E. (1986) Handbook of Psychotherapy and Behaviour change (III Edn) John Wiley & Sons New York
- Rimm, D. C. and Masters, J. C. (1979) Behaviour Therapy, Academic Press, New York

THERAPEUTIC INTERVENTION STRATEGIES –II

PSY 4 E 03 Optional 4 Credits

Pre-requisite:

M. Sc Psychology students only

Learning Outcome:

- To diagnose, intervene and refer mental health issues
- To do psychosocial intervention for primary, secondary and tertiary prevention.
- To do psychological assessment and give report as per the need
- To Familiarize with therapeutic procedures of helping the behaviorally impaired

UNIT I: Behaviouristic perspective – Classical and operant conditioning; Techniques and their rationals; Technique of Extinction & Response elimination; Contingency management, graduated extinction, convert Extinction Negative practice; Stimulus satiation, Anxiety induction; Systematic Desensitization and Relaxation; In vitro, in vivo, JPMR, GSPR, Yoga based techniques, GSR and bio-feedback; Aversion therapy and its used; Aversive conditioning; Drug induced aversion; Modeling: Acquisition and facilitation of New behaviour Disinhibition and Vicarious Extinction. Additional Modeling procedures; Systematic use of Reinforcement; Assertiveness Therapy; Contingency Management – Token, Economy; Biofeed back treatment – Its use in Psychophysiological disorders

UNIT II: Rationale and techniques of cognitive behaviour therapy; Rational Emotive Therapy, Stress inoculation therapy Becks' Cognitive Behaviour therapies.

UNIT III: Self Control Techniques – Self Control in obesity. Study behaviour

UNIT IV: Evaluation of Behavioural Interventions.

Suggested Practicals:

The students may outline the treatment of one actual case of phobia either from the college or from a clinical set up using systematic Desensitization and a handwritten record shall be submitted

Reference

- Carson, C. R.; Butcher, J. N.; Mincka. S. (1998) 10th Edn 1998 update. Longman, New York
- Garfield, S. L. and Bergin, A. E. (1986) Handbook of Psychotherapy and Behaviour change (III Edn) John Wiley & Sons New York
- Rimm, D. C. and Masters, J. C. (1979) Behaviour Therapy, Academic Press, New York
- Sreedhar, K. P. (1996) Guided Somato Psychic Relaxation Life, Trivandrum. S

AUTISM SPECTRUM DISORDERS: A CLINICAL AND COGNITIVE PERSPECTIVE

PSY 4 E 04 Optional 4 Credits

Course description: In this course the Autism will be understood from a clinical as well as a cognitive perspective. The interactions between the two and how each contributes to enhancing the other perspective will be focused on.

Learning Outcome:

1. To understand the etiology and diagnosis of autisim Spectrum Disorders.

2. To intervene into case of autism spectrum disorders, for the welfare of the client and awareness of the society.

Syllabus:

UNIT I: Clinical picture of Autism

Autism in history: Initial descriptions, Nosology, Causation and treatment

Features: Deficits in social communication and social interaction (social-emotional reciprocity – Joint attention, Deficits in nonverbal communicative behaviors – Use of eye contact, facial expressions, Gestures etc, Play and socialization – Pretend play, Aloof, Passive, Active but odd)

Restricted, repetitive patterns of behavior, interests, or activities

(Stereotyped or repetitive motor movements, Insistence on sameness,

Narrow interest, Sensory issues)

DSM 5 classification: Changes and implications

Causes: Genetic, Neurological, Environmental

UNIT II: Cognitive profile in Autism

Theory of Mind hypothesis (What is Theory of Mind?; Theory of Mind in children – Understanding desires and intentions, deception, emotion; What are the deficits seen in the population with autism – Mind blindness: False beliefs, Language of the eyes)

Weak central coherence hypothesis (Cognitive styles - global-*holistic vs*. focused-detailed, field-dependent *vs*. field-independent; Cognitive style in autism – Detail focused processing, Processing of contextual information)
Executive dysfunction hypothesis; its relation to Theory of Mind and Weak Central Coherence)
Social orientation deficit hypothesis
Systemising-Empathising theory (Extreme male brain)

UNIT III : Psychological interventions in Autism

Behaviour based programs (Discreet trial, Pivotal response training)
Interventions focusing on social emotional understanding and competence
(Joint attention, Symbolic play, Theory of Mind, Social skills, Social stories)
Evaluating psychological interventions in autism (What works?)

UNIT IV: Some concepts in autism research and practice

Broader Autism Phenotype (Expression of autistic traits among parents and siblings)
ASD: Categorical or Dimensional (Presence and effect of autistic traits in the general population)
Culture and autism (Cultural influence on cognition – Theory of Mind across cultures, Cognitive styles across cultures; Aspects of cross cultural studies in autism)

Reference:

Volkmar,F.R., Paul,R., Klin, A., & Cohen, D (2014), Diagnosis, development, Neurobiology and Behaviour, *Handbook of Austism & Pervasive development Disroders* (3rd Eds), vol 1
Volkmar,F.R., Paul,R., Klin, A., & Cohen, D (2014), Diagnosis, Development, Neurobiology & Behaviour, *Handbook of Austism & Pervasive development Disroders* (3rd Eds), vol 2

LIFE SKILLS: TRAINING & APPLICATION

PSY 4 E 05 Optional 4 Credits

Pre requisite: - Any post graduate student of MA/M. Sc programme in the Calicut University main campus

Learning Outcome:-

- To understand Life Skill concepts of WHO
- To understand lack of life skills in different situations and groups
- To develop skills in life skill training for different group
- To develop in psychological intervention with life skill perspective
- To develop training modules for life skill training as per the objectives and challenges

UNIT – 1: Life skills an Introduction

- Healthy Life styles- Life skills of healthy life styles
- Life skills for stress and time management
- Examination anxiety – study habits, symptoms of anxiety – overcoming anxiety, goal setting and planning

UNIT – I1: Life skills and Environmental concerns

- Global warming, Green house effect, climate change, Deforestation , soil erosion, - Role of man and effects of man
- Ecosystem – Life skills for Environmental Protection and sustainable development Media influences – Life skills for Media Literacy

UNIT – 1II : social and National concerns

- Culture – cultural values – subculture language and culture
- Life skills for understanding and respecting all cultures
- Life skills for National integration and social harmony
- Peace, Security, Tolerance, Brotherhood, Secularism, ‘Sathbhavana’
- Fraternity and Pluralism
- Challenges to social harmony

UNIT – 1V: Life skills in different areas

- Life skills for career planning and development
- Preventing substance abuse, addictions and alcoholism
- Awareness programme for women's Right, Gender Equality and Equity.
- Life skills for women empowerment
- Life skill training for various groups
- Assertiveness – adolescents, youth, women
- Organizational training

Reference

- WHO (1999) Partners In Life Skills Education: Conclusions from a Uninvited Nations Inter-Agency Meeting, Geneva
- UNESCO and Indian National Commission for Cooperation (2001) *Life skills in Non-formal Education: A Review*. Paris
- Hurlock, B. E (2007) *Developmental Psychology*. New Delhi: Tata MC Grew Hill Publishing Co. Ltd
- Rajasenan, U (2010) *Life skills, Personality and Leadership*. Chennai, RGNIYD
- Jacobs, E , Masson, R.L & Harvill, R. L (2002) *Group Counselling*. Canada Brooks/ Cole Thomson Leaning
- Nelson – Jones, R (2007) *Life Counseling Skills*. New Delhi: Sage Publishers

File Ref.No.5242/GA - IV - B1/2012/CU

UNIVERSITY OF CALICUT

Abstract

General and Academic - Faculty of Humanities- Scheme and Syllabus of MA Folklore Programme incorporating Outcome Based Education- Implemented in the Teaching Department of the University - w.e.f 2020 Admission onwards -Subject to ratification by Academic Council -Orders Issued

G & A - IV - B

U.O.No. 5572/2021/Admn Dated, Calicut University.P.O, 25.05.2021

Read:-1. U.O.No. 14761/2019/Admn dated 21.10.2019
2. Minutes of the meeting of the BoS in Folklore(SB) held on 20.04.2021(Item No.1)
3. Remarks of the Dean Faculty of Humanities, dated 22.05.2021.

ORDER

1. The scheme and syllabus of MA Folklore Programme under CCSS PG Regulations 2019, w.e.f 2019 admission onwards has been implemented in the Teaching Department of the University, vide paper read (1) above.
2. The meeting of the Board of Studies in Folklore(SB) held on 20.04.2021, vide paper read (2) above, has approved OutCome Based Education (OBE) in the existing syllabus of MA Folklore Programme, under CCSS PG Regulations 2019, without changing the content. w.e.f 2020 admission onwards.
3. The Dean Faculty of Humanities, vide paper read (3) above, has approved the above resolution of the Board of Studies in Folklore(SB) held on 20.04.2021.
4. Considering the urgency in implementation of the syllabus, sanction has been accorded by the Vice Chancellor on 22-05-2021 to implement Outcome Based Education in the existing syllabus of MA Folklore Programme (CCSS PG 2019), without changing the content in the Teaching Department of the University with effect from 2020 Admission onwards, subject to ratification by the Academic Council, vide paper read as (4) above.
5. The scheme and syllabus of MA Folklore Programme under CCSS PG Regulations 2019 incorporating Outcome Based Education (OBE) in the existing syllabus, without changing the content , is therefore implemented in the Teaching Department of the University with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Ajitha P.P

Joint Registrar

To

HoD , Dept. of Folklore Studies
Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V/EX and EG Sections/GA I F/ CHMK Library/Information Centres/IQAC/SF/DF/FC

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

SCHOOL OF FOLKLORE STUDIES

SCHEME & SYLLABUS
Of
MA Folklore Programme
(CCSS-PG-2019)

(2020 Admission Year onwards)

Contents

	Pages
1. Structure of the Programme	5
2. Evaluation and Grading	6
3. Syllabus - MA Folklore	8 - 9
4. Detailed Syllabus - Semester 1	10 - 23
5. Detailed Syllabus - Semester 2	24 - 36
6. Detailed Syllabus - Semester 3	37 - 49
7. Detailed Syllabus - Semester 4	49 - 61
8. Model Question Papers	62-101

STRUCTURE OF THE PROGRAMME

Programme Duration	4 Semester
Accumulated minimum credit required for successful completion of the Programme	72
Minimum credit required from Core Courses	48
Minimum credit required from Elective Courses	16
Minimum credit required from Dissertation	8
Minimum and maximum credits to be registered in a Semester	16 -24
Minimum attendance required	75 %

Programme Objectives

- Identify the folk tradition of Kerala
- Analyze the impact of global culture and communications of folk culture and communication.
- Differentiate local/ folk / traditional knowledge from global / academic / modern knowledge.
- Create proposals for scientific conservation / preservation of folklore of Kerala

Programme Specific Objectives

- Identify different folk and their interactives.
- Identify the role of lore in the formation and reformation of different folk in Kerala.
- Identify the evolution of cultural dynamism in Kerala.

There will be two compulsory courses - Ability Enhancement Course (AEC) &Professional Competency Course (PCC) each with 2 credits, for the mandatory requirement of a programme. These courses are be done within the first two semesters. The credits will not be counted for computing the overall SGPA/ CGPA of the student. The concerned department shall conduct examination for these courses and shall intimate /upload the results of the same to the University on the stipulated date during the III Semester. The student has to obtain only minimum pass requirements in these two courses.

Semester	No. of Core Courses	Credits from Core Courses	Abilitiy enhancement / Professional Competency Courses	Credit from audit courses	No. of Elective Courses	Credits from Elective Courses	Total Credits (Core, Elective and Dissertation)
1	4	16	1	2	Nil	Nil	16
2	4	16	1	2	Nil	Nil	16
3	2	8	Nil	Nil	2	8	16
4	2	8	Nil	Nil	2	8	16
Dissertation							**8**
Total							**72**

Eligibility for Admission: Any graduation recognised by UGC/ Calicut University with a minimum of 45% marks or equivalent grade

EVALUATION AND GRADING

The evaluation scheme for each paper shall contain two parts

a) Internal evaluation

b) External evaluation

20% weight shall be given to the internal evaluation. The remaining 80% weight shall be for the end semester evaluation.

Internal Evaluation:

The internal evaluation shall be based on a predetermined transparent system involving periodic written tests, viva-voce, seminars and attendance as detailed below in:

Theory Paper	Marks
a. Attendance / Class Room Participation	3
b. Seminar	5
c. Test Paper	8
d. Viva-voce	4
e. Total	20

End-semester/external evaluation:

The end-semester examination is to be conducted with question papers set by external examiners. Each question paper shall consist of 10 objective type questions with one mark each, 8 short answer type questions with 5 marks each from 10 choices and two essay type questions with 15 marks each from 4 choices. The evaluation of the answer scripts shall be done by the teacher offering the course and an external expert based on a well-defined scheme of valuation framed by them.

The valuation scheme for Dissertation:

The valuation shall be jointly done by the supervisor of the project in the department and an External Expert from the approved panel, based on a well-defined scheme of valuation framed by them as detailed below:

Sl. No.	Particulars	Weightage (%)
1.	Formulation of the Research Problem / Objective	20
2.	Methodology	15
3.	Analysis	25
4.	Presentation of theme, organization, linguistic style, etc.	10
5.	Viva-voce examination based on the Dissertation	30
	Total	100

SYLLABUS OF MA FOLKLORE

Revised with effect from 2019 Admission

(2 YEAR – 4 SEMESTER COURSE)

Choice Based Credit Semester System

I Semester

Course	Code	Name	Credit
Core 1	FLS1C01	Introduction to Folklore	4
Core 2	FLS1C02	Kerala Folk	4
Core 3	FLS1C03	Kerala Folklore and Field Methodology	4
Core 4	FLS1C04	Academic Disciplines - Situating Folklore	4
	FLS1A01	Title of the Course - Ability Enhancement Course	2

II Semester

Course	Code	Name	Credit
Core 5	FLS2C05	Folkloristics - Beginning Theory	4
Core 6	FLS2C06	Folkloristics Through Ages	4
Core 7	FLS2C07	Folkloristics - Modern Era	4
Core 8	FLS2C08	Approaches in Folkloristics	4
	FLS2A02	Title of the Course - Professional Competency Course	2

III Semester

Course	Code	Name	Credit
Core 9	FLS3C09	Folkloristics - Post Modern Era	4
Core 10	FLS3C10	Research Methodology	4
Elective 1	FLS3E01	Folklore Museum and Archiving	4
Elective 2	FLS3E02	Computational Folkloristics	4
Elective 3	FLS3E03	Folklore and Mass Media	4
Elective 4	FLS3E04	Ritual and Society	4

IV Semester

Course	Code	Name	Credit
Core 11	FLS4C11	Folkloristics in 21st Century	4
Core 12	FLS4C12	Field Work	4
	FLS4P01	Dissertation , Report Writing and Viva-voce	8
Elective 5	FLS4E05	Web Programming and Design Tools	4
Elective 6	FLS4E06	Visual Production	4
Elective 7	FLS4E07	Folk Knowledge System	4
Elective 8	FLS4E08	Semiotics	4

CREDIT DETAILS

Semester	Credit Core	Credit Elective	Project	Total Sem. Credit
1	16	--	--	**16**
2	16	--	--	**16**
3	8	8	--	**16**
4	8	8	8	**24**
Total	**48**	**16**	**8**	**72**
Required Minimum Credit	**48**	**16**	**8**	**72**

UNIVERSITY OF CALICUT
SCHOOL OF FOLKLORE STUDIES

MA FOLKLORE 2019 Admn

(2 YEAR – 4 SEMESTER COURSE)
Choice Based Credit Semester System

SEMESTER I

FLS1C01 - INTRODUCTION TO FOLKLORE

Credits: 4
Prerequisites: Nil

Brief description of the course:

This course is an introductory to the subject folklore and it consists of five modules dealing with the general introduction to the subject folklore. The purpose of the course is to familiarize the student with folklore and folkloristics.

Course-outcome:

It helps the students to have general idea, what the subject folklore is and academic differently approaches towards folklore (data). Any subject has its own evolutionary path and in the same way folkloristics also developed according to the socio-political surroundings during different ages.

Module 1 - Folklore as data

Data as a cognitive process - Folk: Native folk and Academic, Folklore as artifact, mentifact and socio-fact

Module 2 - Definition of Folklore

British School - The German School - Finnish School - The American School - Indian School

Module 3 - Classification of Folklore

R. S. Boggs - Richard M. Dorson - Anti Arne - Stith Thompson

Module 4 - Functions of Folklore

Andrew Lang - Emile Durkheim - Malinowski - Radcliffe – Brown - William R. Bascom

Module 5 - History of Folklore

Europe - America - Asia - Reference to India - Specific Reference to Kerala.

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FLS1C02 - KERALA FOLK

Credits: 4
Prerequisites: Nil

Brief description of the course:

This course is an introductory to different folk tradition and it consists of five modules dealing with the different aspects related with the different folk in Kerala. The purpose of the course is to familiarize the student with the folk of Kerala.

Course-outcome:

It helps the students to have general idea about the different folk from Kerala.

Module 1 - Human Geography and Folk Tradition

Descriptive Geography to Explanatory Geography- Critical Human Geography -Folklore and Spatial relation- Production of living spaces in Folk culture- lived spaces and lived experiences- embeddedness of culture and folk cultural artifacts – Production of spaces and production of cultural artifacts in oral tradition of Kerala – space and spatial dimension of folk culture- socio- spatial dialectics in folk culture. Kerala folklore – genesis and development- Fok tradition as folklore and folk tradition as repository of cultural past.

Module 2 - People, Lived Spaces and Life worlds in Pre-modern Kerala.

Representation of Geography and ecology of early Kerala in Classical Tamil Texts- forest -mountains -valley- hillock – dry areas - wetland- marshy and estuarian lands - coastal landscape- changes in season – tinai spatiality – tinai as lived spaces – micro-eco zones - settlements in early historical period- people and life activities - kuti – ur- natus - kutimakkal and life activities – multiple economies and its spatiality – hunting gathering – slash and burn / punam cultivation – pastoral activities – coastal life and life activities in neythal region - forest and parambu lands - gender relations – kalavu and karpu forms of women relations. Social division- melor - kizhor – izhichinan - izhipirappalan. Influence of budha-jain and brahmains- Power structure in the chiefdom polity- migration

from mullai -kurinchi region to river valleys - formation of river valley settlements - uzhakkuti – erin vazhnarkuti- development of wetland agriculture- multiple economies – formation of natus- coastal towns and influence of Greeco Romans.

Module 3 - Life Activities and Cultural Forms

Expansion of urs and development of settler cultivators – formation of landholding groups- non-brahman settlements and brahman migration – keralaolpathi tradition-story of Annamcherukili and migration of people from hilly area – Expansion of agriculture - vayal- kazhani- padam - kandam - vila -vilakam – thottam -parambu – purayitam - kara - karapadam- karai - katu and natu - parambu puratitam and coastal areas- developement of kutis -atiyar / al groups - forest and forest people – tribal life world - tribal knowledge and knowhow- technology and worldview of tribal people - coastal settlements and coastal life world - cultural and spiritual world of coastal communities .existence of multiple economies across Kerala- knowledge forms- water management- agriculture technology- exchange centers – chantha- angadi – nakaram – pattanam - diversities in settlements – thara – kuti – pura – mana. Illam. Clan and kinship forms – caste and kinship / clan relations – illam and kulam - kuttam– endogamy and marriage circles - family and property - gradation of rights on property – avakasam – janmavakasam – kuti janmam and rights over resources ,knowledge and skill. avakasham – mura- kramam- mariyada - vazhakkam its relations to lived spaces and social relations - ritual spaces and sacred centers – kavu - madapura- pati -kottam- temples- religion and spirituality - sacred and profane spaces. Martial culture – kalari – lokar -parisha - Art forms -popular and temple arts– dialogical imagination of popular performance- ritual articulations and subversion – aesthetics – critical and satiric - Heroic culture- vadakkan pattukal - thekkan pattukal- Chengannurati and Etanatanpattu – Theyyam- texts and performance- mudiyettu.- folk drama - Agriculture songs. Local dialects - community languages- tribal languages- manipravalam- linguistic diversities.

Module 4 - Material Culture and Power Relations

Power structure – nattutayavars – Polity under the Perumals -swarupams - jami – natuvazhi system - janmam – kanam – maryadas relations – desamarayadas – kutimaryadas – jati marayadas – janmi – kutiyan relations – caste relations – dalit communities and untouchables- caste hierarchy – untochability – theory and practice – forms of touch and untouch – theendal and thodil- social enclavisation -purity and pollution – machchiththam - forms of oppression and resistance – ritual subversion of dominance – symbolic repudiation of hierarchy and dominance- gender relations – gender and caste relations in oral culture - Concept of sin – social fear – sexuality and caste oppression – pulapedi mannapedi -pedi as an ideology and practice.

Module 5 - Political and Cultural Transformation in Modern Kerala

Portuguese – Dutch and English - Tippu and the modernization of Malabar -European contact and transformation in regional economies – Travancore -Cochi and Malabar- anti-colonial struggles in regional states - Pazhassi raja -Velu thampi and Paliyathachchan – Missionary writing culture on social relations - literature and language- Social reform – ideology and practice – imaginations and trajectories- caste – untouchability and gender question - tradition vs modernity- vernacular literature – Arabi malayalam literature – discovery of oral tradition and literature - land control and peasant question – nationalism - peasant struggles and left movement- Dalit -subaltern engagement on caste slavery- formation of modern public sphere -movement for united Kerala - political movements and development of parliamentary democracy- land question and land reform – emergence of middle class- literacy and writing culture- aesthetics – literature and performance tradition – popular and classical . Dalit and Adivasi literature – Kerala Model of Development andsocial exclusion of dalits -adivasi – fishermen and the unorganized sectors. Problems in education – health sectors -Communalism.

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FLS1C03 - KERALA FOLKLORE AND FIELD METHODOLOGY

Credits: 4
Prerequisites: Nil

Brief description of the course:

This course is giving an elaborative knowledge about Keralafolklore. Besides this this unit is giving knowledge about Folklore Field Methodology and Data collection, which is necessary for the study of folklore. The purpose of the course is to familiarize the student with Kerala folklore and field methodology and data collection.

Course-outcome:

1. This course familiarizes the student with Keralafolklore.
2. One module of the course is give training to student in folklore field work and data collection.

Module 1 - Kerala Folklore and Folkloristics

Introduction to Kerala Folklore - Kerala Folkloristics through ages - Folkloristics.

Module 2 - Concept of Genre and Important Genres in Folklore

Concept of Genre – Genre and Classificatory System – Genres and subgenres - Genre in Folklore – Definition of each Genre – Myth, Legend, Folk tales, Ballard, proverb, riddle, anecdote, ritual, folk art, folk performance, material culture, festival, etc. - Genre theory in folklore – Academic category and native category.

Module 3 - Genre Classification of Kerala Folklore

Academic categories available in Kerala Folklore, giving examples from Kerala – Native Genres in Folklore.

Module 4 - Folklore as a Field Science

Why Folklore is considered as Field Science – The whole academic exercise is based on field data - Concept of informant - Active / Passive / Bearers of Tradition - Folklore as Data - What is Field - Pre-field preparation - Field note - Field Diary - Primary, Secondary and contextual data

Module 5 - Introduction to the Methods of data Collection

Observation method (participant observation method and non-participant observation) – Interview Method - Questionnaire Method - Schedules -

Ethnographic method - Dialogical method - Evaluation of these methods in the light of Kerala Folklore data - Concept of writing culture - idea of thick descriptions.

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FLS1C04 - ACADEMIC DISCIPLINES - SITUATING FOLKLORE

Credits: 4
Prerequisites: Nil

Brief description of the course:

Any discipline is not in isolation. Its emergence and evolution is amidst in all other disciplines. This paper is meant to get a clear understanding how folklore have been developed in tune with theoretical development in all other social sciences.

Course-outcome:

1. This course helps the students to understand what a discipline is.
2. The course starts from the concept of discipline and recognize folkloristic as an academic discipline. So it helps the students to clarify the changes happened in the field of folklore.
3. It helps the students to locate the subject, folklore within all other academic disciplines.

Module 1 - Concept of Discipline

Beginnings of Epistemology - Two dimensions of discipline: Epistemic and Social - Concept of discipline - Michael Foucault - Characteristic of discipline.

Module 2 - Holistic Approach and Folklore

The Greek and Indian Model - Philosophical base as construction of knowledge.

Module 3 - Segmentation of knowledge and folklore

Emergence of University system – Nature and Society – Nature: Physical Science and Natural Science – Society: Humanities and Social Science.

Module 4 - Fragmentation and Folklore

Emergence of Departments and Centres – Discipline – Subjects – Specialization – Super Specialty.

Module 5 - Trans-disciplinarity and Folklore

Inter-disciplinary and multi disciplinarity approach - Folklore as inter-disciplinary subject - Trends towards holistic approach

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5. Hallam, Richard S,2009: Virtual selves, real persons :, a dialogue across disciplines / Cambridge, UK ; | New York : Cambridge University Press, : ISBN: 9780521509893 (hardback : alk. paper) Book.
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8. Man and the universe :, in the orthodox systems of Indian philosophy /Pandey, R. R.Delhi : GDK, 1978 : 200 p. ;

FLS1A01 - Title of the Course: Ability Enhancement Course

Credits: 2
Prerequisites: Nil

Brief description of the Course:

There are two modules in the course. In the course, students are expected to do some exercises in Field work , data collection and data management suggested by the course-instructor. This will help the students to do effective field work to collect data for their research and writing .This module attempt to recognize some basic problems and their possible resolution related to data mining and exploration in the field of folkloristic research.

Course-outcome:

1. At the end of the course, the student is expected to master the skills in field work
2. This will enhance the ability of the student in understanding problems and skills in field work

Module 1: Field work and data collection

Field work: Pre field preparation- filed techniques- ethics
Methods of Collection: Data theory - Importance of data - types of data, sources of data, and methods of collecting primary data - Observation - Meaning and importance - Advantages – limitations. Interviewing - Meaning and importance - advantages – limitations.Content analysis - Meaning and application.Tools for Data Collection - Observation Schedule - Interview Guide - Interview Schedule and Questionnaire - Data Schedule - checklist - Processing data - writing.

Module 2: Data management

Folklore is an autonomous field of study with its data based approach clearly differentiate from other allied discipline distinction between textual and contextual folklore, specifically in the case of data management for performing Folk Arts - Theoretical perspective of Folkloristics

SEMESTER 2

FLS2C05 - FOLKLORISTICS - BEGINNING THEORY

Credits: 4
Prerequisites: Nil

Brief description of the course:

Folklore, as data had been taken by scholars by different disciplines even before the emergence of the discipline folklore. Later when folklore attained the status of a discipline it considered all theories and concept based on folklore data as a part of it. This paper deals with the approaches of different disciplines towards folklore data viz. Religious perspectives, evolutionary perspectives, diffusion perspectives, functional perspectives, etc.

Course-outcome:

1. This course provides the students an interdisciplinary outlook of folklore
2. It gives an understanding how scholars from different disciplines looked at Folklore and how it is beneficial to the discipline Folklore.

Module 1 - Religious Perspectives

G. J. Frazer, Emile Durkheim

Module 2 - Evolutionary Perspectives

E.B. Tylor, L. H. Morgan

Module 3 - Diffusion Perspective

Grimm Brothers - Max Muller

Module 4 - Diffusion Perspectives

Theoder Benfey - Kaarle Krohn

Module 5 - Functionalist Perspectives

Malinowski - Rad Cliffe - Brown - William Bascom

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FLS2C06 - FOLKLORISTICS THROUGH AGES

Credits: 4
Prerequisites: Nil

Brief description of the course:

Any emergence and evolution of any discipline and theories involved within it is to satisfy the needs of the respective socio-political situation Folklore is not an exception. This paper gives an idea how folklore (data and theory) related to different situations from pre-industrial to globalize.

Course-outcome:

Once the course is completed the students should get the clean idea about the socio-political evolution that happened since pre-industrial era and also get the knowledge how the socio political change happen effected and reshaped in discipline folklore time to time.

Module 1 - Pre-industrial influence

Savagery : Food gathering stage - Social Formations - Manifestations.

Barbarism : Food Producing - Pastoral - Peasantry - Feudal Social Formations - Manifestations.

Module 2 - Industrial Influence

Renaissance and Reformation - Discovery of alien cultures - Industrialization - Emergence of Popular Antiquities - Positivism - Empiricism - Colonialism - Nationalism - Structuralism - Marxism.

Module 3 - Emergence of industrial and commercial urban centres.

Rural - Urban Continuum - Acculturation and Enculturation . Emergence of folklore as an Academic Discipline.

Module 4 - Post Industrial Influence

Decay and Revival of Folklore - Public Sphere of Folklore - Emergence of Post Industrial Folk - Spatial V/s Virtual impact of post-modern thoughts in Folkloristics - Feminism, Marginality, etc. Post Structuralism and Folklore.

Module 5 - Globalization Influence

Impact of liberalization on folk and folklore conceptions - Identity studies local, Global and Glocal Folklore : Cultural commodification and culture industry issues on the rights over folklore Homogenization and Hybridization - Role of National and International Agencies.

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FLS2C07 - FOLKLORISTICS - MODERN ERA

Credits: 4
Prerequisites: Nil

Brief description of the course:

This course expains folkloristics in the modern era. The theories, even though originated in the other disciplines but, taken by scholars in folklore and applied in folklore data later, these theories accommodated as theories in folklore as it is applicable to folklore data.

Course-outcome:

1. Theories, during the period of modernism is the subject matter of this course that begins with structuralism and ends with functional symbolism. Any way detailed study of theories are not meant.
2. The main concern shall be how far it can be applied on folklore data.

Module 1 - Structuralism - Syntagmatic

Roman Jacobson - Ferdinand De Saussure - V. Propp - Alan Dundes

Module 2 - Structuralism - Paradigmatic

Levi-Strauss - Kongas Maranda - Pierre Maranda - J. H. Handoo

Module 3 - Psychoanalysis

Sigmund Freud – Karl Abraham - Alan Dundes - A. K. Ramanujan

Module 4 - Analytical Psychology

Karl Jung - Roland Bremond - Carlos C. Drake

Module 5 - Symbolic Functionalist

Clifford Geertz - Victor Turner - Edmund Leach - Jack Zips

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FLS2C08 - APPROACHES IN FOLKLORISTICS

Credits: 4
Prerequisites: Nil

Brief description of the course:

From modern to postmodern, from pre-industrial to postindustrial, capitalist to post-capitalist and from pre-colonial to neo-colonial, period which are inter related. So many approached had been developed. It is applicable to folklore also. This portion deals with that part of the knowledge system.

Course-outcome:

1. This course helps the students to understand the role of the different approaches in Folklore.
2. The different approaches towards reality is known as different school of thought. The knowledge in these approaches will open a new window in understanding folklore
3. It helps the students to locate the disciplines folklore within the academic area.

Module 1 - Evolutionists

Classical Evolutionists : E B Tylor, L H Morgan - Unilinear Evolution - Practice Unity of mankind - Cultural Survivals

New Evolutionists : Leslie White - Theory of cultural evolution

Multi lineal Evolution - Julian H. Steward

General and Specific Evolution - Marshall Sahlins, Elman Service- Criticisms.

Module 2 - Diffusionists

British : Grafton Elliot Smith, W. J. Percy, W.H.R Rivers

German : Fredrich Ratzel, Fritz Graebner

American : Franz Boas, Clark Wissler, A L Kroeber, M. Herskovits

Cultural Trail - Culture Complex - Culture area age - Area Hypothesis - Historical particularism -Criticisms

Module 3 - Functionalists, Structural - Functionalists and Structuralists

From Positivism to Functionalism

Functionalists : B. Malinowski - Theory needs structural - Functionist: Redcliff Brown- Dynamic Continuity.

Concept of Social Structure and Social Organization (Raymond Fifth)

Structuralist :Levi-Strauss.

Concept of Social Structure and Social Relations

Criticism

Module 4 - Culture - Personality and Marxist Approach

Culture and personality school: Margaret Mead, Ruth Benedict, Linton, Abraham Kardiner and Core du Bois.

Impact of culture on personality - Margaret Mead

Impact of Personality on culture - Ruth Benedict

Impact of Culture on Personality and Vice-Versa-Linton, Kardiner and Cora Du Bois.

Real Culture - Ideal Culture - Culture Construct.

Basic Personality type - Modal Personality Marxism as Theory - Historical Materialisms modes of production - Class and Class Conflict - Primitive communism

Criticism

Module 5 - Feminism, Post-modernism and Post-Colonialism Approach

Feminist Theories :Simone De Beauvoir, Elannor Leacock, Michelle Rosaldo, Louise Lamphere and Annette Weiner

Theories influenced Feminist Studies in Anthropology : Practice Theory, Theory of Personality, Performance Theory and Queen Theory

Past Modernism : Modernity, Modernism and Modernization

Past Modernity and Post Modernism

Post Modernists : Jean Baudrillard, Jacques Derrida, Michel Foucault

Clifford Geertz, James Clifford, Nancy Scheper- Hughes.

Post Colonialism

Edward Said : Orientalism

Gayathri Spivak, Arjun Appadurai

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FLS2A02 - TITLE OF THE COURSE: PROFESSIONAL COMPETENCY COURSE

Credits 2
Prerequisites: Nil

Brief description of the Course:

The course consists of two modules. The first module is meant to develop familiarity with the advanced tools/software to improve the quality of research-writing in different areas of enquiry. The second module is meant to develop familiarity with different presentation software relevant to folkloristics and research

Course-outcome:

At the end of the course the student can improve the professional competency, quality and standard of writing the philosophical papers, ability of communication and the presentation-skills.

Module 1: Academic writing

Writing a research paper in Folkloristics; Methodological practices to be followed in writing a paper; citations and bibliography; identifying online materials and software relevant to the courses; identifying authentic resources, encyclopedia-resources, online journals, software for improving the quality of writing, software for editing, checking plagiarism etc.

Activity: Training students in the application level of different online tools/software relevant to the courses.

Module 2: Presentation skills

How to prepare slides for effective presentations? Techniques of editing, designing the slides and highlighting the major points etc; How to improve the ability of academic communication?; Presenting the points and responding to the questions.

Activity: Training students in using various presentation-software.

SEMESTER 3

FLS3C09 - FOLKLORISTICS : POST MODERN ERA

Credits: 4
Prerequisites: Nil

Brief description of the course:

Postmodern thought brought revolutionary change in understanding the world / culture; it affected folklore studies also. This content of the course is the postmodern theoretical perspectives and its relevance inunderstanding the folklore perspective.

Course-outcome:

1. Generally there is a feeling that folklore is something that deals with the old traditions and folklorists has nothing to do with post-modern thought. This paper helps the students to understand folklore (data) in the light of post-modern theoretical perspectives.
2. The course will impart new knowledge in Kerala folklore through applying postmodern principle on it.

Module 1 - Semiotics and Folklore

Charles Sanders Peirce : Iconic - Indexical and Symbolic

Saussure: Sign, signifier and signified

JacquesDerrida: Signifier continuum.

Roland Barthes: Concept of Signification.

Module 2 - Contextual Theory

Historical milieu for the emergence of the theory - Dan Ben Amos - Rodger Abrahams - Dell Hymes

Module 3 - Performance Theory

Historical milieu for the emergence of the theory - Richard Schechner - Rodger Abrahams - Richard Bauman - Joel Sherzer - Victor Turner

Module 4 - Gender and Folklore

Gender as a category for analysis - Gender Performances: Reflections in Folklore - Gender Struggle - Negotiating Deviance

Module 5 - Marginality and Folklore

Concept of Marginality - based on race , class, caste, color, gender, power,

etc. - Impact on folkloristics

New Class and Caste formations based on marginality - Emergence of new Folklore

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31. Turner, Victor, 1976: *The Ritual Process*, Ithaca: New York: Council University Press.

FLS3C10 - RESEARCH METHODOLOGY

Credits: 4
Prerequisites: Nil

Brief description of the course:

This course aims to cultivate primary theoretical knowledge in Research Methodology.

Course-outcome:

1. Dissertation and report writing are compulsory to complete the course. Through this course, students will be equipped themselves to do field work and report writing which is essential for the completion of the course.
2. The student will get a general idea about Research Methodology

Module 1 - Concept in Research Methodology

Need of conceptual frame work in Research Methodology:

(a) Validity and Reliability - (i) Reliability - Determinant of reliability - equivalency, stability, internal consistency interrator test - retest and inter observer and (ii) Validity - External and internal -face construct exterion and content

(b) Subjectivity and Objectivity

Module 2 - Concepts in Research Methodology

Inductive, deductive and adductive reasoning, inductive observation pattern and theory, deductive - theory, hypothesis, observation and confirmation or rejection, difference between inductive and deductive method, adductive - observation to hypothesis readable data for inference logic based abduction, set - cover abduction, probabilistic abduction, adductive validation; Subjective logic, abduction the applicability of folklore research.

Module 3 - Concepts in Research Methodology

Reflexivity definition and tenets of relativity, types of relativity - personal and epistemological ; (e) Positivism V/s Naturalism - positivism - tenets, post-positivism critique of positivism, critical realism, constructivism, objective versus Subject ; Naturalism - Meaning, types of Naturalism - Metaphysical and Methodological (f) Triangulation - meaning and purpose of triangulation, types of triangulation - data triangulation, investigators triangulation, theory of triangulation.

Module 4 - Research Process

Heuristics (Competence) - author / narrator, technical skill and hermeneutics (textual criticism), external and internal criticism, external criticism or content analysis - text, time and space and internal criticism - positive interpretative and negative interpretative criticism - content analysis - hermeneutic - discourse, semiotics and narrative metaphor, text, textuality, semantics and textualisation process.

Module 5 - Field Issues and Ethics

Gender issues - factors using the concern, age, sex, race, religion, caste and states, negotiation of issues ; copy right - meaning and need for oral societies ownership of the data, protection and procurement of it; Patent - meaning and culture areas that require patent rights; procuring and protecting patent rights; plagiarism - meaning, concept, why and how it should be avoided.

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4. Burgess, R. 1984. *In the field: an introduction to field research*, London: Allen and Unwin.
5. Danda, A. 1993. *Research methodology ino Anthropology*, Inter-India, New Delhi.
6. Goode, J. and Hatt, P.K. 1962. *Methods in Social Research*, New York: McGrew-Hill Book Company.
7. Hammersley, M. 1989. *The Dilemma of the Qualitative Method*, London: Routledge.
8. Jarome Kirk and Marc L. Millar. 1989. Reliability and Validity in Qualitative Research. New Bury: Sage Publications.
9. Kothari, C R. 1997. *Research Methodsand Techniques*, Delhi: Vishwa London: Ruthledge and Kegan Paul.
10. Madga, J.1952. *Tools of Social Science*, New York: Free Press of Glencoe.
11. Pelto, Pertti, J. 1970. Anthropological Research: *The Structure of Inquiry*, New Prakasan.
12. Punch, M. 1986. *The Politics and Ethics of Fieldwork, Qualitative Research Methods* Series, Sage.

13. Saravanavel, P.2003. *Research Methodology:* Allahabad: Kitab Mahal.
14. Brunvand, Jan Harold, 1976: *Folklore a Study and Research Guide*, New York: St. Martins Press.
15. Dorson, Richard M, 1972: *Folklore and Folk Life*, Chicago: Chicago University Press.
16. Finnegan, Ruth, 1989: Oral Tradition and the Verbal Arts, *A Guide to Research Practices*, London and Newyork, Rutledge.
17. Goldstein, Kenneth, 1964: *A Guide for Field Workers in Folklore*, Pennsylvania: The American Folklore Society.
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19. Jackson, Bruce, 1987: *Field Work*, Chicago: University of Illinois Press.
20. Junnonaho, Martti 1989:, Video in Field Work, Nordic Institute of Folklore, Newsletter, 4 – 1989;32 – 34.
21. Lawless, Elaine J 1997: " I was afraid of some one like you – and out Rider – would misunderstand – Negotiating Interpretive Differences Between Ethnographies and Subjects" in Journal of *American Folklore*, Vol. 705 PP 32-314.
22. Lindahl, Carl, Rikoon, J Sanford and Lawless, Elaine J. 1979: *A Basic Guide to Fieldwork for Beginning Folklore Students: Techniques of selection, Collection Analysis and Presentation*, Bloomington: Indiana University.
23. Livesey, Jemmofer, 1990: "Gender Issues in Folklore Fieldwork" in *the Emergence of Folklore in Everyday Life*. George H. Schoemaker (Ed.), Bloomington: Trickster Press.
24. Payyanad, Raghavan, 1998: *Folklorinu Oru Patanapadhath*i, Thrissur, Kerala Sahitya Academy.
25. Rajamki, Maria 1989: Introducing Collacard, Nordic Institute of Folklore. Newsletter, 1989: 35 – 39.

FLS3E01 - FOLKLORE MUSEUM AND ARCHIVING

Credits: 4
Prerequisites: Nil

Brief description of the course:

This paper is discussing about museums and museum management, archives and archives management and the function of museums and archives in folklore studies. This also discussing about the different museums and archives in India and

its digitalization too.

Course-outcome:

1. This course helps the students to get trained in museum management.
2. This course will give training in the preparation of archives in folklore. .

Module 1: Introduction to museum

Concept and characteristics - Origin and development - collection and its presentation - Museum definition - various kinds of museum - The concept of new museology - importance of Folklore Museum -Concept and nature - origin and development of museology -

Module 2: Museum management

Various kinds of museum design - Display method- Folklore Museum and its impact on Natural life-Problems of classification - the security system past, present and future - important cultural mapping of the folk function of folklore - Contextualisation - De-contextualisation various events - Ethical issues - Current issues in Kerala Folk. Role of museum on national curriculum - Tourism and Museum history of Indian museum

Module 3: Introduction to archiving

Definitions and characteristic of development of archives studies in Kerala - Need for Folklore Archives

Module 4: Archiving Strategy

Archiving Strategy - Format for collecting or documentary - The data stages of documentation - Pre-field work situation - During the Field work station - Post filed workstation archiving and retrieving file folklore archive

Module 5 : Major Folklore Museums and Archives in India

References:

1. Ghoh D P Studies in Museum and Museum
2. The art idea in the museum setting, Dannielle rice, The journal of Aesthetic Education, vol 25 No. 4, 25th Anniversary issue (Winter, 1991, pp -127-136) University of Illinois Press
3. The challenge of translating site – based Art to the museum setting, Sophie Lewis

4. Kerala Folklore, Raghavan Payyanad (Ed.) 1997, Oayyannur, FFM Publications
5. Ben – Amos – Dan (Ed) 1976, Folklore Genres, Austin, University of Texas Press

FLS3E02 - COMPUTATIONAL FOLKLORISTICS

Credits: 4
Prerequisites: Nil

Brief description of the course:

This course will deal with different aspects of applying computational technology to the study of folklore. The objective of such an application is to infer better results from a large corpus of date on the rich tradition of folklore. Conventionally, the folklorists engage in close reading of different variants of folklore obtained through field work. Close readings is meant to generate ethnographic understanding of the cultural material under study. Close readings can only be applied to a well – defined and limited material available for study. Today, we can access large amount of cultural material digitize and archive them for wide – ranging purpose of folkloristic study. Algorithmic process enables scrutiny and analysis of large amount of cultural material or in a new sense, data. This can facilitate new scientific inferences.

Course-outcome:

The novel area of digital humanities pioneered by the theorist Franco Moretti has opened new avenues for understanding culture with the help of digital technologies. The new approach to cultural studies is called distant reading. This interesting area of digital humanities has a large implication for the study of folklore.

Module1 : Digitization of existing resources-Archiving

Development of extensible date structure for description and storage
Enabling new methods of classifying folklore data based on existing classification -schemes and metadata.

Module 2: Developing domain – sensitive methods for search and discovery

Developing algorithmic methods for corpus study

Module 3: Statistical approach to the representation of data and fusing it with historical / cultural maps

Module 4: Utilizing GIS for folklore documentation study and search

Social data analysis

Module 5: Digitally based Comparative studies in folklore

FLS3E03 - FOLKLORE AND MASS MEDIA

Credits: 4
Prerequisites: Nil

Brief description of the course:

This course explains the relation between folklore and Mass Media. . It discuss about the involvement of mass media in folklore with in the Kerala context.

Course-outcome:

1. This course helps the students to understand the role of mass media in folklore.
2. This course will give the knowledge about mass media infolklore .

Module 1 - Introduction to Mass Communication

Definitions - features - Characteristics of media - Temporal and Special communication - Media Theories - General Introduction - Authoritarian Theory - Free Press Theory - Social Responsibility Theory - Soviet Media Theory - Development of Media Theory - Democratic Participant Media Theory - Democratization of communication: barriers of - Break in the barriers - Critical awareness - the right to communicate.

Module 2 - Folklore as Communication

Folklore as media for communication - Folklore as a media of vertical transmission from one generation to the other - Folklore as a vehicle of different ideologies - Folklore and revivalism, Folklore consumerism - Folklore Journalism - Consortium of media: inter relationship of different media - Special reference to Folklore as media.

Module 3 - Treatment of Folklore in Mass Communication

Audio visual media - Introduction to audio visual media - Radio - TV - Cinema - Documentaries - Issues representation in folkloristic view - Computer - Multimedia - Ecommerce Folklore and Electronics Media

Module 4 - Journalism and E-Publication

Introduction to Journalism - News and news values - Short history of Indian Journalism - Reporting, Editing and Publishing issues in Journalism - Folklore Journalism and E-publication, etc.

Module 5 - Case Study

References

1. Kevel J.Kumar: Mass Communication in India.
2. Agee, Dutt and Emercy: Introduction to Mass Communication
3. Joseph A.Devito: Communicology, An Introduction to the Study of Communication
4. M.V.Kamath: Professional Journalism
5. Nadi Krishna Murthy: Indian Journalism Prasaranya Publication, Mysore.
6. Spensor Crump: Fundamentals of Journalism
7. Manual for News Agency Reporting (Indian Institute of Mass Communication)
8. Gerald Millerson, Video Production Hand Book.
9. Gerald Millerson, The Techniques of TV Production
10. Steven E.Brown, Video Tape Editing
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12. Mike Wolverton, How to make Documentaries
13. Lyver and Graham Swainson, Basics of Video Production
14. Peter Norton's Dos guide update to cover 6.2
15. An Introduction to Database Systems – C J Date
16. Windows 98 Bible – Alan Simpson
17. Fundamentals of Computers, V Raghavan
18. Abrahams, Roger. 2007. "The Foundations of American Public Folklore." In Baron and Spitzer, *Public Folklore* 2nd edition.University Press of Mississippi, 2007. pp. 245-262.
19. Baron, Robert and Nick Spitzer. 2007. *Public Folklore*. II edition. University Press of Mississippi,.
20. Bendix, Regina. 1997. *In search of authenticity: the formation of folklore studies.*

Madison, University of Wisconsin.

21. Botkin, Benjamin A. 1953. “Applied Folklore: Creating Understanding through Folklore.” *Southern Folklore Quarterly* 17:199-206.
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23. Degh, Linda , 1994, *American folklore and the mass media.* Bloomington: Indiana University
24. Dorson, Richard. 1971. “Applied Folklore” in Sweterlitsch, Dick, ed. Papers on Applied Folklore. Bloomington, Indiana: Folklore Forum Bibliographic and Special Series, no. 8. pp. 40-42.
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26. Goranson, R. E. 1970. Media violence and aggressive behavior.A review of experimental research.In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 5, pp. 2–31). New York: Academic.
27. Green Archie, 2001. *Torching the Fink Books: And Other Essays on Vernacular Culture*. Chapel Hill: University of North Carolina Press.
28. Harold Lasswell 1948.."The Structure and Function of Communication in Society." In Lyman Bryson (ed.), *The Communication of Ideas*. Harper and Row.
29. Hufford, Mary, ed. 1994. *Conserving Culture: A New Discourse on Heritage*. Champaign: University of Illinois Press,
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31. Klapper, J. T. 1960. *The effects of mass communication.*New York: Free Press.
32. Kropej, Monika, 1992. 'Folk Narrative in the era of Electronic Media: A Case Study in Littlejohn, S. W. *Theories of human communication (5th ed.)*. Belmont, CA: Wadsworth Publishing Company.
33. Oring, Elliot. 2006. Folklore and Advocacy: A Response. *Journal of Folklore Research* 41 (2/3): 259-67.
34. Richard Bauman. 1975. “Verbal Art as Performance.” *American Anthropologist,* 77:290-311.

FLS3E04 - RITUAL AND SOCIETY

Credits: 4
Prerequisites: Nil

Course Objective

This course attempts to impart an advance understanding of Theyyam, a ritual performance of north Malabar. It addresses Theyyam as a complex social phenomenon comprising dance, rituals, music and oral literatures. It also generates varied forms of visibilities in the era of technology. Besides, the course explores social embeddedness of Theyyam and the changes occurring thereof over time and space.

Course-outcome:

1. This course draws inputs from a range of social science disciplines but centering more on folkloristics.

Module1: Maps the territory of Theyyam by investigating through a range of concepts that includes caste, *Tharavad*, shrine, grove, performance,

Module2: Text, texture, context, culture, tradition, oral tradition, folk theatre, dance, costumes, holy actor, emotion memory, sacred, rites,

Module 3:Ritual, cult, sacrifice, community, state, nation, market, commodity, capital, and labour.

Module 4: Engages with site seeing, introducing costumes and making of it, its relation to nature and culture, introducing the texture of instruments and the art of writing on the face.

Module 5 : Interaction with performers, observing preparation for the performance and view the final performance.

Readings

1. Chendera, CMS (1978) “Kaliyattam” (Mal) National Books Stall, Kottayam.
2. Dilip Menon (1993) “The Moral Community of the Teyyattam: Popular Culture in Late Colonial Malabar” Studies in History, 9:2, 187 – 217
3. Dumont, Louis (1970) “Homo Hierarchicus: The Caste System and Its Implications” London: Paladin, Granada Publications Limited

4. E Unnikrishnan (1997) "Uthara Keralathile Visudha Vanangal" (Mal) Samskriti Publications, Kannur
5. Eugenio Barba and Nicola Savarese (1991) "A Dictionary of Theatre Anthropolgy: The Secret Art of the Performer" A Centre for Performance Research Book, Routledge: London and New York
6. Freeman, J R (1991) "Purity and Violence: Sacred Power in the Theyyam Worship of Malabar" unpublished PhD Dissertation, University of Pennsylvania.
7. G Sankara Pillai (ed) (1986) "The Theatre of the Earth is Never Dead", Traditional Arts Project, School of Drama, University of Calicut.

SEMESTER 4

FLS4C11 - FOLKLORISTICS IN 21ST CENTURY

Credits: 4
Prerequisites: Nil

Course Objective

This paper discussing the fact that what happens to Folklore and Folkloristics in 21st century.

Course-outcome:

1. This course helps the students to understand the change that happens to folklore (data and study) in the context of liberalization and globalization. It will pursue the students to evaluate the diastic and swift changes that happens in the life of Kerala people.

Module 1 - Folklorismus to Folklore Process

Hanz Mozer - Regina Bendix - Lauri Honko

Module 2 - Public Folklore and Applied Folklore

Barbara Kishan Batt - Smithsonian Institute of Folk life as an example - Problems and Prospects

Module 3 - Post Folklore

Rural folk in Urban Setting

Russian Model as an example

Folkloristics in the era of Globalisation – cultural industry

Need for theorization of Folklore (date) - leading to production of knowledge - Further end to Technological application / Stage.

Module 4 - Crisis in Folkloristics

Changing contours of Folklore

Folklore in New Setting

Authenticity V/s Showcasing

Module 5-UNESCO and Folklore

Folklore and entangible cultural heritage -UNESCO's decision to change the nomen culture Folklore to cultural heritage – why – what for

References

1. Ben-Amos, Dan, 1984: "The Seven Strands of Tradition: Varieties in it's meaning in Americal Folklore Studies" in *Journal of Folklore Research Vol.21* No.2/3 PP 97 – 133.
2. Bendix Regina, 1988: "Folklorism: The Challenge of a Concept" in *International Folklore Review* – 6 PP 5 – 15.
3. Dundes, Alen 1985: Nationalistic inferiority complexes and the Fabrication of Fakelore: A reconsideration of Ossian, the kinderund Hansmarchen, the Kalevala and Paul Bunyan in *Journal of Folklore Research* Vol. 22 No. 1 PP 5 – 18.
4. Honko, Lauri 1993: "Folklore Process" A paper presented in FF Summer School, Turku, Finland.
5. Johnson, Martha (Ed) 1992: Lore, Capturing Tradition Environmental Knowledge, Canada: DDRC.
6. Oinas, Felix J, 1978: "The Political Uses and Themes of Folklore in Soviet Union" in *Folklore, Nationalism and Politics,* Columbus: Slavic Publications.
7. Payyanad, Raghavan (Ed) 1999: *Ideology Politics and Folklore,* Payyannur: FFM Publications.
8. ---------- (Ed) 1997: *Kerala Folklore,* Payyannur: FFM Publications.

9. Wilson, William A 1978: The Kalevala and Finnish Politics in *Folklore Nationalism and Politics*, Columbus: Slavic Publications.

FLS4C12 - FIELD WORK

Credits: 4
Prerequisites: Nil

Course Objective

This paper is to train the students how to procure data from the field.

Course-outcome:

1. students will get practical training in field work .

Module 1 - Preparation for the field work

Module 2 - Ethnography and Observation

Observation : Participant and Non-participant

Participant as Observer as Participant

Module 3 - Field work Practical

Module 4 - Field work Practical

Module 5 - Field Diaries - Field Notes

References

1. Brunvand, Jan Harold, 1976: *Folklore a Study and Research Guide*, New York: St. Martins Press.
2. Dorson, Richard M, 1972: *Folklore and Folk Life*, Chicago: Chicago University Press.
3. Finnegan, Ruth, 1989: Oral Tradition and the Verbal Arts, *A Guide to Research Practices*, London and Newyork, Rutledge.

4. Goldstein, Kenneth, 1964: *A Guide for Field Workers in Folklore*, Pennsylvania: The American Folklore Society.
5. Hammersly, Martyn & Paul Atkinson, 1983: *Ethnography Principles in Practice*, London: Routledge.
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7. Junnonaho, Martti 1989:, Video in Field Work, Nordic Institute of Folklore, Newsletter, 4 – 1989;32 – 34.
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12. Rajamki, Maria 1989: Introducing Collacard, Nordic Institute of Folklore. Newsletter, 1989: 35 – 39.
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14. Briggs L Charles.1986, *Learning How to Ask ,A sociolinguistic appraisal of the role of the interview in social Science Research*, Cambridge, Cambridge University Press.
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16. Bruce Jackson, 1987. Field Work, Chicago University of Illinois
17. Brunvand J. Harold. 1971. *Folklore a Study and Research Guide*.
18. Dan P. McAdams, Ruthellen Josselson, and Amia Lieblich (Eds.), 2006. *Identity and StoryCreating Self in Narrative,* Washington:American Psychological Association.
19. Finnigan, Ruth, 1989, *Oral Traditions and Verbal Arts*, New York, Routledge
20. Gadamer, H.G. 1985, *Truth and Method,* London, Shed & Ward
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23. Jackson Bruce, 1987. *Field Work,* Chicago University of Illinois

24. James Clifford and George E. Marcus, 1986, *Writing Culture,* Berkeley, University of California Press.

25. Patton, M. 1990. Qualitative evaluation and research methods Beverly Hills, CA: Sage pp. 169-186.

26. Punch, M. 1986. *The Politics and Ethics of Fieldwork, Qualitative Research Methods* Series, Sage University Press.

27. Riessman, Catherine Kohler 2008. *Narrative methods in the human sciences.* Thousand Oaks, Ca.: Sage.

28. Riessman, Catherine Kohler & Jane Speedy, 2007, "Narrative inquiry in the psychotherapy professions: A critical review". In D. Jean Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* Thousand Oaks, Ca.: Sage. pp.426-456.

29. Werner, O. and Sehoepfle, G.M. 1987. *Systematic Field Work: Foundation of York:* Harper and Row Publishers.

FLS4E05 - WEB PROGRAMMING AND DESIGN TOOLS

Credits: 4
Prerequisites: Nil

Course Objective

This course will deal with different aspects of applying computational technology to the study of folklore. The objective of such an application is to infer better results from a large corpus of date on the rich tradition of folklore. Conventionally, the folklorists engage in close reading of different variants of folklore obtained through field work. Close readings is meant to generate ethnographic understanding of the cultyural material under study. Close readings can only be applied to a well – defined and limited material available for study. Today, we can access large amount of cultural material digitize and archive them for wide – ranging purpose of folkloristic study. Algorithmic process enables scrutiny and analysis of large amount of cultural material or in a new sense, data. This can facilitate new scientific inferences.

Course-outcome:

The novel area of digital humanities pioneered by the theorist Franco Moretti has opened new avenues for understanding culture with the help of digital technologies. The new approach to cultural studies is called distant reading. This

interesting area of digital humanities has a large implication for the study of folklore.

Module 1 : Internet and its evolution

Internet as client and server terminology, World Wide Web(WWW), Network protocols: HTTP, TCP/IP, FTP, Addressing system – Identifying computers over a network : MAC (Media Access Control) and IP Address, URL, Domain Name, DNS, Web browsers, Hyperlinks, We b page, Websites, application of Intgernet, search engines, Email, blogs, social networking, Managing Social Media Interaction, Internet Security: Threats – Malware, Viruses, Worms, Trojan, Spams, phishing, DoS, ransomware, Prevention – Use of Cookies and Firewall, access controls.

Module 2 : Tools used for web programming

Introduction to HTML elements, common tags, Attributes, Heading and Paragraph tag, Line and Break Tag, creating HTML page, formatting, HTML links. Advances markups in HTML List, List types and its tags, Creating HTML tables, adding Images, colors & background, Frames and Forms in web pages, building simple web page, Familiarizing HTML 5, use of CSS, Inline Styles, Embedded Style Sheets, Linking External Style Sheets, Style Specification Formats Selector forms.

Module 3 : Communication on Web

Web Server, Web Software, Web Hosting, Types of Web Hosting (Free Hosting, Virtual or Shared, Dedicated), choice of URL, Static and Dynamic Web Pages, Scripts, Types of Scripting Languages, Server Side (ASP,JSP,PHP), Client Side (JavaScript)

Module 4 : Creating websites with Joomla

Contact us page, create links, Joomla poll, SEF URL's, Joomla counter, customize Joomla layout, Joomla template, drop – down menu, Joomla extention types and installation, Joomla security, backup, upgrade.

Familiarize the use of WordPress, Understand why use Drupal and Drupal applications

Module 5 : Getting Started with GIMP

Menus in GIMP – File, Edit, View, Insert, Format, Tool Box, Select Tools – Move, Zoom, Align, Crop, Rotate, Scale, Shear, Flip, Text Insertion, Paint Tools – Bucket Fill, Pencil, Paint Brush, Eraser, Heal, Smudging, Making a simple GIMP Project – Creating, Saving, File format – JPEG, GIF, PNG, TIFF, BMP. Image Editing with GIMP : Layers, Using Layers to Add Text – Simple effects using layers – Drop shadows – Linking Layers together, Operations on Layers – Copy, Paste – Aligning Layers, Scaling, Types of selection – All selection, Invert, Feather, By Color, Feather, Sharpen, Shrink, Grow, Cropping, Brightening, Darkening, Contrast, rotation, Sharpening, Changing Colors – GIMP's Color chooser, Color balancing, Color Manipulation, Color Schemes – Additive Colors (RGB), Subtractive Colors(CMY, CMYK) and relationship among them, Filtering, Blur, Enhance, Distorts, Light and Shadow, Noise.

REFERENCES

1. Web Technologies, Uttam K Roy
2. HTML Black Book, Steven Holzner, Dreamtech Press
3. HTML & CSS: The complete reference, fifth edition, by Thomas A Powell
4. Fundamentals of Information technology, Alexis Leon, Mathew Leon, Vikas Publishing House Pvt. Ltd. 2009
5. JavaScript Unleashed, R Allen Wyke, Richard Wagner.

FLS4E06 - VISUAL PRODUCTION

Credits: 4
Prerequisites: Nil

Course Objective

This paper discussing about the basics of still and video production that is useful for the folklore documentaries and documentation

Course-outcome:

1. This course trains in video production theories with special reference to folklore .

Module I: Introduction to Photography

History – Equipment evolution – theories

Module 2 : Techniques of Photography

Frames – size – format – camera setting – lighting

Module 3 : Introduction to Videography

History – production theories

Module 4: Techniques of Videography

Pre production – production – post production

Module 5 : Folklore Production

Folklore documentaries – folklore documentation

References

1. Todorovic Aleksandar Louis, 2006, Television technology Demystified (Focal Press, Oxford)
2. Ang Tom, 1999, Digital Photography (Octopus publishing Group, London)
3. Kenny F Robert, 2005, Teaching TV production in Digital world (Libraries Unlimited, London)
4. Hilton Jonathan, Barrie Watts (Ed) 1994, A fist guide to Photography (Oxford University Press)
5. Bernard Sheila Curran, 2004, Documentary story telling for video and film makers (Focal Press, UK)

FLS4E07 - FOLK KNOWLEDGE SYSTEM

Credits: 4
Prerequisites: Nil

Course Objective

This paper discussing about the concept of knowledge

Course-outcome:

1. This course helps the students to study about knowledge systems as whole.

Module 1 - Concepts

Traditional Knowledge, Ethnic Knowledge, Local Knowledge, Indigenous Knowledge

Module 2 - Relevance of Knowledge System at present

Sustainable development -Tradition and Continuity for shared prosperity - Alternative development and environmental sustenance

Module 3 - Transformation of knowledge

Adaptation to new environment and technology - Knowledge to products - Process of transition (Applied Folklore

Module 4 - Advacacy of Knowledge System

Medium of advocacy : Print,Electronic and internet resources - Purpose of advocacy : Popularisation of knowledge system, promotion and sustainability through GO and NGO policies.

Module 5 - Case Study

Technology, Health Care, Folk / Tribal Art

References:

1. Ahmed, Z.U, 2000: When a Bangladeshi 'native' is not a Bangladeshi native. *In Indigenous Knowledge Development in Bangladesh.Present and Future*, (Ed) P. Sillitoe, London: Intermediate Technology Publications & Dhaka: University Press. 203-209
2. Bicker, Alan, & Sillitoe, Paul & Pottier,Johan: Investigating Local Knowledge: New Directions, New Aproaches, Ashgate Publishing
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10. Ganguly–Scrase, Ruchira 2001,*Global Issues, Local Contexts*, The Rabi Das of West Bengal, New Delhi, Orient Longman.
11. Grenier, Louise: *Working with Indigenous Knowledge*: A Guide for IDRC
12. Hafeel, A, (Ed) 2004: *Nattuvaidyam*, Kottayam, DC Books.
13. Jarvis, DC., 1957: *Folk Medicine,* A Vermont Doctor's Guide to Good Health, New York, Henry Holt and Company.
14. Kalla, AK., Joshi, PC., 2000: *A Tribal Health and Medicines*, New Delhi, Concept Publishing Company.
15. MA. Leena, (Ed), 2004: *Nattubhakshanam*, Kottayam, DC Books.
16. Menon, Vijayakumar, (Ed) 2004: *Puzhayude Nattarivu*, Kottayam, DC Books.
17. MK, Harinarayanan, (Ed) 2004: *Sasyangalude Nattarivu*, Kottayam, DC Books.
18. Nalini, N, 2001: *Nattarivile Nakshathralokom*, Kottayam, Current Books.
19. Nujoom, A, (Ed) 2004: *Neerarivukal*, Kottayam, DC Books.
20. Parkers, Peter, & Ellen, R F. & Bicker, Alan: *Indigenous Environmental Knowledge and Its Transformations: Critical Anthropological perspectives*, Routledge (UK)
21. Ranjith, P, (Ed) 2004: *Pookkalum Pakshikalum*, Kottayam, DC Books.
22. Sharma, CP., 2000: *Synergy in Vastu*, Delhi, BR Publishing Corporation.
23. Sharma, KD., Qureshi, MA., (Edited) 1979: *Alternative Technology*, Simla, Indian Institute of Advance Study.
24. Singh Raajen, 2001: *A Resource Book on the Rights of Indigenous People*, Mumbai Insaf Publications.
25. Sreedharan, VK., (Ed) 2004: *Krishiyude Nattarivukal*, Kottayam, DC Books.
26. State of India's Environment a Citizens' report, Dying Wisdom Rise, of all and potential of India's Traditional Water Harvesting System, "Centre for Science and Environment."
27. Abele, F. 1997. "Traditional Knowledge in Practice", *Arctic* 50(4):iii-iv.

28. Agrawal, A. 1995. "Dismantling the divide between indigenous and scientific knowledge", *Development and Change* 26: 413-439.

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31. Flora, Cornelia B. 1992. "Reconstructing agriculture: The case for local knowledge". *Rural Sociology* 57 (1): 92- 97.

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34. Hobsbawm, E. and Ranger, T. (eds.) 1983. *The invention of tradition;* Cambridge University Press, Cambridge

35. Johnston, D. 2006. *Connecting People and Place: The Power and Relevance of Origin Stories,*. University of Toronto.

36. Kanakadurga, P.S. "Indigenous Knowledge as Intellectual Property: A Folkloric Stance", *Indian Journal of Human Rights*, Dept. Political Sciences, Hyderabad, University of Hyderabad,Vo.9,Number 1&2,Jan-Dec., 2005,pp. 174-191.

37. Kumaran, T. Wasantha, Dissanayake, Lakshman and Norbert, S. Antony 2007.*Indigenous Knowledge Systems and Sustainability: An Appraisal towards Resource Development*. Kumaran Book House, Colombo.

38. Whyte, A. 1977. Guidelines for field studies in environmental perception. *Man and the Biosphere: technical notes 5*. Paris, UNESCO.

FLS4E08 : SEMIOTICS

Credits: 4
Prerequisites: Nil

Brief description of the course:

The aim of this course is to introduce the students to Semiotic theory and its application for study of Tribal Folklore. This course explains semiotics, the role of semiotics in folkloristics.

Course-outcome:

1. Semiotics is the subject matter of this course that begins with structuralism and ends with functional symbolism. Course provides a detailed study of theories of semiotics and linguistics.

Module 1 : History of Semiotics

History of Semiotics - Semiotics and meaning - Saussure - Charles Sanders Peirce - Louis Hjelmslev - Roman Osipovich Jackobson - Morries, Roland Barthes, etc - Denotation and connotation

Module 2 : Concepts and Methods of Semiotics

Charles Sanders Peirce : Iconic - Indexical and Symbolic

Saussure: Lang and Parol - Linguistic Value - Sign, signifier and signified, dialetic relations, faculty of language construction

Jacques Derrida: Signifier continuum.

Roland Barthes: Concept of Signification.

Module 3 : Semiotics and its Application

Semiotics and its applications - Modality (Semiotics) - Value (Semiotics) - Semiotics of culture - cognitive semiotics - outiline of semiotics - computational semiotics - Semiotics in Media - Semiotics in Advertisement, etc. - Semiotic Analysis of a folklore of Kerala

Module 4 : Semiotics for Studying Tribal Folklore and Cultural Expressions

Semiotic Analysis of a Tribal Folklore of Kerala

Reading List:

1. Barthes,Roland - Elements of Semiology (London;Jonathan Cape,1967)
2. Chandler,Daniel – Semiotics: The Basics (London: Routledge,2001)
3. Eco,Umberto – A Theory of Semiotics (London: Macmillan,1976)
4. Hodge,Robert& Gunther Kress – Social Semiotics (Cambridge: Polity,1988)
5. Johansen,Jorgen Dines & Svend Eric Larsen – Signs in Use (London; routledge,1988)
6. Lidov,David – Elements of Semiotics (New York; St.Martin's Press,1999)
7. Sebeok,Thomas A – An Introduction to Semiotics (London; Printer,1994)

FLS4P01 - DISSERTATION, REPORT WRITING AND VIVA-VOCE

Module 1 - Data Analysis and Sythesis

Categorization of data - forms of categorisation.

Module 2 - Organising Data

Sequential Presentation - Finding the Gap - Validation of Data - Reliability and Rectification of Data.

Module 3 - Interpreting Data

Ideological and conceptual frame - Testing Theories - Generalization - Formulating Theories

Module 4 - Drafting and Reporting - Style Sheet

Module 5 - Viva - Voce - Practical

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MODEL QUESTION PAPER

FIRST SEMESTER M.A. DEGREE EXAMINATION NOVEMBER 2019

(CCSS)

FOLKLORE

PAPER : FLS1C01 - INTRODUCTION TO FOLKLORE

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. Who is the author of the ' Folklore and Folk Life '?

(a. Richard M. Dorson b. Alan Dundes

c. Dan Ben Amos d. Andrew Lang)

2. _____ defined folklore as an artistic communication among small group:

(a.Dan Ben Amos b. Alan Dundes

c. Richard M. Dorson d. William R Bascom)

3. _____ defined folk ' as a group of two or more people at least sharing one common factor'

(a. Radcliff Brown b. Antiarne

c. Alan Dundes d. Andrew Lang)

4. _____ coined the term folklore instead of popular antiquities:

(a. Walter J. Aung b. William J. Thoms

c. William R. Bascom d. Bishop Percy)

5. Grimm Brothers belongs to ___ folklore:

(a. German b. Japanese c. American d. Chinese)

6. Kalevala is the epic of:

(a. China b. America c. Finland d. Ireland)

7. Skaski belongs to :

(a. Russia b. Germany c. America d. Britain)

8. _____ is the author of ' The Study of Folklore ':

(a. Alan Dundes b. Richard M. Dorson

c. Dan Ben Amose d. A.K. Ramanujan)

9. V. J. Propp belongs to:

(a. Russia b. China c. America d. India)

10. _____ advocated four classification of folklore:

(a. Dan Ben Amose b. Williams Wilson

c. Jeans Louis Bayle d. R. M. Dorson)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Write a note on the classification of folklore by Richard M. Dorson.
12. Define about contributions of American Scholars in Folklore.
13. Explain folklore as data.
14. Write about Antiarne and his contributions.
15. Define definitions of folklore given by different scholars.
16. Critically examine the role of British Scholars in the study of folklore.
17. Write a note on Kunio Yanangetha and his role in Japanese Folklore.
18. Explain about the contributions of the scholars from Kerala.
19. Write a short note on the folklore of Burma.
20. Critically analyze the contributions of Karnataka in Folklore.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Explain and elaborate the history or folklore in Kerala.
22. Describe about the contributions of Indian Scholars in Folklore.
23. Define about functions of Folklore.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

FIRST SEMESTER M.A. DEGREE EXAMINATION NOVEMBER 2019

(CCSS)

FOLKLORE

PAPER : FLS1C02 - Kerala Folk

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

A. Choose the correct answer

1. Who is the author of *Keralathile Kaliseva*:

   (a. Dr. S.K. Nair b. Achuthamenon c. C.K. Kuttappan

   d. Gundert)

2. Name the thiras that is related to coastal region :

   (a. Naithal b. Kurinchi c. Maruthu d. Mullai)

3. Who is compiled Aithihyamala :

   (a. M. P. Nair b. Kottarathil Sankunni c. Sankaran Nair

   d. K.P. Kesavan)

4. The first missionary of Kerala was:

   (a. St. Francis Xavier b. St. Thomas c. Augustina

   d. William Legan)

5. A source of oral history is:

   (a. Proverb b. Folktale c. Riddle d. Ballard)

6. An example of new verbal lore is:

   (a. Folk Epic b. Myth c. Legend d. Idol of diety)

7. Folk Architecture is an example of :

   (a. Folk Technology b. Verbal Folklore c. Irrigation
   d. Medicinal Practices)

8. Who is the author of Perumals of Kerala:

   (a. M.G.S. Narayanan b. K.K.N. Kurup

c. Rajan Gurikkal d. M.R. Raghavawarrier)

9. The book 'Culture and Modernity' is written by:

(a. K.N. Ganesh b. K.K.N. Kurup

c. D.D.Cesambi d. A.K. Nambiar)

10. *Who is editor of 'Kerala Bhasha Ganangal'*:

(a. Chirakkal T. Balakrishnan b. K.K. Ramachandran

c. Dr. K. S. Madhavan d. Dr. P. Sivadasan)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Critically evaluate the concept Teendal and thodeel.
12. Write a short note on nattuthayavars?
13. Critically evaluate the power relations of pre historic per . .
14. Explain human geography and folk tradition of Kerala.
15. Explain space and spacial dimention on folk culture of kerala folk.
16. Write a short note on Naduvazhi system in Kerala.
17. Critically evauate on the modern reform movement in kerala
18. Explain martial culture of Kerala.
19. Critically comment on the caste system in Kerala.
20. Explain Kanam, Janmam, Kanappattam.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Critically examine the Sangam Literature as the source for the study of Kerala folk and Geography.
22. Write an essay on the cultural landscape of Kerala.
23. Write an essay on people lived spaces and life world in the modern Kerala.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

FIRST SEMESTER M.A. DEGREE EXAMINATION NOVEMBER 2019

(CCSS)

FOLKLORE

PAPER : FLS1C03 - KERALA FOLKLORE AND FIELD METHODOLOGY

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. Proverb and riddles are of:

   (a. Different Genres b. Same Genre c. Binary Opposites d. Knowledge)

2. ' A guide for field workers in folklore ' authored by:

   (a. Kenneth Goldstein b. Andrews c. Jhon Bruvard

   d. Bruce Jaison)

3. Folk epic describes the life of

   (a. Cultural Heroes b. Fictition Heroes

   c. Mythical Character d. Incarnation Stories)

4. Field Diary is used to record:

   (a. Interview Data b. Findings

   c. Experience and Feeling d. Thoughts)

5. Find out the best informant:

   (a. Activist b. Active Bearer c. Informant d. Passive Bearer)

6. ' Folklore Genre ' edited by:

   (a. Dan Ben Amos b. Stith Thompson

   c. Alan Dundes d. Stuart Black Burn)

7. Legends are related to person and :

   (a. Particular place b. Tale c. An animal
   d. An incarnation of a diety)

8. An example of verbal folklore:

   (a. Kitchen Utencils b. Tattoo c. Riddles d. Folk Dance)

9. ' Ballards of North Malabar ' is compiled by:

(a. Achuthan Menon b. S K Nair

c. Chummar Chundal d. A.K. Nambiar)

10. ' The Methods of Folklore Study ' written by :

(a. Dan Ben Amos b. Williams Wilson

c. Jeans Louis Bayle d. R. M. Dorson)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Explain the criteria for selecting a research problem.
12. Folklore as a field science. Explain.
13. Differentiate primary source of data from secondary source of data.
14. Describe concept of Genre.
15. Write about the major studies of folk performing arts in Kerala.
16. Discuss the native categories of Genre of Kerala Folkloristics.
17. Write a short note on Kerala Folklore.
18. Explain different types of observations. Evaluate.
19. Folklore is the language of belief and attitude. Discuss.
20. What is meant by non-verbal Folklore. Explain.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Give an elaborate description about folk performing arts of Kerala.
22. Write an essay on the various methods of data collection.
23. Explain and elaborate the various factors of Genre.
24. What is meant by material culture? Explain.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

FIRST SEMESTER M.A. DEGREE EXAMINATION NOVEMBER 2019

(CCSS)

FOLKLORE

PAPER : FLS1C04 - ACADEMIC DISCIPLINES - SITUATING FOLKLORE

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. Who coined the word epistemology in English Literature:

   (a. Michael Foucault b. Jean Paul c. Edward Said

   d. Derrida)

2. Who is the author of the book Archaeology of knowledge:

   (a. Michael Foucault b. Dan Ben Amose c. Karl Marx

   d. R. S. Boggs)

3. Who is the originator of the term poetry as structure

   (a. V. J. Propp b. Malinowski c. Aristotle

   d. Willian R. Bascom)

4. Where is the original place of Shad Darsana:

   (a. India b. China c. Britain d. Russia)

5. Who coined the word Folklore:

   (a. Richard M. Dorson b. Karl Marx c. Stith Thompson

   d. W J Thoms)

6. Where is the first Folklore University in India:

   (a. Maharashtra b. Gujarat c. Karnataka

   d. Andr Pradesh)

7. Who is the first theoretical folklorist in Kerala :

   (a. Dr. M. V. Vishnu Nambootiri b. Dr. Raghavan Payyanad
   c. Chummar Choondal d. C J Kuttappan)

8. _____ university started the first Folklore Department in India:

   (a. Guwahati University b. Mysore University

c. Calicut University d. Dravidian University, Andra Pradesh)

9. Who is the author of the book Folklore and Folklife:

(a. Alan Dundes b. Richard M. Dorson

c. E B Taylor d. V J Propp)

10. ' Tamasha ' the folk performances existed in _____ state :

(a. Maharashtra b. Karnataka

c. Gujarat d. Tamil Nadu)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Write a short note on Bio Power.
12. What are the major differences between Indian and Greek model.
13. Define the social significance of the study of folklore.
14. Explain the difference between Physical Science and Natural Science.
15. Write a short note on Folklore and Psychology.
16. ' Folklore as Field Science ' Explain.
17. Folklore as an Academic Discipline. Explain the possibilities.
18. Explain about Folkloristics in Kerala.
19. Explain the three major stages of folklore study.
20. Folklore, the medium of communication. Define.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Folklore is a dynamic discipline. Discuss.
22. Write an essay about the contribution of Michale Foucault in the field of Folklore Discipline.
23. Discuss the current trends in Indian Folkloristics.
24. Write an essay on Multi disciplinary approach in Folklore.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

SECOND SEMESTER M.A. DEGREE EXAMINATION JUNE 2020

(CCSS)

FOLKLORE

PAPER : FLS 2C05 - FOLKLORISTICS - BEGINNING THEORY

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. _____ defined folklore as the study of survivals:

   (a. Morgan b. Frazer c. Dundes d. Amose)

2. The German Indologist _____ is a strong advocate of monogenisis diffussion:

   (a. Theodore Benfey b. Von Sydow c. Propp d. Max Muller)

3. _____ succeeded to certain extent in reconstructing the archy type of the oral epic Kalevala

   (a. Julius Krohn b. Theodore Benfey

   c. America Pardes d. Redeliffe Brown)

4. Solar Mythology Theory is advocated by:

   (a. Lauri Honko b. Theodore Benfey

   c. Max Muller d. A K Ramanujan)

5. Disease of language is related with:

   (a. Performance Study b. Cultural Evolution

   c. Solar Mythology d. Finnish Method)

6. According to Radcliff Brown which one is primary:

   (a. Sociological Function b. Psychological Function

   c. Contextual Function d. Structural Function)

7. _____ is the author of myth in primitive psychology :

   (a. Radcliff Brown b. Malinowski
   c. Benfey d. Levi Straus)

8. _____ advocated functionalism in Folklore:

(a. Bascom b. Dorson c. Frazer d. Freud)

9. _____ perpectuated the relevance of an age called mythopolic age:

(a. Max Muller b. Frazer

c. Taylor d. Morgan)

10. The concept of localization of folklore was the contribution of _____:

(a. Herder b. Emile Dickinson

c. Walter Heeman d. Van Sydow)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Write a note on Myth Ritual Theory.
12. Describe the role of Karle Krohn in Historical Geographical Method.
13. Write a note on the marxist view of cultural transmission.
14. Explain monogenisis.
15. Write a note about Theodor Benfey and his contributions.
16. Explain about functionalist perspectives in folklore.
17. Briefly explain the contributions of E. B. Taylor.
18. Write a note on Finnish Method.
19. Critically analyze the contributions of Max Muller
20. Write a note on four functions of folklore.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Explain and elaborate Evolutionary theory and about the scholars who contributed in it.
22. Write an essay on diffusion theory.
23. Explain the role of religious perspectives in cultural theories.
24. Define functionalism and critically examine the contributions of scholars in functionalism.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

SECOND SEMESTER M.A. DEGREE EXAMINATION JUNE 2020

(CCSS)

FOLKLORE

PAPER : FLS2C06 - FOLKLORISTICS THROUGH AGES

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. _____ saw all cultures evolving through three stages

   (a. L. H. Morgan b. Frazer c. Amos d. Dundes)

2. _____ is the author of the book Utopia:

   (a. Thomas More b. Henry V c. Derrida d. Ptolemy)

3. _____ is an economic system based on the private ownership of the means of production and their operation for profit

   (a. Globalisation b. Industrialisation

   c. Capitalisation d. Marxism)

4. _____ is the author of folklore research around the world:

   (a. Richard M. Dorson b. Dan Ben Amos

   c. Alan Dundes d. Mazhrul Islam)

5. _____ food gathering stage mostle existed in the _____ stage

   (a. Barbarism b. Savegery

   c. Modernism d. Globalization)

6. ____ is the author of the book ' A room for one's own ':

   (a. Vergenia Wulf b. Simon De Buver c. Linda Deh

   d. Maria Leech)

7. The term identity derived from :

   (a. idea b. idom c. ideal d. idiom)

8. _____ coined the word folklore instead of popular antiquities:

   (a. William J. Thoms b. William R. Bascom

c. Richard M. Dorson d. Rodger Abrahams)

9. The process of acquiring culture after we are born is called:

(a. Enculturation b. Multiculture

c. Acculturation d. Culture)

10. _____ is a philosophical theory stating that certain knowledge is based on natural phenomena and their properties and relations :

(a. Empiricism b. Positivism

c. Nationalism d. Marxism)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Write a note on Barbarism.
12. Explain about the influence of industrialisation
13. Write a note on public sphere of Folklore.
14. Critically exmine the impact of liberalization.
15. Explain the Glocal and Global Folklore.
16. Write a note on the emergence of popular anriquities
17. Explain Nationalism and Folklore
18. Explain about the emergence of Folklore as an academic discipline.
19. Discuss the impact of post modernism thought in folklore
20. Explain about the cultural commodification..

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Explain and elaborate the influence of Globalization in Folklore.
22. Critically analyze the industrial influence on folk.
23. Discuss about the pre-industrial folk and lore.
24. Explain and elaborate the feudal social formations in Kerala.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

SECOND SEMESTER M.A. DEGREE EXAMINATION JUNE 2020

(CCSS)

FOLKLORE

PAPER : FLS2C07 - FOLKLORISTICS - MODERN ERA

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. The scholar who discussed the meaning of Morphology in relation to the context of folklore is:

   (a. Vladimir Propp b. Stith Thompson c. Freud d. Levi Strauss)

2. Concept of Indian edipus complex is identified by:

   (a. Raghavan Payyanad b. A K Ramanujan

   c. Vishnu Nambiar d. Thushas Chatterpadajaya)

3. Author of the Book 'Dreams in Folklore'

   (a. Cliffort Geertz b. Peter J. Clause

   c. Sigmund Freud d. Earnest Janes)

4. Vladimir Propp has explained the nature of _____:

   (a. Cultural evolution b. Physical distance

   c. Syntagmalic Structure d. Paradigmatic Structure)

5. Structural Theory is explained by

   (a. Strauss b. Freud

   c. Derrida d. Marx)

6. _____ founded analytical psychology:

   (a. Freud b. Jung c. Dundes d. Ramanujan)

7. _____ is considered as one of the founders of 20th Century linguistics :

   (a. Saussure b. Propp c. Handoo d. Marinda)

8. _____ is a symbolic anthropologist:

   (a. Clifford Geertz b. Alan Dundes c. Karl Jung d. Dorson)

9. _____ spanned the gap between the British Structural Functionalism and French Structuralism:

(a. Edmund Leach b. Clauds Bremond

c. Carlos C. Drake d. Karl Jung)

10. Pierre Marand is a scholar on :

(a. Psychology b. Structuralism

c. Positivism d. Functionalism)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Give a brief account of propian struturalism.
12. Describe levistraussian concept of the raw and the cooked in the light of binary oposition.
13. Explain Dundes model of folktale structure.
14. Analyze a malayalam tale as the help of syntagmatic structure.
15. Write about the contributions of Freud.
16. Write a note on dreams in Folklore
17. Discuss the contributions of J. H. Handoo in structuralism
18. Explain symbolic Functionalists.
19. Briefly Explain Analytical Psychology
20. Critically evaluate the contributions of Alan Dundes on syntagmatic structuralism.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Give a Levistraussian Analysis on any one of Local myth in Kerala and explain the relationship between syntagmatic and paradigmatic structure.
22. Explain and elaborate the contribution of Jung in Analytical Psychology
23. Describe the contributions of A. K. Ramanujan to the Theoretical Folklore.
24. Give a Psycho analytical note on Kerala Folk tales.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

SECOND SEMESTER M.A. DEGREE EXAMINATION JUNE 2020

(CCSS)

FOLKLORE

PAPER : FLS2C08 - APPROACHES IN FOLKLORISTICS

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. Who coined the word ' Samskriti ' for culture in Indian context:

   (a. Maharma Gandhi b.Sunithi Kumar Chatterjee

   c. Rabindranath Tagore d. Kalidasa)

2. Marxist structuralist:

   (a. Millet b. Althusser c. Eco d. Derrida)

3. 'Folklore is the lively fossils that refuse to die ' defined by

   (a. Maria Leech b. Francis Potter c. Benfey

   d. Andrew Lang)

4. ' Folklore Matters ' is written by:

   (a. Richard M. Dorson b. Stith Thompson c. Alan Dundes

   d. Iling Worth)

5. Structural Theory by _____:

   (a. Albert B. Lord b. Levi Strauss c. Kaarle Krohn d. Benfey)

6. Vladimir Propp belongs to :

   (a. Britain b. Russia c. India d. France)

7. Functionalism is basically ___ kind of theory :

   (a. Anthropological b. Psychological
   c. Cultural d. Literature)

8. Who is the author of the book ' Vadakkan pattinte paniyala' ?

   (a. Raghava Warrier b. Raghavan Payyanad

   c. M. V. Vishnu Nambootiri d. K. K. N. Kurup)

9. Post modernism is a term coined by:

(a. Lyotard b. Barthes c. Derrida d. Levistrauss)

10. Culture theory is the branch of Anthropology and _____ :

(a. History b. Lunguistics c. Semiotics

d. Literature)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Write a short note on Functiionalism described by Malinowski.
12. Explain the structural functionalism with examples from Kerala Folklore.
13. What is the role of Marxism in Folklore?
14. What is meant by feminism? Describe.
15. Post Structuralism - Explain.
16. Write a note on tradition in culture.
17. Define orientatlism.
18. Explain Performance Theory.
19. Write a short note on contribution of Levistrauss.
20. Explain Diffusion theory.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Give a brief picture of functional theories.
22. What was the aim of evolution theories? Explain in detail.
23. Describe the features of a ritual performance of your area.
24. Give the levistruassian analysis of anyone of a local myth in Kerala and explain the relation between syntagmatic and paradigmatic structure.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

THIRD SEMESTER M.A. DEGREE EXAMINATION NOVEMBER 2020

(CCSS)

FOLKLORE

PAPER : FLS3C09 - FOLKLORISTICS - POST MODERN ERA

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. Semiotics is the study of _____

   (a. Knowledge b. Signs c. Villages d. Thought)

2. Dialogue is _____

   (a. Verbal component of a performance b. Binary Opposition

   c. Integral part of a song d. Speech)

3. This concept is introduced by Lauri Honko

   (a. Multiforms b. Oral formula

   c. Semiotics d. Mitheme)

4. Performance theory is coming from _____:

   (a. Literature b. Linguistics

   c. Botany d. History)

5. ' Tales are the survivals of the savage mind in modern folk society ' by ____

   (a. E B Taylor b. Alber B. Lord

   c. Richard M. Dorson d. Marx)

6. Any scientific enquiry comprises in to three phases viz. collection, classification and _____

   (a. Observation b. Analysis

   c. Data Collection d. Interview)

7. Evolution theory came indeed from _____ :

   (a. Social Science b. Science c. Arts d. Mathematics)

8. Who is the cultural evolutionalist:

(a. Morgon b. Dan Ben Amos c. Alan Dundes d. Dorson)

9. The book ' Primitive Culture ' by _____:

(a. E B Taylor b. Kenneth Godstein

c. William R. Bascum d. Karl Jung)

10. The Royal Asiatic Society of Bengal established in :

(a. 1784 b. 1783 c. 1782 d. 1982)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Explain the elements of Semiotics.
12. Write a note on Performance Theory.
13. Explain the importance of contextual theory in Folkloristics..
14. Write a note on gender issues in Folklore Research.
15. Explain Jaques Derrida's contribution.
16. Define the mode of Performance with examples
17. Give semiotic interpretation of theyyam, ritual of Kerala.
18. Explain gender and folklore.
19. Write a note on Roland Barth's concept of signification
20. Explain contextual theory.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Provide a semiotic analysis of folklore of Kerala.
22. What is semiotics? Bring out its important elements.
23. Write an essay about the elements of performance in ritual.
24. Bring out the relationship between text, context and performance.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

THIRD SEMESTER M.A. DEGREE EXAMINATION NOVEMBER 2020

(CCSS)

FOLKLORE

PAPER : FLS3C10 - RESEARCH METHODOLOGY

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. ' A guide for field workers in Folklore ' is authored by

   (a. John Brunvard b. Kenneth Goldstin c. Jemmofer Livesey

   d. Levi Strauss)

2. Who is the author of the Book ' Field Work ' ?

   (a. Kenneth Goldstein b. Bruce Jackson

   c. Jan Harold Brurnvand d. Alan Dundes)

3. Find the field which is not directly related to fieldwork

   (a. Folklore b. Anthropology c. Psychology

   d. Physiology)

4. Which is known as Malinowski's method:

   (a. Ethnographic Method b. Dialogical Method

   c. Observation Method d. Interview Method)

5. ' The core of the field work is participant observation '. The statement is ?

   (a. Correct b. Wrong c. Partially right d. None of these)

6. Observation method demands:

   (a. Active participation in the event

   b. The presence of researcher during the performance

   c. Compulsary video documentation

   d. Interview)

7. ' Folklore and Folklife ' authored by :

   (a. Richard M. Dorson b. Alan Dundes c. Victor Thomps

   d. Marinda)

8. The book ' Another Harmony' by

(a. Stuart Blackburn b. Bruce Jackson

c. Richard Bauman d. A K Ramanujan)

9. Who is the author of the book ' Social Research Methods ':

(a. Dennis D. Forcese and Stephen Richer b. Jackson

c. Laurance Neuman d. Karl Jung)

10. The book ' Golden Bough ' was written by

(a. James Frazer b. Derrida

c. W J. Thomps d. Alan Dundes)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Explain the difference between the questionnaire and schedule.
12. What is ethnographic method.
13. What are the three phases of field work? Explain.
14. Describe observation method.
15. What is gender issue? Explain.
16. Explain the three research projects focussed by Kenneth Goldstein.
17. What is field note? Explain its importance in the study of Folklore.
18. Explain the importance of pre-field work preparations.
19. What are the methods to collect proverbs from the field
20. Explain the phases of field work with examples.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Fieldwork is inevitable in folklore studies. Discuss.
22. ' Folklore is considered as a field science'. Why?
23. Discuss the peculiarities of interpretation process in folklore studies.
24. What is meant by field work? Write about pre-field work prepartations..

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

THIRD SEMESTER M.A. DEGREE EXAMINATION NOVEMBER 2020

(CCSS)

FOLKLORE

PAPER : FLS3E01 - FOLKLORE MUSEUM AND ARCHIVING

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. First Folklore Museum in India :

   (a. New Delhi b. Mysore c. Madhurai

   d. Thiruvananthapuram)

2. The process of giving code number of objects in a archive is known as:

   (a. Cataloguing b. Listing c. Exhibiting d. Presentation)

3. RRC situated at:

   (a. Uduppi b. Warangal c. Sikkim d. Bombay)

4. SN stands for in Archives:

   (a. Still Negative b. Still Number

   c. Still Neutral d. None of these)

5. When did National Archives of India established? :

   (a. 1896 b. 1981 c. 1965 d. 1978)

6. "Loka Janapada" archives situated at:

   (a. Ramanagar b. Bangalore c. Bhopal d. Trichy)

7. Roopayam State Archive located at

   (a. Rajasthan b. Mumbai c. Assam

   d. Himachal Pradesh)

8. The book Folklore Genres edited by:

   (a. Da Ben Amose b. Alan Dundies

   c. R M Dorson d. Richard Bauman)

9. "Folklore Process" a paper presented in FF Summer School in Finland:

(a. Da Ben Amose b. A.K. Ramanujan

c. Lauri Henko d. S D Lurdu)

10. The data collected from the Archives on Ritual Performance is considered as:

(a. Primary Data b. Secondary data

c. General Information d. Tertiary data)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Define about Folklore Archive.
12. Define pre-field preparation.
13. Define ethical issues in Folklore.
14. Define ownership issues in Folklore.
15. Write a note on importance of Folklore Museum.
16. Explain about the role of Museum in National Curriculum.
17. Write definitions and characteristics of museum.
18. Write a note on De-contextualisation.
19. Define the role of Folklore Museum in Tourism.
20. Critically examine the need for folklore archive.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Explain and elaborate the stages of documentation for folklore archive.
22. Write an essay on different types of museums.
23. Elaborate development of folklore archives and its problems and difficulties.
24. Write an essay about the importance of Folklore Archives in Kerala.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

THIRD SEMESTER M.A. DEGREE EXAMINATION NOVEMBER 2020

(CCSS)

FOLKLORE

PAPER : FLS3E02 - COMPUTATIONAL FOLKLORISTICS

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

A. Choose the correct answer

1. The book ' The forms of Folklore ' authored by :

   (a. William R Bascom b. Alan Dundies c. Barthes d. Levi Strauss)

2. The article "Digitalization and virtualizing folklore is written by :

   (a. Horns moser b. Lauri Honko

   c. Felix J. Oinas d. Simon J Bronned)

3. The concept ' Distant reading ' is introduced by :

   (a. Franko b. Regina Bendix c. Richard M. Dorson

   d. Fronko Moretti)

4. The term genre is derived from the Latin word :

   (a. Genus b. Gattung c. Cursing d. Fiction)

5. T C P stands for:

   (a. Teaching Cultural Protocol b. Transfer Control Protocol

   c. Technical Cultural protocol d. Technial Control Protocol)

6. Collection of verbal folklore include the collection of ----

   (a. riddle b. videos c. photos d. festivals)

7. The book "Folklore and the Internet " is authored by ------

   (a. Persey Marquin b. R.C. Temple c. William Crook d. Trevor J Blank)

8. F T P stands for

   (a. File Transfer Protocol b. Folio Transfer Protocol

   c. File Technical Protocol d. File Teaching Protocol)

9. World Wide Web is introduced by

(a. Tim Burners Lee b. Morris c. Charles Babbage

d. Winton Serf)

10. *The concept" ideal type and real type" introduced by*

(a. Lauri Honko b. Alan Dundes

c. Ragina Bendix d. R.M Dorson)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Explain the concept "computational folkloristic".

12. Evaluate the concept "Distant reading"

13. Explain the theory and methods of digitalization .

14. How folklore can be used in Electronic media ?

15. What is the different between E-Commerce and Commerce ?

16. Evaluate the various factors of genre in computational folkloristic.

17. Evaluate the concept "Multimedia" ?

18. Write about cultural value and ethical values in folkloristic

19. What is meant by E-books ?.

20. What is meant by 'Data'.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Discuss the possibilities of computational folkloristic in the modern world?.

22. The methodological and technical issues of digital folklore data base and computational folklore?

23. Explain the need of archiving folklore , write about various methods of archiving.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

THIRD SEMESTER M.A. DEGREE EXAMINATION NOVEMBER 2020

(CCSS)

FOLKLORE

PAPER : FLS3E03 - FOLKLORE AND MASS MEDIA

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. Expansion of AIR:

   (a. All India Radio b. American Institute of Radio Journalism

   c. Association of Indian Reporters d. All India Riders)

2. Professional Journalism is written by:

   (a. M V Kammath Keva J Kumar c. Ivadi Krishnamoorthy

   d. Shyam Benegal)

3. The person who collect the news is

   (a. Editor b. News Reader c. News Reporter

   d. Chief Editor)

4. The father of Indian Language Newspaper:

   (a. Subramanian Bharath b. Acharya Vinobha

   c. Rajaram Mohan Rai d. B G Tilak)

5. The editorial always be published in the name of :

   (a. Chief Editor b. News Reporter c. Source of News

   d. Sub Editor)

6. Opening paragraph of any news story is called as:

   (a. Title b. Head c. Head live d. Content)

7. The book ' Folk culture in a world of technology ' is written by:

   (a. Lauri Honko b. Herman Benwinger

   c. Alan Dundies d. Chinnappa Gowda)

8. Gandhiji's first newspaper was:

   (a. The republic b. India c. The mail d. Indian Opinion)

9. The concept of cultural identity is popularised by:

(a. Adone b. Gramschi c. Boaz d. Althusser)

10. Theory of Ambivalence is put forward:

(a. Hami Babha b. Adone

c. Althusser d. M. N. Sreenivasan)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Write a short note on ' Folk Media ' .
12. Define mass communication? What are its major characteristics?
13. Explain the various methods of news gathering?
14. What are ' news values '? Comment on the need for alternative values in Folklore Journalism.
15. What is meant by source of news?
16. Write a note on E-books.
17. Explain the features of good folklore journalism.
18. Define Folkloric Journalism and its importance.
19. Write a short note on revivalism.
20. How folklore can be used in electronic media?.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. ' Folklore as media of verticle transmission from one generation to the other'. Discuss.
22. Why folklore is considered as a means of mass media? Discuss.
23. Write an essay on type of communication?
24. Discuss how folk media used in education?

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

THIRD SEMESTER M.A. DEGREE EXAMINATION NOVEMBER 2020

(CCSS)

FOLKLORE

PAPER : FLS3E04 - RITUAL AND SOCIETY

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. The prescribed procedures for conducing religious ceremonies are called _____.

   (a. Rituals b. Belief c. Religious Practice d. Customs)

2. Who wrote ' Ritual Theory and Ritual Practice ' ?

   (a. Ronald L. Grimms b. W R Bascom

   c. Summer Effler d. Catherine Bell)

3. _____ is a religious practice in which a family is seen to have a close kinship with a particular spiritual being

   (a. Totemism b. Anthropomorphism c. Cannibalism

   d. Limunality)

4. The Practice or observance of religious ritual is called:

   (a. Ritualism b. Belief c. Prayer

   d. Customs)

5. ' A Dictionary of Theatre Anthropology ' is written by

   (a. Jurgen Weintz b. Hans Hoppe c. Thanjo Bidlo

   d. Barba Eugino)

6. ' The Meaninglessness of Ritual' is authored by :

   (a. Frits Staal b. M N Sreenivasan c. Frederic Angels d. Homi Baba)

7. Who wrote the book ' The Savage Mind '?

   (a. Peter J. Clause b. Alan Dundes
   c. Claude Levistrauss d. W J Thompson)

8. ' Purity and Danger ' is written by

(a. Mary Douglas b. Rosa Luxumburg c. Arundhathi Roy
d. Catherine Bell)

9. ' Religion and Ritual : The Definitional Problem ' is authored by:
(a. Jack Goody b. Christiane Brosius c. Ute Husken
d. Sudhir Kakar)

10. ' Story, Performance and Event ' is written by
(a. Richard Bauman b. Judith Butler
c. J L Austin d. Peggy Pehlan)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Define ritual?
12. Write a note on transfer of ritual in a local tradition.
13. Give a brief account of renaissance.
14. Is ritual static or dynamic? Write your opinion.
15. Write a note on religious ritual.
16. Define Society?
17. How ritual become theatre? Explain.
18. Explain the role of ritual in creating social identities.
19. Write a note on cannibalism.
20. What do you mean by social reformation?

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Are women victims of customs and ritual? Discuss.
22. Explain and elaborate the conflict between tradition and modernity
23. Write an essay on social reformation movements in Kerala.
24. Critically evaluate the role of rituals in establishing caste hierarchy.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

FOURTH SEMESTER M.A. DEGREE EXAMINATION JUNE 2021

(CCSS)

FOLKLORE

PAPER : FLS4C11- FOLKLORISTIC IN THE 21ST CENTURY

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. Theyyam costumes in Airtel advertisement is an example for

(a. Applied Folklore b. Meta Folklore c. Fakelore d. Popular Lore)

2. Primary context is the _____ context in which the folklore is seen

(a. Artificial b. Natural c. Abnormal

d. Secondary)

3. Ideology and ideological state aparatus is work by _____

(a. Hegal b. Marx c. Lenin d. Althusser)

4. Who authored the book ' Text, Texture and Context ' :

(a. Alan Dundes b. R M Dorson c. Dan Ben Amos

d.Terre Boelken)

5. Who coined the word ' Folklorismus' first

(a. Hals Murer b. Herman Bausinger

c. Laurie Honko d. Right Maid Augustin)

6. The book ' Folklore Matters ' is written by

(a. Alan Dundes b. Richard M. Dorson c. Propp

d.Peter J Claus)

7. Folklorisation begins with non-folklore and moves in the direction of :

(a. Folklore b. Fakelore c. Folklorism d. Popular Culture)

8. Regina Bendix Article is :

(a. Folklore the challenge of Concept b. Seven Fiddles of tradition

c. Ideology realities of Folklore d. Popular Culture)

9. Lauri Honko write article:

(a. Folklore in context b. Ritual Process

c. Folklore Process d. Cultural Process)

10. The distinction between traditional and new folklorism was introduced by :

(a Williams Vincent b. Herman Bausinger

c. Right Man d. Hansmoser)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Explain the dynamics of folklore from context to form and form to function..
12. Ideological movements influence and create new folklore text. Discuss
13. Explain the concept ' Public Folklore ' with suitable examples.
14. What are the features of the cultural policy of UNESCO?
15. Write a short note on Folklore and Globalization
16. Give an account of impact of folklorism of Kerala Folklore.
17. Explain the scope of applying folklore in the field of education.
18. Discuss the relevance of indigenous knowledge system in the present day context.
19. What do you mean by ' rural Folk in Urban Settings '? Explain with suitable example.
20. Write a note on applied folklore.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Explain the various concepts related to post folklore.
22. Discuss how political group use folklore for propaganda.
23. Mist of the western folkloristics are considering applied folklore as folklorism. Why? Discuss.
24. The folklore process is a sterio type life history of folklore in any culture. Discuss this statement.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

FOURTH SEMESTER M.A. DEGREE EXAMINATION JUNE 2021

(CCSS)

FOLKLORE

PAPER : FLS4C12 - FIELD WORK

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. Which of the following is an inclusive approach

   (a. Ethnographic Method b. Psychological Interpretation

   c. Questionnaire Method d. Structural Method)

2. Field diary is used to record

   (a. Interview Data b. Observation Data

   c. Experience and Reading d. Findings)

3. Folk song presentation for an arranged field work is an example for

   (a. Primary Context b. Secondary context

   c. Induced context d. Immediate Context)

4. Who wrote ' Folklorinoru padana padhati ' :

   (a. Dr. Raghavan Warrier b. Dr. Raghavan Payyanad

   c. Dr. K. S. Madhavan d.Dr. K. K. N. Kurup)

5. The Journal of Kerala Folklore Academy

   (a. Poli b. Keli c. Thudi d. Polika)

6. Who wrote the book ' A Guide for Field Workers in Folklore'

   (a. Jawaharlal Handoo b. Kenneth Godstein

   c. Warren E Robert d.Bruce Jackson)

7. Which of the following is a post field work activity

   (a. Cataloguing b. Puchasing empty Cassette
   c. Writing the name of the informant on gum slip glued to cassette
   d. Purchasing Pendrive)

8. The book ' Fieldwork collecting oral literature ' written by :

(a. George List b. Donald A Mac Donald

c. Warrier E Robert d. Mac Edward Leach)

9. The book ' Folklore Genre ' is edited by:

(a. Dan Ben Amos b. Stith Thompson

c. Dr. K K N Kurup d. Dr. K M Bharathan)

10. Collection of Verbal Folklore includes in the collection of :

(a Riddle b. Video Dance c. Photos

d. Agriculture instrument)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Write a short note on types of data.
12. Evaluate interviewing as a method of data collection
13. What is meant by content analysis?
14. Describe the functions of data collection tools
15. Distinguish between Schedule and Questionnaire
16. When and why is a pilot survey desirable?
17. Discuss the need and nature of fieldwork.
18. Explain the criteria for selecting a research problem.
19. What are the various aspects of planning of field operation for folklore data collection?
20. Enumerate the different methods of classification of data.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Define different type of observation? Evaluate them.
22. Classify interviews and describe each type of interview.
23. Discuss the importance of classification of folklore data.
24. Write an essay on various issues like ethics and gender related with fieldwork.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

FOURTH SEMESTER M.A. DEGREE EXAMINATION JUNE 2021

(CCSS)

FOLKLORE

PAPER : FLS4E05 - WEB PROGRAMMING AND DESIGN TOOLS

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

PART A

All questions are compulsory. Each questions carries 1 mark.

A. Choose the correct answer:

1. Which of the following protocol is used for WWW.
   a. ftp
   b. tcp
   c. http
2. HTML stands for:
   a. Hyper Text Markup Language
   b. High Text Markup Language
   c. Hyper Tabular Markup Language
3. HTML web pages can be read and rendered by _____.
   a. Compiler
   b. Server
   c. Web Browser
4. Where can we see the use of Joomla frequently?
   a. Corporate intranets and extranets
   b. Online magazines, newspapers and publications
   c. All of these
5. Which is the shortcut key combination in GIMP, to cut the selected item,
   a. Ctrl+x
   b. Ctrl+y

c. Ctrl+z

Match the following:-

6. Hyperlink	-	HTTP
7. HTML link	-	A link from a hypertext
8. Web server	-	Search engine friendly
9. SEF	-	Open-source
10. GIMP	-	href

(10 X 1=10 Marks)

Part B

Answer any eight of the following.Each question carries 5 marks.
Each answer should not exceed 300 words.

11. Write a note on Internet and its evaluation.

12. What do you mean by cookies?

13. How Multimedia can be to present Folklore data on Internet ?

14. Write a short note on HTML5.

15. Explain web hosting.

16. Distinguish between static and dynamic web pages.

17. How to create links usingjoomla.

18. Write a note on usage of Folk arts in Web designing programme.

19. Define 5 selection tools used in GIMP.

20. Comment on " images editing and processing by citing examples from Kerala Folklore".

(8 X 5=40 Marks)

Part C

Answer any two of the following.Each question carries 15 marks.
Each answer should not exceed 800 words.

21. Explain the basic types of network protocols in detail.

22. What you mean by scripting languages? Explain any 3 scripting languages in detail.

23. Write HTML code to build a web page showcasing various Art forms in Kerala using different properties and embed a CSS file in it.

(2 X 15=30 Marks)

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MODEL QUESTION PAPER

FOURTH SEMESTER M.A. DEGREE EXAMINATION JUNE 2021

(CCSS)

FOLKLORE

PAPER : FLS4E06 - VISUAL PRODUCTION

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

A. Choose the Correct Answer

1. The primary colours used in colour photography :

   (a. Red-Green-Blue b. Red-Cyan-Yellow

   c. Cyan-Magenta-Green d. Red-Yellow-Green)

2. What is the literary meaning of the form photography?

   (a. Writing a picture b. Photoshoot

   c. Graphic works d. Sports photography)

3. Salim Ali is famous for:

   (a. New photography b. Birds photography

   c. Wildlife photography d. Photographer)

4. Graphics 'enriches ' :

   (a. The video image b. Sound effects c. Scripts effects d. Photo effect)

5. Videographer should not stand as an abstacle to the participating audience during ritual performance. it is :

   (a. An ethics of a videographer b. Ignore such suggestions

   c. Against to the right of a videographer d. Values of a videographer)

6. Focus light falling upon the face from the front is called as :

   (a. Back light b. Flash light c. Front light

   d. Side light)

B. Expand the abbreviations

7. SLR
8. TLR
9. ISD
10. LCD

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Write a short note on wildlife photography.
12. Explain the use and effect of visual media.
13. Write about the importance of photography.
14. What about the basics of digital photography?
15. Write a short note about the scope of using a video camera in Folklore Research.
16. What is meant by editing?
17. What is meant by a shot? explain.
18. Write short note on various types of camera.
19. What is meant by News Photography?
20. Write a short note on Visual Production special reference to Kerala Folklore.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Write an essay about essential aspects of documentary production process.
22. Write an essay on camera movements and techniques of camera control.
23. Write an essay on use videography in presentation of Art and Culture.
24. Discuss the role of photography in print media.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

FOURTH SEMESTER M.A. DEGREE EXAMINATION JUNE 2021

(CCSS)

FOLKLORE

PAPER : FLS4E07 - FOLK KNOWLEDGE SYSTEM

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

1. Folk medicinal practices is an example of :
   (a. Traditional Knowledge b. Folk Literature
   c. Folk Custom d. Folk Weapon)
2. ' Etham Kota ' is :
   (a. Folk agricultural tool b. Folk irrigation tool c. Folk Game
   d. Folk Weapon)
3. ' Suranga is associated with:
   (a. Folk Architecture b. Cultivation
   c. Water Management d. Padding cultivation)
4. Which community is associated with the traditional product of earthern pols:
   (a. Kusava b. Kuruma
   c. Kanakka d. Kurava)
5. An example of folk technology :
   (a. Crushing Sugar Cane b. Training Bullocks
   c. Conversion of milk to butter milk d. Washing cloths)
6. Which place is famous for Hukka making:
   (a. Koyilandy b. Cochin c. Divine Henu d. Beypore)
7. ' Aaranmula Metal Mirror ' is an example for:
   (a. Folk technology b. Craft c. Sellers pride
   d. Weapon)
8. The book ' Alternative Technology' edited by
   (a. Alan Dundes b. Sanker Sen Gupta
   c. Sharma and Quereshi d. Walter Iong)
9. Pallamkuzhi is:
   (a. Folk musical Instrument b. Folk game

c. Kind of water source d. Kind of weapon)

10. A resource book on right of indegenious people is authored by:
(a. Nujoom A b. Hafeel A c. Raju Sing d. Brue Jackson)

(10 x 1 = 10 Marks)

II Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Define indigenous concept?
12. What is meant by local knowledge
13. What is sustainable development? Discuss.
14. Give an account of the folk technology with example.
15. Discuss the issues related to conservation and presenting of Folklore
16. Write a short note on Tribal knowledge system in Kerala.
17. Discuss the relevance of indigenous knowledge in water resource management.
18. What are the features of the cultural policy of UNESCO?
19. Explain the nature and scope of traditional technology?
20. Explain the importance of the agricultural lore of Kerala.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Give a brief account of any one of the folk technology and related knowledge system in your locality.
22. Explain the scope of Folk medicine is and indigenous system of knowledge.
23. Discuss the various forms of indigenous knowledge from Folkloristic perspective
24. Write an essay on the tribal knowledge system in Kerala.

(2x 15 = 30 Marks)

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MODEL QUESTION PAPER

FOURTH SEMESTER M.A. DEGREE EXAMINATION JUNE 2021

(CCSS)

FOLKLORE

PAPER : FLS4E08 - SEMOITICS

(2019 Admissions)

Time : Three Hours **Maximum : 80 Marks**

I All questions are compulsory. Each question carries one mark.

A. Choose the Correct Answer

1. The book 'Writing Degree Zero ' authored by :

   (a. Umberto Eco b. Roland Barthe c. Sassure d. Marx)

2. The Father of linguistics and structuralism

   (a. Derrida b. Charls Sanders Peirce c. Saussure d. Marx)

3. Deconstruction referred in:

   (a. Structure, Sign and Play in the discourse of human science
   b. Critical Theories c. Ofgramatology
   d. Writing and difference)

4. The term Semiotics is derived from :

   (a. Semeion b. Samantics c. Linguistics d. Iconic)

5. The word Semanalysis is related to :

   (a. Alan Dundies b. Barth c. A.K. Ramanujan
   d. Julius Christava)

B. Match the Following

6.	Inter-textuality	-	Jaques Derrida
7.	Lang and Parole	-	Roland Barth
8.	The death of the Author	-	Ferdinand D. Saussure
9.	Structure, sign and play in the discourse of human sciences	-	Gramsci
10.	Hegemony	-	Julius Christava

(10 x 1 = 10 Marks)

Answer any eight questions of the following. Each question carries 5 marks. Each answer should not exceed 300 words.

11. Explain the contributions of Julius Christova in the field of Semiotics.
12. Write a short note on Structuralism.
13. Evaluate the concept ' Semantics and Semiotics '.
14. Explain the Sassure's theory of arbitrariness.
15. ' Myth is a system of signs '. Discuss.
16. "Difference and Differance" Explain.
17. Write a note on the contribution of Roland Barthes in the field of Semiotics.
18. Evaluate Morris Semiotics typology of discourse.
19. Explain Denotation and Connotation.
20. Define the concept of Pierce Semiotics.

(8 x 5 = 40 Marks)

III Answer any two questions of the following. Each question carries 15 marks. Each answer should not exceed 800 words.

21. Explain and elaborate the possibilities of semiotics in Kerala Folklore Studies.
22. Discuss the salient features of the Post Modernism.
23. Explain the history and classification of modern semiotics.

(2x 15 = 30 Marks)

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File Ref.No.9352/GA - IV - B2/2012/CU

UNIVERSITY OF CALICUT

Abstract

General and Academic - Faculty of Language & Literature - Scheme and Syllabus of MA Sanskrit Language and Literature (General) Programme as per CCSS PG Regulation 2019, w.e.f 2020 Admission onwards -Incorporating Outcome Based Education- Implemented - Subject to ratification by Academic Council -Orders Issued.

G & A - IV - B

U.O.No. 5409/2021/Admn Dated, Calicut University.P.O, 19.05.2021

Read:-1. U.O.No.10808/2019/Admn Dated, 16.08.2019.

2. Minutes of the meeting of the Board of Studies in Sanskrit PG held on 19/04/2021
3. Remarks of the Dean, Faculty of Language & Literature held on 12/05/2021

ORDER

1. The scheme and syllabus of MA Sanskrit Language and Literature (General) Programme under CCSS PG Regulations 2019, w.e.f 2019 admission onwards has been implemented in the University teaching Department , vide paper read (1) above.
2. The meeting of the Board of Studies in Sanskrit PG held on 19/04/2021, vide paper read (2) above, has resolved to approve Out Come Based Education (OBE) in the syllabus of MA Sanskrit Language and Literature(General) Programme, under CCSS PG Regulations 2019, after correcting anomalies and typographical errors in the existing syllabus ,without changing the content, w.e.f 2020 admission onwards.
3. The Dean, Faculty of Language and Literature, vide paper read (3) above, has approved the minutes of the meeting of the Board of Studies in Sanskrit PG held on 19/04/2021.
4. Considering the urgency in implementation of the syllabus, sanction has been accorded by the Vice Chancellor on 27-04-2021 to implement Outcome Based Education in the existing syllabus of MA Sanskrit Language and Literature(General) Programme (CCSS PG 2019), without changing the content, with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
5. The scheme and syllabus of MA Sanskrit Language and Literature(General) Programme, under CCSS PG Regulations 2019, incorporating Outcome Based Education (OBE) in the existing syllabus,after correcting anomalies and typographical errors in the existing syllabus ,without changing the content, is therefore implemented with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Arsad M

Assistant Registrar

To

1.The Head,Department of Sanskrit 2. The Chairperson, Board of Studies in Sanskrit PG
Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V/JCE VIII/DoA/EX and EG Sections/GA I F/Digital Wing/CHMK Library/Information Centres/IQAC/SF/DF/FC

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

SYLLABUS OF

M.A. Sanskrit Language & Literature (General)

(CCSS-PG)

SCHEME & SYLLABUS

(2020 Admission onwards)

STRUCTURE OF THE PROGRAMME

Programme Duration	**:4 Semesters**
Accumulated Minimum Credits required for successful completion of programme	**:72**
Minimum credits required from Core courses	**:48**
Minimum credits required from Elective courses	**:16**
Minimum credits required from dissertation	**:8**
Minimum and maximum credits to be registered in a semester	**:16-24**
Minimum attendance required	**:75%**

Eligibility criteria for Admission

BA Sanskrit (Core) Degree or BA/B Sc (excluding alternative pattern) Degree Sanskrit as Common Course of this University or equivalent degree with Overall CGPA, at least equivalent to 50%. The candidate who studied Thullal,Mohiniyattam,Bharathanatyam and Koodiyattam are also eligible for admission in MA Sanskrit.

M.A. PROGRAMME IN SANSKRIT LANGUAGE AND LITERATURE (GENERAL)

Choice Based Credit and Semester System (CCSS)
(2020 Admission onwards)

The M.A. Programme in Sanskrit Language and Literature (General) is envisaged to make the student proficient in various aspects of Sanskrit Studies such as Vedic and Classical Literature, Literary Theory, Indian Traditions of Philosophy and Logic, Linguistics, Grammar and Comparative Aesthetics and various knowledge traditions. The prime objective of the programme is to make the student equipped with the acumen for literary appreciation, critical reasoning and creative thinking. Thus he/ she can pursue further academic research or career prospects. There will be four semesters in PG programme. Each Semester will have four courses, carrying a total of 100 marks, out of which 80 marks are for external theory examination (of three hours duration), and 20 marks for internal assessment. There will be 12 Core courses which are compulsory (non-optional) for all candidates and the rest of the four courses can be selected from the Electives offered either in the parent department or from any other department. In this Programme there will be two Audit courses (ability Enhancement courses and Professional competency course) with 2 credits each. The Audit course have to be done in the first two semesters and the Credit of the Audit courses will not be counted for evaluating the overall SGPA and CGPA. The Department shall conduct examination for these courses either in the normal structure or MCQ model. During the entire programme there will be one Dissertation/Project for 100 marks to be submitted/ accomplished at the end of the last Semester, in which 80 marks for dissertation and 20 for viva voce. This will go to make a total of 1700 marks.

The elective courses that are designed hereunder are aimed to instil traditional knowledge in areas of contemporary relevance.

The 20 marks for the Internal Assessment will be distributed as follows: -

1. Attendance/Class room participation:		3
2. Seminar	:	5
3. Test Paper	:	8
4. Viva Voce	:	4

List of Courses

SEMESTER - I

Course No.	Title of the Course	Core	Credits
SKT 1C01	Sanskrit Literature	Core	4 Credits
SKT 1C02	Nātyaśāstra Traditions	Core	4 Credits
SKT 1C03	Indian Intellectual Traditions I (Thoughts on Language and Discourse Models)	Core	4 Credits
SKT 1C04	Indian Philosophical Traditions: Theories and Concepts	Core	4 Credits
SKT IA01	Ability Enhancement Courses (AEC)	Audit	2 Credits

Total Credits without Audit Course: 16

SEMESTER II

SKT 2C05 Indian Aesthetics I	**Core**	**4 Credits**
SKT 2C06 Grammatical Traditions	**Core**	**4 Credits**
SKT 2C07 Darśana I	**Core**	**4 Credits**
SKT 2 A 02 Professional Competency Course (PCC)	**Audit**	**2 Credits**
SKT 2E01 Scientific Literature	**Elective**	**4 Credits**
SKT 2E02 Śāṅkara Vedanta	**Elective**	**4 Credits**
SKT 2E03 Modern Literary Compositions in Sanskrit.	**Elective**	**4 Credits**

Total Creditswithout Audit Course: 16

SEMESTER III

SKT 3C08Vedic Traditions	**Core**	**4 Credits**
SKT 3C09 Indian Aesthetics II	**Core**	**4 Credits**
SKT 3C10 Darśana II	**Core**	**4 Credits**
SKT 3E04 Linguistics and Informatics	**Elective**	**4 Credits**
SKT 3E05Manuscriptology and Textual Criticism	**Elective**	**4 Credits**
SKT 3E06 Indian Intellectual Traditions II (Philosophy of Language: *Vākyapadīya&Tantravārtika*)	**Elective**	**4 Credits**
SKT 3E07 Modern Malayalam Literature	**Elective**	**4 Credits**
SKT 3E08 Basic Sanskrit	**Elective**	**4 Credits**

Total Credits: 16

SEMESTER IV

SKT 4C11 Indian Aesthetics III	**Core**	**4 Credits**
SKT 4C12 Indian Aesthetics IV	**Core**	**4 Credits**
SKT4 P01 Dissertation/ Project	**Core**	**8 Credits**

SKT 4E09 Darśana III **Elective** **4 Credits**

SKT 4E10Literary Criticism **Elective** **4 Credits**

SKT 4E11Vedic Traditions II: Brāhmaṇa Literature Elective 4 Credits

SKT 4E12Indian Intellectual Traditions III (Landmarks, Personages and Concepts)

SKT 4E13Sanskrit Literatures for Beginners **Elective** **4 Credits**

Total Credits: 24

DETAILED SYLLABUS

SEMESTER - I

SKT 1 C01 Sanskrit Literature **(80 Marks)**

Answers should be written either in English or in Sanskrit. In writing Sanskrit Devanagari script should be used.

Number of Credits: 4 Instructional Hours 6/week

Unit I: a) General Study of *Kāvya* literature

- *Pañcamahākāvyas*- their salient features

- Special focus on *Naiṣadhīyacarita* and *Kirātārjunīya*

b) General study of Sanskrit plays

- The place of *Mudrārākṣasa* in the world of Sanskrit dramas

- Social and political aspects

- Literary appreciation

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II: - Intensive study of *Naiṣadhīyacarita*: Canto VIII, Verses 1-25 (20 Marks)

Unit III: - Intensive study of *Kirātārjunīya*: Canto III, Verses 1-35 (20 Marks) Unit

IV: - Intensive study of *Mudrārākṣasa* (40 Marks)

Essential Reading:

1. *Naiṣadhīyacaritam*with the commentary Jīvātu of Mallinātha, ChaukhambhaSanskrit Bhavan, Varanasi, 2001.
2. *Kirātārjunīya*of Bhāravi, Nirnayasagar Press, Mumbai, 1906.
3. *Mudrārākṣasa*of Visakhadatta with*Sudhā*Sanskrit and Hindi commentaries, Dr.Pt. Parameswaradeena Pandey and Sri Avanikumar Pandey, Chaukamba, 2014

Additional Reading

1. *Indian Kavya Literature*, A.K. Warder, Motilal Banarsidass, New Delhi, 1992.
2. *Naiṣadhīyacarita*with commentaries of Nārāyaṇa, Mallinātha, Vidyādhara,Jinarāja, Caritravardhana and Narahari, Nirnaya Sagar Press, Mumbai, 1952.
3. *Naiṣadhamahākāyamorunirūpaṇam*, P. KunhiramaKurup, DesamitramPublications, Kannur, 1952.
4. *Mudrārākṣasa of Viśākhadatta with English Commentary* of M.R. Kale, MotilalBanarsidass, New Delhi, 2006.
5. *Mudrārākṣasanāṭakam*,*Subodhini*Sanskrit and Hindi commentaries, AcharyaMadhav Janardhan Ghatate, Bharatiya Vidya Prakasan, Delhi.
6. *Viśākhadatta'sMudārākṣasa*(The signet ring) translated by R.S. Panditt, GlobalAcademic Publishers and Distributers.

Course outcome

1. Acquiring skill to read classical Sanskrit Poetry.
2.Comprehensive survey of Sanskrit Drama and awareness of Sanskrit theatre.
3.Assessing a Drama in the perspectives of Dramatical Theories.
4.Understanding social and political aspects in the *Mudrārākṣasa*.
5.Proficiency in reading *Naiṣadhīyacarita* and *Kirātārjunīya*.

Scheme of questions

There shall be six types of questions:

1. Explain fully –(vyākhyānam)- (6 out of 8)

   Unit II – 4 questions
   Unit III- 4 questions 6x4= 24 Marks

2. Write a critique-(annotation)- (4 out of 6)

   Unit II – 3 questions
   Unit III – 3 questions 4x2.5= 10Marks

3. Short Note (2out of 4)

Unit II - 2 questions
Unit III- 2 questions 2x3= 6Marks

4. Short essay -(Literary Appreciation) -(2 out of 3)

Unit IV- 3 questions2x4 = 8 Marks

5. Annotate (5 out of 6)

Unit IV - 6 questions 5x4 = 20 Marks

6. Essay (2 out of 4)

Unit IV- 4 questions
2x6= 12 Marks

SKT 1 C02 Nātyaśāstra Traditions (80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit Devanagari script should be used.

Number of Credits: 4 Instructional Hours 6/weeks

Unit I: General study of *Nāṭyaśāstra* Text (8 Marks)

- History of discovery and publication: Baroda Edition- Kasi Edition- Ramakrishna Kavi- Kāvyamāla Edition etc.
- Synoptical survey of Contents
- Translations and commentaries
- A general survey and assessment of *Abhinavabhāratī*

Unit II: Intensive study of *Nāṭyaśāstra* chapter VI with *Abhinavabhāratī*

(47 Marks)

Unit III: Intensive study of *Nāṭyaśāstra* Chapter XXVII *Siddhivyañjakādhyāya*

(25 Marks)

Essential Reading

1.*History of Sanskrit Poetics*, P V Kane, MLBD, New Delhi, 1957.

2. *Indian Kavya Literature*, Vol. I, A K Warder, MLBD, New Delhi, 1991.

3. *Nāṭyaśāstra with Abhinavabhāratī*and Hindi Commentary, Ed. Dr. Paras Nath Dwivedi, Sampurnanand Sanskrit University Varanasi, 1996.

Additional Reading:

1. *Natyasastra*, Ed. MadhusudanaSastri, BHU, Varanasi,1975.
2. *Nāṭyaśāstra*, (Ed. &Tr.)Dr. N P Unni, Nag Publishers,Delhi,1998.
3. *Nāṭyaśāstra and Indian Dramatic Tradition*, Ed. Radha Vallabh Tripathi,DevPublishers,2012.
4. *Studies in the Nāṭyaśāstra with Special Reference to the Sanskrit Drama in Performance*, G. H. Tarlekar, Motilal Banarsidass Publishers, New Delhi, 1999.
5. *Bharatamuniyuṭenāṭyaśāstram*, Malayalam Translation by K.P. NarayanaPisharoti, Kerala Sahitya Akademi, Thrissur, 1997.
6. *Nāṭyamaṇḍapam*, M P Sankunni Nair, Matrubhumi,1987.
7. *AestheticExperience According to Abhinavagupta*, R Gnoli, ChaukhambaSanskrit Series, 1985.

Course outcome

1. Understanding the place of *Nāṭyaśāstra* in Indian aesthetics.
2. Understanding Rasa interpretation in different theories.
3. Awareness of the Contribution made by Abhinavagupta to Indian aesthetics.
4. Understanding the role of learned spectator in the performance of Nāṭya.
5. Assessing the significance of Siddhi as a cardinal aspect.

Scheme of questions

There shall be four types of questions:

1. Answer in one or two sentences (14 out of 14)

   Unit I- 2 questions
   Unit II- 8 questions
   Unit III- 4 questions

   14x1=14 Marks

2. Write short notes (8 out of 12)

   Unit I- 4 questions
   Unit II- 5 questions
   Unit III- 3 questions 8x3=24 Marks

3. Short Essay (7 out of 9)

   Unit II- 6 questions
   Unit III- 3 questions 7x4=28 Marks

4. Essay (2 out of 4)

Unit II - 2 questions
Unit III- 2 questions 2x7=14 Marks

SKT 1 C03: Indian Intellectual Traditions I

(Thoughts on Language and Discourse Models) (80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit Devanagari script should be used.
Number of Credits : 4 Instructional Hours 6/week

Unit I: - -A general study of *Mahābhāṣya, Nirukta* and *Arthaśāstra*

-Special focus on the language, style and cultural milieu of *Mahābhāṣya* -

Special study of *Nirukta* with a perspective of philosophy of Language -An

assessment and synoptical survey of text *Arthaśāstra*

-A General study of *Tantrayuktis* (Caraka, Suśruta and Tantrayuktivicāra)

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II: - Intensive study of *Mahābhāṣya: Paspaśāhnika* (30 Marks)

Unit III: - Intensive study of *Nirukta*: Chapter 1 (30 Marks)

Unit IV: - Intensive study of *Arthaśāstra*: *Tantrayuktyadhikaraṇa* (*Adhikaraṇa*15) (20 Marks)

Essential Reading:

1. *Vyākaraṇamahabhāṣya*with*Pradīpa*of Kaiyaṭa and*Udyota*ofNāgeśa,ChaukhambaPrakasan, Varanasi,2010.
2. *Nirukta of Yāskamuni with Niruktavivṛti of Durgācārya*, Exhaustive notes byM.M. Pandit Mukund Jha Bhakshi, Chaukhamba Sanskrit Pratishthan, 1989.
3. *Arthaśātra of Kautilya*, R. P. Kangle, 3 vol.s, MLBD, Delhi, 2014

Additional Reading:

1. *The Mahābhāṣya of Patañjali with annotation* (Āhnikas I–IV), Translated bySurendranath Dasgupta, Published by Indian Council of Philosophical Research,New Delhi, 1991.

2. *Vyākaraṇamahabhāṣyam of patañjali*, O. Vatsala, Chinmaya InternationalFaundation, Veliyanad,2013
3. *The Nighantu and Nirukta*, (Ed.) Lakshman Sarup, Motilal Banarsidass, Delhi,1996.
4. *Nirukta of Yāska with Durgavivṛti*, MeherchandLakshmandass, New Delhi,1983.
5. *The word and the world*, Bimal Krishna Matilal, Oxford University Press, NewDelhi, 1982.
6. *Aspects of Paninian Semantics* (Ed): C Rajendran,SahithyaAcademi ,NewDelhi
7. *Indian Theories of Meaning*, Dr. K. Kunjunni Raja, Adyar Library, Madras,2002.

Course outcome

1. The philosophy of language in the light of *Nirukta.*
2. Knowing the approaches to Grammar in Indian Intellectual Traditions.
3. Developing skills on the deliberations on, nature, and objective of grammar.
4. Understanding tools and techniques of interpretation in Indian Intellectual tradition.
5. Knowing Tantrayuktis as a tool of structural analysis – special focus to *Arthaśāstra.*

Scheme of questions:

There shall be five types of questions:

1. Answer in one or two sentences (13out of 15)

Unit II: 8 questions
Unit III: 3 questions
Unit IV: 4 questions 13x1=13Marks

2. Short Notes (11 out of 13)

Unit II: 5 questions
Unit III: 4 questions
Unit IV: 4 questions 11x3=33Marks

3. Short notes- (Niruktisonly)- (5 out of 6)

Unit III: 6 questions 5x2=10 Marks

4. Essay (2 out of 3)

Unit III: 2 questions
Unit IV: 1 question 2x8=16 Marks

5. Essay (1 out of 2)

Unit II: 2 questions 1x8= 8 Marks

SKT 1C04: Indian Philosophical Traditions: Theories and Concepts (80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/weeks

Unit 1: Epistemology (25 Marks)

- Pramāṇas in major philosophical systems- based on Nyāya model.

- The nature and concept of Jñāna - essentially focusing on Mīmāṃsā, Advaita Vedanta and Buddhist systems.

- Epistemology of Jainism: Nature of knowledge – kinds of knowledge – Nayavāda – Syādvāda.

-Means of Valid knowledge in Nyāya – Vaiśeṣika -Definition and classification of knowledge, Pramāṇas: Pratyakṣa, Nirvikalpa and Savikalpa, Laukika and Alaukika- Anumāna: Definition and nature of anumāna, vyāpti, svārthānumāna and parārthānumāna, hetvābhāsa-kinds- Śābda: Classifications of śābda, kinds of śabda, Upamāna(Comparison)-theory of valid knowledge and theory of error.

- Pūrvamīmāṃsā-The sources of knowledge- theory of truth and error svataḥprāmāṇyavāda - Pramāṇas: Prabhākra and KumārilaBhaṭṭa, major points of difference- self and knowledge- nature of reality- concept of Dharma.

- Advaita Vedanta of Śaṅkara: Reality of Atman- brahman as the ultimate reality-doctrine of Māyā- phenomenal world- levels of reality- Vivarttavāda- individual self, jīva and sākṣin- knowledge and liberation.

-Theory of Knowledge, and theory of error according to different systems.

Unit II: Ontology (10 Marks)

1. Ontology in NyāyaVaiśeṣika and Sāṅkhya Yoga systems of thoughts.

2. Ontology in Advaita Vedanta.

Unit III: Psychical apparatus in Indian Philosophy (10 Marks)

(Specifically focusing on Sāṅkhya Yoga and Advaita Vedanta)

-Ideas, thoughts and concepts regarding mind- its nature - its different phases-its components- different phases of evolution of Mind

- The process of evolution in Sāṅkhya- citta and its varieties

-Bhūmikas in Yoga- sūkṣmaśarīra (liṅgaśarīra)and its components-antaḥkaraṇa-pañcakośa- the concept of four phases of Mind (jāgrat, svapna, suṣupti and turīya)- the Nature of Mind (manas , buddhi, ahaṅkāra and citta)

Unit IV: - Semantic tools of Pūrvamīāṃsā (15 Marks)

1.Mīmāṃsā as science of Interpretation- tools of interpretation- six types of liṅgas (upakrama, upasaṃhāra, abhyāsa, apūrvatā, phala, arthavāda and upapatti) and śrutyādi- śruti, liṅga, samākhyā etc. (refer *Arthasaṅgraha* of LaugākṣiBhāskara and *Mīmaṃsānyāyaprakāśa* of Āpadeva)

Unit V: - Kashmir Śaivisam and Indian Aesthetics (20 Marks)

1. General survey of Literature on Kashmir Śaivisam: āgama, spanda and pratybhijñā schools- Preceptorial lineage: Vasugupta- Somānanda- Utpaladeva-Lakṣmaṇagupta-Bhūtiraja- Abhinavagupta- Kṣemarāja

-Scriptural tradition: *Śivasūtra-Śivadṛṣṭi-Īśvarapratybhijñākārikā (vivṛti,vimarśinī, vivṛtivimarśinī), Pratybhijñāhṛdaya, Spandakārikā, Tantrāloka*-Major concepts of Kashmir Śaivisam reflected on Indian aesthetics:Pratybhijñā, 36 tattvas, malas, śaktis, ābhāsa, prakāśa, vimarśa, carvaṇā, viśrānti, prakhyā and upākhyā, bimbapratibimbavāda, vāc: parā, paśyantī, madhyamā, vaikharī; pratibhā, sahṛdaya.

Essential Reading:

6. *Outlines of Indian Philosophy* - Hiriyanna, MLBD; Fifth Reprint edition, 2014.
7. *A Critical survey of Indian Philosophy*, ChandradharSarma, MLBD, Delhi, 2003
8. *Mīmāṃsā: The Ancient Indian Science of Sentence Interpretation:* G.V Devasthali, Sri Garibdas Oriental Series No: 123, Sri Sadguru Publications, Delhi, 1991.
9. *Epistomolgy, Logic and Grmmar (Analysis of Sentense Meaning) Vol. II*, Dr. V.PBhatta, Eastern Book Linkers, 1992.

Additional Reading:

1. *Indian Philosophy*, Vol I &II, Jadunath Sinha, MLBD, 2006
2. *A History of Indian Philosophy*, 5 Vols, Dasgupta, S.N., MLBD, New Delhi.1988
3. *Essentials of Indian Philosophy*, Hiriyanna, MLBD, Delhi, 2015.
4. *Buddhism and World Culture*, (Ed.) Samiran Chandra Chakravarthy, School ofVedic Studies, Ravindra Bharati University, 1998.
5. *Buddhism*, Mrs. Rhys Davis, Williams And Norgate, London, 1870.
6. *From early Vedanta to Kashmir Saivism*, Isayeva, Nataliya, Sri SatguruPublications, A Division of Indian Books Centre, Delhi, 1997.
7. *Abhinavagupta: A Historical & Philosophical Study*, K.C Pandey, ChaukhambaAmarabharatiPrakasan, Varanasi, 2000.

8. *An Introduction to the Advaita Saiva Philosophy of Kashmir*, Debabrata SenSharma, Indica Books, Varanasi, 2009.
9. *Pratyabhijñāvimarśinī*, K.C Pandey, Sampurnananda Sanskrit University,Varanasi, 1998.
10. *Īśvarapratyabhijñākārikā of Utpaladeva- Verses on the Recognition of the Lord*, Pandit, B.N., Muktabodha Indological Research Institute, New Delhi,2004.
11. *Kashmir Shaivism*: The Secret Supreme, Swami Lakshman Joo, IshwarAshram Trust, 2016
12. *Indian Philosophy*, Vol. I & II, Dr. S Radhakrishnan, Blacki and Son Publishers (P) Ltd., Bombay, 1977. (Pvt) Ltd., New Delhi, 2002. Prakasan, Varanasi, 1982.
13. *The Philosophy of Language in Classical Indian Tradition*, K. S Prasad, DecentBooks, New Delhi, 2002.

Course outcome

1. Understanding major theories and concepts in Indian Philosophy.
2. Comprehension of deliberations on Indian Epistemology.
3. Awareness of psychical apparatus in Indian Philosophy.
4. Acquiring the skill to look up on Pūrvamīmāṃsā as a major source of Indian hermeneutics.
5. Awareness of the major concepts in KāśmīriŚaivisṃ for the analysis of Indian aesthetic theories.

Scheme of questions

There shall be four types of questions:

1. Answer in one or two sentences (15 out of 15)

Unit I: 3 questions
Unit II: 3 questions
Unit III: 3 questions
Unit IV: 3 questions
Unit V: 2 question — 15x1=15 Marks

2. Short Notes (8 out of 10)

Unit I: 3 questions
Unit III: 3 questions
Unit IV: 1 question
Unit V: 3 questions — 8x3=24 Marks

3. Short Essay (5 out of 8)

Unit I: 2 questions
Unit IV: 3 questions
Unit V: 3 questions

5x5=25 Marks

4. Essay (2 out of 4)

Unit I: 2 questions
Unit II: 2 questions 2x8=16 Marks

SKT IA01 Ability Enhancement Courses(AEC)(Audit Course)

Number of Credits : 2

The student is expected to participate in a competition / short term course / seminar/ prepare a book review. The said programme can be Śalākāparīkṣā/ Vākyārthasadaḥ/ Seminar presentation/ Book review etc.

Weightage is to be distributed for the following components –

Production of certificateof attendance / presentation or published review on a book.

Submission of a brief report - participation/ Presentation/ review-to the parent department.

Presentation of the same in parent institution.

Viva Voce

Course outcome

1. Developing skills of articulation.
2. Acquiring skills to become a successful member of a research team.
3. Acquiring the format of research writing.
4. Acquiring skills for an active participation in the traditional debates.
5. Realization research as a collective work.

SEMESTER- II

SKT 2C05 Indian Aesthetics I (80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4Instructional Hours 6/week

Unit I: - **- A general study of *Dhvalyāloka* and other works of Ānandavardhana and commentaries on *Dhvalyāloka***

-A general study of *Locana* commentary- life and other works of Abhinavagupta

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of internal assessment.)

Unit II: Intensive study of *Dhvanyāloka* Udyota I with the *Locana* commentary (50 Marks)

Unit III: Intensive study of *Dhvanyāloka* Udyota II (30 Marks)

Essential Reading :

1. *Dhvanyālokawith Locana and Bālapriya commentaries* (Basic text),ChaukhambhaSurabharati Publications, Varanasi.2009

Additional Reading:

1. *Dhvanyālokalocana Kerala Commentaries*, Ed. Dr. C. M. Neelakandhan, Centrefor Heritage Studies, Hill Palace, Tripunithura, 2011.

2. *The Dhvanyāloka of Ānandavardhana with Locana of Abhinavagupta*, EnglishTranslation, by, Daniel. H. H. Ingalls, Jeffrey Moussaieff, Masson and M.V Patwardhan, Harward University Press,Cambridge, London 1990.

3. *The Dhvanyāloka of Ānandavardhana with Dīdhiti Sanskrit Commentary*, byBadari Nath Sharma, Chaukhambha Sanskrit Series office, Varanasi, 1936

4. *Dhvanyāloka of Ānandavardhana*, with Hindi Commentary Tarawati. Dr. RamSagar Tripathi, MLBD, Delhi, 1963.

5. *Dhvanyālokojjīvini*, S. Neelakanthasastri, Department of Publication,Universityof Kerala, Thiruvanathapuram, 1991.

6. *The Dhvanyāloka and its Critics*, Dr. K. Krishnamoorti, Kavyalaya Publishers,Mysore, 1968.

7. *Dhvanyāloka with Malayalam CommentaryĀlocanam*, by. E. V. Damodharan,NBS Kottayam, 1973.

8. *Dhvanyāloka of ŚrīĀnandavardhanācārya*, Ed Jagannatha Pathak,ChaukhambaVidyabhavan, Varanasi,2003.

9. *Dhvanyāloka: Kerala Commentries*, 2 Vols, Ed. C M Neelakandhan, Centre forHeritage Studies, Tripunithura, 2012

Course outcome

1. Understanding *Dhvanyāloka* as a landmark in the history of Indian Literary Criticism.
2. Acquiring mastery on the text - I Udyota of *Dhvanyāloka*.
3. Understanding the theory of Dhvani - arguments for and against final establishment.
4. Evaluating the ramifications of suggested meanings.
5. Understanding the wise and proper incorporation of Guṇa, Alaṃkāra, and Rīti in the scheme of Dhvani.

Scheme of questions:

There shall be five types of questions:

1. Answer in one or two Sentences (12 out of 15)

Unit II: 10 questions (six should be exclusively from *Locana*)

Unit III: 5 questions 12x1=12 Marks

2. Explain fully and write a critique- (illustrative Examples only)-(5 out of 7)

Unit II: 4 questions
Unit III: 3 questions 5x4=20 Marks

3. Short essays (4 out of 6)

Unit II: 3 questions
Unit III: 3 questions 4x5=20 Marks

4. Explanation of Kārikas (4out of 6)

Unit II: 4 questions
Unit III: 2 questions 4x3=12 Marks

5. Essay (2 out of 4)

Unit II: 2 questions

Unit III: 2 questions 2x8=16 Marks

SKT 2C06 GrammaticalTraditions

(80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit I:

1. A general study of *Siddhāntakaumudī*, its place among *prakriyāgranthas* and exegetical literature posterior to *Siddhāntakaumudī*.

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of internal assessment.)

Unit II: Intensive study of *Kārakaprakaraṇa* of *SiddhāntaKaumudī*

(20 Marks)

Unit III: Intensive study the following sūtras of *Samāsaprakaraṇa*

Samāsaprakaraṇa

(20 Marks)

१. समर्थः पदविधिः। २.१.१
२. सह सुपा २.१.४
३. सुपोधातुप्रातिपदिकयोः। २.४.७१
४. इवेनसमासोविभक्त्यलोपश्च। (वार्तिकम्)
५. अव्ययं विभक्ति समीप...। २.१.६
६. प्रथमानिर्द्दिष्टं समास उपसर्जनम्। १.२.४३
७. उपसर्जनं पूर्वम्। २.२.३०
८. एकविभक्ति चाऽपूर्वनिपाते। १.२.४४
९. गोस्त्रियोरुपसर्जनस्य। १.२.४८
१०. नाव्ययीभावादतोऽम्त्वपञ्चम्याः। २.१.१
११. अव्ययीभावश्च। २.४.१८, १.१.४१
१२. अव्ययीभावेचाकाले। ६.३.८१
१३. अक्षशलाकासंख्या परिणा। २.१.१०
१४. अपपरिबहिरञ्चवः पञ्चम्या । २.१.१२
१५. आङ्मर्यादाभिविध्योः। २.१.१३
१६. लक्षणेनाभिप्रत्याभिमुख्ये। २.१.१४
१७. संख्या वंशेन। २.१.१९
१८. नदीभिश्च। २.१.२०
१९. अव्ययीभावे शरत्प्रभृतिभ्यः। ५.४.१०७
२०. प्रतिपरसमनुभ्योऽक्ष्णः। (गणसूत्रम्)

२१. यस्येति च। ६.४.१४८
२२. अनश्च। ५.४.१०८
२३. नस्तद्धिते। ६.४.१४४
२४. नपुंसकादन्यतरस्याम्। ५.४.१०९
२५. झयः। ५.४.१११
२६. तत्पुरुषः। २.११.२२
२७. द्विगुश्च। २.१.२३
२८. द्वितीयाश्रित... २.१.२४
२९. तृतीयातत्कृतार्थेनगुणवचनेन २.१.३०
३०. पूर्वसदृश... २.१.३१
३१. कर्तृकरणेकृता बहुलम्। २.१.३२
३२. चतुर्थीतदर्थार्थबलि... २.१.३६
३३. पञ्चमी भयेन। २.१.३७
३४. षष्ठी २.२.८
३५. सप्तमी शौण्डैः२.१.४०
३६. पूर्वकालएक २.१.४९
३७. तद्धितार्थोत्तरपदसमाहारे च। २.१.५१
३८. सर्वनाम्नः वृत्तिमात्रे पुंवत्भावः। वार्तिकम्।
३९. संख्यापूर्वोद्विगुः। २.१.५२
४०. द्विगुरेकवचनम्। २.४.१
४१. उपमानानि सामान्यवचनैः२.१.५५
४२. उपमितं व्याघ्रादिभिः सामान्याप्रयोगे। २.१.५६
४३. विशेषणं विशेष्येण बहुलम्। २.१.५७
४४. सन्महत्परमोत्तमोत्कृष्टाः२.१.६१
४५.तत्पुरुषः समानाधिकरणः कर्मधारयः२.१.४२
४६. पुंवत् कर्मधारयः६.३.४२
४७. नञ् २.२.६
४८. नलोपोनञः६.३.७३
४९. तस्मान्नुडचि ६.३.७४
५०. कुगतिप्रादयः२.२.८
५१. भूषणेलम्। १.४.६४
५२. तिरोन्तर्धौ। १.४.७१
५३. तत्रोपपदं सप्तमीस्थम्। ३.१.९२
५४. उपपदमतिङ्। २.२.१९
५५. राजाहःसखिभ्यष्टच् ५.४.९१
५६. अहः सर्वैकदेशः। ५.४.८७
५७. आन्महतः समानाधिकरणजातीययोः। ६.३.४६
५८. संख्यापूर्वं रात्रं क्लीबम्। (वार्तिकम्)
५९. अकारान्तोत्तरपदोद्विगुःस्त्रियाम्इष्टः। (वार्तिकम्)

६०. छाया बाहुल्ये। २.४.२२
६१. सभा राजा अमनुष्यपूर्वा। २.४.२३
६२. शेषो बहुव्रीहिः। २.२.२३
६३. अनेकमन्यपदार्थे २.२.२४
६४. प्रादिभ्योधातुजस्य। (वार्तिकम्)
६५. नञो अस्म्यर्थानां वाच्यः। (वार्तिकम्)
६६. स्त्रियाः पुंवत्भाषितस्कादनूङ्। ६.३.३४
६७. दिङ्नामान्यन्तरा। २.२.२६
६८. तत्रतेनेदमिति सरूपे। २.२.२७
६९. द्वित्रिभ्यां ष मूर्ध्नः। ५.४.११५
७०. धनुषश्च। ५.४.१३२
७१. वा संज्ञायाम्। ५.४.१३३
७२. चार्थेद्वन्द्वः। २.२.२९
७३. राजदन्तादिषु परम्। २.२.३१
७४. अल्पाच्तरम्। २.२.३४
७५. द्वन्द्वे घि। २.२.३२
७६. आनङ् ऋतःद्वन्द्वे। ६.३.२५
७७. मातरपितरावुदीचाम्। ६.३.३८

Unit IV: - Intensive study: Ātmanepadaprakaraṇa: The following Sūtras(15 Marks)

'स्था'धातुः-षट् सूत्राणित्रीणि वार्तिकानि च।

(१) समवप्रविभ्यः स्थः।

(२) आङः प्रतिज्ञायामुपसंख्यानम्। वार्तिकम्)।

(३) प्रकाशनस्थेयाख्ययययोश्च।

(४) उदोऽनूर्ध्वकर्मणि।

(५) ईहायामेव (वार्तिकम्)।

(६) उपान्मन्त्रकरणे।

(७) उपाद्देवपूजासंगतिकरणमित्रकरणपथिष्विति वाच्यम्।

(८) वा लिप्सायमिति वक्तव्यम् (वार्तिकम्) ।

(९) अकर्मकाच्च।

'णीञ्'धातुः- द्वे सूत्रे।
(१) सम्माननोत्सञ्जनार्यकरणज्ञानप्रभृतिविगणनव्ययेषु नियः।

(२) कर्तृस्थेचाशरीरेकर्मणि।

'क्रम्'धातुः-षट् सूत्राणिएकं वार्तिकं च।
(१) वृत्तिसर्गतायनेषु क्रमः।

(२) उपपराभ्याम्।

(३) आङ उद्गमने।

(४) ज्योतिरूद्गमनेइति वाच्यम्। (वार्तिकम्)

(५) वेः पादविहरणे।

(६) प्रोपाभ्यां समर्थाभ्याम्।

(७) अनुपसर्गाद्वा।

'कृञ्'धातुः—चत्वारि सूत्राणि।
(१) गन्धनावक्षेपणसेवनसाहसिक्य प्रतियत्नप्रकथनोपयोगेषु कृञः

(१) अधेः प्रसहने।

(३) वेः शब्दकर्मणः।

(४) अकर्मकाच्च।

'ह्वेञ्'धातुः—द्वे सूत्रे।

(१) निसमुपविभ्यो ह्वः।

(२) स्पर्धायामाङः।

१. अनुदात्तङित आत्मनेपदम्।
२. भावकर्मणोः।
३. ज्ञाश्रुस्मृदृशां सनः।

व्याकरणविशषाः।

१. आजघ्ने विषमविलोचनस्य वक्षः।
२. नाथसेकिमु पतिंन भूभृताम्।
३. सम्प्रहरन्ते राजानः।
४. वृद्धोजनोदुःखशतानि भुङ्क्ते।
५. इत्थंनृप पूर्वमवालुलोचे।
६. ६.ततोनुजज्ञे गमनं सुतस्य।।

Unit V: Intensive study: Parasmaipadaprakaraṇa: The following Sutra-s
(15 Marks)

कृञ् धातुः।
क्षिप् धातुः।
मृष् धातुः।

१. क्रुधयुधजननशयिङ्। १.३.८६
२. नपादम्या ...। १.३.८९
३. अणावकर्मकाच्चित्तवत्कर्तृकात्। १.३.८८

व्याकरणविशेषाः।

१.दमयन्तीकमनीयतामदम्।
२.धापयेतेशिशुमेकं समीची।।

Unit VI: Intensive study: Lakarārthaprakaraṇa :The following Sūtra-s
(10 Marks)

१. अभिज्ञावचने लृट्। ३.१.११२
२. परोक्षे लिट्। ३.१.११५
३. पुरि लुङ्चास्मे। ३.१.१२२
४. क्षिप्रवचने लृट्। ३.३.१३३
५. यावत्पुरानिपातयोर्लट्। ३.३.४
६. गर्हायां लडपिजात्वोः। ३.३.१४२
७. सम्भावनेलमितिचेत्सिद्धाप्रयोगे। ३.३.१५४
८. माङि लुङ्। ३.३.१७५
९. अर्हेःकृत्यतृचश्च। ३.३.१६९
१०. उताप्योः समर्थयोःलिङ्। ३.३.१५२

Essential Reading:

*VaiyākaraṇaSiddhāntaKaumudī*with*Bālamanoramā commentary*, ChaukhmabaSanskrit Sansthan, Varanasi, 1983

Additional Reading:

1.*Samāsaprakarṇam,* R.VasudevanPotti, Sukrtindra Oriental research Institute, Kochi, 2013.
2. *An Introduction to Sanskrit Grammar,* Manish Kumar Pathak, Bharatiya Kala Prakasan, Delhi, 2004.
3. *The Philosophy of Language in Classical Indian Tradition*, K.S Prasad, Decent Books, New Delhi, 2002.
4. *Ideology and Status of Sanskrit: Contributions to the History of Snaskrit Language,* Ed. Jan. E. M. Houben, MLBD, 2012.

5.*Indian Grammars: Philology and History*, Ed. Gerorge Cardona, Madhav M. Despande, MLBD, 2012.

Course outcome

1. Acquiring skills to read prakriyāgrantha in Grammar.
2. Acquiring mastery over KārakaPrakaraṇa and SamāsaPrakaraṇa.
3. Getting acquainted with Ātmanepada and Parasmaipada roots- general and special cases.
4. Understanding nuances of different usages, tenses, moods in Sanskrit Grammar.
5. Knowing the application of grammatical rules for getting clear purport of a passage.

Scheme of questions

There shall be five types of questions:

1. Explain the Sūtras (5 out of 8)

Unit II : 8 questions 5x4=20 Marks

2. Explain the usage of Lakāras (2 out of 4)

Unit VI : 4 questions 2x4= 8 Marks

3. Justify the usage quoting Sūtra-s (of any 10 out of 13)

Unit IV: 7 questions

Unit V: 6 questions 10x2=20 Marks

4. Format the Samāsa quoting Sūtras (5 out 8)

Unit III: 8 questions

5x4= 20 Marks

5. Write short note(6 out of 8)

Unit II: 2 questions

Unit III: 2 questions

Unit IV: 2 questions

Unit V: 2 questions 6x2= 12 Marks

SKT 2C07 Darśana I (80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit I: - - A general survey of Literature of Sāṅkhya and Yoga systems of Philosophy - A general study of Vācaspatimiśra and his works- A general appreciation of *Sāṅkhyatattvakaumudī*- A synoptical survey of *Pātañjalayoga sutra*.

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II:- Intensive study of the following portions of *Sāṅkhyatattvakaumudī*on*Sāṅkhyakārikā*(1-36 Kārikas) (45 Marks)

Unit III:- Intensive study of the following portions of *Yogasūtra*:

Samādhipāda (whole text with *BhojaVṛitti*)
Sādhanapāda: Sūtras 28-55
Vibhūtipāda: Sūtras 1-4 (35 Marks)

(From Unit III questions pertaining to Samādhipāda should not be exclusively from Bhojavṛtti)

Essential reading:

1.*Sāṅkhyatattvakaumudī*, Ed. RajeswaraSastri, Benaras, 1917.

2.*Yogasūtras of Patañjali with Bhojavṛtti called Rajamūrti; An Englishtranslation*, J.R. Ballantyne and Govind Sastry Deva, edited with introduction byAsoke Chatterjee Sastri, Parimal Publications, Delhi, 1990.

Additional Reading:

1.*The Yoga System of Patañjali: A Conceptual Analysis*, Dr. P.K. Sasidharan Nair, New Bharatiya Book Corporation, Delhi, Printed at Jain Amar Printing Press, 2007.

2.*Yogasūtras of Patañjali with Bhojavṛtti called Rajamūrti; An English translation*, J.R. Ballantyne and Govind Sastry Deva, edited with introduction byAsoke Chatterjee Sastri, Parimal Publications, Delhi, 1990.

3.*Indian Philosophy* vol.1, S.Radhakrishnan, Oxford University Press, Calcutta,Chennai, Mumbai, 1997.

4.*Classical Samkhya, An Interpretation of its History and Meaning*, Gerald JamesLarson, Motilal Banarsidass Publishers Private Limited, Delhi, 1979, 2011.

5.*Samkhya Yoga Epistemology*, Mukta Biswas, D.K. Printworld Private Limited,New Delhi, 2007.

Course outcome

1. Proficiency to read a polemical work in Indian Philosophy- Special focus on *Sāṅkhyatattvakaumudī.*
2. Developing mastery over the text *Sāṅkhyatattvakaumudī.*
3. Equipping with the skills of interpreting a sutra work on classical Indian Philosophy.
4. Acquiring mastery of the texts of Sādhanāpāda and Vibhūtipāda.
5. Understanding the importance of commentarial literature in Indian Philosophy.

Scheme of questions

There shall be five types of questions:

1. Answer in one or two Sentences (12 out of 15)

Unit II: 8 questions
Unit III: 7 questions 12x1=12 Marks

2. Explanation of Sūtras(4 out of 6)

Unit III: 6 questions 4x3=12 Marks

3. Short essays (4out of 6)

Unit II: 3

Unit III: 34x 4= 16 Marks

4. Explanation of Karikas according to *Tattvakaumudī* (4out of 6)

Unit II: 6 questions 4x 5=20 Marks

5. Essay (2 out of 4) Unit

II: 2 questions

Unit III: 2questions 2x 10=20 Marks

SKT 2 A 02 Audit Course: Professional Competency Course (PCC)

Number of Credits : 2

1. Software skills
2. NLP
3. Software development
4. Manuscript collection preservation and edition
5. Database software
6. Translation
7. Book Publishing and Editing
8. Short film Making
9. Script Writing

Course outcome

1. Getting acquired with NLP.
2. Developing a general awareness of software.
3. Acquiring practical knowledge collection and preservation of Manuscripts.
4. Getting trained in short film making.
5. Professional competency in Information Technology.

SKT 2E01Scientific Literature (80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit I :- An introduction to scientific literature in Sanskrit

- Essentiality of the awareness of this branch of literature - A general study of major works (*Bṛhatsaṃhitā,Manuṣyālayacandrikā,Yuktikalpataru,Samarāṅkaṇasūtra-dhāra, Śārṅgadharasaṃhitā, Śilparatna, Mayamata*and*Mātaṅgalīla)*

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

UnitII: - Intensive study of the following articles:

1. *Sanskrit Literature on Medical Science*: Dr. K. Raghavan Tirumulpad,in*Technical Literature in Sanskrit*, Ed. S. VenkitaSubramoniaIyer.

Scientific Methodology in Ancient India, Dr. K. N. N Elayath, in *Indian Scientific Traditions*.

3. *Astronomy and Mathematics in Sanskrit Literature*: K. V Sarma, in *Technical Literature in Sanskrit*, Ed. S. VenkitaSubramoniaIyer.

4. *TheCritical and Rational Approach of KelallurNilakanthaSomayaji*: N.K.Sundareswaran, in *Kerala School of Mathematics: Trajectories and Impact*

5. *Yuktibhāṣā*: T.B VenugopalaPanikker, in *Kerala School of Mathematics: Trajectories and Impact*.

Unit III: - Intensive study of the following articles:

6. *Sanskrit Literature on Architecture and Iconography*: Dr. N.V Mallayya, in *Technical Literature in Sanskrit*, Ed. S. VenkitaSubramoniaIyer.

7. *Vastuvidya and Ecology*: Dr. C. Rajendran, in Indian Scientific Traditions.

8. *Indigenous Knowledge Base of Traditional Architecture of Kerala*: A.Achyuthan&Balagopal T.S Prabhu, in *Indian Scientific Traditions*.

9. *Thoughts on Biodiversity and Conservation in Ancient and Medieval Sanskrit Literature*: Dr. N.V.P Unithiri, in *Indian Scientific Traditions*.

10. *Environmental Awareness in Sanskrit Literature*: D r .C .Rajendran , in IndianScientific Traditions .

Essential Reading

1. *Indian Scientific Traditions,* Ed. N.V.P Unithiri, Calicut University Sanskrit Series No: 19

2.*Kerala School of Mathematics: Trajectories and Impact,* Ed. N. KSundareswaran, Ganga Books, 2014.

3. *Technical Literature in Sanskrit*, Ed. S. VenkitaSubramoniaIyyer, University ofKerala, TVM, 2009.

Additional Reading

1.The Concise History of Science in India, D.M Bose et.al., Indian National Science Academy, Delhi, 1976.

2. *History of Ayurveda*, N.V KrishnankuttyVarrier, Aryavaidya Sala, Kottakkal,2005.

3. *Aryabhatiya*, Ed. K S Sukla& K.V Sarma, Indian National Science Academy,Delhi, 1976.

Course outcome

1. A general survey of Scientific literature in Sanskrit.
2. Awareness of the thoughts on conservation of bio diversity in ancient India.
3. Understanding the indigenous knowledge base of traditional architecture of Kerala.
4. Understanding the contributions of Kerala in Astronomy and Mathematics
5. Developing a better understanding of KeḷallurNīlakaṇṭhaSomayāji and Yuktibhāṣā.

Scheme of questions

There shall be three types of questions:

1. Write short note (6 out of 8)

   Unit I: 4 questions

   Unit II: 4questions 6x3=18Marks

2. Short Essay (7 out of 9)

   Unit I: 5 questions

   Unit II: 4 questions 7x5=35Marks

3. Essays (3 out of 5)

   Unit I: 3 questions

   Unit II : 2 questions 3x9=27Marks

SKT 2E02 ŚāṅkaraVedānta

(80 Marks)

Answers should be written either in English or in Sanskrit or in Regional languages. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit I: - A general study of life and works of Śaṅkarācārya

- *bhāṣyagranthas*,
- *prakaraṇagranthas*
- *stotras*

- special focus on *Vivekacūḍāmaṇi, Dakśiṇāmūrtistotra*and *Brahmasūtrabhāṣya*

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II: *Vivekacūḍāmaṇi* **(40 Marks)**

Unit III: *Dakṣiṇāmūrtistotra* **(25 Marks)**

Unit IV: Upodghātabhāṣya(*Brahmasūtra*Śāṅkarabhāṣya)

(15 Marks)

Essential Reading

1. *Vivekacūḍāmaṇi of Sri Sankaracharya*, Text with English translation, notesand an index, Swami Madhavananda, The Advaita Ashrama, Mayavati, Himalayas, 1921.
2. *Vivekacūḍāmaṇi of ŚrīŚaṅkaraBhagavadpāda,* Tr. Sankaranarayanan,Bharatiya Vidya Bhavan, 1978.
3. *Śrīdakṣiṇāmūrtistotram,* D. S Subbraramaiya, Dakshinamnaya Sri SaradaPeetham, Vol. 1, Sringeri, 1988.
4. *Brahmasūtraśāṅkarabhāṣyam*, ed. J.L Shastri, MLBD, 1980.

Additional Reading

1.*Śrīdakṣiṇāmūrtistotram: savārtikampañcīkaraṇam ca*, comp. N. S Venkatanathacharya, Oriental Research Institute, Mysore, 1972.

2. *Dakshinamurtistotra*, Text and Translation in English by Alladi Mahadeva Sastry, Samatha Books, Madras, 1978.

3. *A Study of the Vedānta in the Light of Brahmasūtras,* Shailaja Bapat, NewBharatiya Book Corporation, 2004.

4. *The Vedanta Philosophy*, F. Max Muller, New Bharatiya Book Corporation,New Delhi, 2002.

5. *Vedānta without Māya: A Debate on SaptavidhiAnupapatti*, Ed. GodabarishaMishra, MLBD, New Delhi, 2015.

6. *Shankara: the Revolutionary*, M. N Krishnmani, Ranjan Publications, NewDelhi, 2001.

7. *Advaita: A Conceptual Analysis*, A Ramamurthy, D.K Print World, New Delhi,2008.

8. *Studies in Vedanta: Essays in Honour of Professor S. S Rma Rao Pappu*, Eds. P.George Victor & V. V. S Saibaba, D. K Print World, 2005.

Course outcome

1. Getting acquainted with the compositions of Śaṅkarācārya in AdvaitaVedānta.
2. General awareness of Prakaraṇa, Bhāṣya and Stotragranthas composed by Sri Śankara.
3. Proficiency to read polemical works in Indian Philosophy with a special focus on BrahmasūtraŚaṅkarabhāṣya..
4. Developing mastery over the text Vivekacūḍāmaṇī.
5. Understanding the importance of commentarial works in Philosophical disciplines.

Scheme of questions

There shall be four types of questions:

1. Objective type (14 out of 14)

Unit II: 8 questions

Unit III: 6 questions 14x1= 14 Marks

2. Short note (9 out of 12)

Unit II: 4 questions

Unit III: 4 questions

Unit IV: 4 questions 9x3= 27 Marks

3. Short Essay (3 out of 6)

Unit II: 2 out of 3

Unit III: 2 out of 3 3x5= 15 Marks

4. Essay (3 out of 5)

Unit II: 3 questions

Unit III: 1 question

Unit IV: 1 question 3x8=24 Marks

SKT 2E03 Modern Literary Compositions in Sanskrit (80 Marks)

Answers should be written either in English or in Sanskrit or in Regional languages. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit I: (12 Marks)

- General survey of Modern literary compositions in Sanskrit:

- Kāvyas: *Keralodaya, Kristubhāgavata, Āṅgalasāmrājya, Viśvabhānu*

- Dramas of Krishnan Thampi :*Peṭkāsannyasi, Lalitā, Pratikruyā*

- Dramas of V. Raghavan: *Vimukti, Vidyānāthavidabharaṇa, Anārkkali*

- Complete of Works of M.M SatyavrataSastri: *Śrīrāmakīrtimahākāvyam,Bṛhattarambhāratam, Śrībodhisatvacaritam*…

- AbhirajarajendraMisra: *Kalpavallī*

- Works of Harshadevamadhava, UmakanthaSukla, Sankara Raja Raman, K. Vishnu Namboothiri, Purushotham Lal.

Unit II: Intensive study of *Keralodya*: second sarga of *svapnamañjarī* verses 19-69 (25 Marks)

UnitIII: Intensive study of *Nayāgraprapātah* of N.V Krishna Varrier. (10 Marks)

UnitIV: Intensive study of *Prarodanam*, Skt. Tr. of K. Vasudeva Ganaka (1-20 ślokas) (8 Marks)

Unit V: Intensive study of*Anārkkali*of V. Raghavan. (25 Marks)

Essential Reading

1. *Keralodya*of K.N Ezhuthachan, Bharat Printers, Otttappalam, 1977.
2. *Nayagraprabhātam,* N.V Krishna Varrier,
3. *Prarodanam,* Skt. Tr. K. Vasudeva Ganaka, Calicut University Series No:46.
4. *Anārkkalī*of V. Raghavan, Sanskrit ranga, Madras, 1972.

Additional Reading

1. *Keralodaya*text with Malayalam commentary, Department of Culture andPublications, TVM, 1992.
2. *Modern Sanskrit Literature*, H.L Sukla, New Bharatiya Book Corporation,
3. *Sixty Years of Sanskrit Studies*, Radhavallabha Tripathi, Rashtriya SanskritSansthan, New Delhi,
4. *Contribution of SatyavrataSastri to Modern Sanskrit Literature,* SRanganath, R.V Institute of Sanskrit Studies, Banglore, 2014.
5. *Introducing New Works on Sanskrit*, M.M SatyvavrataSastri, Vijaya Books,Delhi, 2014.
6. *Kristubhāgavata*, Dr. P.C Devasya, Department of Cultural Publications,TVM, 1925.
7. *Āṅgalasāmrājya,* A.R Rajaraja Varma,
8. *Viśvabhānu,* P.K Narayana Pillai, College Book House, TVM, 1980.
9. *Dramas of Krishnan Thampi*, Ed. N. P Unni, College Book House, MG Road,TVM, 1977.

10. *Keralodaya: An Epic Kāvya on Kerala History,* Dr. Dharmaraj Adat,Publication Division, Univesrity of Calicut, 2003.
11. *Śrīrāmakīrtimahākāvyam,* M.M. SathyavrataSastri, Moolamal Sachdevand Amarnath Sachdev Foundation, Bankok, 1990.
12. *Bṛhattarambhāratam,* M.M. SathyavrataSastri, Sarasvatīsuṣamā:Journal of Sampurnananda Sanskrit University, Varanasi,
13. *Atha bhavitavyānāmdvārāṇibhavantisarvatra,* Part I, M.M. SathyavrataSastri, Vijaya Books, Delhi, 2014.
14. *Dine dineyātimadīyajivitam,* M.M. SathyavrataSastri, Vijaya Books, Delhi,2009.
15. *The Great Sanskrit Plays in Modern Translation,* Purushotham Lal,
16. *Kalpavallī,* Abhiraja Rajendra Misra, Sahitya Academy,
17. *Kerala sāhityacaritram,* Ulloor S. ParamesvaraIyyer,
18. *Keralīyasaṃskṛtasāhityacaritram,* Vadakkumkoor, SSUS, Kalady, 1997.

Course outcome

1. General awareness of modern literary compositions in Sanskrit.
2. Appreciating and critiquing Keraḷodaya - Special focus on Svapnamañjarī.
3. Appreciating the poem NayāgrāPrapāta.
4. Carrying out a study on translation – Prarodanaṃ Sanskrit by Vasudeva Ganakan .
5. Reading the Drama Anārkali.

Scheme of questions

There are four types of questions

1. Objective type (14 out of 14)
   Unit I: 12 questions — 14x1= 14 Marks
   Unit II: 2 questions
2. Short note- Annotation- (5 out of 8)

   Unit II: 2 questions

   Unit V: 6 questions — 5x4= 20 Marks

3. Explain fully (6 out of 8)

   Unit II: 3 questions

   Unit III: 2 questions

   Unit IV: 3 questions — 6x 5= 30 Marks

4. Essay (2 out of 4)

   Unit II: 2 questions

   Unit V: 2 questions — 2x8= 16 Marks

SEMESTER- III

SKT 3C08 Vedic Traditions (80Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit, Devanagari script should be used.

Number of Credit : 4 Instructional Hours 6/week

Unit I: - A general study of *Ṛgvedasaṃhitā*- its content and structure

- A General study of Social, cultural, political and environmental aspects in *Ṛgveda*

- A general appreciation of convocational address in *Taittirīyopaniṣad*

- A General survey of *Dharmasūtra* literature

- A synoptical survey of contents and a general study of Gautama *Dharmasūtra*

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II: - Intensive study of the following sūktas of *Ṛgveda*

Paitṛmedhikasūkta (10:14)

Vivāhasūkta (10:85)

Araṇyānisūkta (10: 146)

Samvādasūkta (10:191) (35 Marks)

Unit III:

- Intensive study of convocational address in *Taittirīya Upaniṣad*: (Śikṣāvalli- Last anuvāka) (10 Marks)

- Intensive study of First Praśna of*Gautamadharmasūtra*

(35Marks)

Essential reading

1. *Ṛgveda with commentary of Sāyaṇa* 4 Vols., Krishnadas Academy, Varanasi,1983.

2. *Taittirīyāraṇyaka with Sāyaṇa's commentary*, Anandasramam Press, Pune,1981.

3. *Taittirīyāraṇyaka with Bhaṭṭabhāskara's commentary*, Govt. Orental Library,Mysore, Vol I- 1900, Vol II- 1902

4. *Gautamadharmasūtra with Mitākṣara commentary*, Chaukhamba SanskritSeries Office, 1966.

Additional reading

1.History of Dharmasastras, 6 Vols, P.V Kane, BORI, 1930.

2. *Studies in Ṛgveda and Modern Sanskrit Literature*, S. Ranganath, Estern BookLinkers, Delhi, 2003

3.*Cultural Heritage of India*, Vol: I, The Early Phases, Ramakrishna Math& Ramakrishna Mission, Belur Math, Culcutta, 2013.

4. *The Vedic Age*, Ed. R.C Majumdar, Bharatiya Vidya Bhavan, Mumbai, 1960.

5. *Readings in Early Indian Socio cultural History*, A. K Sinha, Anamika Publishers,New Delhi, 2000.

6. *The Rgveda: The Earliest Religious Poetry of India*, Stephanic W. Jamison andJoyal P. Brereton, Oxford University Press, University of Texas, 2014.

Course outcome

1. Understanding the structure and content of *Ṛgveda.*
2. Intensive analytical study on Araṇyānisūkta, VivāhaSūkta, PaitṛmedhikaSūkta and SaṃvādaSūkta.
3. An analytical study on the Convocation address in the *TaittirīyaUpaniṣhad.*
4. Understanding the Vastness and richness of *Dharmasūtra* Literature.
5. Intensive study on the first section of *GautamaDharmasūtra.*

Scheme of questions

There shall be four types of questions:

1. Objective Type (13 out of 16)

   Unit II:6 questions Unit

   III: 5 questions

   Unit IV: 5 questions 13x1=13 Marks

2. Short note (5 out of 9)

   Unit II: 3 questions

Unit III: 3 questions

Unit IV: 3 questions 5x3= 15 Marks

3. Short Essay (4 out of 8)

Unit II: (2 out of 4)

Unit IV: (2 out of 4) 4x5=20 Marks

4. Essay (4 out of 6)

Unit II: (2 out of 3)

Unit IV: (2 out of 3) 4x8=32 Marks

SKT 3C09 Indian Aesthetics II (80 marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit Devanagari script should be used.

Number of Credits: 4 Instructional Hours 6/week

Unit I: - A general study of *Vyaktiviveka*

-An assessment of its place among the texts on Sanskrit poetics

- A general study of *Vakroktijīvita*

- An assessment of its place among the texts on Sanskrit poetics

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II:

- Intensive study of *Vyaktiviveka* first Vimarśaupto Dhvanilakṣaṇakhaṅdana

(40 Marks)

Unit III:

- Intensive study of *Vakroktijīvita* first Unmeṣaupto Mārganirūpaṇa

(40 Marks)

Essential reading

1.*Vyaktiviveka* with the commentaries of Ruyyaka and Madhusudana Sastry, Chaukhamba Sanskrit Series Office, Varanasi, 1986.

2. *Vakroktijīvita*of Kuntaka, Ed. K. Krishnamurthy, Karnataka University,Dharwad, 1977.

Additional reading

1.*Indian Kavya Literature*, A.K Warder, Vol. I, A K Warder, , MLBD, New Delhi, 1991.

2. *History of Sanskrit Poetics*, P.V Kane, MLBD, New Delhi, 1957,

3. *The History of Sanskrit Poetics*, S.K De, 2 Vols, Luzac and Company,London, 1925.

Course outcome

1. Assessing the place of *Vyaktiviveka* and *Vakroktijīvita* in the history of Sanskrit poetics.
2. Analysing the refutation of the DhvaniLakṣaṇa made by Mahimabhaṭṭa
3. "What is Mahimabhaṭṭa's view on Suggestion?": an analysis of *Vyaktiviveka.*
4. Understanding various types of Vakrokti-s.
5. Knowing the views of Kuntaka on Vakrokti, Mārga and Sāhitya.

Scheme of questions- Unit II shall be Part A and Unit III shall be part B

There shall be four types of questions:

1. Objective Type (13 out of 16)

   Unit II: (8 questions)

   Unit III: (8 questions) 13x1 = 13 Marks

2. Short Note (5 out of 8)

   Unit II: (3 out of 4)

   Unit III: (2 out of 4) 5x3= 15 Marks

3. Short Essay (4 out of 8)

   Unit II: (2 out of 4)

   Unit III: (2 out of 4) 4x5=20 Marks

4. Essay (4 of 8)
   Unit II: (2 out of 4)

   Unit III: (2 out of 4) 4x8= 32 Marks

SKT 3C10 Darśana II (80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit Devanagari script should be used.

Number of Credits: 4 Instructional Hours 6/week

Unit I: - A general study of Pūrvamīmāṃsā philosophy

- Pūrvamīmaṃsā- a discipline on hermeneutics

- Synoptical survey of contents of *Arthasaṅgraha*

- A general study of Navyanyāya literature

- Nyāya model of pramāṇas

- A general study of *Nyāyasiddhāntamuktāvalī*

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II:

-Intensive study of *Arthasaṅgraha* (whole) (40 Marks)

Unit III:

-Intensive study of Śabdakhaṇḍa of *Nyāyasiddhānta-muktāvalī* (40 Marks)

Essential reading

1.*Arthasaṅgraha*, Ed. With Engl Tr. Gajendra Gadkar, MLBD, 1972.

2. *Kārikāvalī*, Ed. C. Sankara Rama Sastry, Chaukhamba Sanskrit Pratisthan, Delhi, 1988.

Additional reading

1.Outlines of Indian Philosophy - Hiriyanna, MLBD; Fifth Reprint edition, 2014.

2. A Critical Survey of Indian Philosophy, ChandradharSarma, MLBD, Delhi, 2003

3. Indian Philosophy, Vol I &II, Jadunath Sinha, MLBD, 2006

4. A History of Indian Philosophy, 5 Vols, Dasgupta, S.N., MLBD, New Delhi.1988

Course outcome

1. A structural analysis of the text *Arthasaṅgraha*.
2. Intensive content analysis of the text *Arthasaṃgraha*.
3. Understanding the hermeneutic tools developed by Purvamimamsa – based on *Arthasaṅgraha.*
4. Acquiring the views of Naiyayika-s on Verbal cognition.
5. Intensive study of the Śabdakhaṇḍa of *Nyāyasiddhāntamuktāvalī*.

Scheme of questions: Unit II shall be Part A and Unit III shall be Part B

There shall be four types of questions:

1. Objective type (14 out of 14)

   Unit II: (7questions)

   Unit III: (7 questions) 14x1=14 Marks

2. Short Note (7 out of 10)

   Unit II: (4 of 5)

   Unit III: (3 of 5) 7x2= 14 Marks

3. Short Essay (5 out of 8)

   Unit II: (3 of 4)

   Unit III: (2 of 4) 5x4= 20 Marks

4. Essay (4 out of 6)

   Unit II: (2 out of 3)

   Unit III: (2 out of 3) 4x8=32 Marks

SKT 3E04 Linguistics and Informatics (80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit, Devanagari script should be used.

Number of Credits: 4 Instructional Hours 6/week

Unit I: A general study on Linguistics:

-Nature and Scope with branches of Linguistics, Phonology, Morphology, Semantics and Syntax, new trends in Language Study **(12 Marks)**

Unit II:

Indo- European Family, General Characteristics, Classification of languages:

-Proto-Indo Europian Classification- Centum - Śatam , Genealogical - Morphological, Dialects - Cognate languages.

(18 Marks)

Unit III : **Speech Mechanism**

Three Systems, Organs of Speech, classification of Sounds, Vowel – Consonants, Linguistic Change, Reasons of Linguistic Change, Types of Phonetic change, Kinds of Phonetic Change, Semantic Change, Analogy – Formal, Proportional and Logical and Phonetics laws, Compounds, characteristics Paniniyan scheme of classification.

(18 Marks)

Unit IV:

Modern Linguistics:

Ferdinent De Saussure, Structuralism, System, Langue, Parole, Signifier – signified, Syntagmatic – Paradigmatic, Synchronic – Diachronic, Z. S Haris, Noam Chomsky - Transformational Generative Grammar, Transformational rule - Static – Dynamic, Phrase structure rule – Lexical rule, Obligatory transformation – Optional transformation, Kernel sentence, Deep structure – Surface structure

(18Marks)

Unit V: Computational Linguistics:

NLP- Artificial Intelligence -Bacus – Naur Form- Transformational analyzers - concept of parsing, context free parsers, Use digital sources, Sites of Sanskrit literary Database **(14 Marks)**

Essential Reading

1. *An Introduction to Sanskrit Linguistics- Comparative and Historical*, SrimanNarayana Murthi. D.K. Publishers, Delhi, 1984.
2. *Aspects of Language*, E.J. William, Faber & Faber, London, 1953.
3. *Computational Linguistics an Introduction*, Ralph Grishman, CambridgeUniversity Press, 1999.

Additional Reading

1. *Syntactic Structures*, Noam Chomsky, Mouton, Hague, 1957
2. *A Course in General Linguistics*, Ferdinand de Saussure, (trans.) Warde Baskin,London: 1964.
3. *Linguistics*, David Crystal, Cambridge University Press, Cambridge
4. *Papers on Linguistics*, Firht.J.R, Oxford Press, London, 1957.
5. *Sphotavada of Nagesabhatta*, (Ed). V. Krishnamacharya, The Adyar Libraryand Research Centre, Adyar, 1977.
6. *Sanskrit Informatics: Informatics for Sanskrit Studies and Research* by R RamanNair & L Sulochana Devi.

Course outcome

1. Understanding the basic divisions of Linguistics.
2. Understanding the Indian traditions of Language Studies.
3. Comparison the traditional linguistic concept with contemporary Linguistic studies.
4. Developing the computer skill in NLP.
5. Understanding the theoretical and practical aspects of Artificial Intelligence.

Scheme of questions

There shall be four types of questions:

1. Answer in one or two sentences (12 out of 14)

Unit II: 3 questions
Unit III: 5 questions
Unit IV: 3 questions
Unit V: 3 questions 12x1=12 Marks

2. Short notes (8 out of 10)
Unit II: 2 questions
Unit III: 4 questions
Unit IV: 2 questions
Unit V: 2 questions 8x4=32 Marks

3. Short Essays (4 out of 6)
Unit II: 2 questions
Unit III: 1 questions
Unit IV: 1 questions
Unit V: 2 questions 4x5=20 Marks

4. Essays (2 Out of 4) Unit II: 2 questions
Unit III: 2 questions 2x8=16 Marks

SKT 3E05 Manuscriptology and Textual Criticism (80 Marks)

Answers should be written either in English or in Sanskrit or in Regional languages. In writing Sanskrit, Devanagari script should be used.

Number of Credits: 4 Instructional Hours 6/week

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit I: - - General study of Manuscriptology

- *History of writings in ancient India (scripts)*
- *Manuscript studies in other languages*

- *Evolution of Scripts in India- Grantha, Brāhmi, Vaṭṭezutte, Kolezutte, Śārada* **(20 Marks)**

Unit II: **- Importance of preservation of manuscripts**
- Preservation techniques

- **Tools and writing materials for manuscripts** **(20 Marks)**

UnitIII:

Textual criticism

- Lower criticism

- Higher criticism

- Cause of errors

- Various readings

- Forms and size of manuscripts

- Necessity of critical edition

- Scribe and scribal errors **(30 Marks)**

Unit IV:

- Manuscript libraries in India and abroad

-General awareness on major manuscript libraries inancient India

(10 Marks)

Essential Reading

1. *Introduction to Manuscriptology,* Siva Ganesa Murthy,

SaradaPublications, New Delhi, 1996.

Additional Reading:

1. *An introduction to Indian Textual Criticism*,Modern Books Publishing, Mysore,1988.
2. *Introduction to Indian Textual Criticism*, S.M. Katre, Bombay, 1941.
3. *Some New Techniques in Collating Manuscripts and Editing Texts,* K.V. Sarma,1965.
4. *Writing Materials in Ancient India*, S.R. Sarma, Vivek Publications, Aligarh, 1950
5. *Manuscriptology*, K. Maheswaran Nair, Thiruvananthapuram.
6. *The origin of Indian Alphabet*, R.G. Bhandarkar, Sri Santosh Mookerji SilverJubileeVol. III, 1922.
7. *PathavimarsanamSamskrtattil*, N.V.P.Unithiri.
8. *AnusandhānasyaPravidhiprakriyā*, (Ed.) Dr. Nagendra, Rashtriya Sanskritsansthan, New Delhi.

Course outcome

1.Awareness on Manuscriptology and the major manuscript libraries in India and abroad.
2. General awareness on writing techniques in ancient India
3. Understanding the preparation of collation sheets and process of emendation.
4. Knowing various methods of preservation of manuscripts.
5. Study of lower and higher criticism.

Scheme of questions

There are types of questions:

1. Objective type (10 out of 10)

   Unit I: 2 questions

   Unit II: 3questions

   Unit III:3questions

   Unit IV: 2questions 10x1=10 Marks

2. Short note (5 out of 8)

   Unit I: 1question

   Unit II: 3 questions

   Unit III: 3 questions

   Unit IV: 1question 5x3= 15 Marks

3. Short essay (5 out of 8)

   Unit I: 2 questions

   Unit II: 2 questions

   Unit III: 2 questions

   Unit IV: 2 questions 5x5= Marks

4. Essay (3 out of 6)

   Unit I**:** 2 questions

   Unit II: 2 questions

   Unit III: 2 questions 3x10= 30 Marks

SKT 3E06 Indian Intellectual Traditions II: (Philosophy of Language: *Vākyapadīya&Tantravārtika*) (80 Marks)

Answers should be written either in English or in Sanskrit or in Regional languages. In writing Sanskrit, Devanagari script should be used.

Number of Credits: 4 Instructional Hours 6/week

Unit I: - General Study of Indian Traditions on Philosophy of Language **(10 Marks)**

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II: Special Study of *Vākyapadīya* (35 Marks)

UnitIII: Special Study of *Tantravārtika* (35 Marks)

Essential Reading

1. *The Philosophy of Language in Classical Indian Tradition,* K. S Prasad, DecentBooks, New Delhi, 2002.
2. *Vākyapadīyam, Brahmakāṇḍam,* Comp. PnaditaRaghunathaSarma,Sampoornanda Sanskrit University, Varanasi, 1988.
3. *Bhartṛhari: Language, Thought and Reality,* Ed. Mithilesh Chaturvedi, MLBD,New Delhi, 2009.
4. *Tantravārtika,* Tr. Ganganath Jha, Sadguru Publications, 1983.

Additional Reading

1. *Vākyapadīyasambandasamuddeśā*, Virendra Sharama, VishveshvaranandVishvaBandhu Institute of Sanskrit and Indological Studies, Punjab University, 1977.
2. *Linguistic Philosophy in Vākyapadīya,* Gayatri Rath, Bharatiya VidyaPrakasan, Varanasi, 2000.

1. Course outcome

1. General awareness on Philosophy of Language developed in ancient India.
2. Proficiency to read *Vākyapadīya* - Brahmak*ā*nda.
3. Developing the ability to look upon *Vākyapadīyam* as rich source in Indian Intellectual Traditions.
4. Placing *Tantravārttika* in the context of Indian Intellectual Traditions.
5. Knowing *Tantravārttika*as a rich source on Indian philosophical Traditions.

Scheme of questions

There shall be three types of questions:

1. Short note (8 out of 12)

Unit I: 2 questions

Unit II: 5 questions

Unit III: 5 questions 8x4=32 Marks

2. Short Essay (4 out of 8)

Unit II: 4

Unit III: 4 4x 6=24 Marks

3. Essay (3 out of 6)

Unit II: 3

Unit III: 3 3x 8=24 Marks

SKT 3E07 Modern Malayalam Literature (80 Marks)

Answers should be written either in English or in Sanskrit or in Regional languages. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit I: Malayāḷasāhityattileādhunikaprasthānam

- Kavitrayaṅṅal
- marrupradhānakaviakal
- katha
- kavita
- novel
- nāṭakam
- sañcārasāhityam
- jīvacaritram
- Ātmakatha

Unit II: Poetry: (20 Marks)

Pakalukaḷrātrikaḷ:-AyyappaPanickar,

Kocciyilevṛkṣangaḷ:- K.G Sankarappillai

Eẓuttachaneẓutumpoḷ:-Sachidanandan

Saṃkramaṇam:-AttoorRavivarma

Unit III:Stores& Novels

Stories:

Russia:- M. Mukundan
Higuitta:- N.S Madhavan
Mohamañña:- K. R Meera

Novels:

Khasākkinteitihāsam:- O.V Vijayan

Āṭujīvitam:-Banyamin

Unit IV: Dramas **(20 Marks)**

Poymukhaṅṅal: K.G Sankarappillai

Avanavankaṭaṃba: Kavalam

Labor room: K. V Sreeja

Laṅkālakṣmi: C.N Sreekanthan Nair

Unit V: SañcārasāhityamJīvacaritramĀtmakatha **(20 Marks)**

Ādikailāsayātra: M. K Ramachandran

Aṭukkaḷayilninnepārlamentilekke: Bharathi Udayabhanu

Nārāyaṇaguru: P.K Balakrishnan

Additional Reading

1. *Ādhunikamalayāḷasāhityacaritram- prasthānaṅaḷilooṭe*, Ed., K. M George
2. *Kavitayuṃpāraṃparyavum*, N. N Kakkad
3. *Kurukṣetram*, AyyappaPanickar
4. *Keraḷakavitayilekaliyuṃciriyum*, Prasanna Rajan
5. *Kaṭammaniṭṭayilekavi*, Ed., K. S Ravikumar
6. *Katha- ākhyānavumanubhavasampattum*, K. P Appan
7. *Mārunnamalayāḷa novel*, K. P Appan
8. *Katha kālaṃ*pole, N. Sasidharan
9. *Ādhunikottararatayuṭekeraḷīyaparisaram*, Dr. P. K Pokkar
10. *Ādhunikānantaram*, Dr. P. P Ravindran
11. *Andhanāyadaivam*, Dr. P. K Rajasekharan
12. *Malayāḷattintekathākārikal*, Dr.Sreedevi K Nair
13. *Novel- caritrattintepāṭhabhedam*, Dr.Shaji Jacob
14. *Katha teṭunnakatha*, N. Prabhakaran
15. *Ādhunikatayuṭekuttasammatam*, P. Pavithran.
Kathayuṭebahysvarata, Ed., Dr. V. Reeja.
16. *Unmādiniyuṭeudānam,* Rajukkuttan P. G

17.*Nāṭakamkaṇṇintekatha*, T. P Sukumaran

18. *Maunattintemuzakkam*, N. Prabhakaran

19. *Strīvādam,* J. Devika

Course outcome

1. A general survey of modern Malayalam literature.
2. Intensive study on selected stories, poems and novels in Malayalam.
3. Intensive study of selected biographies, travelogues and Autobiographies in Malayalam.
4. A general survey of the rich stage tradition of Kerala.
5. Close Survey of Malayalam dramas.

Scheme of questions

There are two types of questions:

1. Short notes (8 out of 12)

Unit II: 3 questions

Unit III: 3 questions

Unit IV: 3 questions

Unit V: 3 questions 8x5= 40 Marks

2. Essays (4 out of 8)

Unit II: 2 questions

Unit III: 2 questions

Unit IV: 2 question

Unit V: 2 questions

4x10= 40 Marks

SKT 3E08 Basic Sanskrit (80 Marks)

Answers should be written either in English or in Sanskrit or in Regional languages. In writing Sanskrit Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit: I Sanskrit Story: *Ābhīrakumāraḥ*, SubbaramaPattar
Unit: II *Śṛīrāmodanta* : verses 1-25

Unit III: *Bālarāmayaṇa* :Ayodhyākāṇḍa

Unit IV: Translation of Simple Sentences

(This unit is aimed to inculcate general awareness of syntactical structure in Sanskrit- with vibhaktijñāna, puruṣavhbhāga, liṅgavacanasamānādhikaraṇya.) Questions from this unit shall be in thenature of translation of simple sentences into Sanskrit. Each sentence should not exceed 4/5 words. Ideal to ask very simple sentences comprising three words denoting three parts of speech.

Essential Reading

1. *Subbarāmīyam*: Collected Sanskrit Works of P.S SubbaramaPattar, Ed. Dr. N.K Sundareswaran, Calicut University Sanskrit Series No: 47, University of Calicut, 2012.
2. *Śrīramodanta*, R.S Vadhyar& Sons, Palakkad,
3. *Śrīramodanta*, E-book Published by http:// archive.org.
4. *Bālarāmāyaṇa*, P.S Anantanarayana Sastry, R. S Vadhyar& Sons, Palakkad,1996.

Additional Reading

1. *Samskṛtadīpikā*I, Ramakrishna Ashramam, Pala,
2. *Samskṛtadīpikā*II, Ramakrishna Ashramam, Pala
3. *Samskṛtadīpikā*III, Ramakrishna Ashramam, Pala
4. *Sanskrit Reader, I-IV,* R.S Vadhyar& Sons, Palakkad,
5. *Śrīramodanta,* Ed. Poovattoor Ramakrishna Pillai, Anitha Publishers, TVM,1990.
6. *Śrīramodanta, Ed. & Tr.,* G. SudevaKrishnasarman, Ganga Books, 2011.

Course outcome

1. Getting acquainted with the syntactical of Sanskrit.
2. Acquiring skills of Parsing - Vibhakti, Sandhi and Samasa.
3. Equipping the student with skills in translating simple sentences into Sanskrit.
4. Developing writing skills.
5. Intensive study on reading the text *Śrīrāmodanta*.

Scheme of questions

There shall be four types of questions:

1. Objective type (16 of 18),

Unit I: 6 questions

Unit II: 6 questions

Unit III: 6 questions 1x16=16 Marks

2. Short note (8 out of 12)

a: give anvyayas(3 questions from Unit II)

b:give purport of short textual passages (one or two sentences),

Unit I: 4questions, Unit III:5 questions

8x4=32 Marks

3. Translation (7 out of 7) 3x6= 18 Marks

7x2=14 Marks

4. Essay 3 out of 3 (one each from all the units)

SEMESTER- IV

SKT 4C11 Indian Aesthetics III (80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit I: - A general study of Panditaraja Jagannatha and his works

- A general study of sastric works of Panditaraja Jagannatha

- Synoptical survey and content analysis of *Rasagaṅgādhara*

- The place of *Kāvyamīmāṃsā* among the works of Sanskrit poetics

- **A synoptical survey of contents- *Kāvyamīmāṃsā***

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II: (45 Marks)

- Intensive study of *Rasagaṅgādhara* first Ānanaupto the end of Rasanirūpaṇa

Unit III: (35 marks)

-Intensive study of first four chapters of *Kāvyamīmaṃsā*

Essential Reading

1. *Rasagangādhara*, Ed. BhattamadhuranathaSastri, MLBD, Delhi, 1988.
2. *Creative Writng in Sanskrit*, Dr. V. K Vijayan, Calicut University SanskritSeries No: 45.

Additional Reading

1. *Contributuion of Panditaraja Jagannatha to Sanskrit Poetics*, P.Ramachandradu, Nirajana Publishers, Delhi, 1983.

2. *Kāvyamīmāṃsā*, Ed. Gangasagar Rai, Chaukhamba Vidya Bhavan, 2000.
3. *History of Sanskrit Poetics*, P V Kane, MLBD, New Delhi, 1957.
4. *The History of Sanskrit Poetics*, S.K De, 2 Vols, Luzac and Company,London, 1925.

Course outcome

1. Assessing the significant position of *Rasagaṅgādhara* in Sanskrit Poetics.
2. Intensive study of the selected portion of *Rasagaṅgādhara*.
3. Acquiring skill to cognize the Navya-Nyāya style of argument.
4. A structural and content analysis of the *text Kāvyamīmāṃsā*.
5. Evaluating the contribution of Rajasekhara to Sanskrit poetics.

Scheme of questions: Unit II shall be Part A and Unit III shall be Part B

There shall be four types of questions:

1. Objective type

   Unit II: (7 out of 7)

   Unit III: (7 out of 7) 14x1=14 Marks

2. Short note

   Unit II: (annotations) (4 out of 5)

   Unit III: (explantion of verses/ kārikas/ sentenses) (6 out of 8)
   10x3= 30 Marks

3. Short essay

   Unit II: (2 out of 4)

   Unit III: (2 out of 4) 4x5= 20 Marks

4. Essay

   Unit II: (2 out of 4) 2x8= 16 Marks

SKT 4C12 Indian Aesthetics IV (80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit I: - A general assessment of style of language of third udyota of

Dhvanyāloka

- The uniqueness of language and approach of third udyota

- The isolated and independent nature of the fourth udyota

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II: Intense study of *Dhvanyāloka*udyota III& IV

(udyota III:44 Marks & IV: 36 Marks) (80 Marks)

Essential Reading :

1. Dhvanyālokawith Locana and Bālapriya commentaries (Basic text),ChaukhambhaSurabharati Publications, Varanasi.2009

Additional Reading:

10. *Dhvanyālokalocana Kerala Commentaries*, Ed. Dr. C. M. Neelakandhan, Centrefor Heritage Studies, Hill Palace, Tripunithura, 2011.
11. *The Dhvanyāloka of Ānandavardhana with Locana of Abhinavagupta*, EnglishTranslation, by, Daniel. H. H. Ingalls, Jeffrey Moussaieff, Masson and M.V Patwardhan, Harward University Press,Cambridge, London 1990.
12. *The Dhvanyāloka of Ānandavardhana with Dīdhiti Sanskrit Commentary*, byBadari Nath Sharma, Chaukhambha Sanskrit Series office, Varanasi, 1936
13. *Dhvanyāloka of Ānandavardhana*, with Hindi Commentary Tarawati. Dr. RamSagar Tripathi, MLBD, Delhi, 1963.
14. *Dhvanyālokojjīvini*, S. Neelakanthasastri, Department of Publication,Universityof Kerala, Thiruvanathapuram, 1991.
15. *The Dhvanyāloka and its Critics*, Dr. K. Krishnamoorti, Kavyalaya Publishers,Mysore, 1968.
16. *Dhvanyāloka with Malayalam CommentaryĀlocanam*, by. E. V. Damodharan,NBS Kottayam, 1973.
17. *Dhvanyāloka of ŚrīĀnandavardhanācārya*, Ed Jagannatha Pathak,ChaukhambaVidyabhavan, Varanasi,2003.
18. *Dhvanyāloka: Kerala Commentries*, 2 Vols, Ed. C M Neelakandhan, Centre forHeritage Studies, Tripunithura, 2012

Course outcome

1. Understanding Dhvanyāloka as a significant text on Saskrit literary criticism.
2. Understanding the arguments made by Ānandavardhana on saṅghaṭana and Guṇībhūtavyangya.
3. Developing skills on application of Dhvani theory.
4. How to read a text as a whole? : Getting views of Ānandavardhana.
5. Assessing the place of Dhvani among the literary theories in Sanskrit.

Scheme of questions

There shall be four types of questions:

1. Objective (12 out of 12)

   Udyota III: 8 questions

Udyota IV: 4 questions 12x1=12 Marks

2. Short note-(Explanation of Kārikas)-(5 out of 8)

Udyota III: 5 questions

Udyota IV: 3 questions 5x4= 20 Marks

3. Short essay (4 out of 7)

Udyota III: 4 questions,

Udyota IV: 3 questions 4x6=24 Marks

4. Essay (3 out of 5)

Udyota III: 3 questions
Uyota IV: 2 questions 3x8= 24 Marks

SKT4 P01 Dissertation/ Project Number of Credits: 8

The dissertation shall be written in conformity with the basics of research methodology. It shall have a minimum number of 40 type written pages. The evaluation of dissertation is to be carried out both internally and externally at the end of the programme, along with the Viva Voce.

Course outcome

1. Basics of research methodology.
2. Proficiency in writing the research paper.
3. Developing skills of writing a research project.
4. Skills to collect and analyze data.
5. Skills to make a dissertation, a specific, measurable and relevant outcome of a research work.

SKT 4E09 Darśana III (80 Marks)

Answers should be written either in English or in Sanskrit. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit I:- A general survey of literature on Śāṅkaravedānta

- *Vedāntaparibhāṣā*as a prakriyāgrantha on Advaita Vedanta

- Synoptical survey and content analysis of *Vedāntaparibhāṣā*

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II:- Intensive study of the *Vedantaparibhāṣā*pratyakṣapariccheda (80 marks)

Essential Reading

1. *Vedantaparibhāṣā*, Ed. MM AnantakrsnaSastri, Parimal Publications,Delhi,2013.

Additional Reading

1. Vedantaparibhāṣā, Niranay Sagar Press, Mumbai, 1938.

2. *Vedantaparibhāṣā,* Tr. An. Swami Madhavananda, Ramakrishna Mission,Saradapitha, BelurMatha, Howrah

3.*AHisotry of Indian Philosophy*, S.N Das Gupta, Vol. II, MLBD,

4**.***Vedantaparibhāṣā,* Ed. With Tr., S.S Surya Narayana Sastri, Adyar Library and Research Centre, Madras, 2003.

5. *Methods of Knowledge According to Advaita Vedanta, Advaitashram, Culcutta,*

6. On the Alleged Indebtness of the Vedāntaparibhāṣā towards the Vedanta Kaumudi: Some Considerations on an Almost ForgettenVivaraṇa Text, Journal ofIndian Philosophy 44 (3), pp. 485-505, 2016. *Concept and Mechanism of Cognition According to Ancient Indian Texts*. S.AVinchurkar, D. Singh, N.K Visweswaraiah, IJLS 4(3), 2014.

7. A Comparative Appraisal of Nyaya and Advaita Vedanta Theories of Perception, S Saha, Journal of Indian Philosophy and Religion, 2015.

Course outcome

1. Acquiring knowledge on the fundamentals of Vedanta Philosophy.
2. Understanding the importance of epistemology in Indian Philosophy.
3. General awareness of epistemology in Advaita.
4. Proficiency to read an epistemological work – Special focus on *VedāntaParibhāṣā*.
5. Acquiring mastery over the text- Pratyakṣapariccheda of *VedāntaParibhāṣā.*

Scheme of questions

There shall be four types of questions:

1. Objective type (12 out of 12) 12x1= 12 Marks

2. Short note (7 out of 10) 7x4= 28 Marks

3. Short essay (4 out of 7) 4x 6= 24 Marks

4. Essay (2out of 4) 2x 8= 16 Marks

SKT 4E10 Literary Criticism (80 Marks)

Answers should be written either in Sanskrit or in English.In writing Sanskrit, Devanagari script should be used.

Number of Credits :4 Instructional Hours 6/week

Unit I : **General introduction to Indain aesthetics and Sanskrit poetics**

Bharata's *Nāṭyaśāstra*, Bhāmaha, Vāmana, Utbhaṭa, Rudraṭa, Daṇḍin, Ānandavardhana, Abhinavagupta, Mahimabhaṭṭa, Mukulabhaṭṭa, Jagannātha, Kuntaka, Bhoja, Hemacandra, Kṣemendra, Rājaśekhara

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II:Indian Literary theory- concepts (30 Marks)

Rasasūtra, alaṅkāra school, rīti and guṇa, dhvani- theory and classification, rasadhvani- the soul of poetry, Mahimabhaṭṭa's objections against Ānandavardhana, seminal doctrines of Pratybhijñādarśana, sahṛdaya, rasavighnas, bhuktivāda, citraturaganyāya, abhivyakti, Kuntaka's concept of mārga

Unit III : Western literary Theories I (30 Marks)

Personages: Plato, Aristotle, Longinus, Wordsworth, Eliot, I. A Richards, William Empson

Unit IV : Western literary Theories II (20 Marks)

Theories and concepts: Mimesis, tragedy, sublimity, romantic criticism, objective correlative, impersonal theory, ambiguity, Pragmatism, Idealism, Phenomenology, Psychoanalysis, Structuralism, Post Stucturalism, De construction, Reader response theory, Post Colonialism,Feminist Criticism and Gender Studies, Eco aesthetics

Essensial Reading

1. *Some Aspects of Literary Criticism in Sanskrit*, A. Sankaran, Oriental BooksReprint Corporation, New Delhi. 1996.
2. *Comparative Aesthetics*, (Vols-2), Pandey, K.C. Chowkhamba Sanskrit Series,1956.
3. *Principles of Literary Criticism in Sanskrit*, Dvivedi. R.C, MLBD. New Delhi.

4. *Literary Criticism-A short History*, Wimset Jr. William K and Cleanth Brooks,Oxford and IBH, New Delhi.
5. *Literary Theory an introduction*, Terry Eagleton , Blackwell publishing,Malden, USA, 2008.

Additional Reading

1. *A History of Modern Criticism* (6 Vols.), Rene Wellock, Jonathan BedfordSquare, London, 1970.
2. *Modern Criticism and Theory* : Reader Longman, London 1991.
3. *A Glossary of Literary Terms,* (6th Ed.)M.H.Abrams, Rinehary, New York.1987.
4. *The Contribution of Panditaraja Jagannatha to Sanskrit Poetics*, Dr. P.S.Ramachandrudu, New Bharatiya Book Corporation, 2008.
5. *Comparative Aesthetics : East and West*, Prof. Angraj Chaudhary, EasternBook Linkers, New Delhi, 1991.
6. *Literary Criticism-A short History*, Wimset Jr. William K and Cleanth Brooks,Oxford and IBH, New Delhi
7. S*antarasa and Abhinaguputa's Philosophy of Aesthetics,* J.L. Masson and A. Patwardhan, Bhandarkar Oriental Research Institute, Poona.
8. *Principles of Literary Criticism,* I.A.Richards, Routledge and Kagan Paul,London 1961.
9. *The Making of Literature,* Scott James R.A. Mercury Tools, London 1963.
10. *Contemporary Criticism- An Anthology,* Sethuraman. V. Macmillan India, 1989.
11. *Aristotle's Theory of Poetry and Fine Art*, Butcher S.H. Dover, New York, 1951.
12. *20th century Literary Criticism*, DavidLodge, Longman, London, 1972.

Course outcome

1. Clear understanding of basic concepts in Sanskrit literary theory.
2. Analyzing the western ideas regarding creativity and aesthetic experience.
3. Understanding the seminal literary theories in the global perspective.
4. Developing skills for critical comparison of eastern and western literary theories.
5. Analyzing all creative writings in the light of Indian literary theories.

Scheme of Questions

There shall be four types of questions:

1. Objective type. (12 out of 12)
   Unit II: 4 Questions
   Unit III: 4 Questions
   Unit IV :4 Questions 12x1=12 Marks
2. Short notes (8 out of 10)
   Unit II: 4 Questions
   Unit III: 3 Questions
   Unit IV :3 Questions 8x4=32 Marks

3. Short Essays (4 out of 6)
   Unit II: 2 Questions
   Unit III: 1 Questions
   Unit IV :1 Questions 4x5=20 Marks
4. Essays (2 out of 4)

   Unit II: 2 Questions
   Unit III: 2 Questions 2x8=16 Marks

(80 Marks)

SKT 4E11Vedic Traditions II: Brāhmaṇa Literature

Answers should be written either in English or in Sanskrit or in Regional languages. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit I: **- A general survey of Brāhmaṇa class in the vedic literature**

- A critical analysis of contents of Brāhmaṇa texts

- Mantrabrāhmaṇayorvedanāmadheyam

(division of the whole of vedic literature into two- Ṛgveda (mantra) and Brāhmaṇa (later vedic literature) **(40 Marks)**

Unit II: **-** ***Āranyakas*** **and** ***Upaniṣads:*** **part of** ***Brāhmaṇas***

- Socio-cultural aspects in*Brāhmaṇa*literature

- Linguistic thoughts in*Brāhmaṇa*literature

- ***Brāhmaṇas*****and*****Purāṇas*** **(40 Marks)**

Essential Reading

1. *Cultural Heritage of India*, Vol: I, The Early Phases, Ramakrishna Math&Ramakrishna Mission, Belur Math, Culcutta, 2013.
2. *India of the Age of the Brahmanas*: Ancient Indian Culture and Civilisation asRevealed in the Brahmanas, JogirajBasu, Sanskrit PustakBahndar, Culcutta, 1969.
3. *Brahamanaglorupadhanam*, Dr. N. K Sundareswaran, Panchangam Books,Kunnamkulam, 2011.
4. *A Study of Important Brahamanas*, R.S Sivaganesamurthy, University of Mysore, 1974.

Additional Reading

1. *The Vedic People*, Rajesh Kochhar, Oriental Longman Pvt. Ltd, Hyderabad, 2002.
2. *Vedic Tradition in Kerala*, E . R SrikrishnanSarma, Calicut University SanskritSeries, University of Calicut, 1999.
3. *India in the Vedic Age*, Purushotham Lal Bhargava, D.K Print World, New Delhi,1956.

4. *Āmnāyamathanam*, Erkkara Raman Namppothiri, Panchagam Press,Kanippayyoor, 2004.
5. *Ekāhāhīnasatraṅṅal*, Erkkara Raman Namppothiri, Panchagam Press,Kanippayyoor, 2006.
6. *Śrauta karma vivekam*, Erkkara Raman Namppothiri, Anadi Books,Kunnamkulam, 1984.
7. *Śatapathabrāhmaṇa with the commentary of Sāyaṇa and Harisvāmin*, (5volumes) Rashriya Sanskrit Santhan, New Delhi, 2002.
8. *Aitareyabrāhmaṇa with the Sukhaprada commentary of Ṣadguruśiṣya*, (3volumes) Nag Publishers, Delhi, 1991.
9. *Aitareyaāraṇyaka with the Mokṣaprada commentary of Ṣadguruśiṣya*, TSS,Trivandrum, 1971.
10. *Taittirīyabrāhmaṇa with the commentary of Bhaṭṭabhāskara*, MLBD, Delhi,1985.
11. *Taittirīyabrāhmaṇa with Sāyaṇa's commentary*, Anandasramam, Pune, 1979.
12. *Taittirīyaāraṇyaka, with Sāyaṇa's commentary*, Anandasramam, Pune, 1981.
13. *Kauṣītakibrāhmaṇa*, Ed. E. B Covel, Culcutta, 1961.
14. *Gopathabrāhmaṇa*, Indological Book House, 1972.
15. *Śāṅkhāyanabrāhamaṇa with Sāyaṇa's commentary*, Anandasramam, Pune,1977.
16. *Pañcaviṃśabrāhmaṇa*, Ed. A Vedanta Vagisa, Culcutta, 1869.

Course outcome

1. Acquiring a General awareness of Brahmana Literature.
2. Understanding the basic structure of Āraṇyakās s and Upanisads.
3. Analysis of the socio-cultural aspects reflected in the Brahmana Literature.
4. Getting acquainted with linguistic thoughts in Brahmana Literature.
5. Understanding the interrelation of Brahmans and Puranas.

Scheme of questions

There shall be two types of questions:

Short note (10 out of 15)

Unit I: 7 questions

Unit II: 8 questions 10x4=40 Marks

Essay (5 out of 8)

Unit I: 4 questions
Unit II: 4 questions 5x8=40 Marks

SKT 4E12 Indian Intellectual Traditions III (80 Marks)

(Landmarks, Personages and Concepts)

Answers should be written either in English or in Sanskrit or in Regional languages. In writing Sanskrit, Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit I: -General introduction

Unit II:-

Pāṇini, Patañjali, Āryabhaṭa, Suśruta, Vāgbhaṭa, Bhaṭṭanāyaka, Śrībuddha, Śaṅkara, Ānandavardhana, Udayana, Kumarilabhaṭṭa, Vācaspatimiśra, Gangeśopādhyāya, Brahmagupta, Utapaladeva, Prabhākara, Vasubandhu, Śabarasvāmin, Śrīharṣa

Unit III: -

Āṣṭādhyāyi, Mahābhāṣya, Āryabhaṭīya, Suśrutasaṃhitā, Aṣṭāṅgahṛdaya, Aṣṭāṅgasaṅgraha, Śāṅkarabhāṣyas, Dhvanyāloka, Kiraṇāñjali, Kusumāñjali, Vākyapadīya, Tantravārtika, Ślokavārtika, Pramāṇavārtika, Tattvacintāmaṇi, Śābarabhāṣya, Khaṇḍanakhaṇḍakhādya

Unit IV:-

Technical terms of*Prāitiśākhya, Tantrayuktis, Sphoṭa, Dhvani, Tridoṣasiddhānta, Triguṇasiddhānta, Paticcasamutpāda,* Four noble truths,*Aṣṭāṅgamārga, Aṣṭāṅgayoga, Triratna, Syādvāda, Anekāntavāda, Nirvāṇa, Catuṣkotivinirmukta, Śunyavāda, Vijñānavāda, Svatḥprāmāṇyavāda, Māyāvāda, Bimbapratibimbavāda*, Monistic idealism of Śaṅkara, The threetruths of Buddhism, *Pratybhijñā, Śaktipāta, Pakṛtipariṇāmavāda,Brahmapariṇāmavāda, Brahmavivartavāda*

Essential Reading

Additional Reading

1. *Pāṇini: His Works and Its Traditions*, Vol. 1, George Cardona, MLBD, New Delhi,1988.

Course outcome

1.Understanding the various streams of Intellectual traditions.
2.A general awareness of conceptual history .
3.Knowing the Landmark works and seminal concepts in Indian Intellectual Traditions.
4.Analysing basic theories and concepts developed in different streams of Intellectual Traditions bearing a multi-disciplinary application.
5.Knowing major philosophical concepts and hermeneutic devices.
Scheme of questions

There shall be three types of questions:

Short note(10 out of 14)

Unit II & III: 6
Unit IV: 8 10x3=30 Marks

Short essay (6 out of 10)

Unit II & III: 5

Unit IV: 5 6x5=30 Marks

Essay (2 out of 4)

Unit II& III: 2

Unit IV: 2 2x10=20 Marks

SKT 4E13Sanskrit Literatures for Beginners (80 Marks)

Answers should be written either in English or in Sanskrit or in Regional languages. In writing Sanskrit Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit I: -General survey of Bhāsa literature

-Unique feature of Bhāsa plays

-The riddle of Bhāsa

-A general survey of Kālidāsa literature

- General literary appreciation of Kālidāsa compositions

- *Kumārasaṃbhava*: general study focusing on literary appreciation

(No questions shall be asked from Unit 1 for external examination. This unit may be covered through components of Internal assessment.)

Unit II: Intensive study of *Karṇabhāra* (40 Marks)

Unit II: Intensive study of *Kumārasaṃbhava,* Canto V, Verses 30-86 (40 Marks)

Essential Reading

1. *Karṇabhāra,* Ed. T. K Ramachandra Iyyer, R.S Vadhyar& Sons, Palakkad
2. *Kumārasaṃbhava,* Nirnayasagar Press, Mumbai, 1935.

Additional Reading

1. *Kumārasaṃbhava*, Ed. SrikrishnamaniThripathi, ChaukhambaSurbharathiPrakasan, New Delhi, 1985.
2. *Kumārasaṃbhava with Śiśuboodhinī commentary,* Ed. N.V.P Unithir, CalicutUniversity Series No: 9.
3. *Bhāṣākālidāsasarvasvam,* Kurissery, Kerala Bhasha Institute, TVM, 2015.
4. *Chatravumcāmaravum*, M.P Sankunni Nair, Mathrbhoomi Publishers, 1988.

Course outcome

1. A general awareness of Sanskrit Drama.
2. Understanding the unique features of Bhasa's plays. Acquainting with the controversy regarding their authorship.
3. Understanding the greatness of Kalidasa as a playwright and a poet.
4. Intensive textual study of *Karṇabhāra*.
5. Intensive textual study of *Kumārasaṃbhava* Canto 5.

Scheme of questions

There shall be four types of questions:

1. Explain fully (6 out of 10)

   Unit II: 5 questions

   Unit III: 5 questions 6x3=18 Marks

2. Write critiques- (annotation)- (6 out of 10) 6x4=24 Marks

   Unit II: 5 questions

   Unit III: 5 questions

3. Essay (4 out of 8)

   Unit I: (2 out of 4)

   Unit II: (1 out of 2)

   Unit III: (1 out of 2) 4x8=32 Marks

4. Give purport of short textual passages (one or two sentences) (6 out of 8)

   Unit II: (3 out of 4)

   Unit III: (3 out of 4) 6x1= 6 Marks

File Ref.No.1295/GA - IV - B1/2013/CU

UNIVERSITY OF CALICUT

Abstract

General and Academic - Faculty of Humanities- Scheme and Syllabus of MA History Programme (CCSS PG) - incorporating Outcome Based Education- Implemented in the Teaching Department of the University w.e.f 2020 Admission onwards - Subject to ratification by Academic Council -Orders Issued

G & A - IV - B

U.O.No. 5763/2021/Admn Dated, Calicut University.P.O, 30.05.2021

Read:-1. U.O. No. 6228/2020/Admn dated 03.07.2020
2. Minutes of the meeting of the Board of Studies in History(PG) held on 20.04.2021(Item No.2)
3. Remarks of the Dean Faculty of Humanities, dated 26.05.2021.
4. Orders of Vice Chancellor dated 27.05.2021.

ORDER

1. The scheme and syllabus of MA History Programme under CCSS PG Regulations 2019 has been implemented in the Teaching Department of the University , w.e.f 2019 admission onwards, vide paper read (1) above.
2. The meeting of the Board of Studies in History(PG), held on 20.04.2021, vide paper read (2) above, has resolved to approve Outcome Based Education (OBE) in the existing syllabus of MA History (CCSS PG)w.e.f. 2020 admission onwards.
3. The Dean, Faculty of Humanities, vide paper read (3) above, has approved the above resolution of the Board of Studies in History (PG) held on 20.04.2021.
4. Considering the urgency in implementation of the syllabus, sanction has been accorded by the Vice Chancellor on 27-05-2021 to implement Outcome Based Education in the existing syllabus of MA History Programme (CCSS PG 2019) , w e f 2020 admission onwards, subject to ratification by the Academic Council, vide paper read as (4) above.
5. The scheme and syllabus of MA History Programme under CCSS PG Regulations 2019 incorporating Outcome Based Education (OBE) in the existing syllabus ,is therefore implemented in the Teaching Department of the University with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Ajitha P.P

Joint Registrar

To

The HoD , Department of History.
Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V /EX and EG Sections/GA I F/ CHMK Library/Information Centres/IQAC/SF/DF/FC

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

POSTGRADUATE PROGAMME

IN

HISTORY

OUTCOME BASED EDUCATION
CHOICE BASED CREDIT SEMESTER SYSTEM (CCSS)

SCHEME & SYLLABUS

(2020-Admission Onwards for University Department)

Programme Objectives

The M. A. History programme offered by the University of Calicut is primarily intended to familiarize the students with the transition process of the present civilization. It is envisaged to nurture in students critical thinking, logical reasoning and scientific temper. Generally speaking, the syllabus is designed to mould each student of History as a future historian by providing him/her a very strong learning experience. History as a part of Social Science can provide answers to the problems of contemporary society, so that along with the general courses of history, emerging areas also have been properly represented. The varied aspects of the transition process in the social, economic, political and cultural domains are well organized. The core areas found a place in this syllabus are World History, Indian History, Kerala History, History and Theory as well as the Methods of Historical research. The strategy followed in the case of classification is chronological - ancient/ medieval/ Modern - on the one hand, and problem-centred approach on the other. The course in History and Theory will ensure that the student is equipped with a sound theoretical background for 'doing history'. Likewise, the course in Methods of historical research and the Project would transform any average student into a potential researcher. The Optional courses are streamlined to specialize the student in ancient, medieval or modern history. In the case of emerging areas, courses from Gender history to Environmental History are offered. The programme follows an interdisciplinary approach in the study of historical problems. The programme also encourages the students to make use of the recent developments in information technology and the digital facilities in locating resources and also for the dissemination of knowledge in their area of specialisation. Apart from the teaching-learning process, the students are obliged to attend the sessions of seminar presentation and field trips and visit historically important sites in India. By fruitfully completing this Programme, the student will have acquired learning outcomes that may enable him to pursue a bright academic career in his future life.

Programme Outcomes

- Enables the student to analyse the process of historical transformation.

- Enables the student to locate the cardinal forces of change in the historical development.
- Enables the student to evaluate the changing perceptions of Indian society and culture.
- Enables the student to design a research proposal in his area of interest.
- Enables the student to demonstrate the socio-economic and political dimensions of contemporary society.
- Enables the student to appreciate and formulate the values of Indian Nationalism, democracy and secularism.

GUIDELINES FOR THE IMPLEMENTATION OF THE OUTCOME BASED EDUCATION SYLLABUS IN M.A. HISTORY (CCSS) **(w.e.f. 2019 Admission)**

The syllabus revision for the M.A. History (CCSS) is being undertaken under the CCSS PG Regulations 2019 of the University of Calicut. The rules and regulations which are not specifically stated in the syllabus should have complied with the above-mentioned regulations. The syllabus is revised to upgrade the knowledge levels of the students that they have attained in their undergraduate classes. They are enabled to develop the faculty of critical analysis of their knowledge based on methodological tools that they acquire. It is also intended to help them tackle any form of tests for starting a career as well as for advanced studies. The under-graduate syllabus is chosen as the information base for further study, and hence, as far as possible the Scheme and Courses chosen for the under-graduate syllabus has not been repeated. New courses in emerging areas have been included to facilitate investigations into frontier areas.

Students in the M.A. programme are required to take 16 courses + Dissertation and Viva Voce over four semesters. The core courses (12) are defined around four broad areas: (1)

Historical Theory and Method (2) World History (3) Indian history and (4) Kerala History. Besides the core courses, students have to select 4 Elective courses, two each in the Third and Fourth Semester. The credit requirement for the award of M.A. Degree as prescribed by the University Regulations is 72. Students are also expected to do 1 Audit course of 2 Credits each in 1st and 2nd Semesters.

Minimum Credits Required for Pass

Core Course (Other than project/dissertation)	**48**
Elective Courses	**16**
Dissertation/Viva-Voce	**8**
Total	**72**

Eligibility

The eligibility criteria for admission to the University Department shall be as announced by the University from time to time.

Assessment

The total score of a course is 100 and is apportioned in the ratio 20:80 between Continuous Evaluation (CE) and End Semester Examination (ESE). CE consists of four components: Attendance (3%); Mid Semester Examination (8%); Seminar (5%) and Viva Voce (4%). In the matter of attendance 75% is compulsory for appearing for the End Semester Examination.

Mid Semester Examination (60 minutes duration) is in the form of Short Answer questions in which eight out of twelve questions are to be answered, each in about 100 words.

Each student has also to make a seminar presentation for about twenty minutes on a topic assigned by the teacher. For each course, there is Viva Voce at the end of the Semester. End Semester Examination (3-hour duration) consists of two type of questions – Long Essay questions (2x 6 = 12Weightage) in which the candidate has to answer any two questions out of four each in about 500 words and Short Essay questions (6x3=18 Weightage) in which the candidate has to answer any six questions out of eight, each in about 200 words.

The valuation scheme for Dissertation:

The valuation shall be jointly done by the supervisor of the dissertation in the department and an External Expert from the approved panel, based on a well-defined scheme

of valuation framed by them.

GRADING SYSTEM

The indirect absolute grading system where the marks are compounded to grades based on pre-determined class intervals and letter grades based on a 10-point grading system as recommended by UGC shall be followed.

Based on the % marks scored (internal and external marks put together), the students are graded in each course applying the following grading system as given in Table below.

Letter Grades with Grade Points and Marks Equivalence

Range of Marks (%)	Grade Point	Letter Grade
85-100	8.5 - 10.0	O (Outstanding)
75 – 84.99	7.5 - 8.49	A+ (Excellent)
65 – 74.99	6.5 - 7.49	A (Very Good)
55 – 64.99	5.5 - 6.49	B+ (Good)
50 – 54.99	5.0 - 5.49	B (Above Average)
45 – 49.99	4.5 - 4.99	C (Average)
40 – 44.99	4.0 – 4.49	P (Pass)
0 - 39	0 – 3.99	F (Failed)/ RA(Reappear
-	0	(Incomplete)
-	0	Ab (Absent)

COURSES OFFERED FOR M.A. HISTORY UNDER CHOICE BASED CREDIT SEMESTER SYSTEM (CCSS) w.e.f. 2019 ADMISSION

Semester I

Course Code	**Title**	**Type**	**Credit**
HIS 1C 01	**Method of Historical Research**	**Core**	**4**
HIS 1C 02	**Pre-Modern Kerala: Problems and Perspectives**	**Core**	**4**
HIS 1C 03	**Problems, Perspectives and Debates in Early Indian History**	**Core**	**4**
HIS 1C 04	**Early Bronze and Iron Age Civilisations**	**Core**	**4**
HIS 1A 01	**Personality Development**	**Audit**	**2**
	OR		
HIS1 A02	**Travel and Tourism Management**	**Audit**	**2**

Semester II

Course Code	**Title**	**Type**	**Credit**
HIS 2C 01	**History and Theory**	**Core**	**4**
HIS 2C 02	**History of Modern Kerala: Problems and Perspectives**	**Core**	**4**
HIS 2C 03	**State and Society in Medieval India**	**Core**	**4**
HIS 2C 04	**Selected Problems of medieval and Modern World History**	**Core**	**4**
HIS 2A 01	**Indian Numismatics**	**Audit**	**2**
	OR		
HIS 2A 02	**Archival Studies**	**Audit**	**2**
	OR		
HIS 2A 03	**Perspectives on Museology**	**Audit**	**2**

Semester III			
HIS 3C 01	**Perspectives on Colonialism in India**	**Core**	**4**
HIS 3C 02	**Discourses on Indian Nationalism**	**Core**	**4**
Electives*	**Group I**		
HIS 3E 01	**Emerging Trends in Early Indian History**	**Elective**	**4**
HIS 3E 02	**Perspectives and Debates on Early Tamilakam**	**Elective**	**4**
HIS 3E 03	**Knowledge and Culture in Early India**	**Elective**	**4**
Electives*	**Group II**		
HIS 3E 04	**Selected Themes in Economic History of Medieval India**	**Elective**	**4**
HIS 3E 05	**Aesthetic Traditions of Medieval India**	**Elective**	**4**
HIS 3E 06	**Recent Perspectives on Social History of Kerala**	**Elective**	**4**
Electives*	**Group III**		
HIS 3E 07	**Social Movements in Modern India**	**Elective**	**4**
HIS 3E 08	**Economic History of Modern India**	**Elective**	**4**
HIS 3E 09	**Gender and Caste in Modern India**	**Elective**	**4**
***Students shall choose 2 Electives from any one of the three groups provided; Electives shall be chosen from a single group only.**			
Semester IV			
HIS 4C 01	**Problems and Debates in Contemporary India**	**Core**	**4**
HIS 4C 02	**Selected Themes in Pre-modern South India**	**Core**	**4**
Electives*	**Group I**		
HIS 4E 01	**Archaeology: Theory and Practice**	**Elective**	**4**
HIS 4E 02	**Human Geography**	**Elective**	**4**
HIS 4E 03	**Science and Technology in Medieval India**	**Elective**	**4**

HIS 4E 04	**Perspectives on Environmental History of india**	**Elective**	**4**
Electives*	**Group II**		
HIS 4E 05	**Indian Epigraphy**	**Elective**	**4**
HIS 4E 06	**Indian Literature in Historical Perspectives**	**Elective**	**4**
HIS 4E 07	**Oral History of Kerala**	**Elective**	**4**
HIS 4E 08	**Archival studies and Documentation in India**	**Elective**	**4**
HIS 4P 01	**Project**		**6**
HIS SV 01	**Viva Voce**		**2**
***Students shall Choose 1 Elective from each group**			

SEMESTER-I

Course Code	Title	Type	Credit
HIS 1C 01	**Method of Historical Research**	**Core**	**4**

HIS 1C 01 - Method of Historical Research

Objectives

The M. A. Programme in History is designed in the larger framework of moulding each student into a future historian. In that sense, this course will familiarize the student with essential techniques of researching including writing and publication of research output. The student will acquire skills in the collection of data from various repositories like archives, museums and libraries apart from the experiences of field research. Accordingly, the student will get a clear picture of the process of production and dissemination of knowledge, which is considered to be the ultimate goals of education.

Learning Outcomes

- Ability to understand major trends in Methods of historical research
- Ability to Evaluate the initial phases of research
- Ability to analyze the various methods of documentation and criticism

MODULEI: Research Methodology: Major Trends

Social research and historical research-History as Knowledge- Positivism- Scientific Method as applied in history- Heuristics and Hermeneutics- Qualitative and Quantitative Methods- Textual Analysis- Oral traditions- Semiotics and study of symbols- Interdisciplinary research

MODULE II: Research in Practice-I

Formulation of Research problem- Selection of a topic- Research Plan- Research Design- working hypothesis; Collection of data-Primary and Secondary- documents, photographs, relics, oral sources- Repositories- Archives- Museums- Libraries- E'braries- Online Archives.
Field Research- Techniques- Surveys- questionnaires- interviews.

MODULE III: Research in Practice-II

Methods of Documentation- taking notes, précis, paraphrase;
Arrangement of data- card system- files and folders, word processor
Analysis of sources- Textual criticism- Internal criticism and External Criticism- Deconstruction.
Objectivity- subjectivity- Impact of Postmodernism- generalization- Formulation of final argument.

MODULE IV: Exposition

Synthesis- Writing of research Report- Methods of Explanation- verification of hypothesis- Analytical writing; Chapterisation- logical arrangement of chapters; citations- needs- types- Footnotes- End Notes etc.- Styles (MLA, APA etc.) Bibliography- Index, Appendix- Plagiarism and ghost Writing- Plagiarism check.
Writing of Research papers and projects- Editing- copy editing

Reading List

R.J. Shafer, *A Guide to Historical Method*, Dorsey Press, 1983

Marc Bloch, *The Historian's Craft*, Manchester University Press, 2004
E.H. Carr, *What is History?*, Penguin, 2008 (1961)
G.J. Renier, *History: Its Purpose and Method*, Allen and Unwin, 1961
E. Sreedharan, *A Manual of Historical Research Methodology,* Trivandrum, 2007.
L. Cohen and E. Nagel, *Introduction to Logic and Scientific Method,* Simon Publications, 2002
Willaiam Goode and Paul Hatt, *The Methods of Social Research*, McGraw-Hill, 1952.
Michel De Certeau, *The Writing of History*, Columbia University Press, 1988
Jan Vansina, *Oral Tradition as History,* University of Wisconsin Press,1985

Kate Turabian, *A Manual for the Writers of Research Papers, theses Dissertations,* University of Chicago Press, 2013
Ludmilla Jordanova, *History in Practice*, Bloomsbury, 2006
Keith Jenkins, *Refiguring History, New thoughts on a new discipline,* Routledge, 20003.
----------, *Rethinking History,* 2003
Aron V Cicourel, ed., *Advances in Social Theory and Metodology,*Routledge, 2014

Course Code	Title	Type	Credit
HIS 1C 02	**Pre-Modern Kerala: Problems and Perspectives**	**Core**	**4**

HIS 1C 02 : Pre-Modern Kerala: Problems and Perspectives

This course is an attempt to examine the Pre-Modern history of Kerala in the backdrop of different problems and perspectives. This syllabus would enable students to understand Kerala history critically and scientifically. The primary sources suggested for study in the syllabus make students capable of various ways through which scholars read these pieces of evidence from different perspectives in different periods. Modern Kerala is to be examined in the context of the pre-modern Kerala society. The following are the objectives and major outcomes set.

Objectives

- Familiarise Primary sources
- Teaching scientific methods to read and write history
- Understand the historiography of Kerala history
- Read the importance of Interdisciplinarity in the study of history
- Acquires the skill to draw problems confronted by the people in their everyday life

Learning Outcomes

- Understands the need to examine primary evidence
- Realises the importance of critical methodology in writing history
- Student s make use of the knowledge in other disciplines to understand the history
- Learns the importance of re-reading primary sources and evidence
- Uses analytical methodology in the study of regional history

I. Historical Consciousness in Pre Modern Kerala

Parasurama and Cheraman Perumal Legend-Keralolpatti tradition – Mushakavamsa Kavya – Tuhfat al -Mujahidin – Oral Tradition as history – Ballads- War songs- Chengannurati paattu.

Sources and texts for Study

A] **Archaeological Sources**- typology and nature of evidences- text for study: Pattanam as a trade settlement in the Reports of Pattanam excavation.

B] **Epigraphical Sources**- script –chronology- content and language of inscriptions-text for study – Tarisapalli Copper plates.

C] **Grandhavaris**- text for study – description of sthanarohanam in Kozhikodan granthavari.

D] **Numismatics** – Typology – Greco–Roman and indigenous Coins in Kerala- text for study –Early Coins in Kerala – P L Gupta.

E] **Literary Sources**- Sanskrit, Tamil –Manipravalam, Arabic and Malayalam texts- text for study- description of Social Life in Malabar in section three, Tuhfat ul Mujahiddin.

II. **Kerala as a region and social formation process**

Human ecology and settlements- life activities and multiple economies in early historic Iron Age Kerala- clan and chiefdoms- transition from early historic to early medieval –formation of agrarian society –land, labour and production process- Brahman settlements, temples and social stratification - labour process and formation of kutis and adiyar groups- primary producers- trade and exchange- pattanam, nagaram and angadis- overseas trade- formation of caste hierarchy and brahmanical codes – kachhams and maryadais.

III. **Forms of political and social power**

Polity of the Nattudayavars- overlordship of Chera Perumals- nature of the Chera power – debate – evidences and theories.

IV. **Post Perumal polity and socio-economic power structure.**

Naduvazhi Swarupams- janma kana maryada system-state formation in Travancore and Cochin- political structure under the Zamorins – jati hierarchy and process of social exclusion- caste oppression and practice of untouchability-gender relations –European powers–Kerala as a linguistic and cultural region-formation of Malayali identity.

Readings:

Kamil Zvelebil, Tamil Poetry 2000 Years Ago, Tamil CultureVol.X1979.

K Sivathamby, Early South Indian Society and Economy, Social Scientist Vol.29, 1974.

K Sivathamby ,Studies in Ancient Tamil Society: Economy, Society, and State Formation, New Century Book House ,Chennai,

Kailasapathy, Tamil Heroic Poetry, London, 1968.
N Athiyaman, Subsistence Pattern in Early Historic Tamilnadu , Presidential Address, 25th Annual Session Tamil Nadu History Congress, Dept of History University of Madras, October 2018.
M G S Narayanan, Perumals of Kerala, Cosmo Books Thrissur ,
M G S Narayanan, Foundations of South Indian Socienty and culture, New Delhi 1994.
M G S Narayanan and Kesavan Veluthat , 'Bhakti Movement in South India' ,in S C Malik [Ed], Dissent Protest and Reform in Indian Civilization, Shimla,1980.
M G S Narayanan, Cultural Symbiosis in Kerala.
K N Ganesh, Lived Spaces in History: A Study in Human Geography in the Context of Sangam Texts, Studies in History, Volume 25 .Issue 2, August 2009
K N Ganesh, Reflections on Pre- Modern Kerala, Cosmo Books, Thrisure, 2016.
K N Ganesh, Keralathinte Innalakal, State Institute of Languages, Thiruvanadapuram, 2011.
K N Ganesh,Malayaliyute Desakalangal, Raspberry , Calicut 2016
K N Ganesh, State Formation in Kerala: A Critical Overview, ICHR, Bangalore, 2010.
Elamkulam Kunjan Pillai, Ilamkulam Kunjanpillayute therenjeduth krithikal, N Sam [ed], International Center for Kerala Stuies University of Kerala , Thiruvanadapuram, 2005.
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K K Kochu, Keralacharithravum Samooha Rupikaranavum, State Institute of Languages, Thiruvanadapuram.

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T H P Chentharassry, Kerala Charithradhara, Mythri Books, Thiruvanandapuram,2019.

P Bhaskaran Unni, Pathonpatham Nootttandile Keralam, Kerala Sahithya Academy Trissur,2012

Panmana Ramchandran Nair [ed],Kerala Samskara Padanangal, 2 vols, Current Books , Kottayam 2013.

Course Code	Title	Type	Credit

HIS 1C 03	Problems, Perspectives and Debates in Early Indian History	Core	4

HIS 1C 03 - Problems, Perspectives and Debates in Early Indian History

Objectives

The course helps the students to understand the major problems, perspectives and debates in early Indian history. It helps them to understand how historical research is advancing in early Indian history. The course covers significant areas of early Indian history and enables them to understand the various historical perspectives. The course aims to enthuse the students to explain and critique and have shaped the scholarly understanding of their fields of study.

Learning Outcome

The course enables the students to explain and critique the major problems and debates in early Indian history. It helps them to evaluate the perspectives in early Indian history and helps to formulate research problems in their area of interest. The course enables them to correlate and develop skill in the comparative analysis of situations in their area of interest. It makes them identify fresh insights in the area of early Indian history.

Module I: Perspectives on history

Society and state as reflected in colonial writings – Oriental Despotism and Asiatic Society – Asiatic Mode of Production Debate – Nationalist Historians – K.P. Jayaswal – R.C. Majumdar – R.G. Bhandarkar – R.K. Mukherji -A.S. Altekar – Marxist interpretation – D.D. Kosambi – R.S. Sharma – D.C. Sircar – D.N. Jha – Interdisciplinary approach and recent trends – Romila Thapar – B.D. Chattopadhyaya – Kumkum Ray – Kunal Chakrabarty - Suvira Jaiswal – Uma Chakravarti – Nayanjot Lahiri – Shereen Ratnagar – Upinder Singh

Module II: State and Society in Vedic and early period

Nature of Harappan State and westerly trade – Recent Interpretations – Aryan problem – debate – Invasion hypothesis – Migration hypothesis – writings of R.S. Sharma, Romila Thapar, Michael Witzel and Thomas Trautman – Vedic society – Process of transition from Lineage to State – Recent interpretations

Module III: Mahajanapadas to Gupta period

Political structure of Mahajanapadas – Various interpretations of Mauryan state – V.A. Smith – R.K. Mukherji – Romila Thapar – I.W. Mabbett – Bongard Levin – Gerard Fussman – Kushana state –

Nature of Gupta state – Golden age – Land grants - debates

Module IV: Political violence and ideology in early India

War and violence in Vedic period – Renunciation - Upanishads – Non-violence - Buddhism and Jainism – Asoka and his propaganda of piety – Arthasastra – Problem of kingship - Shaddarsanas

Reference

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B.D. Chattopadhyaya, Land System and Rural Society in Early India, Delhi, 2003.

Barry Hindess and Paul Q Hirst, Pre-capitalist modes of Production, London, 1975.

Basham, A.L., History and Doctrines of Ajivikas, London, 1951.

D.N. Jha, Against the Grain, New Delhi, 2018.

Kumkum Roy, Emergence of Monarchy in North India, New Delhi, 1994.

Mabbett, I.W., Truth, Myth and Politics in Ancient India, New Delhi, 1980.

Masaaki Kimura and Akio Tanabe, eds., The State in India, Past and Present, New Delhi, 2006.

R.S. Sharma, India's Ancient Past, New Delhi, 2006.

R.S. Sharma, Material culture and Social formations in Ancient India, New Delhi, Reprint 1990.

R.S. Sharma, Political Ideas and Institutions in Ancient India, Delhi, Second edition 1968.

R.S. Sharma, Rethinking India's Past, New Delhi, 2009.

R.S. Sharma, The Advent of Aryans in India, New Delhi, 1999.

Romila Thapar, Asoka and the Decline of the Mauryas, Delhi, Third edition 2012.

Romila Thapar, Cultural Pasts, Delhi, 2000.

Romila Thapar, *Early India from the origins to AD 1300*, Penguin Books, New Delhi, 2003.

Romila Thapar, From Lineage to State, Second edition 2000.

Romila Thapar, Interpreting Early India, Delhi, Second edition 2000.

Romila Thapar, The Mauryas Revisited, New Delhi, 1984.

Romila Thapar, Which of us are Aryans, New Delhi, 2019.

S.N. Dasgupta, Outline of Indian Philosophy

Shereen Ratnagar, Enquiries into the Political organisation of Harappan Society, Pune, 1991.

Shereen Ratnagar, Trading Encounters, New Delhi, 2004.

Suvira Jaiswal, *Origin and development of Vaishnavism*, Munshiram Manoharlal Publishers, New

Delhi, 1967.

Thomas Trautman, ed., Aryan Debate, New Delhi, 2003.

Uma Chakravarti, Everyday Lives, Everyday Histories: Beyond the kings and Brahmanas of Ancient India, New Delhi, 2006.

Upinder Singh, A History of Ancient and Early Medieval India, Delhi, 2008.

Upinder Singh, Political violence in Ancient India, Cambridge, 2017.

Course Code	Title	Type	Credit
HIS 1C 04	**Early Bronze and Iron Age Civilisations**	**Core**	**4**

HIS 1C 04 - Early Bronze and Iron age civilisations

Objectives

The course intended to understand ancient material culture as a part of world history. She/he will tend to know the origin and development of complex societies. It traces the development and spread of Bronze and Iron Age culture. It envisages the students to make a habit of inquiry on civilizational growth. It will develop a clear idea of the evolution of religion, philosophy, science and technology.

Learning Outcome

The students will develop a strong foundation and critical understanding of the shifting nature of human civilization. They will always seek to make the debate on the ancient state. Students will familiarise with all arch-type tools and their growing pattern. It will provide a strong foundation for thinking mode in human evolution.

I. Egyptian Civilisation

19th century archaeological explorations – Excavations in Egypt, Greece, China and Latin America – Archaeological and Anthropological insights – Bronze and Iron Age;

The rise of civilisation in Egypt – Pre-dynastic period – achievements – Pharaohs and their history – Old kingdom – Nature of government – Duties of Pharaoh – Middgle Kingdom and the growth of imperialism – Religious ideas – Osiris culture, religious ideas of Ikhnaton – Intellectual developments – Philosophy – Science – writing and literature – art and sculpture – social and economic life - legacy

Adolf Erman	–	Life in Ancient Egypt
Alexander Moret	–	The Nile and Egyptian Civilisation, New York.
Alfred Cyril	–	The Egyptians, New York
Jarries breasted.H	–	The History of Egypt, New York
----------	-	Ancient Records of Egypt
Leonard Collrell	–	Life under the pharaohs, New York
Mason. W.A.	-	History of the art of writing.
Maspero. G.C	–	Art in Ancient Egypt
Petric. W.M.F	–	Social Life in Ancient Egypt, Boston
Shorter. A.W	–	Introduction to Egyptian Religion
----------	-	Every day life in Ancient Egypt
Smith G.E	-	Ancient Egyptias and the origin of civilisation.

II. Ancient Chinese Civilisation

Beginning of human settlement in China – Emergence of dynastic period – The Shangs – The chou dynasty and their achievements in Literature, Politics, material culture, Philosophy and intellectual fields – The Chin dynasty and their achievements – The Hans and their contributions.

A.F. Wright	–	Budhism in chinese history
H.G. Creel	–	The Birth of Chaina
----------		Confucius, the man and the myth.
K.A. Wittfogel		–History of Chinese Society
Latourette		–The Chinese, their history and culture
----------	-	A short history of the far east.
O. Siren	–	A history of early chinese art
W.H.Mallory		Chaina, land of famine
W.M. Mc Govern		–The Early Empires of Central Asia
Y.L.Fung	–	history of chinese philosophy

III. The Greek Civilisation

The Homeric age – The Evaluation of city states – Athens and Sparta – Characteristic features – Athenian Democracy - Wars – Macedonian Conquests – Hellenic Philosophy – Science – Literature – Art and architecture – Slave Mode of Production-Legacy of Greek civilisation

A.R. Burn – Perecles and Athence

Abbot Evelym- Pericles and the Golden age of Athence.

Bamb Gascoigne – 2003 -The Dynastics of China

C P Fitgerald -2006- Ancient China

Dale Anderson – 2005-Ancient China

Earest Barker–Greek Political Philosophy

Elaine Landan – 2005-Exploring Ancient china

Fowler H.N –A history of ancient Greek Literature

Glorer. T.R – Democracy in the ancient world

H.Mitchell – Sparta

John F Vhinnrty – 2008- Treasures of China

---------- –The glonis of the kingdom of Dragon

Latourette - A short history of the forcast

Livingston R.W (ed) – The Legacy of Greece

Mahaffy.J.P – Social life in Greece from homer to menandev

Gresy Wolf, 2005-Ancient African Civilisations (ed)

T.G.Tucker – Life in ancient Athence.

Triever. A.A – History of Ancient Civilisations

IV. Ancient American Civilisations – Incas and Mayans – City States and early settlements – Main centres of culture – Economic activities – Religion – Writings and Numerical System – Calendar System – Nature of Government- Art and Architecture – Science and technology .

Leonard Everttee Fisher – 2009- Gods and Goddess of Ancient mayas

Sunita Apte – 2010- The Aztic Empire

Sheila Wybormy – 2004-The Coreal civilisations

Sandra Newmen -2010- The Inca Empire

Course Code	Title	Type	Credit
HIS 1A 01	**Personality Development**	**Audit**	**2**

Ability Enhancement Course (AEC)

Paper I: PERSONALITY DEVELOPMENT

Objectives

This is an Ability Enhancement Course, which is not a part of regular classroom teaching. The students should complete this course making use of their facilities including the online platforms. The Department will conduct the examination at the end of the semester. This course focus to provide the students with the methods and significance of personality development. It discusses the different methods and steps to improve and mould their personality under the changing circumstances. It inculcates the sense of responsibility towards the society to the students and enables them to achieve community feeling, moral qualities and a civilised outlook. Moreover, it enables them to mould a secular outlook and fraternity feeling by providing self-confidence and courage to handle emergencies in our society.

Learning Outcome

- It enables the student to develop the quality of leadership.
- It enables the student to shape and mould their destiny.
- It enables the student to develop the spirit of initiative, courage and a sense of social responsibility.
- It enables the student to develop qualities like cooperation, team spirit and empathy towards the poor.
- It enables the student to undertake innovative and industrious projects.
- It enables the student to provide a quick and apt response to the challenges posed and demonstrate their organisational ability.

Module – I: Image Building and Self Awareness

Aptitude and personality assessment and testing - Developing Self Awareness - Projecting a winning personality - How to match the peer group expectations as a professional - How to be a consistent Performer - Power of Positive thinking - Developing Competitive coping Mechanism - Understanding Professional Etiquette - Professional Mannerism and Social Science Professional

Module – II: How to face an Interview

Motivation activities, leadership activities, team building activities, assertiveness activities, time management techniques - Stress management techniques, creativity and ideation - Basic communication skills- listening skills and barriers; JAM sessions, debates, elocution, etc. - persuasive communication, convincing Skills, conversations - Motivation – Developing Soft skills - Personal grooming - preparation for interview – Resume writing - Types, contents, formats - Interview handling - do’s and don’ts

Module – III: Professional Etiquettes

Formal Look – Understanding the demands of the profession - get together Peer to Peer communication - Work ethics - Hierarchy communication - Handling complaints and grapevine - Developing professionalism - Developing and maintaining social contacts

Reference

Barun K. Mitra, Personality Development and Soft skills, OUP, New Delhi, 2016.
Nidhi Tibrewal, Discover Yourself, Partridge India, 2016
Stephen R. Covey, The 7 Habits of Highly Effective People, Free Press, 1989

Gopika Kumar, Personal Power Equation, Adhyyan Books, 2018.

Course Code	Title	Type	Credit
HIS 1A 02	**Travel and Tourism Management**	**Audit**	**2**

Ability Enhancement Course (AEC)

Paper II: Travel and Tourism Management

Objectives

This is an Ability Enhancement Course, which is not a part of regular classroom teaching. The students should complete this course making use of their facilities including the online platforms. The Department will conduct the examination at the end of the semester. The course will help the students to learn the basics of the travel and tourism management profession and help them to do it as a part-time job or apprenticeship. History plays an important role in the tourism industry. Many of the major tourism sites are historical sites. Thus students can act as tourist guides and also will be successful as travel writers particularly in cultural or heritage tourism.

Learning Outcome

- Enable the student to evaluate the types of tourism.
- Enable the student to analyse tourism concepts.
- Enable the student to locate the potential tourism sites in their area.
- Enable the student to demonstrate their skill as cultural or heritage tourism writers.

Module 1: Tourism Concepts

Definitions and Historical development of tourism – Growth of travel through ages - Types of tourist- Visitor Excursionist - Types and Forms of Tourism - characteristic Model of tourism system- Leiper's Model - Components of tourism - characteristics and classification of tourist

Module 2: Basic components and types of Tourism

Tourism Statistics - type and method of measurement - Classification on elements of tourism - Types of tourist motivation and classification - Domestic and International tourism – features - pattern of growth – profile - domestic tourism in the state of Himachal Pradesh, Madhya Pradesh, Gujrat, Goa and Kerala - analysis of International destination of USA, UK, France, China and Malaysia

Module 3: Impact of Tourism

Positive and Negative Impacts of Tourism - Socio Cultural, Economic, Environmental and Political - Tourism Organizations - Objectives and Role of ITDC, ASI, TFCI, Ministries of Railways and Civil Aviation - National and International organizations and associations - IATO, TAAI, FHRAI, WTO, ICAO, FAITH and IATA

References
Chunky Gee et-al, Travel Industry
Holloway, J. C., The Business of tourism, Pitman Publishing, London, 1994.
Mill and Morisson, Tourism Systems
Medlik, S., Understanding tourism, Oxford, 1997
Prannath Seth, Successful Tourism Management
P.C. Sinha, Tourism Management, Vol - 4
R. Gartner, Tourism Development
J.K. Sharma, Tourism Planning and Development
Sagar Singh, Studies in Tourism
Cooper C., Fletcher J., Gilbert D and Wanhil. S, Tourism: Principles and Practices
McIntosh, R.W., Tourism: Principles and Practices
Burkart & Medlik, Tourism : Past, Present and Future
S.P. Gupta, Krishna Lal, Mahua Bhatacharya, Cultural Tourism in India

SEMESTER - II

Course Code	Title	Type	Credit
HIS 2C 01	**History and Theory**	**Core**	**4**

HIS 2C 01- History and Theory

Objectives

The present course on 'History and Theory' is designed primarily to familiarize the student with the theoretical background of the discipline of history. Indeed, this course will assist the student in nurturing his critical thinking and logical conclusions based on theoretical models of various schools of thought. The relation between the classical theory, modern theories and of post-modern times etc. are discussed in detail.

Learning Outcomes

- Ability to locate the post-enlightenment stream of historical thought
- Ability to understand classical social theories
- Ability to evaluate the methodological innovations of Annales school
- Ability to demonstrate Methodological debates and contemporary trends.

I. **Enlightenment and the perception of historical past** – Vico- Hume and Herder- Romanticism- Nationalism - Positivism and History as Science- Rankean Positivism -Critics of positivism- Hegelian philosophy of History.

II. **History and Classical Social theory**- Weber and ideal type - Durkheim and Social Fact. –Marx and Historical Materialism – modes of production - Structural Marxism – Critical theory – Social History –Historical Anthropology - New Historicism- Human Geography -

III. **The Annales** – the Agenda of Total History- Braudelian Concepts of Structures – Conjuncture

and Event - history of mentalities and emotions- History from Below- Histories of Oppression – Gender History – History of Slavery – History of South Asian Caste system.

IV. **Methodological Debates and Contemporary Trends** - Methodological Individualism and Holism - Structure and Agency- Essentialism and Relativism – Truth and Objectivity -Foucault and the history of power - Bourdieu and Reflexive Social Science – Indian Debate on Experience and Theory- Gopal Guru and Sundar Sarukkai.

Readings:

A Munslow, Deconstructing History.

A. V. Cicourel eds. Advances in Social Theory and Methodology, Routledge & Kegan Paul, London, 1981

Alex Callinicos, Making History, Agency, Structure, and Change in Social Theory, Brill, London.

Alex Callinicos, Social theory: A Historical Introduction, Wiley, 2007.

Alun Munslow, Narrative and History, Palgrave 2007.

Andre Burguiere, The Annales School, An Intellectual History, Cornell University Press, 2009.

Anthony Giddens, Central Problems in Social Theory (Hutchinson, London, 1977)

Aram Veeser, The New Historicism, Routledge, 2016

C Wright Mills, Sociological Imagination.

C. Wright Mills, Sociological Imagination, Pelican book

David Seddon, Relations of Production

E Bentley, A Companion to Historiography

E H Carr, What is History

G. Lukacs, History and Class Consciousness, London Merlin Press, 1971

G.A. Cohen, Karl Marx's Theory of History London 1978

Gopal Guru and Sundar Sarukai, Cracked Mirror: An Indian Debate on Experience and Theory, OUP, New Delhi, 2010.

Gopal Guru and Sundar Sarukkai, Cracked Mirror: An Indian Debate on Experience and Theory, OUP 2015

Ishita Banerjee- Dube, Caste in History, OUP, New Delhi, 2008.

J. Habermas, Philosophical Discourse of Modernity, Polity Press, London

J. Habermas, The Theory of Communicative Action 2 vols. Heinemann, London

Jean-Francois Lyotard, The Post-modern Condition: A Report on Knowledge (The Manchester University Press, 1986

Joyce Appleby, Lynn Hunt and Margaret Jacob, Telling the Truth About History

Keith Jenkins, Rethinking History.

Keith Lehrer, Theory of Knowledge (Routledge, London, 1990)

Leonie J Archer, [ed] Slavery and Other forms of Unfree Labour, Rutledge, London 1988

M C Lemon, The Philosophy of History,

Mark Day, the Philosophy of History: An introduction, Viva Continuum,2008

Matt Perry, Marxism and History, Palgrave,2012

Michael Foucault, The Order of Things, Vintage Books, New York, 1973

Morton Klass, Caste: The Emergence of South Asian Social System, Manohar, New Delhi ,1993

Nancy Partner and Sarah R I Foot, The Sage Hand book of Historical theory, Sage,2013.

Paul Feyerabend, Against Method (Verso Edition, London, 1984)

Paul Gilroy, The Black Atlantic, Modernity and Double Consciousness, Verso, London, 2002.

Perry Anderson, In the Tracks of Historical Materialism, London 1983

Peter Burke, The French Historical Revolution, Polity Press, Cambridge, 1990.

Pierre Bourdieu, Outline of a Theory of Practice, Cambridge University, 1977.

R G Collingwood, The Idea of History

Raphel Samuel, [ed] People's History and Socialist Theory

Raymond Aron, Main Currents in Sociological Thought, vol. 2, Pelican Book

Robert Burns Hugh Rayment-Pickad , Philosophies of History; From Enlightenment to Post Modernity, Blackwell, London.

Royce A. Singleton, Approaches to Social Research Oxford, University Press, New York, 1993

Sasibhushan Upadhyay, Historiography in the modern WorldWestern and Indian Perspectives, OUP,2016.

Stephen Davies, Theory and History,

Thomas S. Kuhn, The Structure of Scientific Revolulions (University of Chicago Press, 1970)

Trevor Barnes and Derek Gregory, Reading Human Geography: The Poetics and Politics of Enquiry, Arnold London.

Willinam J. Goods & Paul K. Hatt, Methods in Social Research, (Mcgraw-Hill Book Company, 1981)

Course Code	Title	Type	Credit
HIS 2C 02	**History of Modern Kerala: Problems and Perspectives**	**Core**	**4**

HIS 2C 02 - History of Modern Kerala: Problems and Perspectives

This paper is intended to teach students the making of united Kerala through conceptualizing the Kerala region through historical writings and other forces in action. The making of united Kerala was a result of the experiences shared by colonialism and resistance to it. These included the working of modernity, nationalism, reform activities and many contradictions involved in it.

Objectives

Major objectives set in the syllabus are the following

1. Teaching the writing of Kerala history in the colonial period leading to the understanding of the geographical and cultural geography
2. Teach students the transformation of Kerala in the age of colonialism and appropriation and resistances of the Malayali people in various forms

3. Impart an understanding of the reform of Kerala society during the period. It was taking in a quick way which is marked as movements and activities of individuals in the society.
4. The realization of United Kerala was a result of the dreams set by different groups of people in society. These interests clashed with each other and reached some other results. The syllabus intends to teach students problems involved in it in a critical manner

Learning Outcomes

Students are expected to achieve the following

1. Understand the modernization of Kerala society and its process
2. Acquire the ability to examine the transformation of society in a critical manner
3. Lear the underplay of different forces in the making of changes in the society
4. Identify newer problems for further study and investigation in modern history

I. Colonial and modern historiography

Early Surveys and Administrators- Buchanan - Missionary Writings – Samuel Matteer and Gundert- Gazetteers and Manuels- William Logan, Nagam Aiya and Velu Pillai- search for Primary sources – Babington, Bruce Foot- colonial ethnography – Edgar Thurston and L K Anantha Krishna Aiyar. Histories of princely states – Travancore and cochin-Emergence of modern Historiography- K P Padmanabha Menon – imagination of historical past of Kerala by the social reformers and nationalists- development of scientific histories- emerging trends in history writings in Kerala- ecology and environmental histories – women and gender history – Dalit subaltern history- peasant history-history of caste slavery- history of communities - local history- intersectional histories – critical histories.

II. **Modern Kerala and the phases of change**

Kerala in the 18^{th} century -changes in the economy and society -Mysorean rule in administration and land relations - colonialism in Kerala- from trade to conquest- changes in property and legality - governance and administrative practices- missionary activism in social life - changes in agriculture- industry and social classes-formation of public sphere.

III. Social modernization and reform process

Caste and social reform-religious reform- the idea of 'Renaissance' – lower caste protests and the radical agenda in the reform process- social reformers and their positions and strategies-- notions of historical past by reformers- Poykayil Appachan and Chattampi swamikal - Literature and social imaginations -novel as historical knowledge- Indulekha and Saraswathi Vijayam

IV. **Formation of united Kerala**

National movement and radical politics -popular movements –formation of united Kerala- land reform and its consequences- land reform and landlessness among the Adivasis and Dalits- development experiences- literacy and health care- socio-economic inequality and Kerala model development.

Readings:

A P Ibrahim Kunju, Mappila Muslims of Kerala.

A P Ibrahim Kunju, Mysore Kerala Relations in 18th Century

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

A Sreedhara Menon, Makers of Modern Kerala

Adrain C Mayer, Land and Society in Malabar.

Andalat, Rekha illatha Charithram,

Ashin Dasgupta, Malabar in Asian Trade

B Shobhanan, S Ramachandran Nair and K J John, History of freedom Movement in Kerala

C Balan, Reflections on Malabar, NAS College Kanhangad, 2000.

C Kesavan, Jivitha samaram

Charles Dias, [ed], Kerala Spectrum: Aspects of Cultural Inheritance, Indo-Portuguese Cultural Institute, Cochi,2006.

Dilip M Menon, Caste Nationalism and Communism in South India

Dilip M Menon, The Blindness of Insight: Essays on Caste in Modern India, Navayana, New Delhi2006.

Donald Herring, Land to the Tiller: The Political Economy of Agrarian Reform in South Asia, Yale University Press, 1983.

E K G Nambiar, Agrarian India Problems and Perspectives, Association for Peasant Studies University of Calicut,1999.

E M S Nampoothiripad, Keralam Malayalikalute Mathrubhumi [1948] Chintha Publishers, Thiruvanandapuram 2016.

Elamkulam Kunjan Pillai, Ilamkulam Kunjanpillayute therenjeduth krithikal, N Sam [ed], International Center for Kerala Stuies University of Kerala , Thiruvanandapuram, 2005.

G Arunima , There Comes Papa: Colonialism and the Transformation of Matriliny in Kerala, Malabar, c. 1850-1940, Orient BlackSwan, 2003.

George K Lieten, The First Communist Ministry in Kerala

George Mathew, Communal Road to Secular Kerala

Govindan Parayil, Kerala The Development Experience: Reflections on Sustainability and

Replicability, Zed Books, 2000.

J Devika, Engendering Individuals: The Language of Re-Forming in Twentieth Century Keralam, Orient Longman, 2007.

K Gopalankutty, Malabar Padanangal

K K Kochu, Dalithan, D C Books, Kottayam, 2019.

K K N Kurup, History of Agrarian Struggle in Kerala

K K N Kurup, Modern Kerala.

K K N Kurup, Pazhasi Samarangal

K M Panikkar, A History of Kerala1498-1801.

K N Ganesh, Culture and Modernity: Historical Explorations, Calicut University, 2004.

K N Ganesh, Keralathinte Innalakal, State Institute of Languages, Thiruvanadapuram, 2011.

K N Ganesh, Malayaliyute Deshakalangal, Raspberry Books, Calicut,2016.

K N Panikar, Against Lord and State: Religion and Peasants Uprising in Malabar

K N Panikar, Culture, Ideology and Hegemony.

K N Shaji [ed], SreeNarayana Guru Jivithavum Krithikalum.

K P Aravindan [ed], Kerala Padanam, KSSP, Thrissur, 2006

K P Padmanabhamenon, Kochirajyacharithram, Mathrubhumi, Calicut.

K Ramachandran Nair, The History of Trade Union Movement in Kerala.

K Saradamoni, Matriliny Transformed: Family, Law and Ideology in Twentieth Century, Sage Publication, New Delhi,1999.

Koji Kawashima, Missionaries in a Hindu State

Luisa Steur, Indigenist Mobilisation: Confronting Electoral Communism and Precarious Livelihoods in Post Reform Kerala, OUP, New York 2017.

M P Mujeebu Rehman and K S Madhavan [Eds], Explorations in South Indian History, SPCS,Kottayam 2014.

M P Mujeeebu Rehman, the Other Side of the Story: Tipu Sultan, Colonialismand Resistance in Malabar, SPCS/National Book Stall, Kottayam, 2016.

M P Parameshvaran and K Rajesh [eds], Kerala Vikasanam: Oru JanaPaksha Sameepanam, KSSP, Thrissur, 2015.

M R Raghava Varier, Village Communities in Pre-Colonial Kerala

M S S Pandian, Brahmins and Non-Brahmins

Manojkumar P.S., Shaping of Rights: Jati and Gender in Colonial Keralam, Meena Book Publications, Delhi, 2019.

Margret Frenz, From Contact to Conquest

Mathias Mundadan, History of Christianity in Kerala

Mathias Mundadan, History of Early Christianity.

MSA Rao, Social Reform in Kerala

N Gopakumaran Nair, Reimagining Histories, Current Books, Kottayam, 2019.

Nicholas Dirks, the Hollow Crown

P Bhaskaran Unni, Pathonpatham Nootttandile Keralam, Kerala Sahithya Academy Thrissur, 2012

P K Balakrishnan [Ed], Sree Narayana Guru.

P K Balakrishnan, Jati Vyavasthayum Keralacharithravum [1983] DCBooks, Kottayam,2008

P Radhakrishnan, Land Reform, Agrarian Struggle and Social Change.

Panmana Ramchandran Nair [ed], Kerala Samskara Padanangal, 2 vols, Current Books, Kottayam 2013.

Peter Robb, [ed], Dalit Movements and the Meaning of Labour in India.

Pradeepan Pampirikunnu, Narayanaguru : Punarvayanakal, Progress Publication, Calicut 2016.

R Frykenburg,[ed], Land Control and Social Structure in Indian History

Rekha Raj, 'Dalit Women as Political Agents: A Kerala Experience', in the Problem of Caste [ed], Satish Deshpande,Orient Black swan, Hydrabad,2014.

Robin Jeffrey , The Decline of Nair Dominance: Society and Politics in Travancore, Vikas Publishing House ,New Delhi,1990.

Robin Jeffrey, Politics, Women and Wellbeing

S Chandramohanan, Developmental modernity in Kerala : Narayanaguru,SNDP and Social Reform,Tulika New Delhi,2019.

Sanal Mohan, Modernity of Slavery, OUP, Delhi 2015.

Sebastian Joseph [ed] ,On Present[in/g History , DC Books , Kottayam, 2017.

Sebastian Joseph, Cochin Forest and the British: Techno Ecological imperialism in India, Primus, New delhi, 2016.

P J Cherian [ed], Perspectives on Kerala History, KCHR, Thiruvanandapuram, 1999.

Susan Bailey, Saints, Goddesses and Kings

T C Varghese, Agrarian Change and Economic Consequences: Land Tenures in Kerala, Allied Publishers, Bombay, 1970.

T K Ravindran, Asan and Social Revolution

T Muhammedali, Social Scape and Locality : Themes in Kerala History, Other Books, Calicut, 2017

T Muhammedali, Histories Unbounded, Current Books, Kottayam, 2019.

V V Haridas and Haskerali [eds], Multicultures of South India, Karnataka State Open University Mysore, 2015.

V V Kunjikrishnan, Tenancy Legislation in Malabar

V V Swami and E V Anil [eds], Prathyaksha Raksha Daiva Sabha: Orma, Pattu, Charithra Rekhakal, Adiyar Deepam Publication, Thiruvalla, 2010.

Course Code	Title	Type	Credit
HIS 2C 03	**State and Society in Medieval India**	**Core**	**4**

HIS 2C 03 - State and Society in Medieval India

Objectives

The course, 'State and Society in Medieval India' is primarily intended to nurture a critical understanding of the history of medieval India, which is often represented as 'dark age' in tune with the colonial stereotyping. The student will be made capable of the method of analyzing various theories and facts as the output of recent research. The themes of the course will be analysed escorted with critical thinking so that can be nurtured a skill of analyzing the course of history devoid of religious or another form of biases, and by which the student will be having acquainted with the scientific temper of research.

Learning Outcomes

- Ability to locate Historiographical understanding of medieval India
- Ability to understand aspects of state and society of medieval India
- Ability analyze the transformation of religion and social stratification in medieval India
- Ability to demonstrate the growth of science, technology and culture

Module I: Historiographical Understanding of the Medieval India

Medieval in Colonial perspectives- stereotypical constructs- myth of hostile religions- equating religion and State- 'Islamic State'- representation of [despotic] State, [closed] economy and [stagnant] society ; Nationalist Writings- response to colonial writers- approval of colonial stereotypes- Nationalistic enthusiasm; Marxist Understanding- Perspectival changes- challenging the colonial and nationalist approach- focus to economic aspects - periodization- factors and relations of production –Land and property rights .

Module II: State and Economy in Medieval India

Concept of state in medieval India- theories- imperial polities in medieval India (Turkish, Afghan & Mughal)- Sultan- nobility & Ulema- structure of administration: iqta, mansab, jagir- Revenue administration- mode of Assessments- batai, Zabt, Dahsala, Kankut etc.

Nature of Mughal State- Debate; Decline of Mughal State- Theories

South Indian Polity- nature-Debate

Regional Powers: Rajputs- Marathas- Bahmini- Aspects of State

Local administration: administrative divisions- local ruling classes (chieftains, zamindars and village oligarchies)- Village community- Balutadars, ayagars etc.

Process of Production and Exchange: Agriculture- Industry- Shipping -Trade- types- Local, Overland, Overseas- Exports- imports- Ports- Markets- Urbanization.

Module III: Religion and Social stratification in Medieval India

Islam- spread- growth- theories-popular Islam-Sufism- syncretic culture.

Guru Nanak and Sikhism- Ideals- spread

social stratification-Caste- purity/ pollution-caste oppression- practice of untouchability- influence of Islam- Bhakthi movement- Saint Poets- Shaivism- Vaishnavism.

Position of women- Domestication- Involvement in Production process.

Module IV: Science Technology and Culture

Scientific Inventions- Mathematics- astronomy- medicine- Technological advancement –

Literary contributions- Persian, Sanskrit and regional languages- Encounters of Cultures-

Architecture and Painting-

Reading List

Mohammed Habib, *Studies in Medieval Indian Polity and Culture, The Delhi Sultanat and its Times,* [edited by Irfan Habib], OUP, 2016.

Irfan Habib, *Medieval India. The Study of a Civilization,* NBT , 2008.

----------, *Agrarian System of Mughal India, 1556-1707*, OUP, New Delhi, 2000(1963)

----------, *Essays in Indian History,* Tulika, New Delhi, 1995

_____, *Technology in Medieval India, 650-1750,* Tulika, New Delhi, 2016 (2008).

----------, *Interpreting Indian History,* NEHU Publishing, Shillong.

Satish Chandra, *History of Medieval India*, 2007.

----------, *Essays on Medieval Indian History ,* OUP, 2003

Jackson, *The Delhi Sultanate, A Political and Military History,* CUP, 1999

Sunil Kumar, *Emergence of Delhi Sultanate,AD1198-1286,* Permanent Black, 2010.

J.F.Richards, *The Mughal Empire*, CUP, 2016

Stewart Gordon, *The Marathas,* CUP, 1998

Stephen P Blake, *Shajahanabad, the Sovereign City in Mughal india,1639-1739,* CUP,New Delhi, 1993

Nurul Hasan, *Religion, State and Society in Medieval India*, 2005

Ibn Hasan, *Central Structure of the Mughal Empire,* Munshiram Manoharlal, 1936

R.M. Eaton ed., *India's Islamic Traditions, 711-1750,* OUP, 2006

Harbans Mukhia, *Mughals of India,* Wiley-Blackwell, 2004

Muzaffar Alam & Subrahmanyam, eds., *The Mughal State,* OUP, 2000

Herman Kulke ed., *The State in India 1000-1700*, OUP, 1995

Farhat Hasan, *State and Locality in Mughal India*, *Power Relations in Western India: 1527-1730,* Cambridge University Press, New York, 2004.

Athar Ali, *Mughal India: Studies in Polity, Ideas Society and Culture,* OUP, 2008

Audrey Truschke, *Culture of Encounters,* Penguine, 2016

----------, *Aurangazeb the Man and the Myth,* Penguine, 2017

Burton Stein, *Peasant, State and Society in Medieval South India,* OUP, 1980

Catherine B Asher, *Mughal Architecture, CUP,* 1992

Richard M. Eaton, *Essays on Islam and Indian History,* OUP, 2002, chapter: 4- "Temple Desecration and Indo-Muslim States" (pp. 94-132); Chapter 6: Articulation of Islamic Space in Medieval Deccan(pp. 159-188); Chapter8: "Sufi Folk Literature and the Expansion of Indian Islam" (pp.189-2020); Chapter11: "Who Were Bengali Muslims?" (pp.249-275) etc.

K. M. Ashraf, *Life and Conditions of People of Hindustan,* New Delhi, 1970.

Peter Hardy, *Historians of Medieval India, Studies on Indo- Muslim Historical Writings,* Munshiram Manoharlal, New Delhi, 1997(London, 1960).

G. F. Hourani, *Arab Seafaring in the Indian Ocean in Ancient and Medieval Times,* Princeton University Press, New Jersy, 1951.

Shireen Moosvi, *People Taxation and Trade in Mughal India,* OUP, 2010 (2008)
_____, *Episodes in the Life of Akbar,* NBT, New Delhi, 2009 (1996)
Mohibul Hasan, ed., *Historians of Medieval India,* Meenakshi Prakasan, New Delhi, 1983.
Francis Robinson, "Islam and Muslim Society in South Asia", in idem, *Islam and Muslim History in South Asia,* OUP, 2003.
K.A. Nizami, *Some Aspects of Religion and Politics in India During 13th Century,* Delhi, 2009 (1961,1974).
----------, *On History and Historians of Medieval India,* Munshiram Manoharlal, Delhi, 1983.
Ashindas Gupta & M.N. Pearson, *India and Indian Ocean , 1500-1800,* OUP, Delhi, 1987.

Course Code	Title	Type	Credit
HIS 2C 04	**Selected Problems of medieval and Modern World History**	**Core**	**4**

HIS 2C 04 - SELECTED PROBLEMS OF MEDIEVAL AND MODERN WORLD HISTORY

Objectives

This course will discuss how the economic, cultural and technological changes contributed to the emergence of the modern period in world history. The student will understand major turning points in world history and how they influenced the history of mankind.

Learning Outcome

- Enable the students to analyse the medieval and modern periods of world history in a comprehensive manner.
- Enable the students to identify major historiographical positions on the transition from the medieval to the modern period.
- Enable the students to evaluate the ideologies of the renaissance, enlightenment and French Revolution that shaped the life of people.

MODULE I: Medieval Societies

Feudal Society in Europe- Economy- Religion and Culture- Christianity- Islam

MODULE II: Transition from Medieval to Modern

Transition from Feudalism to Capitalism-Debate- Maurice Dobb, Paul M Sweezy, Polanyi, etc. - Absolutism in Europe

MODULE III: Emergence of Modern World

Intellectual Trends- Renaissance- Enlightenment- Idea of Progress, Humanism, Secularism and Rationalism- French revolution- Background and Impact.

MODULE IV: Rise and growth of Colonialism and Nationalism

Colonization of Asia and Africa (China, West Asia and Algeria)- Different tactics of National Movement- Nationalism in Europe.

Reading List

Maurice Dobb - *Studies in the Development of Capitalism,* Aakar Books, delhi, 2006.

T. H. Aston, C.H.E. Philipin, (eds.) - *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe,* CUP, 2005.

Paul M. Sweezy - *The Theory of Capitalist Development,* K.P. Bagchi and Co., Kolkotta, 2002(1942).

Karl Polanyi - *The Great Transformations,* Beacon Press, Boston, 1990.

Karl Polanyi, Conrad m. Anensberg & Harry W. Pearson eds. - *Trade and Markets in the Early Empires, Economics in History and Theory,* The Free Press, New York, 1957.

Benedict Anderson - *Lineages of the Absolutist State,* Verso, London, 1974

----------, *Passages from Antiquity to Feudalism,* Verso, London, 1996(1974)

Marc Bloch - *The Feudal Society,* 2 vols., 1962

J.N. Ganshof - *Feudalism,*

Marshall Hogdson - *Venture of Islam,*

Henry Pirrenne - *Muhammed and Charlemagne,*

----------, *Economic and Social History of Europe,* Routledge & Kegan Paul, London, 1972 (1936)

Anthony D Smith - Nationalism: Theory, Ideology, History

Albert Soboul - The French Revolution 1787-1799

A.R.Hall - The Scientific Revolution 1500-1800

Carlton Hayes and Margereta Faissler - Modern Times: The French Revolution

Donald F. Lach - Europe and Modern World since 1870

E.J.Hobsbawm - Age of Revolution 1789-1848

E.J.Hobsbawm - Age of Capital-1848-1875

E.J.Hobsbawm - Industry and Empire

E.P.Thompson - The Making of English Working Class

Egon Friedall - Cultural History of the Modern Age

Frantz Fanon - A Dying Colonialism

Georges Lefebvre - The Coming of the French Revolution

George Basalla - The Rise of Modern Science

Hamsa Alavi - Capitalism and colonial Production

J.F. Lively - The Enlightenment
J.D. Bernal - Science in History
Lenin - Imperialism: The Highest stage of Capitalism
Maurice Dobb - Studies in the Development of Capitalism
Michael Hadson - Imperialism
Partha Chatterjee - The Nation and its Fragments
Robin Blackburn - Ideology in Social Science
Tom Kemp - Theories of Imperialism
S.J.Wolf (ed) - European Fascism
T.S. Ashton - The Industrial Revolution
John Hermann Randall - Making of the Modern Mind

Course Code	Title	Type	Credit
HIS 2A 01	**Indian Numismatics**	**Audit**	**2**

Professional Competency Course (PCC)

PAPER I : INDIAN NUMISMATICS

Objectives

This is a Professional Competency Course, which is not a part of regular classroom teaching. The students should complete this course making use of their facilities including the online platforms. The Department will conduct the examination at the end of the semester. This course helps the student to estimate the importance of Numismatics to study the economic ideology of India and develop a critical attitude to analyse the historical transformation of Indian society and culture from the time of Indo-Greeks. It enables the student to differentiate the social conditions before and after the mint culture and realise how the monetary economy facilitated the advancement of the Indian economy. The study of Numismatics helps the student to develop scientific and critical thinking about the evolution of economic history.

Learning Outcome

- It enables the student to evaluate the urbanisation and market system of our country and the economic basis of various institutions developed in early, medieval and modern India.
- It enables the student to identify various types of coins issued including punch-marked and minted coins.
- It enables the student to analyse the economic condition under various dynasties in early and medieval India.
- It enables the student to correlate with other sources of history and provide them with fresh inferences.

Module 1: Introduction to Numismatics

Numismatography: History of Numismatic Studies in India - Provenance of Coin: Findings from Archaeological excavations and Stratigraphic relevance, Stray findings, Hoards, Private and Public Collections

Module 2: Study of Ancient Indian Coinage

Different categories of the coins and weight standard as linked from the historical text: Shatamana, Vimshatik and Karshapana series - Punch-Marked Coins - Coins of Indo-Greek - Coinage of the Kushanas - Coins of the Satavahanas and Contemporary Rulers - Coins of the Western Kshatrapas - Coins of the Sangama Period: Chera, Chola and Pandya - Distribution of Roman Coins in India - Coins of the Guptas -Scripts - Brahmi, Kharoshthi and Greek

Module 3: Chemical and Statistical Analyses of Coins

Recent advancement in numismatic studies - Metallurgy of Coins - Minting Techniques - Destructive and Non-destructive methods of Analysis - Statistical Analysis: Frequency Tables and Histograms - Coin Cleaning: Treatment and Preservation - Identification of coins, preparation of coin catalogue and report writing

References

Allan, J., *Catalogue of Coins of Ancient India*, London, 1935.
Altekar, A.S., *Catalogue of Coins of the Gupta Empire*, Varanasi, 1937.
Chattopadhyaya, Bhaskar, *The Age of the Kushanas – A Numismatic Study*, Calcutta, 1967.
Chattopadhyaya, Brajdulal, *Coins and Currency System in South India*, Delhi, 1977.
Datta, Mala, *A Study of the Satavahana coinage*, Delhi, 1990.
Elliot, W., *Coins of South India*, Varanasi, Reprint 1970.
Gardener, P., *The Coinage of the Greek and Scythic Kings of Bactria and India in British Museum*, London, 1886.
Goyal, S.R., *Dynastic Coins of Ancient India*, Jodhpur, 1995.
Gupta, P.L., *Coins*, New Delhi, 1979.
Gupta, P.L. and T.R. Hardaker, *Ancient Indian Silver Punch-Marked Coins of the Magadha – Maurya Karshapana Series*, Nasik, 1985.
Krishnamurti, R., *Sangam Age Tamil Coins*, Madras, 1997.
Sahni, Birbal, The Technique of Casting Coins in Ancient India, Varanasi, 1973.
Sarma, I.K., Coinage of the Satavahana Empire, Delhi, 1980.

Course Code	Title	Type	Credit
HIS 2A 02	**Archival Studies**	**Audit**	**2**

Professional Competency Course (PCC)

PAPER II : ARCHIVAL STUDIES

Objectives

This is a Professional Competency Course, which is not a part of regular classroom teaching. The students should complete this course making use of their facilities including the online platforms. The Department will conduct the examination at the end of the semester. This paper introduces the essential concepts, ideas and methods of archival studies. It also familiarizes the student with various scientific methods of preservation of historical document. It also will equip the student to preserve the documents and by which may open professional opportunities in this field.

Learning Outcome

- Ability to understand major concepts of the archival studies
- Ability to evaluate the changes in various methods of preservation in various parts of the world
- Ability to analyse the process of preservation of archival records
- Ability to demonstrate the preservation techniques

MODULE I: Archives and Archival studies

Definitions- Meanings- History of Archives Keeping- Europe- USA- India- Ancient Period- Medieval Period- Modern period.

Relations with State and Archives- Characteristics of Archives- Classification of Records- Archivist- Private Archives.

MODULE II: Evolution of Modern Archives

Paper- Ink- Paints-Typewriters- Xerox- Packaging Materials- Collection of Records- Registry System- Record Room- Digitalization-moving image archives and sound archives- micro film- micro-fiche- film archives- oral history archives- online archives.

Archives in Modern India-British government-Maps, surveys, photographs- legal records- Folklore and archives.

MODULE III: Uses and Functions of Archives

Uses- Historical Value- Administrative value- Collection of Statistical Data- Intellectual Value- Social Value; Functions- Supply of Records to administrators and Researchers- Publication- Library- Offering training- Weeding up of Records-.

MODULE IV: Methods of Organization and Preservation of Records

Organization- Europe- France- England- USA- India- Administration- Administration of National Archives in India- Archival legislation in India-Appraisal of records- Record Management- Transfer of records to Archives- Arrangement of Records- Finding Aids- Methods of Preservation-

Preliminary and Precautionary measures- Preventive Measures- Methods of Preservation and Repair of Archival Records- Control of insects- Thymol Fumigation- Thymol Chamber- Protective measures- Bleaching Method- Re Sizing- Full Pasting- Backing- Chiffon Repair- Lamination- Docketing- Guarding etc.

MODULE IV: Practical

Visit Kerala Regional Archives or any other archives and Prepare a report on any of the major sources Preserved in it. (eg. British Survey Reports, Census Report)

Reference:

Muller, Feith and Furin, *Manual for the Arrangement and Description of Archive,* H.W. Wilson Co., 1968.

State Archives Department, *An Introduction to the Kerala State Archives,* Government of Kerala,1975.

Schellemberg T. R., *Modern Archives: Principles and Techniques,* Melbourne, Australia, 1956.

Schellemberg T. R., *The Management of Archive s,* Columbia University Press, 1965

Scargil- Bird, *Guide to Records in Public Records Office,* London, 1896

Tolboys Wheeler J, *Early Records of British India ,* 1878

Gregory Hunter, *Developing and Maintaining Practical Archives,* New York, 2003

Abdul Majeed C.P., *Archival Science: Past Present and Future,* Kottayam, 2017

Bhargava, K.D., *An Introduction to the National Archives,* New Delhi, 1958.

Cook Michael, Archives Administration, Dawson, 1977.

Guide to Archives Series, Regional Archives Department, Eranakulam.

Isaac Jayadhas, *Archives Keeping,* Villukury, 2012.

James B. Rhoads, *The Role of Archives and Records Management in National Information System,* 1983.

Daniel J Cohen and Roy Rosenzweig, *Digital History:A Guide to Gathering, Preserving and Presenting the Past on the Web,* 2006.

Judith Ellis, *Keeping Archives,* Alta Mira Press, 2003.

Course Code	Title	Type	Credit
HIS 2A 03	Perspectives on Museology	Audit	2

Professional Complementary Course (PCC)

PAPER III - Perspectives on Museology

Objectives

This is a Professional Competency Course, which is not a part of regular classroom teaching. The students should complete this course making use of their facilities including the online platforms. The Department will conduct the examination at the end of the semester. The museum as one of the prominent repositories has a significant role in historical research. The paper titled, Perspectives on Museology is intended to familiarize the theoretical aspects and techniques of Museology to the students. It will enable the student to theoretically and practically organize the museums.

Learning Outcome

- Ability to analyse the concepts and ideas related to museology
- Ability to compare and contrast various methods of organization of museums
- Ability to demonstrate the methods of museology
- Ability to evaluate the management strategies of museums

I. Introduction – Relevence and scope of Museology – Definition of Museology – History of Development of Museums in the World and in India – Types of Museums – Role of Museums in Society – Museums in the changing world.

II. Documentation in Museums – Collection of Museum articles – Theoritical issues and value based collections – Methods and ethics of collection – History and conservation of documentation – Computerisation and Multimedia.

III. Museum education – Meaning and role of Museum education – Tangible and intangible heritage and its significance – Relation and relevance with history – archaeology – anthropology – art and folk literature.

IV. Museum Management and Administration – Principles and stratagies of management in Museums – principles of presentation – planning of gallary and exhibition – Types of Museum lighting communication techniques – Label writing and audiovisual techniques – Museum marketing scope and stratagy.

Reference:

A.Aiyappan and Satyamurti. S.T – Hand book of Museum technique.

Anupama Bhatnagar	–	Museums, Museology and New Museology
Balakrishna	–	Bibliography on Museology
D.P. Ghosh	–	Studus in Museology
J.N.Basu	–	Indian Museums and Movement
M.L. Nigam	–	Museums in India, Fundamentals of Museaology
Moley Grace	–	Museums today
S.F. Morkham and hangreaores.H	–	Museums of India.
S.J.Baxi and V.P. Dwivedi	–	Modern Museums.

COURSES OFFERED FOR M.A. HISTORY UNDER CHOICE BASED CREDIT SEMESTER SYSTEM (CCSS) w.e.f. 2019 ADMISSION

Semester III			
Course Code	**Title**	**Type**	**Credit**
HIS 3C 01	**Perspectives on Colonialism in India**	**Core**	**4**
HIS 3C 02	**Discourses on Indian Nationalism**	**Core**	**4**
Electives*	**Group I**		
HIS 3E 01	**Emerging Trends in Early Indian History**	**Elective**	**4**
HIS 3E 02	**Perspectives and Debates on Early Tamilakam**	**Elective**	**4**
HIS 3E 03	**Knowledge and Culture in Early India**	**Elective**	**4**
Electives*	**Group II**		
HIS 3E 04	**Selected Themes in Economic History of Medieval India**	**Elective**	**4**
HIS 3E 05	**Aesthetic Traditions of Medieval India**	**Elective**	**4**
HIS 3E 06	**Recent Perspectives on Social History of Medieval Kerala**	**Elective**	**4**
Electives*	**Group III**		
HIS 3E 07	**Social Movements in Modern India**	**Elective**	**4**
HIS 3E 08	**Economic History of Modern India**	**Elective**	**4**
HIS 3E 09	**Gender and Caste in Modern India**	**Elective**	**4**
***Students shall choose 2 Electives from any one of the three groups provided; Electives shall be chosen from a single group only.**			

III Semester MA History

Course Code	Title	Type	Credit
HIS 3C 01	Perspectives on Colonialism in India	Core	4

HIS 3C 01 PERSPECTIVES ON COLONIALISM IN INDIA

Objectives

It attempts to identify the colonial development in India under the British colonial rule over two centuries and under colonialism the Indian economy and society were completely subordinated to the British economy and political control.

Learning Outcome

It enables the student to formulate the various issues on the colonial period about the colonial administration and exploitation of Indian society.

Module I: Major Approaches to the History of Colonial India- colonial Historiography-Colonel Colin
Mackenzie and the Surveying of India – Nationalist Historiography-Marxist Historiography-Subaltern Approach- Communalist Approach-Cambridge school

Module II: Emergence and Consolidation of Colonialism - Global factors leading to colonialism - European settlements - Mercantilism English East India Company - stages in the Economic Consolidation - Revenue administration

Module III: Economic impact of British rule-de-industrialization-Famines in colonial India - commercialization of agriculture - impact of commercialization on rural society

Module IV: Women under colonialism - The colonial economy and women's work - Professional positions - factory work-women's organizations and labour issues - work in mines - new jobs in the city maid servants and prostitutes

References

Bipan Chandra, *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880-1905*, New Delhi, 1966.

Bipan Chandra, *Nationalism and Colonialism in Modern India*, New Delhi, 1979.

Bipan Chandra, et al., *India's Struggle for Independence, 1857-1947, Viking, New Delhi, 1988.*

Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*, New Delhi, 2004.

A. R. Desai , *Social Background of Indian Nationalism,* Bombay, 1948.

K.N. Panikkar, *Culture Ideology and Hegemony: Intellectuals and Social Consciousness in Colonial India,* Anthem Press, 2002.

Geraldine Forbes, *Women in Modern India*, Cambridge, 1996.

Nicholas B Dirks, *Castes of Mind: Colonialism and the Making of Modern India*, Princeton, 2001

Ania Loomba, *Colonialism/ Post-Colonialism*, Routledge, 1998.

Sumit Sarkar, *Modern India, 1885-1947,* New Delhi, 2014.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3C 02	**Discourses on Indian Nationalism**	**Core**	**4**

HIS 3C 02 DISCOURSES ON INDIAN NATIONALISM

Objectives

The course enables the students to get an idea of the 'discourse' at the disciplinary level. It will help to understand Foucault's discourse analysis. It is an attempt to conceive the nationalist realm from newer perspectives. It would tend to know different schools in the approach of Indian nationalism. The course aims to understand gender, Dalit, minority and regional versions of the nationalist paradigm.

Learning Outcome

The students will do their further works on the insights of discourse analysis. The course will be strengthened their analytical capacity in Indian history with the expertise manner of nationalism divergently. It will tend to democratic and constitutional values in this practical living world.

Module 1: Discourse and discourse analysis – knowledge and power - manifold nature of nationalisms – classical and liberal nationalism – European conflicts on the basis of national fervor – Indian middle class – colonial intellectuals – modern nation states – 'imagined communities' – 'political nationalism' by Partha Chatterjee

Module 2: Ideology of the Indian National Congress (INC) – colonial discourse – various movements – socio-economic awareness – drain theory – critique on the INC politics – religious nationalism and cultural nationalism

Module 3: Discourse of National movement – Marxian, socialist and Cambridge Schools - repressive measures of the colonialism – bourgeoisie – petition politics – moderate and extremists – Bengali nationalism – *Khilafat* – women representation and gender consciousness – Dalit movements and subaltern discourses

Module 4: Gandhian discourse — strategic agitations – Nehruvian practice – Subhash Chandra Bose - Poona Pact - Ambedkarite intervention – Ramaswami Naicker and Dravidian movements – an idea of *Aikya Keralam* - Quit India – Partition – Communalism – power relations

References

A.R. Desai, *The Social Background of Indian Nationalism*, Popular Prakashan, 2005 (1948).

Anthony Smith, *Theories of Nationalism*, Holmes & Meier, New York, 1983.

Ashis Nandy: The Intimate Enemy: Loss of Self Under Colonialism, OUP, New Delhi, 1988.

Benedict Anderson, *Imagined Communities*, Verso, London, 1965.

Bipan Chandra (ed.), *The Indian Left: Critical Appraisal*, Vikas, New Delhi, 1983

Bipan Chandra, *Communalism in Modern India*, New Delhi, 1984.

Bipan Chandra, et al., *India's Struggle for Independence, 1857-1947. Viking, New Delhi, 1988.*

Bipan Chandra, *Nationalism and Colonialism in Modern India*, New Delhi, 1979.

Bipan Chandra, *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880-1905*, New Delhi, 1966.

Christophe Jaffrelot, *Ambedkar and Untouchability. Analysing and Fighting Caste*, Permanent Black, New Delhi, 2004.

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D. Rothermund: *The Phases of Indian Nationalism and other essay*.

David Hardiman: *Gandhi: in his Time and Ours*, Permanent Black, 2003.

Dianna Taylor, *Michel Foucault: Key Concepts*, Routledge, 2014.

Eugene F. Irschik, *Politics and Social Conflict in South India*, University of California Press, 1969.

Ernest Gellner, *Nations and Nationalism*, Oxford: Blackwell, 1983.

G. Aloysius, *Nationalism without a Nation* in India, OUP, India, 1997.

Gee, James Paul and et al., *The Routledge Handbook of Discourse Analysis*, Routledge, 2015.

GyanendraPandey, *Construction of Communalism in Colonial North India*, OUP, 1990.

Hobsbawn, E.J., *Nations and Nationalism since 1780: Programme, Myth, Reality*, Cambridge University Press, 1990.

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Homi K Bhabha, *The Location of Culture*, Routledge, London & New York, 1994.

J.R. McLane: *Indian Nationalism and the Early Congress*, Princeton University Press, 1977.
Job Roberts, *Discourse on History*, Wentworth Press, 2016.

Judith M. Brown, *Gandhi and Civil Disobedience: Mahatma in Indian Politics 1028-34*,

Judith M. Brown, *Gandhi: A Prisoner of Hope*, OUP, 1990.

Judith M. Brown, *Gandhi's Rise to Power: Indian Politics 1915 – 1922*, CUP, 1972.

Kumkum Sangari and Sudesh Vaid (eds.), *Recasting Women: Essays in Colonial History*, Kali for Women, New Delhi ,1989.

K.N. Panikkar, *Culture Ideology and Hegemony: Intellectuals and Social Consciousness in Colonial India*, Anthem Press, 2002.

Partha Chatterjee, *Nation and Its Fragments: Colonial and Postcolonial Histories*, Princeton University Press, 1994.

Partha Chatterjee, *Nationalist Thought and the Colonial World: A Derivative Discourse*,

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Ronaldo Munck, *The Difficult Dialogue: Marxism and Nationalism,* Zed Books, 1986.

S. Gopal, *Jawaharlal Nehru: A Biography* (Vols. I and II), Harvard University Press, 1976

Shashi Joshi and Bhagwan Josh, *The Struggle for Hegemony in India*, 3 Vols., Sage, New Delhi, 1992.

Shahid Amin, *Conquest and Community: The Afterlife of Warrior Saint Ghazi Miyan,* Orient Blackswan, New Delhi, 2015.

Shahid Amin, *The Event, Metaphor and Memory*: *Chauri Chaura 1922 – 1992*, University of California Press, 1995.

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Sudipta Kaviraj, *Civil Society: History and Possibilities*, CUP, 2001.

Sudipta Kaviraj, *Imaginary Institutions of India: Politics and Ideas*, Columbia University Press, 2010.

Sudipta Kaviraj, *The Unhappy Consciousness: Bankimchandra Chattopadhyay and the Formation of Nationalist Discourse in India,* OUP, New York, 1993.

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Sumit Sarkar, *Beyond Nationalist Frames*.Permanent Black, 2002.

Sumit Sarkar, *Critique on Colonial India*, Papyrus, 2000.

Sumit Sarkar, *Modern India: 1885-1947*, Macmillan, 1989.

Sumit Sarkar, *Popular Movements and Middle Class Leadership in late Colonial India*, K.P. Bagchi and Co. 2003.

Sumit Sarkar, *Swadeshi Movement in Bengal: 1903-1908*, People's Publishing House, 1973.
Sumit Sarkar, *Writing Social History*, OUP, 1998.
Sumit Sarkar and Tanika Sarkar, *Women and Social Reform in Modern India*, Orient Blackswan, 2007.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 01	**Emerging Trends in Early Indian History**	**Core**	**4**

HIS 3E 01 EMERGING TRENDS IN EARLY INDIAN HISTORY

Objectives

The course helps the students to understand the emerging trends by bringing to light the latest developments in early Indian history. It helps them to understand how historical research is advancing in early Indian history. The course covers a wide variety of areas of interest and enables them to understand the recent historical perspectives. The course aims to enthuse the students to be updated in their area of study and have shaped the scholarly understanding of their fields of study.

Learning Outcome

The course enables the students to explain and critique the recent developments in early Indian history. It helps them to evaluate and critique the trends in early Indian history and helps to formulate research problems in their area of interest. The course enables them to correlate and develop skill in the comparative analysis of situations in their area of interest. It makes them identify fresh insights in the area of early Indian history.

Module I: Genetics and Early Indian Past

Genome and Prehistory – Ancient DNA – Population Genetics – Collision formed India – The logic of Genetics – First Indians and Farmers – First Urbanites and Harappans – Last Migrants and Aryans – Genomics of Inequality – Caste and Genetics – Single source civilisation or multi source civilisation – Excavations at Rakhigarhi and ancient DNA

Essential Readings

Tony Joseph, *Early Indians*, New Delhi, 2018.

David Reich, *Who we are and How we got here*, New Delhi, 2018.

Romila Thapar, et.al., *Which of us are Aryans?*, New Delhi, 2019.

Module II: Gender in Early History

Gender reading of Indian Epics – Voices from the Buddhist nunnery and the hermitage – Lives of Buddhist nuns in *Terigatha* – Sexual-spiritual interface in a heterodox tradition - Inscriptions and images of Gender in early Stupa – Sex and Sexuality in Orthodox traditions – Birth in the *Grihyasutras* – Perceptions of women in *Dharmasastra* and *Kamasastra* – Concept of *Stridhana* – Women in public sphere

Essential Readings

Alice Collett, *Lives of Early Buddhist Nuns: Biographies as History*, New Delhi, 2016.

Kumkum Roy, ed., *Women in Early Indian Societies*, Delhi, 2005.

Snigdha Singh, et.al., *Beyond the Woman Question: Reconstructing Gendered Identities in Early India*, New Delhi, 2017.

Uma Chakravarti, *Everyday Lives, Everyday Histories*, 2006.

Module III: Language as culture and power

Sanskrit Cosmopolis – Language of the Gods enters the world – Inscribing Political will in Sanskrit – Semantics of Inscriptional Discourse – Sanskrit culture as Courtly practice –Theory and Practice of Culture and Power – Imagining the Urban in Kavyas of early India – Urban

characters and their world in Kavyas – Tamil – Origin of Tamil Speech – Pandyas Pallavas and carriers of Tamil knowledge – Cultural world of Tamil – Genealogy of Tamil literary culture

Essential Readings

David Shulman, *Tamil: A Biography*, Cambridge, 2016.

Sheldon Pollock, *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India*, New Delhi 2007.

Shonaleeka Kaul, *Imagining the Urban: Sanskrit and the City in Early India*, New Delhi, 2010.

Module IV: Nature, Environment and Ecology

Situating human activity in the context of nature – Perceiving the forest in early India – *Vana* and *Grama* – Forest dwellers in the Mauryan period – Eight types of forest in *Arthasastra* – Setting the forest and pacifying *Atavikas* – Ecological Paradigms in Buddhism – Elephants and the Mauryas

Essential Readings

Anand Singh, *Planet, Plants and Animals: Ecological Paradigms in Buddhism*, New Delhi, 2018.

Mahesh Rangarajan and K. Sivaramakrishnan, eds, *India's Environmental History*, Vol. I, New Delhi 2012.

Thomas R. Trautmann, *Elephants and Kings: An Environmental History*, New Delhi 2015.

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Devika Rangachari, *Invisible Women, Visible Histories: Society, Gender and Polity in North India*, New Delhi, 2009.

Jaya Tyagi, *Engendering the Early Household*, Delhi, 2008.

Kirit K. Shah, *Problem of Identity: Women in Early Indian Inscriptions*, New Delhi, 2001.

Kumkum Roy, 'Of Theras and Theris: Visions of Liberation in the Early Buddhist Tradition', in Vijaya Ramaswamy, ed., *Researching Indian Women*, Delhi, 2003.

Leslie Orr, *Donors Devotees and Daughters of the God*, New York, 2000.

Nilima Chitgopekar, ed., *Invoking Goddesses: Gender Politics in Indian Religion*, New Delhi, 2002.

Nilima Chitgopekar, ed., *Invoking Goddesses: Gender Politics in Indian Religion*, New Delhi, 2002.

Paula Richman, ed., *Many Ramayanas*, New Delhi, 1992.

Romila Thapar, et.al., *Which of Us are Aryans*, New Delhi, 2019.

Shalini Shah, *The Making of Womanhood: Gender Relations in the Mahabharata*, New Delhi, 1995.

Sheldon Pollock, ed., *Literary Cultures in History: Reconstructions from South Asia*, Berkeley, 2003.

Shonaleeka Kaul, 'Texts and Transitions: Early Indian Literature and the Problem of Historical change', in Bhairabi Prasad Sahu and Kesavan Veluthat, eds, *History and Theory: The Study of State, Institutions and the making of History*, New Delhi, 2019.

Shonaleeka Kaul, *Eloquent Spaces: Meaning and Community in Early Indian Architecture*, London, 2019.

Thomas R. Trautmann, ed., *The Aryan Debate*, New Delhi, 2007.

Vidya Dehejia, ed., *Representing the Body: Gender Issues in Indian Art*, New Delhi, 1999.

Vijay Nath, *The Puranic World: Environment, Gender, Ritual and Myth*, New Delhi, 2009.

Vijaya Ramaswamy, *Walking Naked: Women, Society and Spirituality in South India*, Shimla, 1997.

Yigal Bronner, David Shulman and Gary Tubb, eds, *Innovations and Turning Points: Toward a History of Kavya Literature*, New Delhi, 2014.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 02	**Perspectives and Debates on Early Tamilakam**	**Elective**	**4**

HIS 3E 02 PERSPECTIVES AND DEBATES ON EARLY TAMILAKAM

OBJECTIVES

- This course introduces the students to the perspectives and debates on early Tamilakam
- It familiarizes them with the problems add debates on language, script and early history of Tamilakam.
- This course attempts to familiarize with social formations of early Tamilakam and the changes that happened in the later days and also the transformation of the early society into an agrarian society

LEARNING OUTCOME

Students will be familiarized with various problems and debates on the early history of Tamilakam especially the debates on archaeology, the language and script, debate on the Sangam literature, early Tamil society, trade networks, development of chiefdoms and kingdoms, the entrance of new religious elements and the formation of agrarian states.

MODULE 1: ARCHAEOLOGY OF EARLY TAMILAKAM

Geographical and Environmental features of Tamilakam - Tamilakm - Pre Historic period – Robert R Bruce Foote - Archaeological remains - major excavations - Aricamedu – Kodumanal - Pattanam – Keezhadi - Iron Age - Megalithic Burials and Graffiti Evidences -Typology and Extent

REFERENCES

Vijaya Ramaswamy, *Historical Dictionary of the Tamils*, U K: The Scarecrow Press,2007.
Martha Ann Selby and Indira Viswanathan Peterson, *Tamil Geographes-Cultural Construction of Spaces and Place in South India*, State University of Newyork,2008.
V. Kanakasabhai, *Tamils 1800 years ago*, New Delhi,1904(reprint 1979)
M G S Narayanan, Re-interpretation of South Indian History, Trivandram, 1977.
……*Foundations of South Indian History*, Delhi,1993.
……. 'The Vedic, Puranic, Sastraic Element in Tamil Sangam society and Culture' in *Proceedings of Indian History Congress*, Vol.36,1975, pp.76-91.
K A Nilakanta Sastri, *A History of South India*, Oxford Unversity Press,1975.
……., *Sangam Literature:Its Cults ad Cutures*
Noborou Karashima(ed.), *A Concise history of South India*,Oxford Unversity Press,2014.
B.K Gururaja Rao,*Megalithic Culture in south India*,
Rajan Gurukkal and Raghava Varier, *The Cultural History of Kerala* . Vol.I
Burton Stein, 'Circulation and the Historical Geography of Tamil Country' ,*The Journal of Asian Studies*,vol.37,No.1, Nov.1977, pp.7-26.
Melangath Narayanankutty, *Sanghasahithyacharithrm*(mal.), Kerala Bhasha Institute, Thiruvanthapuram,2003.
S. Muhammed Hussain Nainar, *Arab Geographers Knowledge of Southern India*, University of Madras,1942.
P.T. Srinivasa Iyengar, *History of the Tamils-From Earliest Times to 600AD*, New Delhi, 2001.
R.B. Foote, *Antiquities of South India*, Delhi, 1985.
N Subrahmanyan, *Sangam Polity*

MODULE II: DEBATE ON LANGUAGE AND SCRIPT

Language of Early Tamilakam- Proto-Tamil- Mauryan Brahmi-Asokan Inscriptions in Tamilakam- Southern Brahmi-Transition from Tamil Brahmi to Vattezhuthu-Thirunatharkunnu inscription-Contributions of Iravatham Mahadevan

REFERENCES

Kamil Zvelebil, *The Smile of Murugan on Tamil Literature of South India*, Leiden: EJ Brill, 1973.
……..,"The Tamil Brhmi Hybrid Inscriptions",1964.
K. Kailasapathy, *Tamil Heroic Poetry*, Oxford,1968.
V.Kanakasabhai, *Tamils 1800 years ago*, New Delhi,1904(reprint 1979)
Vijaya Ramaswamy, *Historical Dictionary of the Tamils*, U K: The Scarecrow Press,2007.
M G S Narayanan, Re-interpretation of South Indian History, Trivandram,1977.

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……. 'The Vedic, Puranic, Sastraic Element in Tamil Sangam society and Culture" in *Proceedings of Indian History Congress,* Vol.36,1975, pp.76-91.
K A Neelakanta Sastri, *A History of South India,* Oxford Unversity Press,1975.
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Rajan Gurukkal and Raghava Varier, *The Cultural History of Kerala* . Vol.I
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P.T. Srinivasa Iyengar, *History of the Tamils-From Earliest Times to 600AD*, New Delhi, 2001.
Iravatham Mahadevan, *Early Tamil Epigraphy*: *From Earliest Times to the Sixth Century C.E*, Harward University Publication,2003.
……*Corpus of Tamil Brahmi inscriptions*,1966.
……...*The Indus Script:Texts, Concordance and Tables*,1977.
…….*Akam* and *Puram* :'Address'Signs of the INDUS Script,2010.
……Dravidian Proof of the Indus Script via the Rig Veda: a case Study, 2014.
…….Toponyms,directions and Tribal names n the Indus script,2 017.
……..Murukan in the Indus Script.
K. Unnikidavu, *Sanghakalakrithikalile Tamil Samskaram*, Kerala Sahitya Academy, 2007.
S.Sivaramamoorthy, *Indian Epigraphy and South Indian Scripts*,bulletin of the Madras Government Museum,1966.
M.R. Raghava Varier, *Pracheena Lipi Padanam*, SPCS, Kottayam, 2019.

MODULE III: PROBLEMS AND DEBATES ON SANGAM LITERATURE

Debate on Sangam literature-Problem of dating-chronology- Debate on *Silappatikaram*-Vedic elements in Sangam literature- Mauryan Problem in the Sangam Age- Scholars worked on Early Tamilakam-Mahalingam-Srinivasa Iyengar-Neelakanta Sastri - M G S Narayanan- Kamil Zvelibel – Kailasapathy

REFERENCES

Kamil Zvelebil, *The Smile of Murugan on Tamil Literature of South India*,Leiden:EJBrill, 1973.
K. Kailasapathy, *Tamil Heroic Poetry*,Oxford,1968.
V. Kanakasabhai, *Tamils 1800 years ago*, New Delhi,1904(reprint 1979)

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M G S Narayanan, *Re-interpretation of South Indian History*,Trivandram,1977.

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K A Neelakanta Sastri, *A History of South India*, Oxford Unversity Press,1975.

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Noborou Karashima(ed.), *A Concise history of South India*,Oxford Unversity Press,2014.

Rajan gurukkal and Raghava Varier, *The Cultural History of Kerala . Vol.I*

Burtain Stein, 'Circulation and the Historical Geography of Tamil Country', *The Journal of Asian Studies*,vol.37,No.1, Nov.1977, pp.7-26.

Melangath Narayanankutty, *Sanghasahithyacharithrm*(mal.), Kerala Bhasha Institute, Thiruvanthapuram,2003.

P.T.Srinivasa Iyengar, *History of the Tamils-From Earliest Times to 600AD*, New Delhi, 2001.

K. Unnikidavu, *Sanghakalakrithikalile Tamil Samskaram*, Kerala Sahithya Accademy.2007.

MODULE IV- SOCIAL FORMATIONS OF EARLY TAMILAKAM

Early Tamil Society—- The *tinai* concept- *nanilam* - ecosystems, clans and means of subsistence-Sivatambi and the materialistic interpretation – Athiyaman – wetland agriculture – Debate on early contacts with Roman World– oceanic trade-Arikamedu-Kodumanal –Pattanam- The formation of Chiefdoms and kingdoms-Power structure of the *muventar* chiefdoms-Chera, Chola,Pandya- Transformation of early Tamil culture-Jain and Buddhist influence - Development of Hinduism-Vaishnava Saiva cults-Formation of Agrarian states- Pallavas and Pandyas.

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Vijaya Ramaswamy, *Historical Dictionary of the Tamils*, U K: The Scarecrow Press,2007.

Rajan Gurukkal, *Social formations in Early South India*, Oxford,2010.

……, 'Towards the Voice of the Dissent: Trajectory of Ideological Transformation in Early south India', *Social Scientist*, Vol.21,Feb.1993, pp.2-22.

……, 'Did State Exist in the Pre-Pallavan Tamil Region", *Proceedings of the Indian History Congress*, Vol.63, 2002, pp.138-150.

T.K. Venkatasubramanian, 'Chieftaincies of the Sangam Age: A Developmental Approach', *Proccedings of the Indian History Congress*, Vol.42,1981,pp.82-94.
N Subrahmanyan, *Sangam Polity*,
K A Neelakanta Sastri, *A History of South India,* Oxford Unversity Press,1975.
……*The Pandyan Kingdom,*
C. Meenakshi, *Administation and Social Life Under the Pallavas,*
Noborou Karashima (ed.), *A Concise history of South India*, Oxford Unversity Press,2014.
……, *South Indian History and Society 800-1800,*
R. Champakalakshmi, *Trade, Ideology and Urbanisation*
T V Mahalingam, *South Indian polity,*
Amol saghar, 'Irrigation under the Pallavas', *Social Sccientist*, Vol.5/6, May-June 2015, pp.3-10.
P.T.Srinivasa Iyengar, *History of the Tamils-From Earliest Times to 600AD*, New Delhi, 2001.
M G S Narayanan, *Re-interpretation of South Indian History*, Trivandram,1977.
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S.P. Gupta (ed.), *T.V Mahalingam-Readings In South Indian History*, Delhi,1977.
V.Kanakasabhai, *Tamils 1800 years ago*, New Delhi,1904 (reprint 1979).
Shehoff, (ed.),*Periplus of the Erithraean Sea,*London,1970.
Rajan Gurukkal, *Rethinking Classical Indo Roman Trade*,OUP,2014.
Kesavan Veluthat, *Politcial Structure of Early Medieval South India*, (1993), Orient BlackSwan, New Delhi, 2013.
Amaravati, Felicitation volume of Prof. Shanmugham, Chennai,2016.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 03	**Knowledge and Culture in Early India**	**Elective**	**4**

HIS 3E 03 KNOWLEDGE AND CULTURE IN EARLY INDIA

Objectives

This course intends to create rational thinking, analytical power among the students and to develop an idea of the dissemination of knowledge from time to time through comparison of early Sanskrit texts with other contemporary sources and to develop the skill of reasoning capacity from the study of early period to the medieval and modern age. It also makes the student understand the colonial attitude towards the study of the history of India. It enables the students to explore various types of materials to understand the social milieu of these specific and common issues of Indian culture. Moreover, it empowers the students through critical evaluation and scientific analysis of historical material to interpret the content of the early texts and the knowledge system inherent in them and to counter the same with the colonial attributes to early Indian culture and civilization. It enables the students to develop the students a balanced view on ancient Indian culture and facilitate to develop of the skill of analysis to understand the birth, growth and development of early Indian knowledge systems, like Astronomy, Mathematics and Engineering skills, the formation of Language and culture in Vedic, post-Vedic and later authentic works.

Learning Outcome

Students are enabled to develop critical reasoning of early Sanskrit texts. Enable the students to formulate the historical debates and discussions on specific historical issues and problems of ancient Indian history. Students identify research problems and perspectives and to design research topics on ancient historical problems. To develop expertise in collecting different types of historical sources and develop the skill of comparative study of the sources.

Module I: Origin of Ancient Indian Knowledge system

Cosmology of the Vedas - Evolution of Astronomy, Calendar and linguistics - knowledge in the Sanskrit literature and Upanishad - Knowledge in stratified society - Buddhist and Jain epistemology and Cosmology – Dharma and Karma - *Arthasastra* and *Dharmasastra*

Module II: Growth of Classical Philosophical systems

Evolution of classical systems -Encounter with Buddhists, Jains and *Lokayatikas* – Growth of *Purva Mimamsa*, *Sankhya*, *Yoga*, *Nyaya* and *Vaiseshika* Schools – Concept of *Advaita Vedanta* - Growth of Logic - Language and discourse

Module III: Evolution of Scientific and Technological Knowledge

Growth of science and technology in Bronze and Iron age – Science and Technology of Harappan Relics – Pottery Technology and Metallurgy - Astronomy, Mathematics, Anatomy – Ayurveda – Art and Architecture - Dravidian linguistics and grammar – The Agamas.

Module IV: India and other Countries of the World

Other civilizations and their give and take - Early contacts with west Asia, Babylonia, Greece and Rome - Interactions with China, Tibet, Srilanka and South East Asia - Ancient Indian concepts of Geography.

References

A.K. Bag, *History of Technology in India*, (4 vols.), New Delhi, 1997.
A.K. Bag, *India and Central Asia: Science and Technology*, (2vols.)
A.K. Bag, *Science and Civilization in Ancient India*, Vol.I., New Delhi, 1985.
A.K. Chatterjee, *A Comprehensive History of Jainism*, Calcutta, 1978.
A.K. Warder, *Indian Buddhism*, New Delhi, 1980.
B.K. Matilal, *Perception: An Essay on Classical Indian Theories of Knowledge*, OUP, 1985.
B. Matilal, *The Word and the World*, OUP, 1990.
B. Matilal, *The character of Logic in India*, OUP, 1999.

Banerjee N.R., *Iron age in India*, New Delhi, 1965.
C. Sivaramamurti, *Indian Architecture*
D.P. Agarwal, *Copper-Bronze Age in India*, New Delhi, 1969.
D.P. Chattopadhyaya, *Science and Society in Ancient India*.
Dilip Chakravarti, *India: An Archaeological History.*
E. Solomon, *Indian Dialectics.*
George Ghevarghese Joseph, *Crest of the Peacock*, Princeton, 2010.
H.C. Bharadwaj, *Aspects of Ancient Indian Technology*.
H. Zimmer, *Philosophies of India*.
K. Damodaran, *Indian Thought a Critical Outline.*
Krishna Chaitanya, *An Introduction to Sanskrit Poetics.*
M. Hiriyanna, *Outline History of Indian Philosophy*.
P.V. Kane, *Sanskrit Poetics*.
Patrick Oliville, *The Dharma Sutras.*
R.P. Kangle, *Arthasastra of Kautilya*
Rahman, A., *History of Indian Science Technology and Culture*, Delhi, 1998.
S.N. Dasgupta, *Outline of Indian Philosophy*.
S.S. Barlingay, *Modern Introduction of Indian Logic*.
Shereen Ratnagar, *Makers and Shapers: Early Indian Technology in the Home*, Village and the Urban Workshop, Delhi, 2007.
T. Scherbatsky, *Introduction to Buddhist Logic*.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 04	**Selected Themes in Economic History of Medieval India**	**Elective**	**4**

HIS 3E 04 SELECTED THEMES IN ECONOMIC HISTORY OF MEDIEVAL INDIA

Objectives

The course offers an understanding of the transitional phases of the medieval Indian economy. Since the course is arranged thematically, each module is presented to impart the student analytical skill of evaluating the nuances of the changes in the period. The course will enable the

student in evaluating the role of the state and its policies in trade, urbanization and taxation etc. By this course, a comparative study of the economic actions of the country can be made to understand how far the present is rooted in the past historically.

Learning Outcome

- Ability to understand the economic activities of Medieval India
- Ability to differentiate various forms of taxes and other dues on agricultural and non-agricultural production
- Ability to analyze the cardinal changes in the economy of medieval India

Ability to locate the centres of trade, urbanization and trade routes of medieval India

Module I: Agriculture in Medieval India

Land- property rights/ownership- Landlordism- Iqta- Zamindari- Jagirdari- peasants- cultivators- tax- types of assessments.

Essential Reading

Irfan Habib, *Agrarian System of Mughal India, 1556-1707*, OUP, New Delhi, 2000(1963)

----------, *Essays in Indian History: Towards a Marxist Perception,* Tulika, New Delhi, 1995.

W. H. Moreland, *Agrarian System in Moslem India,*1929.

Shireen Moosvi, *People Taxation and Trade in Mughal India,* OUP, 2010 (2008)

----------, *The Economy of Mughal Empire- A Statistical Study,* Delhi, 1987.

Module II: Non- Agricultural Production

Forms of Labour- Artisans- crafts- spinning, weaving, building, tanning, Ship building and metal works- gender and labour-state.

Essential Reading

Irfan Habib*, Technology in Medieval India, 650-1750,* Tulika, New Delhi, 2016 (2008).

Satish Chandra, *History of Medieval India*, 2007.

G. F. Hourani, *Arab Seafaring in the Indian Ocean in Ancient and Medieval Times,* Princeton University Press, New Jersy, 1951.

Tapan Ray Choudhuri and Irfan Habib, ed., *Cambridge Economic History of India,* Vol.1*,* Cambridge, 1982.

Dharmakumar and Meghnad Desai, ed., *Cambridge Economic History of India,* Vol.2*,* Cambridge, 1982.

Module III: Trade, Commerce and Money

Nature of Trade- Local, Overland, Overseas- stake holders- Routes- involvement of state-Insurance- Bill of Exchange- Sahs, Modis, Shroffs- Money- Banking- interest- Major ports- - Guild system- Indian Ocean Trade.

Essential Reading

Irfan Habib, " The System of Bills of Exchange (Hundis) in the Mughal Empire", *Proceedings of Indian History Congress,* Muzaffarpur, 1972.

----------, "Banking in Mughal India", in Tapan Rai Chaoudhuri ed., *Contributions to Indian Economic History,* Calcutta, 1960.

M. N. Pearson, *Merchants and Rulers in Gujarat: The Response to the Portuguese in the Seventeenth Century,* California, 1976.

Satish Chandra, *History of Medieval India*, New Delhi, 2007.

----------, *Essays on Medieval Indian History,* OUP, 2003

Ashindas Gupta & M.N. Pearson, *India and Indian Ocean , 1500-1800,* OUP, Delhi, 1987.

Arasaratnam, *Merchants, Companies and Commerce on the Coromandel Coast,1650-1740,* Delhi, 1988.

Om Prakash, *European Commercial Enterprises in Pre colonial India,* Cambridge, 1998.

John F. Richards ed., *The Imperial Monetary System of Mughal India,* Delhi, 1987.

Neils Steensgaard, *The Asian Trade Revolution of the Seventeenth Century, The East India Companies and Decline of Caravan Trade,* Chicago, 1974.

K. N. Choudhuri, *Trade and Civilization in the Indian Ocean,* Cambridge, 1983.

Module IV: Urbanization

Urban Centres- Shehr-, Qasba, Cantonment- Fortification- Nagaram- Pattanam- administration- Life- Nobility- Bankers- Mosque and temples.

Essential Reading

Iqtidar Hussain Siddiqui, *Delhi Sultanate: Urbanization and Social Change*, New Delhi, 2012.

Stephen Blake, *Shahjahanabad: The sovereign City in Mughal India, 1639- 1739*, Cambridge, 1991.

Yogesh Sharma and Pius Malekandathil (eds.), *Cities in Medieval India*, New Delhi, 2014.

Indu Banga (ed.), *The City in Indian History: Urban Demography, Society, and Politics*, New Delhi, 2005.

H. K. Naqvi, *Urbanisation and Urban Centres under the Great Mughals,* Indian Institute of Advanced Studies, Simla, 1971.

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Satish Chandra, *History of Medieval India*, 2007.

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K. M. Ashraf, *Life and Conditions of People of Hindustan,* New Delhi, 1970.

W. H. Moreland, *Agrarian System in Moslem India,*1929.

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Shireen Moosvi, *People Taxation and Trade in Mughal India,* OUP, 2010 (2008)

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Ashindas Gupta, *Indian Merchants and Decline of Surat, 1700-1750,* Wiesbaden, 1979.

Ashindas Gupta & M.N. Pearson, *India and Indian Ocean, 1500-1800,* OUP, Delhi, 1987.

M. N. Pearson, *Merchants and Rulers in Gujarat: The Response to the Portuguese in the Seventeenth Century,* California, 1976.

M. Athar Ali, *Mughal India,* New Delhi, 2006.

Arasaratnam, *Merchants, Companies and Commerce on the Coromandel Coast,1650-1740,*

Delhi, 1988.

Om Prakash, *European Commercial Enterprises in Pre colonial India,* Cambridge, 1998.

John F. Richards, *Mughal Empire,* Cambridge, 1993.

John F. Richards ed., *The Imperial Monetary System of Mughal India,* Delhi, 1987.

K. N. Choudhuri, *Trade and Civilization in the Indian Ocean,* Cambridge, 1983.

Tapan Ray Choudhuri and Irfan Habib, ed., *Cambridge Economic History of India,* Vol.1*,* Cambridge, 1982.

Dharmakumar and Meghnad Desai, ed., *Cambridge Economic History of India,* Vol.2*,* Cambridge, 1982.

R. Mukherjee, *Economic History of India, 1600-1800,* Allahabad, 1967.

Neils Steensgaard, *The Asian Trade Revolution of the Seventeenth Century, The East india Companies and Decline of Caravan Trade,* Chicago, 1974.

Iqtidar Hussain Siddiqui, *Delhi Sultanate: Urbanization and Social Change*, New Delhi, 2012.

Stephen Blake, *Shahjahanabad: The sovereign City in Mughal India, 1639- 1739*, Cambridge, 1991.

Yogesh Sharma and Pius Malekandathil (eds.), *Cities in Medieval India*, New Delhi, 2014.

Indu Banga (ed.), *The City in Indian History: Urban Demography, Society, and Politics*, New Delhi, 2005.

H. K. Naqvi, *Urbanisation and Urban Centres under the Great Mughals,* Indian Institute of Advanced Studies, Simla, 1971.

III Semester MA History

Course	Title	Type	Credit

Code			
HIS 3E 05	**Aesthetic Traditions of Medieval India**	**Elective**	**4**

HIS 3E 05 AESTHETIC TRADITIONS OF MEDIEVAL INDIA

Objectives

The course aims to open an approach to earn art history consciousness among the students. Another objective is that how aesthetics and historical narratives are connected to Indian medievalism. It is an attempt to conceive the cultural history. The course will help the students to understand the form and content of art and architecture. It will enable the students to act in art criticism.

Learning Outcome

The students will reflect their ideas with conceptual clarity with creative mood. It will lead to the engineering/innovative skill of the students. Practically, it will lead to the emergence of the architectural practitioner, painters, dancers, musicians, et al., with sound know-how of the historical traditions, art history and aesthetics. All these aesthetical understanding will create the question that how subjectivity arouses after medievalism.

Module 1: **Aesthetics and History**

Theoretical dimensions on Aesthetics and History – art concepts of medieval era – cultural settings – historical approaches to Aesthetics – methods and theories of art history - source materials

Module 2: **Oral and literary tradition**:

Folk tradition – nature of orality - tribal culture – *Brahmanic* – regional medieval dynasties – translation culture of Indian arena – writing discourse – Indian medievalism

Module 3: Art and Architecture:

Chola – temples - *Cire Perdue* - Nataraja idol – Sultanate - Indo-Islamic culture - Vijayanagar – *garbhagriha* – *mantapa* - Mughal – Indo-Persian – Turkish – charbagh style - calligraphy – Buildings – *pietra dura*.

Module 4: **Music, Painting and Dance forms**

Indian miniature paintings - Pala, Orissa, Jain, Rajasthani - Mughal paintings – Murals – Bijapuri – Bhakti and Sufi cultures - Indian classical music – Bhajans - Kirtan - Hindustani classical music - Dhrupad and Khayal - regional expressions of dances

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Ananda Coomaraswami, *Essays in Indian National Idealism*, Munshiram Manoharlal, New Delhi, 1991.

Athar Ali, *Mughal India: Studies in Polity, Ideas, Society and Culture*, Oxford University Press, Delhi, 2006.

Aziz Ahmad, *Intellectual History of Islam in India*, Edinburg University Press, Edinburg, 1996.

Aziz Ahmad, *Studies in Islamic Culture in the Indian Environment*, Clarendon Press, Oxford, 1966.

Bernard Berenson, *Aesthetics and History*, Pantheon Books, Inc, USA, 1948.

Catherine B. Asher: *Mughal Architecture*, CUP, 1992.

Charles Allen, Coromondel: A Personal *History* of India, Little Brown, 2017.

Dabney Townsend, *Historical Dictionary of Aesthetics*, Scarecrow Press, Inc, USA, 2006.

Daniel Herwitz, *Aesthetics: Key Concepts in Philosophy*, Continuum, London and New York, 2008

Donald Preziosi, *The Art of Art History: Critical Anthology*, OUP, 2009.

Ebba Koch, *Mughal Architecture: an Outline of its History and Development, 1526-1858,* OUP, New Delhi, 2002.

Harbans Mukhia, *The Mughals of India*, Blackwell Publishing, New Delhi, 2005.

Indira Viswanathan Peterson and Devesh Soneji, *Performing Pasts: Reinventing the Arts in Modern South India,* OUP, New Delhi, 2008.

Irfan Habib: (ed.): *Akbar and His India*, Oxford, 1997.

Irfan Habib: *Essays in Indian History*, Tulika, Delhi.

Janaki Bakle, *Two Men and Music: Nationalism in the Making of an Indian Classical Tradition*, Permanent Black, New Delhi, 2006.

John Berge, *The Ways of Seeing*, Penguin, 1972.

John Fitz, George Mitchell and Clare Arni (eds.), *New Light on Hampi: Recent Research at Vijayanagara, Marg Publications*, New Delhi.

John Stratton Hawley, *Songs of the Saints of India*, Oxford University Press, 2005.

K. N. Panikkar, *Colonialism, Culture and Renaissance*, OUP, New Delhi, 2007.

Lakshmi Subrahmanian, *From Tanjore Court to Madras Music Academy: A Social History of Music in South India*, OUP, New Delhi, 2006.

Laurie Adams, *The Methodologies of Art: An Introduction*, Westview Press, 2010.

Mathew Harp Allen, *Expressing Culture*, OUP, New York, 2004.

Meenakshi Khanna, (ed.), *Cultural History of Medieval India*, Orient Blackswan, New Delhi, 2007.

Milo C Beach: *The Mughal Painting*, CUP, 1992.

Milo Cleveland Beach, *Mughal and Rajput Painting*, Cambridge University Press, Cambridge, 1992.

P. Sambamoorthy, *A Dictionary of South Indian Music and Musicians*, Indian Music Publishing House, Madras, Madras, 1984.

Percy Brown: *India Architecture (Islamic Period)*, Bombay, Taraporevala, 1958.

Peter J. Martin, *Music and the Sociological Gaze*, Manchester University Press, New York, 2006.

Raghav R. Menon, *The Penguin Dictionary of Indian Classical Music*,Penguin India Ltd., New Delhi, 1995.

Richard G Fox (ed.): *Realism and Region in Medieval India*, Delhi, 1976.

Richard M. Eaton, Phillip B. Wagoner, Power, *Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*, Oxford University Press, Delhi, 2014.

Robert Williams, *Art Theory: An Historical Introduction*, Wiley-Blackwell, UK, 2009.

S. Jaeger (ed.), *Magnificence and the Sublime in Medieval Aesthetics: Art, Architecture,*

Literature, Music (The New Middle Ages), Palgrave Macmillan US, 2010.

S. P. Verma, *Mughal Painters and Their Works*, Oxford University Press, New Delhi, 1994.

Satish Chandra: *Essays on Medieval Indian History*, OUP, 2003.

Stephen P. Blake: *Shajhanbad*, CUP, 2010.

Sunil P. Elayidom, *Kanvazhikal Kazhchavattangal* (Malayalam),DC Books, Kottayam, 2003.

Sunil P. Elayidom, *Tyagarajayogavaibhavam: Tyagaraja Sangeethathinte Samskarika Charithram* (Malayalam), Kairali Books, Kannur, 2017.

Theodor W. Adorno, *Aesthetic Theory*, Routledge and Kegan Paul, London, 1984

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 06	**Recent Perspectives on Social History of Medieval Kerala**	**Elective**	**4**

HIS 3E 06 RECENT PERSPECTIVES ON SOCIAL HISTORY OF MEDIEVAL KERALA

Objectives

This is an elective course in Medieval History. This course is intended to impart an intersectional approach to study the social relations and institutions in medieval Kerala. The social history perspective on medieval Kerala is to be developed by way of critical engagements

with the topics of each module. This course helps the students to understand the recent developments in the field of the social history of medieval Kerala. The course is designed to help the students to identify historical problems of their interest in the social history of medieval Kerala to pursue further studies.

Learning Outcome

The course enables the students to explain and critique the recent developments in the social history of medieval Kerala. It helps them to evaluate and critique the trends in social history and helps to formulate research problems in their area of interest. The course enables them to correlate and develop skill in the comparative analysis of situations in their area of interest. It makes them identify fresh insights in the area of the social history of medieval Kerala.

Module I: Writing Social History - Perspectives and Method

Historiography and pioneers in social history approaches – K.P. Padmanabha Menon- Elamkulam Kunjan Pillai – P.K. Balakrishnan - scientific approaches – K.N. Ganesh - Social history approaches to gender - caste and religion in Kerala - Social History and Indian historiography - Various schools - Positions – criticism - Need for a social history of Kerala - Problems in dominant historiography of Kerala - history of social institutions and relations - social history perspective - Challenges and possibilities - need for a critical social history

Module II: Social world of Early Medieval Kerala

Environment - life activities and social life - people and material culture - multiple economies - social spaces and social divisions - Non-brahmana villages - *Ur* and *Kutis* - *Natus* and *Utayavars* - gender relations - chiefly powers – migration - trans marine spaces and blue economy in early medieval Kerala – Buddhist - Jains and Brahmans

Module III: Social life in Later Medieval Kerala

Land- labour - production - exchange - labour activities - multiple economies – people's life in early medieval Kerala - dominance of temples and brahmans - political structure of Natus and *Svarupams* - social stratification and hierarchy - caste and gender - caste slavery - *Kutis* and *Atiyar* groups - socio-spatial exclusion – Malabar society under Hyder Ali and Tipu

Module IV: Social history perspectives of selected themes in Medieval Kerala

Social stratification and development of castes in medieval Kerala – Matriliny and Patriliny – heroines in *Manipravala* kavyas – Brahmanical patriarchy and gender positions - social divisions as reflected in medieval texts and oral tradition – Ideology and knowledge in medieval society – Literacy and communication in medieval Kerala

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Bhaskaran Unni P., *Pathonpatham Nootttandile Keralam*, Kerala Sahitya Academy, Thrissur, 2012.

Burton Stein, (ed.), *Essays in South India*, Vikas Publications, New Delhi,

Champakalakshmi R., Kesavan Veluthat and T.R. Venugopal, (eds), *State and Society in Pre-modern South India*, Cosmo Books, Thrissur, 2002.

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Ganesh K.N., *Culture and Modernity: Historical Explorations*, Calicut University, 2004.

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Haridas V.V. and Haskerali, (eds), *Multi-cultures of South India*, Karnataka State Open University, Mysore, 2015.

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Kesavan Veluthat, *Brahman Settlements in Kerala*, (1978), Thrissur, 2013.

Kesavan Veluthat, *Notes of Dissent: Essays on Indian History*, New Delhi, 2018.

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Mujeebu Rehiman M.P. and K.S. Madhavan (eds), *Explorations in South Indian History*, SPCS, Kottayam 2014.

Mujeebu Rehiman M.P., *Malabar in Transition: State, Society and Economy of Malabar, 1750-1810*, Gyan Books, New Delhi, 2020.

Mujeeebu Rehiman M.P., *The Other Side of the Story: Tipu Sultan, Colonialism and Resistance in Malabar*, SPCS/National Book Stall, Kottayam, 2016.

Nagaraj D.R., *The Flaming Feet and Other Essays: Dalit Movement in India*, Permanent Black, New Delhi, 2010.

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Padmanabha Menon K.P., *Kochirajyacharithram*, Mathrubhumi, Calicut.

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Pradeepan Pamparikunnu, (ed.), *Dalit Padanam: Svathvam Samskaram Sahithyam*, State Institute of Language, Thiruvananthapuram, 2007.

Puthussery Ramachandran, *Kerala Charithrathinte Adisthana Rekhakal*, State Institute of Languages, Thiruvananthapuram, 2007.

Raghava Varier and Rajan Gurukkal, *Kerala Charithram*, Vol.I. Current Books, Kottayam, 2004.

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Raghava Varier, *Madhyakala Keralam: Svarupaneethiyude Charithrapadangal*, SPCS, Kottayam, 2013.

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Rajan Gurukkal, 'From Clan and Lineage to Hereditary Occupation to Caste', in Deve Nathan (ed.), *From Tribe to Caste*, Shimla, 1997.

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Sunny M Kapikkadu, *Janathayum Janadhipathyavum*, Vidhyarthi Publications, Kozhikode, 2017.

Susan Bayly, *Saints, Goddesses and Kings: Muslims and Christians in South Indian History, 1700-1900*, CUP, Cambridge,1989.

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III Semester MA History

Course Code	Title	Type	Credit

HIS 3E 07	Social Movements in Modern India	Elective	4

HIS 3E 07 SOCIAL MOVEMENTS IN MODERN INDIA

This course is indented to introduce the students to the collective efforts of people to bring transformations in human society. It deals with nature, characteristics, structure and processes of social movements besides the history of social movements in India with a special focus on Kerala

OBJECTIVES

- To develop a critical understanding of the history of social movements in modern India
- To promote understanding of the common grounds and shared goals between various social movements
- To consider the strategic value for movements of combining forces
- To promote discussion of the obstacles to integrating and highlighting equality of human beings
- To provide spaces and opportunities for movements and activists to come together to generate and share knowledge on effective approaches, strategies and conceptual frameworks.

LEARNING OUTCOME

- Understand the dynamics of ad theories of social movements in India
- Comprehend the factors contributing to and determining the various social movements
- Development of analytical and critical perspectives about movements in society.
- Acquainting with major social movements and their historical roots in Kerala.

MODULE I DYNAMICS OF SOCIAL MOVEMENTS

Social Movements- Definitions, Concepts and Nature –Types of Social Movements-Reform Movements-Revolutionary movements-Resistance movements- Migratory Movements- Views of Mahatma Jyotibha Phule- Dr.Babasaheb Ambedkar-Theories on the emergence of Social Movements- Weber-Marx- Contemporary debate- Counter Movements-Social , political and cultural factors of social movements-Social Movements in contemporary times-

REFERENCES

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MODULE II SOCIAL MOVEMENT S IN COLONIAL INDIA

Colonialism and its impact-Transformation of Indian society-Emergence of new classes-Industrial working class-labor class-intellectuals-money lenders-Public space and print culture -Reform and Revivalism- Organized Women's Movements -Colonial Modernity and Counter Movements-Marxist Ideologies and Revolutionary social Movements-Dravidian and anti Brahminic Movements-Peasant and Trade Union Movements

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MODULE III SOCIAL MOVEMENTS IN POST INDEPENDENCE INDIA

Socio-Political challenges in Post Independence India-Influence of socialist ideology-Tribal Movements-Peasant Movements -Trade Union Movements-
Movements for Land Reform - Environmental Movements-Naxalite Movement-Women's movements in post colonial India-Dalit Movements-Mandal Commission Report-Religious and Revivalist Movements

REFERENCES

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MODULE IV SOCIAL MOVEMENTS IN MODERN KERALA

Transformation of Kerala society under colonialism-Birth of modernity and alternatives-education, public space and print culture-Leftist Movements-vision for a new Kerala-Peasant Movements-Nexal Movement-Environmental MovementsMovements and identity politics-Library and Literacy Movement- Land Reforms and its Impact-Local Self Government-People's campaign Programme- public health-Internal and External Migration

REFERENCES

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Sen, Sukomal, *Working Class of India: History of Emergence and Movement: 1830-1970,* Kolkata: K.P. Bagchi,1979.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 08	Economic History of Modern India	Elective	4

HIS 3E 08 ECONOMIC HISTORY OF MODERN INDIA

Objectives

- Ability to understand major debates in Indian Economic history
- Ability to understand different colonial economic policies and their impact on the Indian economy.
- Ability to recognize the development of capitalism, industries and markets in India
- Ability to grasp the role of Indian capital and the impact of colonial economic policies in the emergence of the Indian national movement.
- Ability to grasp the idea of the political economy of liberalization.

Learning Outcome

- Enable the students to identify the debates in Indian Economic History.
- Enable the students to correlate the colonial economic policies and their impact on the Indian economy.
- Enable the students to formulate theories on the development of capitalism in India.
- Enable the students to critique the political economy of liberalization that occurred on the economic front during the 1990s.
- Enable the students to critically evaluate the basic contradictions of the economic policies vis-à-vis the Indian people.

Module I : Writings on Colonial Economy

Historiography of colonial economy- Economic nationalism- The drain of wealth debate- The de-industrialization debate- Commercialization of agriculture.

Module II : Colonial Interventions on Land and Agriculture

Agrarian settlements -Zemindari, Riotwari, Mahalwari-debate on agrarian growth and stagnation- Effects of periodic settlements on economy- Growth of plantation economy- Colonial forest policies.

Module III : Colonialism and Indian industry

Patterns of industrialization- Capitalism, colonialism and the dependent urbanization- Indian markets and their nature- Development of labour unions

Module IV: Nationalism and Indian capital

National movement and Indian social groups –the peasantry, the land lords, the capitalists- The great depression and its impact- Bengal famine- Tata plan and Bombay plan- Economic planning – five year plans – License raj- Critique of the Nehruvian model- Towards globalization- The political economy of liberalization.

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22.Stokes, Eric, *Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge University Press, New Delhi, 1996.

23. Tomlinsion, B R , *Economy of Modern India 1860-1970*,Cambridge University Press, New Delhi,1996.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 09	**Gender and Caste in Modern India**	**Elective**	**4**

HIS 3E 09 GENDER AND CASTE IN MODERN INDIA

Objectives

Create awareness among students about the ideologies and social factors leading to the marginalization of women. Expose the students to cultural and socio-economic dimensions within gender frameworks.

Learning Outcome

Students become more sensitized towards gender and caste issues prevailing in society and search for solutions using historical tools.

MODULE I: Gender in colonial India-colonial perception of Indian women- process of gendering- female education, clothing and public sphere- colonial legislation- abolition of sati- widow remarriage- age of consent- -women's suffrage- the Sarda Act

MODULE II: Colonial caste studies-census - Colonial Anthropology- The Caste Question: Phule, Gandhi, Periyar, Ambedkar. Decolonisation and Independence interpretations, Orientialist discourses, Nationalist uses of caste and its politicization, Homo Hierachicus-Louis Dumont, David Washbrook- Sanskritisation-M N Sreenivas - Marxist, and subaltern historiographies and caste-dalit studies in Kerala

MODULE III: Historical Developments of Social Reform Movements and women - The Colonial and Nationalist Responses- Writings of Jyotibarao Phule,Narayana Guru- - Ambedkar, Gandhi- Upper caste reformers- Caste and its relationship to gender and class - Representations of gender in literature

MODULE IV: Caste, Class and Community, Caste and Woman's Question -Recasting of Women: Controversies and Debates on Gender in Modern Indian History - National Movement and the genesis of feminism, AIWC-Quit India Movement - Women's revolutionary activities- Women's Organisation in pre-Independence period: WIA, AIWC

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Nicholas B Dirks, *Castes of Mind – Colonialism and the Making of Modern India*, Princeton University Press, 2001.

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P. K Datta , *Carving Blocs: Communal Ideology in Early Twentieth Century Bengal*. Delhi: Oxford University Press, 1999.

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Sumit Sarkar, Tanika Sarkar(eds.), *Caste in modern India: A Reader*, Permanent Black, 2015

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Susie Tharu and Lalita K., *Introduction to women writing in Indi*a, Delhi, 1991

Stree Shakti Sanghatana, *We were making History*, New Delhi, 1989.

Tanika Sarkar, *Hindu Wife, Hindu Nation*, Permanent Black , 2003.

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Urvashi Butalia, *Other Side of Silence: Voices from the Partition*, New Delhi, Penguin, 1998.

IV Semester M.A. HISTORY (CCSS)

(w.e.f. 2019 Admission)

SYLLABUS

HIS 4C 01	**Problems and Debates in Contemporary India**	**Core**	**4**
HIS 4C 02	**Selected Themes in Pre-modern South India**	**Core**	**4**
Electives*	**Group I**		
HIS 4E 01	**Archaeology: Theory and Practice**	**Elective**	**4**
HIS 4E 02	**Human Geography**	**Elective**	**4**
HIS 4E 03	**Science and Technology in Medieval India**	**Elective**	**4**
HIS 4E 04	**Perspectives on Environmental History of india**	**Elective**	**4**
Electives*	**Group II**		
HIS 4E 05	**Indian Epigraphy**	**Elective**	**4**
HIS 4E 06	**Indian Literature in Historical Perspectives**	**Elective**	**4**
HIS 4E 07	**Oral History of Kerala**	**Elective**	**4**
HIS 4E 08	**Archival studies and Documentation in India**	**Elective**	**4**
HIS 4P 01	**Project**		**8**
***Students shall Choose 1 Elective from each group**			

IV Semester M.A. HISTORY (CCSS)

Course Code	Title	Type	Credit

HIS 4C 01	**Problems and Debates in Contemporary India**	**Core**	**4**

HIS 4C 01: PROBLEMS AND DEBATES IN CONTEMPORARY INDIA

Objectives

The very objective of this paper is to provide the learners with in-depth knowledge of the social, political and economic developments and events that took place in India during the post Independent period. The student will be able to master the facts, analyse them in a cause-effect manner, critically perceiving things, comprehending different ideas and concepts that influenced each phenomenon. They recognise the effect of the national movement in every domain of Indian life. Independent India had to face many challenges- internal as well as external. Students understand the efforts taken by the early political leaders to tackle them one by one.

Learning Outcome

To enable the students to contribute substantially to the development of a country through an understanding of the historical events. They will be able to communicate past events sequentially and coherently. Enable the students to develop problem-solving abilities at different levels- locally, regionally and nationally. Develop international understanding. The learning outcomes are observable and measurable through their social behaviour and involvement in the process of national development.

Module: 1

Debates in Contemporary India

Legacy of Colonialism - Political, Social and Economic legacy - Indian secularism – debates - State in Post-Colonial India – debates - The Political Economy of LPG - debates

Module: 2

Issues in Contemporary India

Formation of Linguistic States - Question of Language - Anti Hindi Agitation - Question of Autonomy - Regionalism and Regional Separatism - Kashmir - Punjab and North Eastern States -Centre - State Relations.

Module: 3

Changes in the Social Structure

Industrialisation and Urbanization - Caste and Community - Dalit oppression - Question of reservation - Communalism in society and politics - Adivasi Question - Genesis of Jharkhand and Uttarakhand - Gender and the rise of Women's Movements - The land question and Peasant Rebellions - Environmental Movement

Module: 4

Political Development and Cultural Trends

Panchayati Raj - Nehruvian Era - Indira Gandhi and Internal Emergency - Rise of Janata Party - Coalition Government - Role of Left - Politics of Majorities and Minorities - Growth of Hindutva Politics - Populism in Indian Politics - Educational reforms – Films and Society – Theatre – Music and other Literary forms – Sports Nationalism

References

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Alice Thorner and Sujata Patel, *Bombay: Mosaic of Modern Culture*, Oxford University Press, 1995.

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A.R. Desai, *Rural Sociology in India*, Popular Prakashan, Bombay, 1969.

Balraj Puri, *Kashmir: Insurgency and After*, Orient Longman, 2008.

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Bimal Jalan, ed., *The Indian Economy: Problems and Prospects*, New Delhi,1989.

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Challenges of Education- A Policy Perspective, Ministry of Education, Govt. of India, New Delhi, 1985.

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Chirashree Das Gupta, *State and Capital in Post-Colonial India: From Licence Raj to Open Economy*, Cambridge University Press, 2016.

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---------- State and Politics in India, New Delhi, 2002

---------- Nation and its Fragments, Colonial And Postcolonial Histories, Oxford University Press, 1997

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Ronojoy Sen, *Nation at Play: A History of Sport in India*, Penguin UK, 2015

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Mushirul Hasan, *Legacy of A Divided Nation: India's Muslims From Independence to Ayodhya*, Routledge, 2019.

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IV Semester M.A. HISTORY (CCSS)

Course	Title	Type	Credit

Code			
HIS 4C 02	Selected Themes in Pre-modern South India	Core	4

HIS 4C 02: Selected Themes in Pre-modern South India

Objectives

The course helps the students to understand the current trends and perspectives by bringing to light a few significant and relevant themes in pre-modern South Indian History. It helps them to understand the regional history and enable them to compare it with the contemporary situation in other parts of India. The course covers two millenniums and helps the students to study history as a process by taking into account the broader perspectives of change and continuity.

Learning Outcome

The course enables the students to evaluate the socio-cultural life of the people in pre-modern South India. It helps them to identify the trends in South Indian history and helps to derive research problems in their area of interest. The course enables them to correlate and develop skill in the comparative analysis of situations in various parts of the country. It enables them to formulate persuasive arguments in the area of pre-modern South Indian history.

Module I: Sources and Historiography

Archaeological sources – Archaeological excavations – Arikamede – Kodumanal – Pattanam – Recent excavations at Keezhadi and the problem of chronology – Evidences of Iron Age society – Inscriptions – Meikeerthis and land grants – Early Tamil literature – Nationalist Historiography to the present – ‘centralised’, ‘segmentary’ and ‘feudal’ state models

Essential Readings

Department of Archaeology, *Keeladi: An Urban Settlement of Sangam Age on the banks of River Vaigai*, Chennai, 2019.

K. Kailasapathy, *Tamil Heroic Poetry*, London, 1968.

Kesavan Veluthat, *The Political Structure of Early Medieval South India*, (1993), New Delhi, 2012.

R.K. Mohanty, V. Selvakumar, 'The Archaeology of the Megaliths in India: 1947-1997', *Indian Archaeology in Retrospect*, Vol.1, 2002, pp.313-52.

Rajan Gurukkal, *Social formations of Early South India*, New Delhi, 2010.

Module II: Formation of Early South Indian Society

Early Tamil society – Problem of early Social formations – Methodological issues of early Tamil poetics – Concept of *Tinai* – forms of production and forces of change in early Tamil society – Expansion of plough agriculture – Rise of non-cultivating intermediaries – Writing and literacy in South India – Formation of chiefdoms – *Velir* and *Ventar* – Re-interpretations of Indo-Roman trade – Migrations and settlement – Infiltration of ideas and institutions – Break up of early Tamil culture

Essential Readings

K. Sivathamby, 'Early South Indian Society and Economy: The *Tinai* concept', *Social Scientist*, No.29, 1974.

Rajan Gurukkal and M.R. Raghava Varier, eds, *Cultural History of Kerala*, Vol. I, Thiruvananthapuram, 1999.

Rajan Gurukkal, *Rethinking Classical Indo-Roman Trade*, New Delhi, 2016.

Rajan Gurukkal, *Social formations of Early South India*, New Delhi, 2010.

Module III: Formation of Agrarian States

Emergence of Pallava state – Early Pandyas – Irrigation system in Pandya country – Political structure of Cholas – Debate on the nature of Chola state – Chera state – Emergence of new Political structure in Vijayanagara kingdom – *Nayakattanam*

Essential Readings

Burton Stein, *The New Cambridge History of India*, Vol. 1, Part 2, *Vijayanagara*, Cambridge, 1987.

Kesavan Veluthat, *The Political Structure of Early Medieval South India*, (1993), New Delhi, 2012.

Manu V. Devadevan, *The Early Medieval Origins of India*, Cambridge, 2020.

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Noboru Karashima, *South Indian History and Society: Studies from Inscriptions AD 850-1800*, New Delhi, 1984.

Y. Subbarayalu, *South India under the Cholas*, New Delhi, 2012.

Module IV: Structure of Society and Cultural Economy

Brahmadeyas and *Devadanas* – Ur and Nadu – Maritime trade and Trade Corporations – *Anchuvannam* and *Manigramam* – *Nagaram* – Landlords and tenants – Left hand and Right-hand castes – Women in pre-modern South India – Bhakti movement and temples – *Mathas* - Ramanuja in tradition and history – *Saiva Siddhanta* – *Virasaivism* – Chalukya and Hoysala Art and Architecture – Temple architecture under Cholas and Vijayanagara

Essential Readings

George Michell, *The New Cambridge History of India*, I:6, *Architecture and art of South India*, Cambridge, 1995.

Kesavan Veluthat, *The Political Structure of Early Medieval South India*, (1993), New Delhi, 2012.

M.G.S. Narayanan and Kesavan Veluthat, 'The Bhakti Movement in South India', in D.N. Jha, ed., *Feudal Social formation in Early India*, New Delhi, 1987.

R. Champakalakshmi, *Religion Tradition and Ideology: Pre-Colonial South India*, New Delhi, 2011.

Ranjeeta Dutta, *From Hagiographies to Biographies*, New Delhi, 2014.

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Gunasekaran, S., *State, Society and Economy: Evolution Study of the Kongu Region (Western Tamil Nadu) From the 6th century to the 16th century*, Ph.D. Thesis, JNU, 2007.

J.C. Harle, *The Art and Architecture of the Indian Subcontinent*, Harmondsworth, 1986.

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Kamil Zvelebil, *The Smile of Muruga*, Leiden, 1972.

Kenneth R. Hall, ed., *Structure and Society in Early South India*, New Delhi, 2001.

L.S. Leshnik, *South Indian Megalithic Burials: The Pandukal Complex*, Wiesbaden, 1974.

M.N. Venkata Ramanappa, *Outlines of South Indian History*, Delhi, 1975.

M.P. Mujeebu Rehman and K.S. Madhavan, eds, *Explorations in South Indian History*, Kottayam, 2014.

Manu V. Devadevan, *A Prehistory of Hinduism*, Warsaw, 2016.

Noboru Karashima, *South Indian Society under Vijayanagar Rule*, New Delhi, 1992.

Om Prakash Singh, *The Archaelogy of Iron and Social Change in Early South India*, New Delhi, 2019.

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Rajan Gurukkal, *The Agrarian System and the Socio-Political Organisation under the early Pandyas*, Ph.D. thesis, JNU, New Delhi, 1984.

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U.S. Moorti, *Megalithic Culture of South India: Socio-Economic Perspectives*, Varanasi, 1994.

IV Semester M.A. HISTORY (CCSS)

Course Code	Title	Type	Credit
HIS 4E 01	**Archaeology: Theory and Practice**	**Elective**	**4**

HIS 4E 01-ARCHAEOLOGY: THEORY AND PRACTICE

Objectives

- This course provides a comprehensive idea into the discipline of archaeology and its relation with other science and social science disciplines

- It introduces the significance of interdisciplinary and multidisciplinary approach in the ancient historical studies
- It familiarizes various archaeological exploration and excavation and dating methods
- This course gives an idea about the prominent archaeological finds from India in general and South India in particular

Learning Outcomes

- This course equips the students to get a broad knowledge of the multi-disciplinary field of Archaeology, and a more detailed understanding of several of these disciplines and sub-disciplines.
- It enabled the students to understand the archaeological methods and theories used to evaluate artefacts and other data.
- It provides knowledge and skills of archaeology that helps the students to become a field archaeologist or researcher
- It gives a chance to understand and appreciate the legacy of ancient cultures of India in general and south India in particular

Module I - EVOLUTION OF ARCHAEOLOGY AS A DISCIPLINE - definition- scope - basic concepts; artifacts, features, eco-facts, formation of mount or site or tell, assemblage, industry, culture – relation with other discipline – antiquarianism – beginning of scientific archaeology - Three Age System theory - early field archaeologists and the discoveries of ancient civilizations

Module II - ARCHAEOLOGY IN THE FIELD - Exploration methods - Desktop survey - Site survey – Arial Survey - Geophysical survey - Under water Archaeology - Excavation methods - Vertical or stratigraphical, Horizontal or open area and Quadrant methods of digging- accidental discoveries and salvage operations – Documentation - Written documents - Site or trench note book, data sheet, label, daily reports and final report, registers - Drawing and illustrations - Top plans, Section Plans, drawings of antiquities- Photographic documentation- Archaeological survey of India – ancient monument acts

Module III - POST FILED RESEARCH - Dating methods - relative and absolute dating methods- Stratigraphy- historical dating - C14 Method - Thermoluminescence - Dendrochronology – derivative dating methods Archaeology and theory - culture – evolution - processual / New Archaeology - Post Processual - Cognitive – settlement archaeology – Ethno-archaeology

Module IV- HISTORICAL ARCHAEOLOGY- History of archaeology in India - PGW and NBPW cultures of later Vedic period- Archaeology of Sangam age - Megaliths and Sangam literatures - Keezhadi excavations – Archaeology of Indian Ocean/ Indo Roman Trade - Areekamedu and Pattanam

References

Colin Renfrew and Paul Bahn, *Archaeology: Theories, Methods, and Practice*

Brian. M. Fagan, Nadia Durani, *Archaeology A Brief Introduction*

Peter. L. Drewett, *Filed Archaeology: An Introduction*

Ian Hodder, *Archaeological Theory Today*

Ian Hodder, Scott Hutson, *Reading the Past- Current approaches to interpretation in archaeology*

D.P. Agarwal, *Archaeology of India*

M J Aitken, *Science based Dating in Archaeology*

Allchin B. and F.R. Allchin, *Rise of civilizations in India and Pakistan*

Allchin F.R., *The Archaeology of Early Historic South Asia: The Emergence of cities and states*

Atkinson R.J.C., *Field Archaeology*

Barker P., *Techniques of Archaeological Excavation*

D.K. Chakrabarti, *A History of Indian Archaeology: From the Beginning to1947*

D.K. Chakrabarti, *Theoretical Perspectives in Indian Archaeology*

S.B. Deo, *The Megalithic: Their culture, ecology, economy and technology in Recent advances in Indian Archaeology*

A. Gosh, *Encyclopedia of Indian Archaeology* (2 volumes)

Rajan Gurukkal and M.R. Raghava Varier, eds, *Cultural History of Kerala,* Vol.1

K. Rajan, *Archaeology: Principles and Methods*

K. Rajan, *Memorial Stones*

K.V. Raman, *Principles and Methods in Archaeology*

Noburo Karashima, ed., *Concise History of South India*

M.P. Mujeebu Rehman and K.S. Madhavan, eds, *Explorations in South Indian History*

Rajan Gurukkal, *Rethinking Indo Roman Classical Trade*

M.R. Manmathan, ed., *Archaeology in Kerala – Past and Present*

IV Semester M.A. HISTORY (CCSS)

Course Code	Title	Type	Credit
HIS 4E 02	Human Geography	Elective	4

HIS 4E 02: HUMAN GEOGRAPHY

Objectives

In all social science subjects, human beings are at the centre. Human geography is a branch of geography dealing with how human activity affects or is influenced by the earth's surface. It is a wide-ranging discipline that draws together many subjects like geography, environmental science, sociology, demography, cultural studies and so on. It tries to give a comprehensive picture of the features of human geography in India. It familiarizes the current trends in that subject in a detailed manner. The students can analyze the socio-spatial patterns in India and their importance in the making of the material and cultural life of the Indians. They also know the major tendencies in the making and unmaking of socio-spatial relations in Indian History. Historical knowledge about the geographical settings is very necessary to understand the cultural, social and economic life in an in-depth manner.

This paper gives an idea about humans and their relationship with communities, cultures, economies and interactions with the environment by studying their relations with and across locations. It explores the inherent relation between social formations and geographical background. Understanding of the subject, through qualitative and quantitative methods, makes the student aware of different issues the current societies facing. He will be able to provide solutions to many of these by the application of facts, concepts, reasoning, analytical power, inferences, hypothesis, etc., acquired through the subject-Human Geography. Objectives may be measured through their performance in both classrooms and fields. Assignments, work reports, seminars and involvement in social issues are the indicators of the attainment of the desired goals.

Learning outcome

- Enable the students to identify the current trends in the study of human geography.
- The students formulate the socio-spatial patterns in India and their importance in the making of the material and cultural life of the Indians.

- Enable the students to correlate the major tendencies in the making and unmaking of socio-spatial relations in Indian History.

Module: I

Human Geography - Definition and perspectives - From Descriptive Geography to Explanatory Geography - Critical human geography – Cultural Geography – Anthropogeography - Social relations and Spatial processes - Spatial concentration, Exclusion and Nullification - Contestations and struggles for existential space - Rethinking social history in terms of spatialisation

Module: II

Geography of early India - Forests, pasturelands and river valleys - patterns of habitat and settlement-coastline and marine contacts - resources, technologies and emergence of early kingdoms - expeditions and empires - formation of cultural regions - emergence of villages and village community - trade routes, trading towns and fortified towns - sacred centers

Module: III

Migrations and spread of settlements; spatial and social diffusion of cultures - sacred and profane landscapes - religion, economy and culture-caste and socio-spatial segregation - Location and enumeration of Spatialities - emergence of regional cultures and cultural networks – Effects of Globalisation

Module: IV

European perceptions of Indian landscape-Trigonometric survey and transformation of living space under the British - Fuzzy and enumerated landscapes - formation of human geography of Indian nation – census and demography - regional geographies and societies - spatial exclusion and conflict - core and periphery - development and underdevelopment - urbanization.

References

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Achin Vanaik, ed., *Masks of Empire*, Tulika, 2007.

Alice Thorner and Sujata Patel ed., *Bombay:* The making of a city, (2 vols), OUP.

Asha Sarangi, ed., *Language and Politics in India*, Oxford, 2008.

B. Subbarao, *Personality of India*, Bombay, 1954.

Carl O. Sauer, 'The Morphology of Landscape', *Geography 2*, (2), University of California Publications, 1925.

D.D. Kosambi, *An Introduction to the Study of Indian History*, Bombay, 1956.

D. Gregory and J. Urry, eds, *Social relations and Spatial structures*, London, 1985.

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Edward Soja, *Post Modern Geographies*, London, 1990.

F.R Allchin, *Archaeology of Early Historic South Asia*, Cambridge University Press, 1995.

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H.P. Ray and De Selles ed., *Archaeology of Seafaring*

Ian J Barrier, *Making History, Drawing Territory, Mapping in British India*, Oxford, 2003

K. Sivathamby, *Studies in Ancient Tamil Society*, Madras, 1997

Mathew Edney, *Mapping the Empire*, Oxford University Press, 1998

R. Inden, *Imagining India*, Blackwell, London, 1990

R.J Johnson, et.al., eds, *Geographies of Global change: Remapping the world in the late 20th century*, London, 2003

Rajan Gurukkal and Raghava Varier, eds, *The Cultural History of Kerala*, Vol. I, 1999.

Rajat K. Ray, *The Felt Community*, New Delhi, 2007.

Romila Thapar, *Cultural Past*, New Delhi, 2000.

Romila Thapar, *Early India from the Origins to c. AD 1300 from the Origins to c. AD 1300 from the Origins to c. AD 1300*, New Delhi, 2002.

Y. Subbarayalu, *Political Geography of the Chola country*, Madras, 1973.

IV Semester M.A. HISTORY (CCSS)

Course Code	Title	Type	Credit
HIS 4E 03	**Science and Technology in Medieval India**	**Elective**	**4**

HIS 4E 03: Science and Technology in Medieval India

Objectives

The course intended to inquire about the manifold nature of medieval science. It is aimed to make the view of evolving the knowledge system of medieval India. It is an attempt to conceive the *Aryabhatiya, Tantrasamgraha* alike with the changing scenario of mathematics. It envisages the students to the nature of the labour force and its' progression to civilizational growth. It will develop a clear practical idea in the evolution of scientific technology.

Learning Outcome

The students will express medieval techniques in light of their present understanding of the same field. They will be created/shared with local tools and medicinal knowledge. They will propagate agrarian knowledge and craft techniques.

Module 1: Medieval science – concepts of knowledge – technological advancement – shift in civilization – socio-cultural environment

Module 2: Innovative ideas – Technical know how – Early medieval – Mathematical knowledge – *Aryabhatiya* – Nilakantha Somayaji's *Tantrasamgraha* – medicinal knowledge – Western Ghats and South Indian agriculture

Module 3: Agrarian and textile technology – crops and tools – crafts – irrigation – spinning wheel – looms – metallurgy – paper and printing

Module 4: Machine – Persian wheel – industry – land transportation – horse drawn vehicles – roads and bridges – navigation – military techniques – scientific constructions of Mughals and Vijayanagara

References

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Abdul Aziz, *Mansabdari Systems and the Mughal Army*, Delhi, 1954.

Ashoke K Bagchi, *Medicine in Medieval India: 11th to 18th Centuries*, Konark Publishers, Delhi, 1997.

Bruce T Moran ed., *Patronage and Institutions; Science Technology and Medicine at The European Court, 1500-1750*, Rochester, New York, 1991.

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Debiprasad Chattopadhyaya, *History of Science and Technology in Ancient India, Vol.III*, Calcutta, 1996.

George Gheverghese Joseph, *A Passage to Infinity: Medieval Indian Mathematics from Kerala and Its Impact,* Sage Publications, 2009.

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George Gheverghese Joseph, *The Crest of the Peacock - Non-European Roots of Mathematics*, Princeton University Press, 2010.

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I.A. Khan, *Gunpowder and Firearms: Warfare in Medieval India*, Oxford University Press, New Delhi, 2004.

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Richard G Fox ed., *Realism and Region in Medieval India*, Delhi, 1976.

S. Subramaniam ed., *Merchants, Markets and State in Early Modern India*, New Delhi, 1990.

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IV Semester M.A. HISTORY (CCSS)

Course Code	Title	Type	Credit
HIS 4E 04	Perspectives on Environmental History of India	Elective	4

HIS 4E 04: Perspectives on Environmental History of India

Objectives

This course will outline the origin and spread of environmental history in the world in general and India in particular. After the completion of the course, the student will understand the various stages of environmental degradation and ruin engendered by humankind. The course will inculcate a feeling of sensitivity and a sense of responsibility for the environment in students,

Learning Outcome

- It will enable the student to understand the history of the emergence and spread of environmental history in the world and India.
- This course will instil a sense of environmental consciousness and responsibility in students.
- This will familiarize students with major environmental struggles that occurred in the various parts of India.

Module I - Growth of modern environmental thought

Two waves of environmentalism – the first wave – rise of environmental consciousness –Gandhi - William Wordsworth – second wave – ideology of scientific conservation – George Perkins Marsh – Dietrich Brandis - the age of ecological innocence – deep ecology and earth first movements - Silent spring – Rachel Carson – Great acceleration – Anthropocene – Global warming - Early humans and the natural world - Nature, human interface – subsistence pattern – foraging – nomadic pastoralism – agriculture – agricultural expansion – migration

Module II - Environment and early Indian society

Out of Africa migration – the first Indians – Indian landscape - origins of agriculture in the subcontinent – regional crop patterns – resource use – metal, mineral and water sources - Indus and Vedic relationships with environment – wilderness and civility in Indian society – Indian philosophy and environment – India's ecological pasts.

Module III - Colonial rule and Ecological change

Ecological imperialism - Colonial forest policy – forest enactments – introduction of new genetic varieties and effects –plantations – canal constructions – displacement and development – deforestation - ship building – railways – population migration – epidemics – famines – urbanization

Module IV - Environmentalism since independence

Industrial expansion – water pollution – air pollution – earth pollution – slums – dams – hydroelectric projects – mines – struggle over water and land – sand mining – river protection – waste disposal - environmental movements – Eco-Feminism – Chipco – Silent valley – Narmada Bachao Andolan – Appico – Anti-nuclear movement – Environmental debate and struggles in Kerala – Silent Valley – Plachimada

References

Agarwal et.al, *A text book of environment*.

Alfred W. Crosby, *Ecological Imperialism: The biological expansion of Europe 900-1900*, Cambridge University Press,1993.

Amita Baviskar, *In the belly of the river: Tribal conflicts over development in Narmada Valley*, Oxford University Press,1995.

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D.R. Gadgil, *The industrial evolution of India in recent times1860-1939*, Oxford University Press, Bombay, 1971.

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David Arnold and Ramachandra Guha, *Nature, Culture and imperialism*, Oxford University Press, New Delhi, 1995.

Diamoned Jared, *Guns, Germs and Steel*, WWW Norton and Company, 2005.

Dipesh Chakarabarty, *The climate of History: Four theses*.

Donal Worster, Alfred W. Crosby, *Nature's economy: A history of ecological ideas*.

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John Bellamy Foster, *Ecology against Capitalism*.

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John Robert McNeill and Alan Roe, *Global Environmental History*, Routledge, 2013.

John Robert McNeill, *Something New Under the Sun: An Environmental History of Twentieth century World*, Penguin, 2001.

John Robert McNeill, *The Great Acceleration: An environmental History of the Anthropocene since 1945*.

Laxman D. Satya, *Medicine Disease and Ecology in colonial India: The Deccan Plateau in the 19th century*, Manohar, 2009.

M. N. Moorthy, et. al, *Economics of water pollution*, Oxford University Press, 2000.

Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, Oxford University Press, New Delhi,1992.

Mahesh Rangarajan and K. Sivaramakrishnan, *India's environmental History: A Reader*, (two volumes)

Ramachandra Guha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Penguin, New Delhi, 1996.

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Vandana Siva, *Staying alive: Women, Ecology and Development*, London, 1998.

IV Semester M.A. HISTORY

Course Code	Title	Type	Credit
HIS 4E 05	**Indian Epigraphy**	**Elective**	**4**

HIS 4E 05: Indian Epigraphy

Objectives

Our knowledge of early Indian history depends very much on epigraphs. Epigraphy strengthens the historian's knowledge, understanding and helps to draw valid inferences and intelligent hypothesis. However, due to the lack of properly trained scholars and the obscure nature of ancient scripts, all over India, the subject faces some serious threats. The immediate objective of this paper is to bring out a group of students with sound knowledge in the field of epigraphy capable of surveying inscriptions, deciphering and placing them in the correct historical settings. It cultivates the habit of using primary data and provides corroborating evidence. Mastery of the obsolete scripts increases the confidence level of the researchers in many ways.

Learning Outcome

- The principal object of this paper is to equip the students to handle the documents of the ancient and medieval period written in archaic scripts.
- Epigraphy is a dwindling subject all over India due to the want of experts in this field.
- This paper develops certain professional qualities among the students.
- It enables students to use primary data in historical research.
- Students identify corroborating evidence in their studies.
- The learning outcomes are measurable through the performance level of the learners- both in theory and practice. The students visit the inscriptional sites, taking mechanical copies, understand the paleographical features and finally interpret the content. Such awareness will be reflected in their seminars, assignments and project reports. Further research activities are also an indicator of the effectiveness of the subject. They will be able to contribute substantially to the field of history, particularly about the ancient and the medieval period.

Module I: Introduction to Epigraphy

Origin of writing systems – Epigraphy - definition- nature – scope - writing materials - inscriptions as primary source - importance of Paleography - Estampage - Inscriptions- classification by form - classification by content - Royal writs and their properties - Eulogies -

Development of Indian Epigraphy- Asiatic Society of Bengal - William Jones, James Prinsep, James Burgess – Hultzch - Buhler – G.H. Ojha - D.C. Sircar

Module II: Scripts and Inscriptions - North India

Indus script – nature - various decipherments - contemporary scripts - Cuneiform – Hieroglyphics - Northern Brahmi – decipherment - Theories on the origin of Brahmi script - Asokan Inscriptions - Allahabad Pillar Inscription - Hathigumpha inscription - Nasik Cave inscription - Kharoshti script - Gupta Brahmi - Eras in Indian Inscriptions - Saka Era - Vikrama Era - Gupta Era - Harsha Era

Module III: Scripts and Inscriptions - South India

Southern Brahmi - peculiar features - Brahmi inscriptions from Kerala - Iravatham Mahadevan's contributions to Tamil Epigraphy – Vattezhuthu – Grantha – Kolezhuthu - Arya Ezhuthu - Kudimiyamalai inscription - Nature of Chera Inscriptions - Early Malayalam language - Parthivapuram Copperplate- Tharisappalli Copperplate, new findings - Jewish Copperplate - Thiruvalla Copperplate – Muccunti Palli inscription - *Katapayati* – *Bhootasankhya* - Origin of Kollam Era - various views – *Olakkaranam* - *Mulakkaranam* - Malayalam numerals - Kali Era

Module IV: Epigraphical studies in Kerala

Gundert - Fawcett - Vishakam Thirunal – *South Indian Inscriptions* Volumes - *Travancore Archaeological series* - T.A. Gopinatha Rao - KV Subrahmanya Ayyar - Ramanatha Iyyer - T.K. Joseph and Kerala Society Papers - Ramavarma Research Institute Bulletin - L. A Ravi Varma, Elamkulam Kunjan Pillai - VR Parameswaranpillai - M.G.S. Narayanan – M.R. Raghava Varier

(Students must be trained in scripts like Brahmi, southern Brahmi, Vattezhuthu and Grantha. They should also be given certain ideas about the early Malayalam language.)

References

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Narayanam M.G.S., *Perumals of Kerala*, (1996), Trichur, 2013.

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Raghava Varier, M.R., *Pracheena Lipi Padanam* (Mal.), SPCS, 2019.

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Sircar, D.C, *Indian Epigraphy*, Motilal Bnarseedass, Delhi, 1984.

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Upasik C.S., *The History and Paleography of Mauryan Brahmi*, Nava Nalanda Mahavira, Varanasi.

IV Semester M.A. HISTORY

Course Code	Title	Type	Credit
HIS 4E 06	**Indian Literature in Historical Perspectives**	**Elective**	**4**

HIS 4E 06: Indian Literature in Historical Perspectives

Objectives

Introduce the students to the trajectory of Indian literature with landmark writings and the historical context in which they have been written.

Learning Outcome

Students will be able to view Indian literary tradition from a historical perspective and critically respond to texts. They will identify that the relationship between history and literature are at multiple levels and how do they supplement each other.

MODULE 1

Vedic literature - later Vedic literature-Upanishads - Vedangas – smritis – *Puranas* - *Itihasas* - early Tamil works - Buddhist literature - Canonical and non- canonical- - *Sushruta Samhita* - *Charaka Samhita- Arthasastra – Kamasutra*

References

A.K. Ramanujan, *Poems of Love and War from the Eight Anthologies and Ten Songs of Classical Tamil*, Columbia University Press: New York, 1985.

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K. Sivathampy, *Studies in Early Tamil Society, Economy, Society and State formation*, New Century Book House, 1998.

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Kamil Zvelebil, *The smile of Murugan*, Brill, 1973.

Nilakanta Sastri, K.A., *A History of South India*, (1947), OUP, New Delhi, 1998.

Nilakanta Sastri, K.A., *Sangam Literature: Its Cults and Cultures*, Swathi Publications, Madras 1972.

Winternitz M., *A History of Indian Literature*, Vol.I and II

MODULE 2

Medieval Indian literature - Bhakti literature in the South and the North – court chronicles – historical narratives - works on science and Mathematics

References

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Sachau, C. Edward, *Alberuni's India – An account of India about A.D. 1030,* Kegan Paul, Trench Trubner and Co. Ltd., London, 1910.

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Satish Chandra, *Medieval India: From Sultanate to the Mughals*, Har-Anand Publications, New Delhi, 1997.

MODULE 3

Modern Indian literature - colonial impact - response to colonial institutions, values and colonial modernity - nationalism – identity - Urdu, Hindi, Bengali - Literary activity in south Indian languages - Bankim Chandra Chatterjee, Rabindranth Tagore, Sadat Hasan Manto, Subrahmanya Bharati, Chandu Menon

References

B. K. Gupta, *India in English Fiction 1800-1970*, Scarecrow Press, Metuchen, 1973.

Henry Schwarz, *Writing Cultural History in Colonial and Postcolonial India*, University of Pennsylvania Press.

MODULE 4

Indian writing in English – Vikram Seth – R.K. Narayanan – Salman Rushdie – Ruskin Bond – Khushwant Singh – Amitav Ghosh - Jhumpa Lahiri – Anitha Desai – Arundhati Roy – Shashi Tharoor

References

Arvind Krishna Mehrotra, ed., *A History of Indian Literature in English*, Columbia University Press, New York, 2003.

K.R. Srinivasa Iyenger, *Indian Writing in English*, Sterling Publishers Pvt Ltd, 1995.

M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 1995.

IV Semester M.A. HISTORY

Course Code	Title	Type	Credit
HIS 4E 07	ORAL HISTORY OF KERALA	Elective	4

HIS 4E 07: ORAL HISTORY OF KERALA

Oral history is both a process (doing an interview) and a product (the recorded interview); both a document (a source of information/data) and a text (a construction of memory and language); and challenging (making sense of another person's story). It is a form of first-person, personal narrative, both similar to and different from other forms of the first-person narrative, including ethnography, storytelling, field survey and memoir. This enables students to become familiar with the lived experiences of individuals who have come through such experiences in their life. Oral History also helps people to understand how society makes use of history and memory for different actions in everyday life.

Objectives

- Understand the nature and characteristics of Oral History.
- Design, undertake and critique cultural documentation field projects applying diverse research methods such as observation, writing, photography, video, and/or sound recordings.
- Make students familiarized with possibilities in Oral History projects and documentation
- Teaching practising Oral History collection and documentation by applying the best practices available today.
- Develop critical thinking and commitment to society

Learning Outcome

- Understand what oral history is and plan an oral history project to conduct individual and group interviews.
- Apply legal and ethical concerns.
- Discuss oral history in a community setting and as an interpretative act.
- Understand oral history interface with digital media and apply it to the process of social change
- Develop critical thinking, reading, and writing skills.

Module 1: What is Oral History

History of Oral History – Peculiarities - Difference with Local History - Emergence of the discipline with the Second World War

Essential Readings

Lynn Abrams, *Oral History Theory*, Routledge, Oxon, 2016.

Donald A Ritchie, *Doing Oral History: A Practical Guide*, OUP, New York, 2003.

Robert Perks and Alistair Thomson, eds, *The Oral History Reader*, (1998), Routledge, New York, 2006.

Module 2: Planning an Oral History Project

Asking historical questions - Collecting historical information - drawing conclusion and identify historical theme - Past through Individual and family histories - linking with larger narratives - start locally and connect globally - Researchable questions and finding the answers - Oral History Interview and related techniques - Legal and ethical issues - Conventional practices and transcripts - information society and the digital turn

Essential Reading

D Antonio Cantu and Wilson J Warren, *Teaching History in the Digital Class Room*, M E Sharpe, Inc: New York, 2003.

Donald A Ritchie, *Doing Oral History: A Practical Guide*, OUP: New York, 2003.

Robert Perks and Alistair Thomson, ed., *The Oral History Reader*, (1998), Routledge, New York, 2006.

Lynn Abrams, *Oral History Theory*, Routledge, Oxon, 2016.

Robert Hassan, *The Information Society*, Polity Press, Cambridge, 2008.

Module 3: Oral History in the writing of Kerala History

The efforts of Regional Records Survey Committee - The Encyclopaedia of Freedom Fighters in Kerala - The Project of KCHR - Family histories - People's Planning Programme - Oral History Transcripts pertaining to Kerala preserved in the NMML, New Delhi - Effort of the Communist Party of Kerala (Marxist) since 2018 - Efforts by academic non-academic groups in Kerala

Essential Readings

http://kchr.ac.in/articles/61/Conservation-of-Historical-Heritage-of-Kerala.html

Vikasana Rekha, Govt. of Kerala.

K. Karunakaran Nair, *Who is Who of Freedom Fighters in Kerala*, 1975

Module 4: Practicing Oral History

Conduct Oral History Interview based upon the history of Kerala on the following themes:

Land Reform and its impact - Educational Change since 1956 - five year planning programmes - Malayali migration and diaspora - movements of peasants, industrial laborers, teachers, women and other working classes - socio economic changes since 1956 - Movements of the Dalit classes and marginalized people - public health, sanitation, urbanization, women, environment, children and Kerala heritage - cultural performances, painting, music - political incidents - impact of globalization and information technology

(The student should individually prepare a project based upon a research problem and the final report is to be submitted in digital and hard form.)

References

Rebecca P. Scales, *Radio and the Politics of Sound in Interwar France, 1921-1939*, Cambridge University Press, Cambridge, 2016.

Robert Hassan, *The Information Society*, Polity Press, Cambridge, 2008.

Linda S. Levstik and Keith C Barton, *Doing History*, Lawrance Erlbaum Associates: London, 2001.

Robert Perks and Alistair Thomson ed., *The Oral History Reader*, (1998), Routledge, New York, 2006.

Lynn Abrams, *Oral History Theory*, Routledge, Oxon, 2016.

D. Antonio Cantu and Wilson J. Warren, *Teaching History in the Digital Class Room*, M E Sharpe, Inc, New York, 2003.

Jan Vansina, *Oral Tradition as History*, University of Wisconsin Press, Wisconsin, 1985.

Donald A Ritchie, *Doing Oral History: A Practical Guide*, OUP, New York, 2003.

Jacques Le Goff, *History and Memory*, Columbia University Press, New York, 1992.

Frantz Fanon, *The Wretched of the Earth*, Grove Press, New York, 2011.

H. Aram Veeser, ed., *The New Historicism*, Routledge, New York, 1989.

K.N. Ganesh, et. al., *History of the Communist Party in Kerala* (Mal.), (III Vols), Chintha, Thiruvananthapuram, 2018.

K. Karunakaran Nair, *Who is Who of Freedom Fighters in Kerala*, 1975.

E.M.S. Namboodirippad, *Keralam Malayalikalude Mathrubhumi* (mal.), Chintha,Thiruvananthapuram, Reprint 2018.

IV Semester M.A. HISTORY

Course	Title	Type	Credit

Code			
HIS 4E 08	**ARCHIVAL STUDIES AND DOCUMENTATION IN INDIA**	**Elective**	**4**

HIS 4E 08: ARCHIVAL STUDIES AND DOCUMENTATION IN INDIA

This course is an introduction to the archives and records management fields. It provides a survey of principles and practices applied by archivists and records managers. This course will teach how components of archives and records administration fit together and how the 'digital turn' has transformed the subject and skill. The course will also discuss the nature of documentation and record-keeping in contemporary society and the different types of institutions with responsibility for records. The course will be a combination of lecture, discussion, and problem-solving. It requires participants to conduct field visit and writing. Critical reading of course materials is also essential to stimulate active participation in-class exercises.

Objectives

The object of the course is the development of knowledge and methodology instruments necessary for archival activity and management. The students have to understand the history of archival management, newer versions of archives and scientific conservation of documents. It is also intended to familiarize the student with new possibilities and threats that emerged with the digital turn in the archival activity.

Learning Outcome

- Explain the basic terminology and concepts used in records management and archival administration.
- Describe the evolution of methods and technologies used to create, store, organize, and preserve records.
- Discuss the various environments and cultural contexts where records and documents are created, managed, and used and the reasons why societies, cultures, organizations, and individuals create and keep records.
- Describe the core components of archival programs like an appraisal, acquisition/disposition, inventory, arrangement, description, preservation, access, use and outreach.
- Describe and discuss legal and ethical issues surrounding archives and records administration.
- Explain the possibilities and problems of digital archiving.

MODULE I: Archives and Archival studies

Definitions - Meaning- History of Archives Keeping – Europe – USA – India - Ancient Medieval - Modern periods - Characteristics of Archives - Classification of Records - Archivist - Private Archives

MODULE II: Evolution of Modern Archives

Paper - Ink- Paints -Typewriters – Xerox - Packaging Materials - Collection of Records - Registry System - Record Room – Digitalization - moving image archives and sound archives - micro film, micro-fiche - film archives - oral history archives - online archives - Archives in Modern India - British government - Maps, surveys, photographs - legal records - Folklore and archives

MODULE III: Uses and Functions of Archives

Uses - Historical Value - Administrative value - Collection of Statistical Data - Intellectual Value, Social Value – Functions - Supply of Records to administrators and Researchers- Publication – Library - Offering training - Weeding up of Records

MODULE IV: Methods of Organization and Preservation of Records

Organization – Europe – France – England – USA – India – Administration - Administration of National Archives in India - Archival legislation in India - Appraisal of records - Record Management, Transfer of records to Archives - Arrangement of Records - Finding Aids - Methods of Preservation, Preliminary and Precautionary measures - Preventive Measures - Methods of Preservation and Repair of Archival Records - Control of insects - Thymol Fumigation - Thymol Chamber - Protective measures - Bleaching Method - Re Sizing - Full Pasting – Backing - Chiffon Repair - Lamination, Docketing - Guarding

MODULE V: Digital Archives

Information Technology and Digital Turn - Audio tapes – Microfilms - Aperture Card - Video Archives, Sound Archives, film archives - Online Archives - Possibilities and problems of digital archiving

(Students should visit Kerala Regional Archives or any other Regional Archives and prepare a report on any of the major sources preserved in it or prepare a report on an important archival document preserved by a group or an individual. Doing field visit workshop to prepare oral history archival document is also preferred.)

References

Muller, Feith and Furin, *Manual for the Arrangement and Description of Archive*, H.W. Wilson Co., 1968.

State Archives Department, *An Introduction to the Kerala State Archives*, Government of Kerala,1975.

Schellemberg T. R., *Modern Archives: Principles and Techniques*, Melbourne, Australia, 1956.

Schellemberg T. R., *The Management of Archives*, Columbia University Press, 1965

Scargil- Bird, *Guide to Records in Public Records Office*, London, 1896.

Tolboys Wheeler J, *Early Records of British India*, 1878.

Gregory Hunter, *Developing and Maintaining Practical Archives*, New York, 2003.

Abdul Majeed C.P., *Archival Science: Past Present and Future, Kottayam*, 2017.

Bhargava, K.D., *An Introduction to the National Archives*, New Delhi, 1958.

Cook Michael, *Archives Administration*, Dawson, 1977.

Guide to Archives Series, Regional Archives, Ernakulam.

James B. Rhoads, *The Role of Archives and Records Management in National Information System*, 1983.

Daniel J Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving and Presenting the Past on the Web*, 2006.

Judith Ellis, *Keeping Archives*, Alta Mira Press, 2003.

Niels Brugger, *The Archived Web: Doing History in the Digital Age*, MIT Press, London, 2008.

IV Semester M.A. HISTORY

Course Code	Title	Type	Credit
HIS 4P 01	Project		8

HIS 4P 01: Project

The Project of the students should be submitted as an individual dissertation by each student. The topic of the project may be selected by the student and finalised in consultation with the Supervising teacher. It is preferable that the student select the topic of the Project in the Third Semester itself and complete the preliminary works in that Semester. The dissertation should be submitted before the commencement of the Fourth Semester Examination. A student should choose any topic in History depending upon her/his interest. The student shall select the topic in such a way that he/she should get training in various methodologies of historical research. Field work, Interview, Oral history, Archaeological exploration, Museum and Archival visits, etc. should be utilised in the completion of the project. Supervising teachers should insist the use of primary sources in the project. Students should be encouraged to use interdisciplinary, multidisciplinary techniques and innovative methods in their study. The project should be submitted as a dissertation adhering any standard research methodological framework in History. Though the total number of pages in the dissertation is a prerogative of the Supervising teachers depending upon the nature of the study, it is preferable to be typed in 1.5 line space and consist at least 30-40 pages.

The valuation scheme for Dissertation

The valuation shall be jointly done by the supervisor of the dissertation in the department and an External Expert from the approved panel, based on a well-defined scheme of valuation

framed by them. The Viva Voce on the project should be conducted by the Department making use of the internal and external experts who valued the dissertation.

Study Tour

The students should conduct a study tour from the Department to historical sites, Museums, Archives, etc. as part of the completion of MA History. The study tour may be organised in the Third or Fourth Semester based on the convenience of the teachers and students in the Department. The study tour intends to familiarise the students with various historical sites and impart practical training in archaeological, epigraphic, archival methodologies which they have learned from various courses. It may provide them first-hand information on various historical artefacts and sites.

File Ref.No.814/GA - IV - B2/2013/CU

UNIVERSITY OF CALICUT

Abstract

General & Academic - Faculty of Language & Literature - Scheme and Syllabus of MA Hindi Language and Literature Programme as per CCSS PG Regulation 2019, Incorporating Outcome Based Education - Implemented in the Teaching Department of the University w.e.f 2020 Admission onwards - Subject to ratification by Academic Council -Orders Issued

G & A - IV - B

U.O.No. 5685/2021/Admn Dated, Calicut University.P.O, 28.05.2021

Read:-1.U.O.No. 8886/2019/Admn Dated 05.07.2019
2.Minutes of the meeting of the Board of Studies in Hindi PG held on 24.03.2021 (item No 1)
3.Remarks of the Dean, Faculty of Language & Literature dtd 27/05/2021
4.Orders of Vice Chancellor dated 28-05-2021

ORDER

1. The scheme and syllabus of MA Hindi Language and Literature Programme under CCSS PG Regulations 2019, w.e.f 2019 admission onwards has been implemented in the Teaching Department of the University, vide paper read (1) above.
2. The meeting of the Board of Studies in Hindi PG held on 24.03.2021, vide paper read (2) above, has resolved to approve Out Come Based Education (OBE) in the syllabus of MA Hindi Language and Literature Programme, under CCSS PG Regulations 2019, without changing the content, w.e.f 2020 admission onwards.
3. The Dean, Faculty of Language and Literature, vide paper read (3) above, has approved the minutes of the meeting of the Board of Studies in Hindi PG held on 24.03.2021.
4. Considering the urgency in implementation of the syllabus, sanction has been accorded by the Vice Chancellor on 28.05.2021 to implement Outcome Based Education in the existing syllabus of MA Hindi Language and Literature Programme (CCSS PG 2019), without changing the content, with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
5. The scheme and syllabus of MA Hindi Language and Literature Programme under CCSS PG Regulations 2019, incorporating Outcome Based Education (OBE) in the existing syllabus, without changing the content, is therefore implemented in the Teaching Department of the University, with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Ajitha P.P

Joint Registrar

To

The HoD, Department of Hindi
Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V/DoA/EX and EG Sections/GA I F/CHMK Library/Information Centres/IQAC/SF/DF/FC

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

CHOICE BASED CREDIT SEMESTER SYSTEM (CCSS-PG-2019)

REVISED SYLLABUS
OUTCOME BASED EDUCATION

M.A. HINDI LANGUAGE AND LITERATURE (2020 Admission onwards)

for

University Teaching Department

M.A Hindi (CCSS-PG-2019) – Programme Structure

- Name of the Programme : M.A.Hindi Language and Literature.
- Duration : Four semesters.
- Types of courses offered : Core , Elective & Audit courses.
- Audit courses :

  Two Audit courses with 2 credits each, have to be done one each, in the first and second semesters. This is a mandatory requirement, but the credits will not be counted for evaluating the overall SGPA & CGPA. Student has to obtain minimum pass requirement in these courses.

- Total Credits of the programme : 72

- Eligibility criteria for Admission :

  B.A Hindi Language & Literature/Functional Hindi /Hindi & History (Main/Core) Degree with atleast 45% marks for Part III or BA/BSc (excluding alternative/LRP pattern) Degree with Hindi in Part III with at least 45 % marks of the University or equivalent Degree. For candidates under Grading system overall CGPA at least equivalent to 50%.

OUTLINE OF THE PROGRAMME

Semester I			
Code	**Course**	**Credits**	**Marks** External+ Internal
HIN IC01	History of Literature – Ancient & Medieval	**4**	**80+20**
HIN IC02	Novel and Short Story	**4**	**80+20**
HIN IC03	General Linguistics	**4**	**80+20**
HIN IC04	Translation – Theory & Practice	**4**	**80+20**
Audit course (AEC) anyone from HIN IA01/HIN IA02			
HIN IA0I	Book Review	**2**	Will not counted for CGPA/ SGPA calculation
HIN IA02	Seminar Presentation	**2**	

Semester II			
Code	**Course**	**Credits**	**Marks** External+ Internal
HIN 2C05	History of Hindi Literature – Modern Period	**4**	**80+20**
HIN 2C06	Essay, Drama and One act play	**4**	**80+20**
HIN 2C07	Origin and Development of Hindi Language and Structure of Hindi	**4**	**80+20**
HIN 2C08	Modern Hindi Poetry upto and including Chayavad	**4**	**80+20**
Audit course (PCC) anyone from HIN 2A03/HIN 2A04			
HIN 2A03	Skill development in Hindi Word Processing	**2**	Will not counted for CGPA/SGPA calculation
HIN 2A04	Translation work	**2**	

Semester III			
Code	**Course**	**Credits**	**Marks** External+ Internal
HIN 3C09	Ancient and Medieval Hindi Poetry	**4**	**80+20**
HIN 3C10	Theory of Literature-Indian & Western	**4**	**80+20**
Elective : Anyone from HIN 3E0I, HIN 3E02, HIN 3E03 should be selected			
HIN 3E0I	Official Language Hindi and Functional Hindi	**4**	**80+20**
HIN 3E02	Dalit Literature in Hindi	**4**	**80+20**
HIN 3E03	Journalism and Media Writing	**4**	**80+20**
Elective : Any one from HIN 3E04, HIN 3E05, HIN 3E06 should be selected			
HIN 3E04	Feminist writing in Hindi	**4**	**80+20**
HIN 3E05	Special Author : Mohan Rakesh	**4**	**80+20**
HIN 3E06	Hindi Computing	**4**	**80+20**

Semester IV			
Code	**Course**	**Credits**	**Marks** External+ Internal
HIN 4C11	Post Chayavad Hindi Poetry	**4**	**80+20**
HIN 4C12	Current Trends in Indian Literature	**4**	**80+20**
Elective : Any one from HIN 4E07, HIN 4E08, HIN 4E09 should be selected			
HIN 4E07	Hindi Writings in Kerala	**4**	**80+20**
HIN 4E08	Minor Literary forms in Hindi	**4**	**80+20**
HIN 4E09	Film study in Hindi	**4**	**80+20**
Elective : Any one from HIN 4E10, HIN 4E11, HIN 4E12 should be selected			
HIN 4E10	Indian Theatre	**4**	**80+20**
HIN 4E11	Cultural Tourism	**4**	**80+20**
HIN 4E12	Ecology and Hindi Literature	**4**	**80+20**
HIN 4P01	Project work / Dissertation	**8**	**100**
Total Credits		**72**	

Programme Objectives

1. Develop innovative skills in the analysis and interpretation of language and literature with respect to linguistic and literary studies.
2. Understand and analyse the cultural elements as depicted in Hindi Literature.
3. Develop effective communication skills in Hindi language.
4. Understand translation as a tool for inter cultural and intra cultural communication and to develop competency in the translation of texts related to different domains.
5. Enrich the students with relevant practical knowledge to avail various employment opportunities in the sectors of Administration, Banking, Media, Business and Teaching.

Programme specific outcomes (PSO)

The students are expected

(PSO1) To understand the various trends of Hindi Literature and to analyze the social, political, economic and cultural life as depicted in the Hindi literature

(PSO2) To understand the morphological and genealogical classification of languages and the development of Hindi as a Modern Indo-Aryan language.

(PSO3) To acquire a thorough knowledge in linguistics and language studies.

(PSO4) To understand the basic theories and principles of translation and to achieve a thorough practical knowledge in the translation of texts related to science, technology and creative literature.

(PSO5) To understand the various functional usage of Hindi especially in the fields of administration, media, banking, science, teaching and Official Language implementation.

(PSO6) To understand eastern and western theories of literature.

I SEMESTER

HIN IC01 – History of Literature – Ancient & Medieval

(4 credits)

Course Objectives

The course aims to create awareness among the students about the literary trends, popular writers and their works with respect to Ancient and Medieval Hindi Literature.

Course Outcomes

CO1. Understand the history of Hindi Literature from its emergence. (PSO1)

CO2. Understand the ancient classical tradition of Hindi Literature and the popular writers of the period under study. (PSO1)

CO3. Analyze the impact of Bhakti Movement on Hindi Literature. (PSO1)

CO4. Analyze the different trends of Bhakti movement and the contribution of popular writers. (PSO1)

CO5. Have a thorough Knowledge about the literature of 17th and 18th century. (PSO1)

1. Itihas – Darshan aur Sahityetihas.
2. Hindi Sahitya ke Itihas Lekhan ki Parampara, Aadharbhoot Samagri aur Sahityetihas ke Punarlekhan ki Samasyayein.
3. Hindi Sahitya ka Ithihas : Kaal-Vibhajan, Seema Nirdharan aur Namakaran.
4. Hindi Sahitya: Aadikal ki Prishtabhoomi, Sidh aur Nadh-Sahitya, Raso Kavyu, Jain Sahitya.
5. Hindi Sahitya ke Aadikal ka Iythihasic Paridrisyu, Sahityak Pravruthiyamn, Kavyudharayemn, Gadyusahityu, Prathinidhi Rachanakar aur Unki Rachanayemn.
6. Poorva Madyakaal (Bhaktikaal) ki Iythihasic Prishtabhoomi, Sanskritik Chethana evam Bhakti Antholan, Vibhinnu Kavyadharayemn thadha unka Vysishtyu.
7. Pramugh Nirgun Santh Kavi aur unka Avadan.
8. Bharath mein Soofi Math ka Vikar thadha Pramugh Soofi Kavi aur Kavyagangh, Soofi Kavyu mein Bharatheey Sanskriti evam Lokjeevan ke Thathv.
9. Ram aur Krishna Kavyu, Ramkrishna Kavyetharkavyu, Bhaktithar Kavyu, Pramugh Kavi aur unka Rachanakath Vysishtyu. Bhaktikaleen Gadyu Sahitya.

10. Uttarmadyakaal (Reethikaal) ki Iythihasic Prishtabhoomi, Kaal Seema aur Namakaran, Darbari Sanskriti aur Lakshyu Grandhoin ki Parampara, Reethikaleen Sahitya ki Vibhinnu Dharayemn (Reethibadh, Reethisidh aur Reethimukth), Pravarthiyamn, Visheshathayemn, Prathinidhi Rachanakar aur Rachanayemn. Reethikaleen Nava Sahitya.

Reference Books

1. Hindi Sahitya ka Alochanatmak Ithihas – Dr. Ramkumar Varma
2. Hindi Sahitya ka Aadikal – Hazari Prasad Dwivedi
3. Hindi Sahitya ka Ithihas – Ram Chandra Sukla
4. Hindi Sahitya ka Vygyanik Ithihas – Part I – Dr. Ganapathi Chandra Gupta
5. Hindi Sahitya ka Doosara Ithihas – Dr. Bachan Singh
6. Dakshini Sahitya ka Alochanatmak Ithihas – Dr. Iqbal Ahmad

HIN IC02 – Novel and Short Story (4 credits)

Course Objectives

The course propose to give an idea of the theme and craft of the novel and short stories under study. In addition, to develop skills to analyze the society as portrayed in these novels and short stories.

Course Outcomes

CO1 Understand the literary views of Premchand. (PSO1)

CO2 Analyze the Environmental issues as discussed in the novel 'Ranga Bhoomi'. (PSO1)

CO3 Analyze 'Shekhar Ek Jeevani' as a Psychological Novel. (PSO1)

CO4 Analyze 'Myla Anchal' as a novel with local colour. (PSO1)

CO5 Analyse the social problems in the light of the stories under study. (PSO1)

CO6 To have a general awareness of the novels under general study. (PSO1)

Detailed

1. Rangabhoomi – Sri. Premchand- Saraswathi Prem Prakashan (Annotations may be asked from first 50 pages)
2. Sekhar Ake Jeevani (Part I & Part II) – Anjney (Annotations may be asked from first 50 pages of Part I)
3. Myla Anchal – Phameeswarnath Renu - Annotations may be asked from first fifty pages.
4. Prathinithi Kahaniyam - Dr. Malathy Advani, Karnataka Mahila Hindi Seva Samithi, Bangalore. (Annotations may be asked from the stories)

Stories to be taught:

Usne kaha tha, Shath Ranj ke Khiladi, Bisathi, paramatma ka kuthu, Sadachar ka Taviz, Rohagi thum vahee

Non detailed

Lekin Darvaza	-	Pankaj Bisht
Anthim Aryanyu	-	Nirmal Varma

Books for reference

1. Hindi Upanyas Upalabdhiyamn – Dr. Lakshmi Sagar, Varshney
2. Hindi Upanyas – Sthithi aur Gathi – Dr. Chandrakanth Randi Vadekar
3. Premchand – Varthaman Sandarbhoin mein – Dr. Ganga Prasad Vimal
4. Hindi Upanyas Pravarthiyam aur Shilp – Dr. Sasibhushan Singal
5. Aaaj ka Hindi Upanyas – Dr. Indranath Madan
6. Hindi Kahani ka Shilp Vidhan – Dr. Lakshmi Narayan Lal
7. Saddothar Hindi Kahani – Dr. K. M. Malathy
8. Hindi Kahani Udbhav aur Vikas – Dr. Suresh Sinha
9. Nayee Kahani ki Bhumika – Kamaleswar
10. Swatanthryottar Hindi Upanyas – Dr. Arsu

HIN IC03 – General Linguistics (4 credits)

Course Objectives

The course aims to give a detailed awareness of Linguistics.

Course Outcomes

CO1 Understand the definition, properties, structure and functions of language. (PSO3)
CO2 Understand the scope and branches of Linguistics. (PSO3)
CO3 Able to understand the organs of speech, mechanism of sound production, classification of speech sounds and its properties. (PSO3)
CO4 Understand phonemes, morphemes, theories of identificaton of phonemes and morphemes. (PSO3)
CO5 Understand syntax, different types of sentences, sentence analysis. (PSO3)
CO6 To have awareness of semantics and semantic changes. (PSO3)

1. Bhasha aur Bhasha Vigyan : Bhasha ki Paribhasha aur Abhilakshan, Bhasha Vyvastha aur Bhasha Vyvahar, Bhasha Samrachana aur Bhashik-Prakaryu. Bhasha Vigyan : Swaroop evam Vyapith, Adyayan ki Disayemn – Varnatmak, Iythihasic aur Thulanatmak.
2. Swanprakriya : Swanvigyan ka Swaroop aur Shakhayemn, Vagvayav aur unke Karyuswan ki Avadharanaa, Swanim ke Bhed, Swaminik Vishleshan
3. Vyakaran : Roopprakriya ka Swaroop aur Shakheyemn, Roopim ki Avadharanaa aur Bhedh: Mukth-Abadh aur Sambadhdarshi, Sambadhdarshi Roopim ke Bhedh aur Prakaryu. Vakyu ki Avadharanaa, Abhihithanwayvad aur Anwithabhidhanvad, Vakyu ke bhedh, Vakyu-Visleshan, Nikat Avayav visleshan, Gahan Samrachana aur Bahyu Samrachana.
4. Arthavigyan : Arth ki Avadharanaa, Sabdh aur Arth ka Sambandh, Paryayatha, Anekarthatha, Vilomatha, Arth-Parivarthan
5. Sahithy aur Bhasha Vigyan : Sahithyu ke Adyayan mein Bhasha vigyan ki Angomn ki Upayogitha

Reference Books

1. Bhasha Vigyan – Bholanath Tiwari, Kitab Mahal , Allahabad
2. Bhasha Vigyan ki Bhumika – Devendranath Sharma, Radhakrishna Prakasan, New Delhi
3. Hindi Bhasha – Udbhav, Vikas aur Roop – Hardy Bahari, Lokbharathi
4. A course in modern Linguistics – Charles. F. Hockert
5. An Introduction to Descriptive Linguistics – H.A. Gleason

6. An introduction to General Linguistics – Francis. P. Dirneen
7. Bhasha evam Bhasha Vigyan – Dr. M. S. Jain, Lokbharathi Prakasan
8. Samkshipta Bhasha Vigyan – Dr. S.C. Trivedi, Surya Prakasan, Nair Sarak, Delhi
9. Adhunik Bhasha Vigyan ke Siddhanth, Dr. Ramkishore Sharma, Allahabad

HIN IC04– Translation – Theory & Practice (4 credits)

Course Objectives

The course aimes to familiarize students with the principles and theories of translation.

Course Outcomes

CO1 Understand translation as a tool for inter cultural and intra cultural communications. (PSO4)
CO2 Understand the scope of translation. (PSO4)
CO3 Understand the qualities of a translator. (PSO4)
CO4 Able to understand the tools for translation and technical terminology of various domains. (PSO4)
CO5 Understand the translation approaches to scientific and technical texts. (PSO4)
CO6 Understand the problems in translating poetry, novels and other genres of literature. (PSO4)

1. Anuvad : Paribhasha, Kshetru aur Seemayemn.
2. Anuvad ka Swaroop : Anuvad Kala, Vigyan adhava Shilp.
3. Anuvad ki Ekai – Shabdh, Padabandh, Vakyu, Paad.
4. Anuvad ki Prakriya aur Pravidhi : Visleshan, Antharan, Punargadan.

   Anuvad Prakriya ke vibhinnu charan, sroth bhasha ke paad ka visleshan evam uske arthgrahan ki prakriya, sroth bhasha aur lakshyu bhasha ki thulna thadha arthantharan ki prakriya. Anoothith paad ka punargadan aur arth-sampreshan ki prakriya. Anuvad prakriya ki prakrithi.

5. Anuvad thadha samthulyatha ka sidhanth.

6. Anuvad ke kshethru evam prakaar – karyalayi, vyganic evam thakaneeki, sahithyak, manviki, sancharmadyam, vigyapan aadi.

7. Anuvad ki samasyayemn, Karyalayi anuvad ki samasyayemn, vyganic evam thakaneeki sahithy ke anuvad ki samsyayemn, vidhi-sahithyu ke anuvad ki samasyayemn, kosh evam paribhashik sabdharth ki nirman ki samasyayemn, media kshethru ke anuvad ki samasyayemn, vygapn ke anuvad ki samasyayemn.

8. Anuvad ke upakaran : kosh, paaribhashika, shabdavali, dhisarath, computer aadi.

9. Anuvad : Punareekshan, Sampathan, Moolyankan.

10. Machinee Anuvad.

11. Anuvad ki sarthakatha, prasangikatha evam vyavasayic paridrisyu.

12. Anuvadakomn ke gun.

13. Paad ki avadharana aur prakriti – paad sabdh prathi sabdh, saabdic anuvad, bhavanuvad.

14. Vyavaharic anuvad (prasnpathru mein diye gaye angraezi avatharan ka hindi anuvad).

Books for reference

1. Anuvad – Kala : Kuch Vichar (Ed. Anand Prakashan Khemani) S.Chand & Co.Delhi
2. Towards a Science of Translation, Dugine, A. Nida (American Bible Society)
3. Arts of Translation – Theord Savry
4. Anuvad Vigyan – Dr. Bolanath Tiwari
5. Aspects of Translation – Leonard Cersfer Secker & Warberg, London
6. Anuvad Sidhanth aur Prayog – Dr. G. Gopinathan, Lokbharathi Prakashan
7. Natyanuvad Sidhanth aur Vivechan – Dr. A.Achuthan, Vani Prakashan, New Delhi
8. Anuvad : Bhashayemn aur Samasyayemn – Dr. N.E. Viswanatha Iyer, Swati Prakashan, Trivandrum
9. Problems of Translation – Ed. Dr. G. Gopinathan, Lokbharathi
10. Sahityanuvad – Samvad aur Samvedana – Dr. Arsu, Vani Prakashan
11. Ikkeesvin sati mein anuvad: dashayen aur dishayen Ed.Dr.Pramod kovvaprath, Jawahar Pustakalay, Mathura
12. Anuvad Kala : Siddanth aur Prayog – Prabhat Prakashan

AUDIT COURSE

Ability Enhancement Course (AEC) (2 Credits)

The Credit will not be counted for computing the overall SGPA/CGPA of the student.This is a compulsory course and the student has to obtain only minimum pass requirement in the examination of this course. Student has to opt one of the courses from the following two courses.

HIN IA01- Book Review

Objectives :

The aim of the course is to provide an overall idea regarding the review of a book.

Course Outcomes

CO1.Understand the term Book Review and its relevance. (PSO1)
CO2.Develop the ability to review a book. (PSO1)

Student who opt this area as his/her ability enhancement course has to review a book related to Hindi language or literature. The review report in the form of an assignment should be submitted for evaluating at the end of the Ist semester.

HIN IA02-Seminar Presentation

Objectives:

The aim of the course is to develop ability to prepare a Seminar paper and its presentation.

Course Outcomes:

CO1.Ability to select a relevant topic for a seminar. (PSO1)
CO2.Acheive necessary skills in the preparation of a seminar paper and its presentation. (PSO1)

Student who opt this course as his/her ability enhancement course has to present a paper in the seminar to be arranged in the department on a topic selected in consultation with the department. Seminar paper and the presentation will be evaluated by the department.

II SEMESTER

HIN 2C 05- History of Hindi Literature - Modern Period
(4 credits)

Course Objectives

The course aims to create awareness among the students about the literary trends, popular writers and their works with respect to modern Hindi Literature.

Course Outcomes

CO1. Understand the important trends of modern Hindi Literature and the popular writers of the period under study. (PSO1)
CO2. To have the ability to analyze the impact of the nationalist, progressive and, cultural movements on the Modern Hindi Literature. (PSO1)
CO3. Analyze the post-independent Hindi Literature in the light of Social changes. (PSO1)

CO4. Understand the literature of the marginalized. (PSO1)
CO5. Understand the Hindi writings of Kerala. (PSO1)

1. Adhunik kaal ki samajik, rajaneethik, arthik evam sanskritik prishtabhoomi, 1857 ki rajakranti aur punarjagaran.
2. Bharathendu yug: Pramugh sahityakar, rachanayemn aur visheshathayemn.
3. Dwivedi yug: Pramugh sahityakar, rachanayemn aur sahityik visheshathayemn.
4. Hindi swachanthadavadi chethan ka agrim vikas-chayavadi kavyu : Pramugh sahityakar, rachanayemn aur sahityik visheshathayemn.
5. Uttar chayavadi kavyu ki vividh pravarthiyamn – pragathivad, prayogvad, nayi kavitha, navageeth, samakaleen kavitha. Pramugh sahityakar, rachanayemn aur sahityik visheshathayemn.
6. Hindi gadhyu ki pramugh vidhaomn (kahani, upanyas, natak, nibandh, samsmaran rekhachithru, jeevani, aathmakadha, reporthaj aadi) ka vikas.
7. Hindi alochana ka udbhav aur vikas.
8. Hindithar kshethromn thadha deshanthar mein hindi bhasha aur sahitya.

Reference Books

1. Hindi Sahitya ka Vygyanik Ithihas – Part II – Ganapathi Chandra Gupta
2. Adhunik Hindi Sahitya ka Ithihas – Dr. Bachan Singh
3. Swatanthroyathar Hindi Sahitya ka Ithihas – Lakshmi Sagar Varshay
4. Hindi Sahitya ka Ithihas – Dr. Vigendra Snatak
5. Hindi Sahitya aur Samvedana ka Ithihas – Dr. Ramswaroop Chathurvedi
6. Hindi Sahitya ka Doosara Ithihas - Bachan Singh

HIN 2C 06 – Essay, Drama and One act play (4 credits)

Course Objectives

The course propose to familiarize the concept of Modern Drama and One Act Play. Also to impart knowledge about the theme and craft of Essays.

Course Outcomes

CO1. Analyze 'DhruvaSwamini' as a Historical play (PSO1)
CO2. Ability to analyze Modern Hindi dramas in the light of 'Ithihas Chakra'. (PSO1)
CO3. Understand the craft and theme of the essays under study. (PSO1)
CO4. Differentiate the style of the essays of Ramchandra Shukla and Hazari Prasad Dwivedi. (PSO1)
CO5. Develop an overall idea of the Dramas and One Act plays prescribed for Non Detailed study. (PSO1)

Detailed

1. Dhruvaswamini - Jayasankaar Prasad
2. Ithihas Chakra - D.P.Sinha, Vaniprakashan
3. a) Shradha – Bhakthi – Ramachandra Sukla
   b) Kutaj, Hazari Prasad Dwivedi
   c) Bharathiya Sanskrithi ki den – Hazari Prasad Dwivedi

Non- Detailed

1. Andher Nagari – Bharathendu Harischandra
2. Rang De Basanthi Chola - Bhism Sahni, kitab Gahar, New Delhi
3. a) Charumitra – Ramkumar Verma
   b) Strike - Bhuwaneswar
   c) Chathariyan – Mohan Rakesh
   d) Mahabharath ki Ek Sanj – Bharat Bhushan Agarwal

Reference Books

1. Andhaer Nagari, Sreejan, Vishleshan Aur Pat- RameshGautham (Araya prakashan Mandal, Gandhi Nagar , Delhi)
2. Rango Darsan/Hindi Drama – Nanee Chandra Jai
3. Hindi Natak Udbhav aur Vikas – Dr. Sashrath Ocha
4. Hindi Ekanki ki Shilpavidhi ka Vikas – Sidhanath Kumar
5. Prasad ki Ranga drishti – Mahesh Anand
6. Daya Prakash Sinha – Natya Rachana Dharmitha – Dr. A. Achuthan
7. Hindi Ekanki ki Silp vidhi ka vikas – Sidhanath Kumar

HIN 2C 07 – Origin and Development of Hindi Language and Structure of Hindi (4 credits)

Course Objectives

The course aims to create awareness about the development of Hindi language and its evolution as a Modern Indo – Aryan language.

Course Outcomes

CO1. Understand the various stages of development of Hindi Language (PSO2)
CO2. Have an awareness about the dialects of Hindi Language. (PSO2)
CO3. Understand the phonetic system, parts of speech and the structure of the Hindi Language in detail. (PSO2)
CO4. Understand the various functional forms of Hindi Language Viz National Language, Link Language, Official Language, media language etc. (PSO2)
CO5. Understand the basics of Hindi Computing. (PSO2)
CO6. Awareness of the development of Devanagari Script and its standardization. (PSO2)

1. Hindi ki Iythihasic Prishtabhoomi: Pracheen Bharatheeyu Aryubhashayemn – Vydic thadha Loukik Sanskriti aur unki visheshathayemn. Madyakaleen Bharatheeyu Aryubhashayemn – Pali, Prakrit-sourseni, Ardhamangadhi, Apabramsh aur unki Visheshathayemn. Adhunik Bharatheeyu Aryubhashayemn aur unka vargeekaran.

2. Hindi ka bhougolic visthar – Hindi ki upbhashayemn, Pashchimi Hindi, Poorvi Hindi, Rajasthani, Bihari thadha pahadi aur unki boliyamn. Khadiboli, Vraj aur avadhi ki visheshathayemn.

3. Hindi ka Bhashik Swaroop: Hindi ki swanim vyavastha – Ghandyu, Ghandyathar. Hindi sabdh rachana – upasarg, prathyayu samas. Rooprachana– limng, vachan aur karak – vyavastha ke sandarbh mein Hindi ke sanja, sarvanam, visheshan aur kriyaroop. Hindi vakyu-rachana : padakram aur anwithi.

4. Hindi ke vividh roop : sampark – bhasha, rashtrubhasha, rajbhasha ke roop mein Hindi, madyam-bhasha, sanchar-bhasha, Hindi ki samvidhanik sdhithi.

5. Hindi mein computer suvidhayemn : akanda-samsamadhan aur sabdh- samsamadhan, Hindi bhasha sikshan, varthani sodhak, machine translation.

6. Devanagari Lipi : Visheshathayemn aur Manaveekaran.

Reference Books

1. Hindi Samrachana Sikshan – B. G. Misra, Central Hindi Institute, Agra
2. Hindi Vyakaran – Kamtaparasad Guru
3. Studies in Hindi Urdu – A.R. kelkar, Cecen College, Poona
4. A basic grammer of Modern Hindi – A. Sharma, Central Hindi Directorate
5. Hindi Shaboanushasan – Kishoridas Vajpayi, Nagari Pracharini Sobha, Varanasi
6. Adhunik Hindi Vyakaran Tatha Rachana – Kailash Agrawal, Ranjan Prakasan
7. Karyalay Karyavidhi – Hindi Officialise, Aavedan Praroop, Central Hindi Institute
8. Hindi ka Samajik Sandarbh – Ed. Ravindra Srivastav, Central Hindi Institute
9. Hindi Dwaniyam aur unka Ucharan – Dr. Bholanath Tiwari, Sabdakar Prakasan
10. Hindi mein Akshar thadha uski Seema – Dr. Kailas Chandra Bhatia, Nagari Pracharani Sabha, Kasi
11. Bhasha thadha Gaveshana Patrikuvom ke Purane Ank
12. Parinishtit Hindi ka Roopgramik Adhyayan – Dr. Mahavir Saran Jain, Lokbharathi
13. Hindi Bhasha ki Samrachana – Dr. Bholanath Tiwari
14. Hindi ka Bhasha Vygyanik, Vyakaran – Dr. Kailash Chandra Bhatiya
15. Hindi ka Vakyatmak Vyakaran – Dr. Suraj Bhanu Singh, Sahitya Sanker Prakashan, Krishnanagar, Delhi
16. Hindi Soach Samartya
17. Hindi Bhasha : Vikas aur Swaroop : Dr. Kailash Chandra Bhatiya, Prabhath Prakashan, Asafali Road, New Delhi
18. Hindi Bhasha ke Vividh Roop : Rahmathulla, Vani Prakashan

HIN 2C 08 – Modern Hindi Poetry upto and including Chayavad

(4 credits)

Course Objectives

The course aims to create awareness on the modern Hindi Poetry up to and including Chayavad.

Course Outcomes

CO1. To have knowledge about popular writers of modern Hindi Poetry up to and including Chayavad. (PSO1)
CO2. Achieve the ability to interpret the social life as depicted in the poetry under study. (PSO1)
CO3. Able to interpret the epics and historical themes in the modern context. (PSO1)
CO4. To achieve the critical ability to analyze the style and language of the authors under study. (PSO1)
CO5. Analyze the modern trends of the Hindi poetry. (PSO1)

Detailed

1. Jayadrathavadh - Mythili Sharan Gupta
2. Kamayani - Chintha & Sradha sargas
3. Apara – Juhi ki Kali, Thodthi Pathar, Bhikshuk, Ram ki Sakthi Pooja - Nirala

Non-detailed

1. Uravasi – Dinakar
2. Tharapath – Pant , Lokbharathi
3. Sandhini – Mahadevi , Lokbharathi

Reference Books

1. Kamayani ke Adhyayan ki Samasyayemn – Dr. Nagendra
2. Adhunik Sahitya – N.L. Vajpayee, Indian Press, Allahabad
3. Nirala – Dr. Ramvilas Sharma
4. Sumithranandan Pant – Dr. Nagendra
5. Mythili Saran Gupta – Kavi aur Bharatheeyu Sanskriti ke Aakhyeta Umakanth Gopal, National Pbg. House, Delhi
6. Chayavad aur Kamayani – Tarak Nath Bali
7. Maheeyasi Mahadevi – Ganga Prasad Pande
8. Mukthibodh ka Rachana Sansar – Ed. Dr. Ganga Prasad Vimal

Annotations may be asked only from the above detailed text.

AUDIT COURSE

Professional Competency Course (PCC) (2 credits)

The credit will not be counted for computing the over all SGPA/CGPA of the student. This is a compulsory course and the student has to obtain only minimum pass requirements in the examination. Student has to opt one of the courses from the following two courses.

HIN 2A03- Skill Development in Hindi Word Processing

Objectives :

The course aims to develop skill in word processing in Hindi.

Course Outcomes:

CO1. To have ability in the usage of soft wares for word processing in Hindi (PSO5)

The course proposes to develop the skill level of students in the usage of selected Hindi Soft wares related to word processing. Evaluation will be done in the Department.

HIN 2A04- Translation work

Objectives:

The course aims to develop efficiency in Translation.

Course Outcomes:

CO1. Develop ability in translating texts from English/Malayalam to Hindi. (PSO4)

The student who opt this course as PCC has to translate a source text (Literary work/technical or scientific literature-minimum 10 printed pages) from English/Malayalam to Hindi. Evaluation will be done in the Department.

III SEMESTER

HIN3C09 –Ancient and Medieval Hindi Poetry (4 credits)

Course Objectives

The course aims to create awareness among the students about Ancient and Medieval Hindi Poetry and its various trends through a chronological study.

Course Outcomes

CO1 Understand popular writers of Ancient and Medieval Poetry. (PSO1)
CO2 Understand the creative works of the period under study. (PSO1)
C Interpret the social life as reflected in the literary works. (PSO1)
CO4 Achieve the critical ability to analyse the language of the poetry under study. (PSO1)

1. Padmavathy Samay – Chand Bar day – First 10 padas
2. Kabir Adhunik Sandarbh mein – Sat Guru Mahima, Prem Virah Sumiran Bhajan, Sadhu Mahima, 10 padas
3. Nagmati Virah – From Padmavathi – Jayasi
4. Manas – Balakanda – First beginning to Nammahima
5. Sur Pancharatna – First 10 padas from Balaleela and 10 padas from Bramargeeth
6. First 30 dohas from Bihari Prakash Ed. By Viswanath Prasad Mishra – Lokbharathi Prakashan

Books for reference

1. Hindi Sahitya ka Aadikal – Hazari Prasad Dwivedi
2. Bihari ka Vagvibhoothi – Viswanatha Prasad Mishra
3. Kabir – Dr. Hazari Prasad Dwivedi
4. Jayasi Granthavali ki Bhoomika – Ramchandra Shukla
5. Thulasidas – Ed. Udai Bhanu Singh – Radhakrishan Prakashan, Delhi
6. Surdas – Ed. Harbanslal Sharma
7. Hindi Premakhyan Kavya – Kamal Kaul Shresht
8. Vaishnava Bhakti Andolan – Dr. Malik Mohamed, Rajpal & Sons
9. Uttar Bharat ki Santh Parampara- Parasuram Chaturvedi
10. Thulasi ki Saachana – Acharya Viswanatha Prasad Misra, Lokbharathi Prakashan, Allahabad
11. Tulasi Adhunik Vatayan se – Rajesh Kuntal Megh
12. Madhya Kaleen Sanskriti ke Sufi Kavyomn ka Yogdan – Dr. Iqbal Ahmad
13. Sant Kabir – Ramkumar Varma
14. Sur Sandarbh aur Drishti – Dr. K. P. Singh & Viswanath Singh
    Mahakavi Jayasi aur Unka Kavyu – Ek Anuseelan : Dr. Iqbal Ahmad

HIN3C10 - Theory of Literature - Indian & Western (4 credits)

Course Objectives

The course aims to create awareness about the eastern and western theories of Literature.

Course Outcomes

CO1. Awareness about the development of various eastern and western theories of Literature. (PSO6)
CO2. Understand the philosophy of Literature. (PSO6)
CO3. Achieve the ability to analyze and interpret Literature in the light of literary theories. (PSO6)
CO4. Understand the concept and nature of different genres of literature. (PSO6)

a) Sanskritu Kavyusastra, Kavya Lakshan, Kavya Hetu, Kavya Prayojan, Kavyu ke Prakar

1. Ras-Sidhanth : Ras ka Swaroop, Ras-Nishpathi, Ras ke angu, Sadharaneekaran, Sahruday ki Avadharana.
2. Alankar-Sidhanth : Mool Sthapanayemn, Alankaromn ka Vargeekaran.
3. Reeti-Sidhanth : Reeti ki Avadharana, Kavyu-Yug, Reeti evam Syli, Reeti Sidhanth ki pramugh sthapanayemn.
4. Vakrokti Sidhanth : Vakrokti ki Avadharana, Vakrokti ke Bhed, Vakrokti evam Abhivyanjanavad.
5. Dwani-Sidhanth : Dwani ka Swaroop, Dwani-Sidhanth ki pramugh sthapanayemn, Dwani Kavyu ke pramugh bhed, gunibhooth-vyangyu, chithru-kavyu.
6. Aouchithyu-Sidhanth : Pramugh Sthapanayemn, Aouchithyu ke bhed.

b) Paschathyu Kavya Sastra

1. Plato : Kavya-Sidhanth
2. Arstoo : Anukaran-Sidhanth, Thrasado Vivechan
3. Lomjayins : Swadath ki Avadharana
4. Traiden ke Kavyu Sidhanth
5. Wordsworth – Kavyu Bhasha ka Sidhanth
6. Calridge – Kalpana Sidhanth aur Lalit Kalpana
7. Mathew Arnold – Alochana ka Swaroop aur Prakaryu
8. T.A. Elliot – Parampara ki Parikalpana aur Vyaktik Pranja, Nirvyaktikatha ka Sidhanth, Vasthunishtu Sameekaran, Samvedanseelatha ka Asaahacharyu
9. I.A. Richards – Ragatmak Arthu, Samvegomn ka Santhulan, Vyavaharik Alochana
10. Sidhanth aur Vaad – Abhijatyavad, Swachandathavad, Abhivyanjanavad, Marxvad, Manovisleshan thadha Asthitwavad
11. Adhunik Sameeksha ki vishishtu pravarthiyamn : Samrachanavad, Sylivijnan, Vikhendanvad, uttar-adhunikadavad

Books for reference

1. Kavyadarpan – Randahim Misra
2. Hindi Chand Prakash – Dr. Raghunandan Shastri Rajpal & Sons
3. Bharatiya kavyu Sastra ke Sidhanta – Krishna Dev Khari
4. Rasa Sidhant – Dr. Nagendra (National Publishing House, Delhi)
5. Hindi Alochana Udbhav aur Vikas – Dr. Bhagavat Swarup Misra
6. Hindi Sahitya Sastra – Krishna Vallabha Joshi, Smruthi Prakasan, Allahabad
7. Bharatheeya Kavya Sastra ke Sidhanth – Yogendra Pratap Singh, Lokbharathi
8. Paschatya Kavya Sastra – Krishna Vallabh Joshi
9. Uttar Adhunik sahityik vimarsh – Sudhish Pachouri

ELECTIVE

(FROM HIN3E01, HIN3E02, HIN3E03 ANY ONE ELECTIVE SHOULD BE SELECTED)

HIN3E01 - Official Language Hindi and Functional Hindi

(4 credits)

Course Objectives

The course aims to familiarize with the concept of Official language Hindi and various functional usage of Hindi language.

Course Outcomes

CO1. Develop a deep understanding about Official Language Hindi. (PSO5)
CO2. Understand the official Language policy of the Govt.of India. (PSO5)
CO3. Achieve ability in the various functional Usage of Hindi. (PSO5)
CO4. Develop ability in Noting, Drafting and Letter Writing in Hindi. (PSO5)
CO5. Acquire basic knowledge in the use of computer and its applications. (PSO5)
CO6. Awareness about various soft wares for Hindi computing. (PSO5)

There will be two parts viz. Part A and Part B

Part A

Development of Hindi as Official Language, the importance of Hindi as official language. Govt. Policy of India regarding official language, Article 343 – 352 and Rajbasha Adhiniyam – 1963, Rajabhasha sankalyl 1968, Rajabhasha Niyam 1976.

Part B

Functional Hindi

1. Hindi ke Vibhinnu Roop – Sarjanatmak Bhasha, Sanchar Bhasha, Raj Bhasha, Madyam Bhasha, Mathrubhasha.
2. Karyalayu Hindi (Rajbhasha) ke pramugh prakaryu : Praroop, Pathru Lekhan, Samkshepan, Pallavan, Tippani.
3. Paribhashik Sabdhavali : Swaroop evam Mahathwu, Paribhashik Sabdhavali – Nirman ke Sidhanth.
4. Jnan Vijnan ki Vibhinnu Kshethromn ki Paribhashik Sabdhavali (Nirdharith Sabdh) Hindi computing.
5. Computer : Parichayu, Rooprekha, Upayog thadha Kshetru Vesh Publishing ka parichayu.
6. Internet Sampark Upakaranom ka parichayu, prakaryatmak rekh-rekhav evam

internet portal, samayu mithavyatha ka soothru.
7. Vesh publishing.
8. Inter exploited adhava netscape.
9. Link, Browsing, E-mail Bhejna/Prapth karna, Hindi ke pramugh internet portal, downloading va uploading, Hindi software, package.

Reference Books

1. Raj Bhasha Hindi ke vividh ayam – Malik Mohammed
2. Kamkaji Hindi – Dr.K. Chandu Ehatiya
3. Raj Bhasha Hindi – Dr. Manesh Chandra Gupta
4. Prayojan Moolak Hindi – Ravindranath Shrivastav, Kendriya Hindi Sansthan
5. Hindi Prachar Antholan – P.K. Kesavan Nair
6. Hindi Patrakaritha : Kal Aaj our Kal – Suresh Gautam

HIN3E02 - Dalit Literature in Hindi (4 credits)

Course Objectives

The course aims to familiarize the students with the concept of Dalit Literature and the development of Dali Literature in Hindi.

Course Outcomes

CO1. Understand the meaning and definition of Dalit Literature. (PSO1)
CO2. Understand the various Dalit Movements in India. (PSO1)
CO3. Analyze the social life as depicted in the novel, Poetry, Drama and short stories under study. (PSO1)

There are two parts viz Part A and Part B

Part A

Meaning and definition of Dalit Literature, Historical Evolution, Dalit movement and literature in India, Leader of Dalit movement, Achuthanand, Mahatma Jyothiba Phule.

Sree Narayana Guru, Ramswami Naykar, Baba Sahib Bhimrav Ambedkar, Mahatma Gandhi etc., Dalit literature in Hindi.

Part B

Prescribed text books for detailed study

1. Chappar (Novel) by Jayaprakash Kardam, Rahul Prakashan, Vishwas Nagar, Delhi
2. Dharma Parivartan (Natak) by Mata Prasad (Akash Publishers, Gaziyubad, UP)
3. Chetana ke Swar (Kavita Sangrah) by Dr. N. Sinha (Editor), Abhiruchi Prakashan, Delhi.

Annotations may be asked only from the detailed text.

Non-detailed

1. 'Joothan' (Auto biography) by Om Prakash Valmiki (Radhakrishna Prakashan)
2. Nayee Sadi kee Pahachan Shreshta Dalit Kahaniyam – Editor. Mudrarakshas, Lokbharathi Prakashan.

Only the following stories to be taught.

1. Ghayal shahar kee eak basti
2. Shav yatra
3. Jeevan sathi
4. Badboo
5. Pysachik

Reference Books:

1. Dalit Bhraman by Sarankumar Limbalae, Pradham Prakasan
2. Soodrom ka Prachin Ithihas by Shamsaran Sharma, Rajkamal Prakasan
3. Manavadhikar, Samajik Nyayu Aur Bharat ka Samvidhan by Dr. Pooran Mal, Pointer Publishers
4. Asputhyatha Aur Vidhik Pravidhan by Prathyush Ranjan Balak. A. P. H. Publishing Corporation
5. Dr. Bhimarao Ambedkar – Vyakthithv ke kuch Pahalu by Mohan Singh, Lokbharti Prakashan
6. Ham bhi Jintha Hei by Anil Avachat, Radhakrishnu Prakashan
7. Bharathiyu Sahithy mein Dalit evam Sthree by Chaman Lal, Saramsh Prakashan Pvt. Ltd.
8. Samvidhan Sabha mein Dr. Ambedhkar by Shyam Singh, Bharathiyu Boudh Maha Sabha
9. Dalit Kahaniyam by Sooryanarayan Ransubhae and Kamalakar Gangavane, Panchasheel Prakashan, Jaipur
10. Dr. Ambedhkar – Vyakthithv aur Krithithv by Dr. T. Aasjarav, Samatha Sahithy Sathan
11. Ambedhkar Chithramay Jeevani by Rajendra Pattoriya, Prabhat Prakashan
12. Adhunik Bharath ka Dalit Antholan by R. Chandra and Kannahya Lal Chanchareek, University Publication, New Delhi.
13. Dalilt Sahithy – Dasa aur Disa by Matha Prasad, Bharathiy Dalit Sahitya Akademi

14. Aaj ka Dalit Sahithy (Aalochana) by Dr. Thejsinh, Athira Prakashan
15. Dalit Jeevan ki Kahaniyam by Giriraj Sharan, Prabhat Prakashan, New Delhi
16. Dalit Jathiyom kee Samajik Sanskritik Paramparaomn mein Mag Thathv by Dr. Avanthika Prasad Marmat, Nagasmriti Prakasan, Ujain
17. Madhy Pranth mein Dalit Antholon ka Ithihas by Munshi N. L. Ghobagade, Madhya Pradesh Dalit Sahithy Akademi
18. Dalit Vimarsh kee Bhoomika by Kaul Bharati, Ithihas Bodh Prakashan, Allahabad
19. Dalit Chethana aur Samakaleen Hindi Upanyas by Dr. Munna Thivari, Sanjay Book Centre, Varanasi
20. Dalilt Sahithy by Dr. Sohanlal Sumanakshar, Bharathiy Dalit Sahithy Akademi
21. Hindi Sahithy mein Dalit Chethana by Dr. Anand Vaskar, Vidhyavihar, Kanpur
22. Dalit Sahithy 2003 by Jayaprakash Kardam, B 634 T. T. A. Flats, East of Loanee Road, Delhi
23. Hindi Sahithy mein Dalit Asmitha by Dr. Kalicharan Sneha, Aradhana Brothers, Kanpur
24. Dalit Sangharsh aur Samajik Nyayu by Dr. Pooran Mal, Avishkar Publishers Distributors, Jaipur
25. Dalit Hasthakshep by Ramanika Gupta , Om Prakash Valmiki, Shilpayan, Ghorak Park, Delhi
26. Malayalam mein Dalit Sahitya Drishti aur Srishti – Dr. A. Achuthan, Publication Division , University of Calicut

HIN3E03 - Journalism and Media Writing (4 credits)

Course Objectives

The course aims to familiarize the students with the principles of Journalism and develop necessary skills in writing for Media.

Course Outcomes:

CO1.	Acquire theoretical understanding of mass communication media.	(PSO5)
CO2.	Understand the various process of Communication.	(PSO5)
CO3.	Achieve ability in media writing.	(PSO5)
CO4.	Understand the language for communication.	(PSO5)

Part A: Patrakarita

Patrakarita – Swaroop evam Vibhinna Prakar

Hindi Patrakarita ka Sankshipta Ithihas

Samacharlekhan Kala
Sampadan ke Adharbhut Patva

Vyavahrik Proof Shodhan
Shirshak ki Samrachana, lead, intro evam Shirshak Sampadan
Sampad ki Lekhan

Prishta Sajja
Sakshtkar, Patrakar, Varta evam Press Prabandhan
Pramukh Press Kanoon evam Acharsanhita

Part B: Media Lekhan

Jansanchar: Pradhyogi ki evam Chunautian

Vibhinna Jansanchar Madhyamom ka Swaroop – Mudran, Shravya, Drishya – Shravya, Internet

Shravya Madhyam (Radio)

Maukhiki Bhasha ki Prakriti – Samachar Dekhan evan Vachan, Radio Natak, Udghoshanalekhan Vigyapan Lekhan, Feature tatha Reportaj

Drishya – Shravya Madhyam (Film, Television evam Video) Drishya Madhyamom mein Bhasha ki Prakriti; Drishya evam Shravya Samagri ka Samnajasya, Parshav Vachan (Voice over) Patkaathalekhan, Teledrama/Dourdrama, Samvadlekhan, Sahitya ki Vidhaonka Drishya mein Roopantran, Vighapan ki Bhasha

Internet : Samagri, Srija, (Content creation)

Books for reference

1. Hindi Patrakarita Vividh Aayam (Vol. 1 and 2) – Editor Vedpratap Vaidik, Hindi Book Centre, Delhi
2. Patrakarita ke Vividhroop – Ramchandra Tiwari, Aalekh Prakashan, Delhi
3. Patra, Patrakar aur Patrakarita – Rajendra Shankar Bhatt, Prakashan Vibhag, Suchana aur Prasaran Mantralaya, Delhi
4. Hindi Patrakarita ka Brihad Itihas – Arjun Tiwari, Vani Prakashan, Delhi
5. Jansanchar Madhyam: Sampreshan aur Vikas, Devendra Issar, Indraprasthan Prakashan, Delhi
6. Jansanchar Madyomom ka Samajik Charitra Javvrimal Parekh, Anamika Prakashan, Delhi

ELECTIVE

(FROM HIN3E04, HIN3E05, HIN3E06 ANY ONE ELECTIVE SHOULD BE SELECTED)

HIN3E04 - Feminist Writing in Hindi (4 credits)

Course Objectives

The course aims to familiarize the students with the women movements and feminist writing as a discrete area of literary studies.

Course Outcomes:

CO1. Acquire theoretical understanding of feminist discourse. (PSO1)
CO2. A chronological analysis of the role of women in Society. (PSO1)
CO3. Analyse the role of feminist writing in the empowerment of women. (PSO1)
CO4. Analyse the life of women as depicted in the feminist writings. (PSO1)
CO5. Analyse the creative works prescribed for study in the light of feminist theories. (PSO1)

There will be two parts viz Part A and Part B

Part A

The concept of feminist writing, development of feminist writing, feminist writing in the Indian context, feminist writing in Hindi, popular feminist writers.

Part B

Detailed

1. 'Eak zameen apni' (Novel) by Chitra Mudgal (Samshik Prakashan, NewDelhi)
2. 'Saat bhaiyom ke beech champa' by kathyani
3. 'Nayee Sadi ka Pahchan Shresht Mahila Kathakar' – Editor Mamata Kaliya

Only the following stories to be taught.

1. Sikka badal gaya – Krishna Sibti
2. Vapasi - Usha Priyamvada
3. Teen Kilo ki Chori – Mrudula Garg
4. Panchvan Beti – Nasira Sharma
5. Ek Ped kee Mout – Alka Saravagi
6. Sunanda Chokkari ke Diary – Suryabala

Annotations may be asked only from the detailed texts.

Non-detailed

1. Mandakranta – Idannam (Upanyas) ka Natya Roopanthar Mythreyi Pushp KitabGhar**,** New Delhi
2. Aurath hone kee Saja (Nibandh) - Aravind Jain, Rajkamal Prakashan

Reference books

1. Vartaman Hindi Mahila Katha Lekhan Aur Dampathya Jeevan – Sadhana Agraval, Vani Prakashan, New Delhi
2. Hindi Sahitya mein Mahanagariyu Nari Jeevan – Dr. Baba Saheb Kokade, Samatha Prakashan
3. Aurath kee Abhivyakthi Evam Admi ka Adhikar – Dr. Prameela. K. P., Jawahar Pusthakalay
4. Bharatiy Nari Asmitha kee Pahchan – Uma Sukhle, Lokbharati
5. Saattothari Hindi Kahani aur Mahila Lekhikayem – Vijayavardha, Vikas Prakashan
6. Sthree keliye Jagah – Dr. Raj Kishor, Vani Prakashan
7. Nari Shoshan – Samasyayem evam Samadhan – Ed. Rajkumar, Arjun Publishing House

HIN3E05 - Special Author : Mohan Rakesh (4 credits)

Course Objectives

The course aims to familiarize the students with an overall idea of the complete works of Mohan Rakesh.

Course Outcomes:

CO1. Understand the contribution of Mohan Rakesh to Hindi literature in General. (PSO1)
CO2. Analyze the social life as portrayed in the creative works of Mohan Rakesh. (PSO1)
CO3. Understand the relevance of the creative works of Mohan Rakesh. (PSO1)
CO4. Analyze the unique language and communication techniques of Mohanrakesh based on his drama and other genres of Literature. (PSO1)

Complete works of Mohan Rakesh.

For Detailed study – Malbe ka Malik (Short Story), Beej Natak (Ha), Andhere Bend Kamare (Novel), Aadhe Adhure (Natak)
For Non-detailed study – Aashad ka Ek Din (Drama), Na Anevala Kal (Novel), Ande ke Chilke (One Act Play), Ardhra (Story)
For General study – complete works of Mohan Rakesh

Annotations will be asked only from Detailed Study.

Reference books

1. Hindi Natak : Utbhav aur Vikas – Dasaradh Aujha
2. Rangdarsan – Nemichandru Jain
3. Hindi Natak – Lakshmi Narayanlal
4. Adhunik Natak ka Maseeha: Mohan Rakesh – Dr. Govind Yathak
5. Mohan Rakesh ka Sahityu Parivarik Sambandhom ke Vighatan ki Sthithiyam – Dr. Suneetha Sreemal
6. Mohan Rakesh ke Upanyas Sahityu – Dr. Dhananand Sarma
7. Samakaleen Natyu Sahity aur Mohan Rakesh ke Natak – Sushama Agraval
8. Mohan Rakesh Rangshilp aur Pradarsan – Dr. Jaydev Thanena
9. Mohan Rakesh ke Natakom mem Parivarik Algav – Vimala Devi
10. Mohan Rakesh ka Kalatmak Sahityu – Dr. Vasanthdathathray Ksheer Sagar

HIN3E06 - Hindi Computing (4 credits)

Course Objectives

The course aims to familiarize with the basics of computer and facilities available in Hindi computing.

Course Outcomes

CO1. Develop an understanding of computer and its functions. (PSO5)
CO2. Understand Information Technology and its applications related to Hindi Language. (PSO5)
CO3. Awareness about softwares available for data processing and word processing in Hindi. (PSO5)
CO4. Awareness about email facilities in Hindi. (PSO5)
CO5. Acquire basic theoretical knowledge in machine Translation. (PSO5)
CO6. Awareness about computer aided Teaching. (PSO5)

1. Computer - Parichay – Upayog thatha Kshetra Rooprekha, Hardward, Software, CPU, Operating System, Computer Bhasha, Web Publishing ka Parichay.
2. Hindi mein Computer Suvidhayen, Lipi, Font, etc. Sabda Sansadhan, Aakada Sansadhan, Desk Top Prakasan, Hindi mein Parichalan Pranali aur Samakash Suvidhayen, Varthani sodhak.

3. Information Technology – Internet Sampark Upakaran – Prakaryatmak rakhrakhav, Internet Portal, Samay mith vyayatha ka sidhant, Internet Browsing Software – Net Scape, Internet Explorer, Web Publishing.

4. Information Technology and Hindi – E-mail Bhejna/Prapt Karna – Hindi ke Pramukh Internet Portal, Downloading va uploading Hindi software package, Hindi mein Web Publishing.

5. Computer sadhit Bhasha sikshan, Rajbhasha Hindi ke karyanwayan mein Computer, Rajbhasha prasikshan mein computer kee bhumika.

6. Machine Translation – merits and demerits.

Reference books

1. Computer Samanyu Jnan evam User Guide – Ram Bansal Vinjnacharyu, Vani Prakashan, New Delhi
2. Computer Parichalan Thathv – Ram Bansal Vinjnacharyu, Sathyu Sahityu Prakasan, New Delhi
3. Computer ke Bhashik Anuprayog – Vijay Kumar Malhotra, Vani Prakasan, New Delhi
4. Soochana Kranthi aur Vishwa Bhasha Hindi – Prof. Harimohan, Thakshashila Prakasan, New Delhi
5. Bhasha aur Soochana Prodhyogiki – Amarsinh Vadhan, Bhavana Prakashan, Delhi
6. Bhasha aur Prodhyogiki – Dr. Vinod Kumar Prasad, Vani Prakasan, New Delhi
7. Bharat mem Computer Kranthi – Subhash Chander, Bhavana Prakasan, Delhi
8. Bhasha Vinjan aur Hindi – Ramgopal Sharma Dinesh, Vikas Paperboax, Delhi
9. Computer aur Hindi – Dr. Hari Mohan, Thakshasila Prakasan, New Delhi
10. Bhasha (Patrika), Soochana Proudyogiki Viseshank

IV SEMESTER

HIN 4C11- Post Chayavad Hindi Poetry (4 credits)

Course Objectives

The course aims to create awareness on Post Chayavad Hindi Poetry

Course Outcomes :

CO1. To have knowledge about popular writers of Post chayavad Hindi Poetry. (PSO1)
CO2. Analyze the post chayavad trends of the Hindi poetry. (PSO1)
CO3. Achieve the ability to interpret the social, political, economic and cultural life as depicted in the poetry under study. (PSO1)
CO4. Able to interpret the epics and historical themes portrayed in the poetry under study in the modern context. (PSO1)
CO5. To achieve the critical ability to analyze the style and language of the authors under study. (PSO1)

For detailed study (The following poems)

1. Hari Ghas Par Kshan Bhar, Nadi Ke Dhweep (Anjey)
2. Ghir gaya hai samay ka rath (ShamSherBahadur Sinha)
3. Badal ko ghirthe dekha hei, preth ka bayan (Nagarjun)
4. Roti, Aaj main akela hoom (Thrilochan)
5. Brahmarakshas (Muktibodh)
6. Toota pahiya (Dharmavir Bharthi)
7. Nari, ramdas (Raghuveer sahay)
8. Khol tum yah aaj ka din, phark nahi patha, toota hua truck (Kedharnath sinha)
9. Mochiram (Dhoomil)
10. Sabd Nahim Bache (Ashok Vajpayee)
11. Ulta Jamana (Arun Kamal)
12. Stri Ke Sath (Chandra Kanth Devthale)
13. Shok Geeth (Kathyayani)

Reference Books

1. Nayi Kavitha ke Pratiman – L.K. Varma
2. Kavitha ke Naye Pratiman – Namvar Singh
3. Nayi Kavita Swaroop aur Samasyayemn – Jagdish Gupta
4. Pragativad
5. Samakaleen Kavitha ki Bhoomika – Vishamleharnath Upadhyaya
6. Mukti Bodh ka Rachana Sansar – Ed. G.I. Vimal
7. Satothari kavitha – Vidrohi Prathiman by Rathan Kumar Pandey, Anang prakeshan, Delhi
8. Samakaleen Hindi kavita ka taapmaan-Dr.Pramod kovvaprath, Jawahar pustakalay, Mathura.
9. Samakaleen Hindi kavita- Dr.A.Aravindakshan

HIN 4C12- Current Trends in Indian Literature (4 credits)

Course Objectives

The course aims to create awareness on the concept of Indian Literature and its main trends.

Course Outcomes

CO1. Understand the concept of Indian Literature. (PSO1)
CO2. Understand the pan Indian trends in Indian Literature. (PSO1)
CO3. Awareness of the institutions involved in enriching the Indian Literature. (PSO1)
CO4. Understand the role of translation in the promotion of Indian Literature. (PSO1)
CO5. Understand the Indian values as depicted in Indian Literature. (PSO1)

Part A

1. The concept of Indian Literature.
2. Pan-Indian Trends in Indian Literature, Bhakti Movement, National Movement, Romantic Movement, Progressive Movement, New writing.
3. Instituting involved in enriching Indian Literature , Sahitya Academy, NBT (National Book Trust), Bharateeya Jnanpith, Saraswaty Samman, Bharatiya Bhasha Parishadetc.
4. The role of Translation in promoting Indian Literature.
5. Bharatiya sahitya ke adhyayan ki samasyen, Bharateeyata ka samaj sastra, Hindi sahitya mein Bharateey mulyom ke abhivyakthi.

ELECTIVE

(FROM HIN4E07, HIN4E08, HIN4E09 ANY ONE ELECTIVE SHOULD BE SELECTED)

HIN 4E07- HINDI WRITINGS IN KERALA (4 credits)

Course Objectives

The course aims to create awareness on the Hindi Literature of Kerala.

Course Outcomes

CO1. Understand the Hindi prachar movement in South India as part of the National movement. (PSO1)
CO2. Understand the development of Hindi language and literature in south India with special reference to Kerala Literature. (PSO1)
CO3. Awareness of the institutions involved in promoting Hindi language in South India. (PSO1)
CO4. Awareness of the post independence Hindi literature of kerala through the creative works prescribed for study. (PSO1)

Part A

1. Hindi Prachar in South India as a part of National movement – Development of Hindi language in South Indian states special reference to Kerala – Various Hindi Pracher Institutions of South India – Hindi Journals in Kerala.
2. Hindi Literature in Kerala – early stages – pre independence period – Maharaja Swati Tirunal and other contemporary writers and their major works.
3. Hindi Literature in Kerala Post Independence period- poems, short stories, dramas, essays and other forms of Literature- development in different ages- contemporary Hindi writings in Kerala.

Part B

Prescribed Text Books

Detailed Study:

1. Keral Ki Hindi Kavithayen. Edited by Dr. N. Chandra Sekhara Nair, Published by Kerala Hindi Sahitya Acadamy, Trivandrum – 4.

Only the following Poems

1. Prakrithi Rahsyamayi Mam (Dr.N. Chandrasekharan Nair)
2. 'Nakab' (Dr. N. Ravindranath)
3. Maun (Dr.P.V. Vijayan)
4. Jeene Ki Lalkar (P. Narayan Dev)
5. Phool Aur Kande (Dr. N.E. Viswanat Iyer) Published by Swati Prakashan, Trivandrum-1.

Only the Following Essays

1. Keral Ka Chaypuran
2. Ya Paye Bauraye
3. Aa Ja Re Paradeshi

Non detailed:

Age Kon Haval (Lakhu Katha Sangrah) – by Dr. Govinda Phenoy, Published By Kerala Hindi Sahitya Mandal, Kochin, 1971.

Reference Books

1. Kerala ke Hindi Sahiyu ka Brihad Ithihas – Dr. N. Chandrasekharan Nair
2. Hindi Sahityu ko Hindithar Pradeshomn ki Den – Dr. Malik Mohammed
3. Keraliyomn ki Hindi ko Den – Dr. G. Gopinathan
4. Keral mein Hindi Bhasha aur Sahityu ka Vikas – Dr. N.E. Viswanath Iyyer
5. Dakshin ke Hindi Prachar ka Sameekshatmak Ithihas – P.K. Kesavan Nair
6. Dakshin ka Hindi Prachar Andolan – Dakshin Bharat Hindi Prachar Sabha, Madras.
7. Rashtrabharati ko Keral ka Yogdan – Dr. N.E. Viswanath Iyyer
8. Keral ke Pratham Hindi Geetkar – Dr. N.E. Viswanath Iyyer
9. Adhunik Hindi Sahityu ko Ahindi Bhashi Sahityakaron ki Den – Dr. Vilas Gupta
10. Rashtrabhasha ke Prachar ka Ithihas – Akhil Bharateeyu Hindi Sanstha Sangh, Delhi

HIN 4E08 - MINOR LITERARY FORMS IN HINDI (4 credits)

Course Objectives

The course aims to create awareness on Minor Literary forms of Hindi Literature.

Course Outcomes

CO1. Understand the nature of minor literary forms like Travelogue, Diary, Biography, Autobiography, Interview (PSO1)

CO2. Understand the minor literary forms through the creative works prescribed in the syllabus. (PSO1)

CO3. Understand and interpret the emotions, feelings and the overall life as depicted in minor literary forms under study (PSO1)

Text books prescribed (detailed study)

I. Gadya ke Vividh Rang. Ed. By Dhooth Nath Singh, Published by Sumitra Prakashan, Allahabad – 1.

Only the following lessons

1. Dharthi aur Dhan by Pandeya Bechan Sharma Ugra (Biography)
2. Sagar Sevith, Megh Meghalith by Anjeya (Travalogue)
3. Akelapan Aur Parthakya by Mukthiboth (Diary)
4. Rajneethi ka Bandvara by Harishankar Parsay (Sative)

II. Chira Smaraneeya Bhent Varta by Dr. Vishnu Pankaj, only three interviews from this book (Prem Chand ke Sath Des Din – Pandit Banarsidas Chaturvedi. Sri. Maithilee Saran Gupt – Dr. Ranveer Rangra. Lakshmi Narayan Lal Se Ek Antarang Bhent – Sri Kanthilal Nandan.

Non detailed:

1. Smriti Ki Rekhayem – Mahadevi Varma
2. Kya Bhooloom Kya Yad Karoom – Dr. Harivamsaray Bachan

Reference books

1. Hindi Ki Nayi Gadya Vidhayem – Dr. Bhatia
2. Hindi Rekhachitra – Sharma Hindi Samithi Lucbnoue.
3. Hindi Lalitha Nibadh
4. Hindi Sahitya Ka Ithihas – Adyalan Chand, Nagari Pracharini Sabha Kasha.

HIN 4E09-FILM STUDY IN HINDI (4 credits)

Course Objectives

The course aims to create awareness on the concept of Film Study and the influence of Films on Society.

Course Outcomes

CO1.	Understand the origin and development of Film.	(PSO5)
CO2.	Understand the development of Films in Indian Languages.	(PSO5)
CO3.	Understand the silent features of screenplay writing.	(PSO5)
CO4.	Analyze the screenplay given in the syllabus.	(PSO5)

1. General introduction-Influence of film in every walks of life- origin of film- world film-agenaral survey.

2. Indian film-ageneral survey-origin and development- films in different Indian languages- Bengali, Hindi, Malayalam films- masters of Indian films- Satyajit rai, Adoor etc.

3. Screen play writing- salient features- methods-technics etc.

4. A general study of a screen play- Prescribed for study-Aandhi by Gulzar

Reference Books

1. Patkatha lekhan-Manohar shyam Joshi,Rajkamal, New Delhi
2. Patkatha kaise likhe-Rajendra pandey,Vani, New Delhi
3. Katha patkatha- Mannu Bhandari,Vani, New Delhi
4. Cenema itihas aur pehchan-Dr.T.Sasidharan,Vani, New Delhi
5. Aandhi-Gulzar, Radhakrishnaprakasan, New Delhi
6. Bollywood path-Lalit Joshi,Vani, New Delhi
7. Pragatisheel vasudha-cenema visheshank2009, Bhopal
8. Akshar parv-film visheshank. Nov.2013, New Delhi
9. Mathrubhumi annual suppliment, 2013
10. Bharatiya filmo ki kahani-Bachan srivastav, Rajpal & sons, Delhi
11. Cenema kal ajkal-Vinod bharadwaj,Vani
12. Hollywood Bollywood-Anwar jamal,Vani
13. Bharatiya chalchitra ka itihas-Firoz rangunwala,Rajpal, Delhi
14. Indian film-Irik BUrnov&s.Krishnaswamy,Colombia Uty press, New Delhi
15. Film industryof India-SH Boog,India information service, New Delhi
16. Sinimayude lokam-Adoor, NBS
17. Malayalam cenemayude katha-Vijaykrishnan, Mathrubhumi books
18. Cenemayude kandethal-MF Thomas, Current books.

ELECTIVE

(FROM HIN4E10, HIN4E11, HIN4E12 ANY ONE ELECTIVE SHOULD BE SELECTED)

HIN 4E10- INDIAN THEATRE (4 credits)

Course Objectives

The course aims to create awareness of the concept of Indian Theatre.

Course Outcomes

CO1.	Understand the concept of Indian Theatre.	(PSO1)
CO2.	Understand the pan Indian trends in Indian Theatre.	(PSO1)
CO3.	Understand the development of Indian theatre.	(PSO1)
CO4.	Awareness of the development of theatre in Hindi.	(PSO1)
CO5.	Understand the Indian values as depicted in Indian Theatre.	(PSO1)

Concept of Indian theatre, Regional theatres in India, Development of theatre in Hindi, historical background, latest trends.

Detailed:

1. Bengala – Evam Indrajith by Badal Sarkar, Pratibha Agrawal, Raj Kamal Prakashan, 1967
2. Hindi – Bakari – Sarveswar Dayal Saksena
3. Malayalam – Crime 1227-28 – C.J. Thomas - Kithab Ghar

Non-detailed

1. Marathi – Sakharam Baindar Vijay Tendulkar , Translation : Sarojini Varma, Lok Bharati, 1978
2. Kannada – Yayati – Girish Karnad , Translation : B.R. Narayan Saraswathi Vihar, 1979

Reference Books

1. 'Natyanuvad evam Bharatiya Rangmanch' by Dr. A. Achuthan (Sabdhsethu, New Delhi)
2. 'Samakalin Natak aur Rangmanch' by Sanath Kumar (Sardar Vallabhai Patal Vishva vidhalaya , Gujarat)
3. Rang Darsan – Neneechandra Jain – Vani Prakasan, New Delhi.
4. Bharatiy Natyasahitya – Dr. Nagendra – S.Chand & Company, New Delhi
5. Hindi Natak Utsav Aurvikas, Dasaradh Ocha
6. Hindi Natak – Bachan Singh – Lak Bharati, Allahabad
7. Rang Manch – Balavant Gargee – Rajkamal, New Delhi
8. Nayee Rang Chetana Aur Hindi Natakkar – Jayadev Janeja Taksasila Prakasan, New Delhi

HIN 4E11 - CULTURAL TOURISM (4 credits)

Course Objectives

The course aims to acquire sufficient knowledge about the composite cultural heritage of India and the concept of Cultural tourism.

Course Outcomes

CO1.	Understand the concept of cultural tourism.	(PSO1)
CO2.	Understand the composite culture of India.	(PSO1)
CO3.	Understand the importance of cultural tourism in India.	(PSO1)
CO4.	Ability to prepare a project report based on a study tour	(PSO5)

Part I - Meaning and Concept of Cultural Tourism, Composite culture of India and Cultural Tourism

Importance of Cultural tourism in India, Different faces of Cultural Heritage, Music, Dances, Drama, Arts and Craft, Language, people and religion, Festivals

Part II – Cultural Tourism in Kerala

The importance of Cultural Tourism in Kerala Geography, People, Population. The important Cultural and Religious centres, Lokadharmi, Natyadharmi tradition of Kerala, Architectral Heritage of Kerala, Ayurvedic centres Kerala Travel guide in Hindi, Important festivals of Kerala

Part III – Study tour and Project work

Project report based on a tour to important cultural centers in Kerala. Each student has to submit the report with the help of the Supervising Teacher.

Reference Books

1. Kerala – Kichna Chaithanya
2. Social and Cultural History of Kerala – A. Sreedhara Menon
3. Kerala through aged – Department of Publications, Govt. of Kerala
4. Medieval Kerala – P.K.S. Raja
5. C. Rojek and J. Urry (Eds) – Touring Cultural (Routledge 1997)
6. D. Mac Cannell, The tourist (Scholar Books – 1989)
7. Loknatya Am Sanskriti – Dr. A. Dehutar Rashtravani Prakashan, Delhi
8. Abhaya Kumar Ki Atmakahani – Dr. N.E. Viswanath Iyer
9. Sankriti Ke Swar – Dr. S. Thanamony Amma
10. Kehul Ki Virasat – Dr. G. Gopinathan, VaniPrakashan Delhi
11. Calicut the city of Truth, Dr. M.G.S. Narayanan, Publication Division, Calicut University

HIN 4E12-Ecology and Hindi literature (4 credits)

Course Objectives

The course aims to create awareness about ecology and its influence on literature.

Course Outcomes

CO1.	Develop awareness about eco system.	(PSO1)
CO2.	Understand the influence of ecology on literature.	(PSO1)
CO3.	Acquire knowledge about ecological issues.	(PSO1)
CO4.	Understand the ecological issues as depicted in Hindi Literature.	(PSO1)

Part.A

Ecology and environment-general concept-meaning, definitions,eco-system- ecological awareness-natural resources,bio-diversity-conservation,environment pollution,necessity of awareness.Literature and ecologyHindi literature and ecological issues.
Text book prescribed: Paryavaran shiksha-Sudha sing, Lokbharati prakasan, Alahabad

Part.B

1. Poems-Detailed

1. Vilupt prajatiyam-Rajesh Joshi
2. Is shmashan par-Arun Kamal
3. Dharti haf rehi hai - BaldevVanshi
4. Nadi aur sabun-1, 2-Gyanendrapati
5. Prithvi divas1991-MadanKashyap
6. Samudra peeche khisak reha hai-Ekant Srivastav

2. Short stories-Non-detailed

1. Ibne mariyam-Nasira Sharma
2. Nale ka tat-Haricharan Prakash
3. Arohan-Sanjeev

3. Novel-Non-detailed

1. Doob-Veerendra Jain, Radhakrishna Prakashan, New Delhi.

Reference Books

1. Dharti ki pukar-Sunderlal Bahuguna, Rajkamal, New Delhi
2. Sahitya ka paristhitik darshan-Dr.k.Vanaja,Vani, New Delhi
3. Eco-feminism-do
4. Paryavaran samasya aur samadhan-Shivanand Noutiyal, Samayik, New Delhi
5. Sagar pradushan-Shyamsunder Sharma, Gyanganga, Delhi

6. Manav evam paryavaran-BL Sharma, Malik&co., Jaipur
7. Jal pradushan-Shivgopal Misra, Gyanganga, New Delhi
8. Adhunik jeevan aur paryavaran-Damodar Sharma, Prabhat prakasan, New Delhi
9. Samakalin Hindi kavita ka tapman-Dr.Pramod kovvaprath, Jawahar, Mathura
10. Eco-criticism-William Reuckert
11. Eco-feminism-Vandana Shiva
12. Globalisation and environment-Martin Khor
13. Ecology-NS Subramanian-Narosa publishing, New Delhi
14. Kaavu theendalle-Sugata kumara, DCB, Kottayam
15. Harita chintakal-MK Prasad, KSSP, Kochi
16. Harita rashtreeyam-George K Alex, DCB, Kottayam
17. Paristhitiyude rashtreeyam-C Raheem, Fabiyan books, Alappuzha

HIN 4P01- PROJECT/DISSERTATION (8 CREDITS)

Course Objectives

The aim of the course to create necessary awareness in the preparation of a dissertation on a particular topic.

Course Outcomes

CO1.Comprehend the concept of dissertation. (PSO5)
CO2.Understand the procedure for the selection of a topic. (PSO5)
CO3.Understand various steps to complete a dissertation work. (PSO5)

* * * A study tour may be conducted to Hindi speaking areas / Institutions of Hindi / places of Cultural / Linguistic / Literary importance, during the M.A.Hindi programme.

* * * * *

File Ref.No.7220/GA - IV - B2/2012/CU

UNIVERSITY OF CALICUT

Abstract

General & Academic - Faculty of Language & Literature - Scheme and Syllabus of MA Malayalam Language and Literature Programme under CCSS PG Regulations 2019, in the Teaching Department of the University with effect from 2020 Admission onwards -Incorporating Outcome Based Education- Implemented - Subject to ratification by Academic Council -Orders Issued.

G & A - IV - B

U.O.No. 5463/2021/Admn Dated, Calicut University.P.O, 21.05.2021

Read:-1.U.O.No. 6055/2020/Admn Dated, 30.06.2020
2.Minutes of the meeting of the Board of Studies in Malayalam PG held on 24/03/2021
3.Minutes of the meeting of Faculty of Language & Literature held on 25/03/2021(Item No 17)

ORDER

1. The scheme and syllabus of MA Malayalam Language and Literature Programme, under CCSS PG Regulations 2019, w.e.f 2019 admission onwards has been implemented in the University, vide paper read (1) above.
2. The meeting of the Board of Studies in Malayalam PG held on 24/03/2021, vide paper read (2) above, has resolved to approve Out Come Based Education (OBE) in the syllabus of MA Malayalam Language and Literature Programme, under CCSS PG Regulations 2019, without changing the content, w.e.f 2020 admission onwards.
3. The meeting of the Faculty of Language and Literature held on 25/03/2021, vide paper read (3) above, has approved the minutes of the meeting of the Board of Studies in Malayalam PG held on 24/03/2021.
4. Considering the urgency in implementation of the syllabus, sanction has been accorded by the Vice Chancellor on 27-04-2021 to implement Outcome Based Education in the existing syllabus of MA Malayalam Language and Literature Programme (CCSS PG 2019), in tune with the new CCSS PG Regulations 2019 without changing the content, with effect from 2020 admission onwards, subject to ratification by the Academic Council.
5. The scheme and syllabus of MA Malayalam Language and Literature Programme, in tune with the new CCSS PG Regulations 2019, without changing the content, is therefore implemented in the Teaching Department of the University, with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Arsad M

Assistant Registrar

To

1.The Head, Dept. of Malayalam 2. Chairperson,Board of Studies in English PG
copy to : PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V/JCE VIII/DoA/EX and EG Sections/GA I F/Digital Wing/CHMK Library/Information Centres/IQAC/SF/DF/FC

Forwarded / By Order

Section Officer

കാലിക്കറ്റ് സർവ്വകലാശാല
യൂണിവേഴ്സിറ്റി ഓഫ് കാലിക്കറ്റ് പി.ഒ.
മലപ്പുറം ജില്ല- 673635

എം.എ മലയാളം
ഭാഷയും സാഹിത്യവും

സർവകലാശാല മലയാളവിഭാഗം

പരിഷ്ക്കരിച്ചപാഠ്യപദ്ധതി
2020 മുതൽ
(Outcome Based Syllabus)

കാലിക്കറ്റ് യൂണിവേഴ്സിറ്റി
എം.എ. മലയാളം - ഭാഷയും സാഹിത്യവും

മലയാളം എം.എ. ഭാഷയും സാഹിത്യവും പാഠ്യപദ്ധതി ഉന്നതമായ ഉദ്ദേശ്യങ്ങളോടും ലക്ഷ്യങ്ങളോടും കൂടിയാണ് സംവിധാനം ചെയ്തിട്ടുള്ളത്. മലയാളം എം. എ. കഴിഞ്ഞ് പുറത്തിറങ്ങുന്ന വിദ്യാർത്ഥി മലയാളഭാഷയുടെ ആരംഭംകാലം മുതൽ ഇന്നോളമുള്ള വികാസപരിണാമങ്ങളെക്കുറിച്ച് സാമാന്യമായി അറിയണം. മലയാളത്തിന്റെ തനതായ ഈടുവെയ്പ്പുകളെക്കുറിച്ചും വിശ്വസാഹിത്യത്തിൽനിന്ന് സ്വാംശീകരിച്ചെടുത്ത സംസ്ക്കാരങ്ങളെക്കുറിച്ചും വിശദമായും ആഴത്തിലും മനസ്സിലാക്കിയിരിക്കണം.

വളരെ കുറഞ്ഞകാലംകൊണ്ട് മലയാളഭാഷയും സാഹിത്യവും നേടിയ വളർച്ചയും വികാസവും ശ്രദ്ധേയമാണ്. കവിതയ്ക്കു പുറമേ ചെറുകഥ, നോവൽ, നാടകം, തിരക്കഥ, നിരൂപണം, ആത്മകഥ, ജീവചരിത്രം, യാത്രാവിവരണം - തുടങ്ങിയ സാഹിത്യപ്രസ്ഥാനങ്ങൾ കൈവരിച്ച നേട്ടങ്ങൾ, വിശ്വസാഹിത്യത്തിലെ മികച്ച ചില ഭാഷാസാഹിത്യങ്ങളുടെ നീണ്ടകാലത്തെ ചരിത്രത്തിനു സമാനമായിത്തീർന്നിരിക്കുന്നു.

ബിരുദതലത്തിൽ വിദ്യാർത്ഥികൾ ആർജിച്ചെടുത്ത, മലയാള സാഹിത്യത്തെക്കുറിച്ചുള്ള വ്യവഹാരലോകത്തെ വിശദമായും വിശേഷമായും ബിരുദാനന്തരതലത്തിൽ പഠിപ്പിക്കേതുണ്ട്. കൂടാതെ പഠനത്തോടൊപ്പം ഗവേഷണവിശകലനവുമായി ബന്ധപ്പെട്ട അഭിരുചികൾ കൂടി വളർത്തിയെടുത്ത് ജ്ഞാനനിർമിതികൾക്കായി വിദ്യാർത്ഥികളെ പ്രാപ്തരാക്കുക എന്ന ലക്ഷ്യം കൂടി ഈ പാഠ്യപദ്ധതിക്കുണ്ട്.

ഭാഷാസാഹിത്യകലാവിഷയങ്ങളിലുള്ള പഠനം അതത് ജനതയുടെ സാംസ്കാരികാന്വേഷണം കൂടിയാണ്. അതിനുപാകത്തിലുള്ള അന്തർവൈജ്ഞാനികമായ പാഠ്യപദ്ധതിയാണ് ഇന്നാവശ്യം. ഭാഷാശാസ്ത്രം, വ്യാകരണം, ലാവണ്യശാസ്ത്രം എന്നിവ മുഖ്യപഠനോപാധികളായിരിക്കേത്തന്നെ സാമൂഹ്യശാസ്ത്രം, നരവംശശാസ്ത്രം, മനഃശാസ്ത്രം, നാടോടിവിജ്ഞാനീയം, രാഷ്ട്രമീമാംസ തുടങ്ങിയ വിജ്ഞാനശാഖകളിലെ ചിന്തകളും വ്യവഹാരങ്ങളുമായി ചേർത്തുവെച്ച് പഠിക്കേണ്ടത് ഒഴിച്ചുകൂടാനാവാത്ത ഒരാവശ്യമാണ്.

ഭാഷാസാഹിത്യപഠനം ഒരേ സമയം ദേശീയവും സാർവ്വദേശീയവുമായ വീക്ഷണ-വിചാരങ്ങളുടെ ക്രോഡീകരണം കൂടിയാണ്. അതത് ഭാഷയിലും സാഹിത്യത്തിലുമുള്ള പഠനാന്വേഷണങ്ങൾക്ക് സമാന്തരമായി ലോകാന്തരഭാഷകളിലും സാഹിത്യത്തിലും സംഭവിച്ചുകൊരിക്കുന്ന ജ്ഞാനങ്ങളുടെ വിസ്തൃതികളിലേക്ക് വിദ്യാർത്ഥികളെ തത്പരരാക്കേണ്ടതുണ്ട്. വ്യത്യസ്തങ്ങളായ ഐച്ഛികവിഷയങ്ങൾ പ്രദാനം ചെയ്തുകൊണ്ട് സങ്കല്പനപരമായി പുതുക്കിയ ഒരു പാഠ്യപദ്ധതികൂടിയാണിത്.

പാഠപുസ്തകങ്ങളായി ചുരുക്കം കൃതികൾ മാത്രമേ നിർദ്ദേശിക്കുവാൻ സാധിക്കുകയുള്ളൂ. അവയെ മാതൃകയാക്കി അവ ഉൾപ്പെടുന്ന പ്രസ്ഥാനത്തിന്റെ ചരിത്രത്തെയും കൃതിക

ളെയും ആഴത്തിൽ പഠിക്കുക എന്നതായിരിക്കണം ലക്ഷ്യം. വായന പാഠപുസ്തകങ്ങളിൽ മാത്രമായി ഒതുങ്ങിപ്പോകരുത്. ആനുകാലിക പ്രസിദ്ധീകരണങ്ങളുമായും പുതിയ പുസ്തകങ്ങളുമായും നിരന്തരം ബന്ധപ്പെട്ടുകൊണ്ടിരിക്കണം. വായിക്കുക, ചിന്തിക്കുക, എഴുത്തുശീലിക്കുക.

പ്രവേശനമാനദണ്ഡം

മാർക്ക് സംവിധാനത്തിൽ:

ബി എ മലയാളം ലാങ്ഗ്വേജ് ആൻഡ് ലിറ്ററേച്ചർ (മെയിൻ) ഡിഗ്രി- പാർട്ട് മൂന്നിന കുറഞ്ഞത് 45% മാർക്ക്.

അല്ലെങ്കിൽ

പാർട്ട് II ആയി മലയാളമുള്ള ബിഎ/ബി എസ് സി ഡിഗ്രി (ആൾട്ടർനേറ്റീവ് പാറ്റേൺ ഒഴികെ) കാലിക്കറ്റ് യൂണിവേഴ്സിറ്റിയുടേത് അല്ലെങ്കിൽ തത്തുല്യമായത്. പാർട്ട് രണ്ടിന കുറഞ്ഞത് 45% മാർക്ക്. ഒബിസി/ഒഇസി വിഭാഗങ്ങൾക്ക് 5% മാർക്കിളവ്. എസ് സി/എസ് ടി വിദ്യാർഥികൾക്ക് പാസ് മാർക്ക് മതിയാവും.

ഗ്രേഡ് സംവിധാനത്തിൽ:

ബി എ മലയാളം ലാങ്ഗ്വേജ് ആൻഡ് ലിറ്ററേച്ചർ (കോർ) ഡിഗ്രി അല്ലെങ്കിൽ മലയാളം കോമൺ കോഴ്സ് ഉള്ള ബിഎ/ബി എസ് സി ഡിഗ്രി (ആൾട്ടർനേറ്റീവ് പാറ്റേൺ ഒഴികെ) കാലിക്കറ്റ് യൂണിവേഴ്സിറ്റിയുടേത് അല്ലെങ്കിൽ തത്തുല്യമായത്. ആകെ സിജിപിഎ കുറഞ്ഞത് 50 ശതമാനത്തിന തുല്യം.ഒബിസി/ഒഇസി വിഭാഗങ്ങൾക്ക് 5% ഇളവ്. എസ് സി/എസ് ടി വിദ്യാർഥികൾക്ക് പാസ് ഗ്രേഡ് മതിയാവും.

(Ref: 46065/DOA-ASST-5/2019/Admn (III)) dt 24-05-2019

പാഠ്യക്രമം, പാഠപുസ്തകം, പരീക്ഷാസമ്പ്രദായം

സർവ്വകലാശാലാമലയാളവിഭാഗം, സർവ്വകലാശാലയുടെ അംഗീകാരം നേടിയ കോളേജുകൾ, വിദൂരവിദ്യാഭ്യാസവിഭാഗം എന്നിങ്ങനെ മൂന്നു ധാരകളിലായി നടത്തുന്ന മലയാളം – ഭാഷയും സാഹിത്യവും എം.എ.യ്ക്ക് ഒരേ പാഠ്യപദ്ധതിയും പാഠപുസ്തകങ്ങളുമാണ് പിന്തുടർന്നു പോന്നത്. ആ സമ്പ്രദായം ഈ അധ്യയനവർഷം മുതൽ മാറ്റുന്നു. സർവ്വകലാശാലാമലയാളവിഭാഗം, ഒരു ധാരയും സർവ്വകലാശാലയുടെ അഫിലിയേറ്റഡ് കോളേജുകൾ, വിദൂരവിദ്യാഭ്യാസവിഭാഗം എന്നിവയുടെ മലയാളം എം. എ. ക്ക് മറ്റൊരു ധാരയും നിർദേശിക്കുന്നു. സർവ്വ

കലാശാലാ തലത്തിൽ മൂന്നും നാലും സെമസ്റ്ററുകളിൽ ര ് ഐച്ഛികം വീതം എന്ന വ്യവസ്ഥ ചെയ്തിട്ടു ്.

യൂണിവേഴ്സിറ്റി മലയാളവിഭാഗം

പാഠ്യപദ്ധതി/കോഴ്സുകൾ

ഓരോ സെമസ്റ്ററിലും നാലു കോഴ്സ് വീതം.ഒന്നും ര ും സെമസ്റ്റുകളിൽ എല്ലാം നിർബന്ധിതകോഴ്സുകൾ.മൂന്നും നാലും സെമസ്റ്ററുകളിൽ 2 കോഴ്സ് വീതം ഐച്ഛികം.

ആകെ സെമസ്റ്റർ 4. കോഴ്സ് 16

ഒന്നാം സെമസ്റ്ററിൽ എബിലിറ്റി എൻഹാൻസ്മെന്റ് കോഴ്സായി (AEC) ബുക്ക് റിവ്യൂ ഉ ായിരിക്കും. 2 ക്രെഡിറ്റ്. ഈ വിഷയത്തിന്റെ മൂല്യനിർണയം പഠനവകുപ്പിലാണ് നടക്കുക. കോഴ്സ് പാസായാൽ മതിയാകും. ആകെ ഗ്രേഡിങ്ങിൽ ഇത് പരിഗണിക്കുന്നതല്ല. ര ാം സെമസ്റ്ററിൽ പ്രൊഫഷണൽ കോംപിറ്റൻസി കോഴ്സായി (PCC)വിവർത്തനപരിശീലനം ഉൾപ്പെടുത്തിയിരിക്കുന്നു. 2 ക്രെഡിറ്റ്. ഈ വിഷയത്തിന്റെ മൂല്യനിർണയവും പഠനവകുപ്പി ലാണ് നടക്കുക. കോഴ്സ് പാസായാൽ മതിയാകും. ആകെ ഗ്രേഡിങ്ങിലും ക്രെഡിറ്റിലും ഇത് പരിഗണിക്കുന്നതല്ല.

ഓരോ സെമസ്റ്ററിലും കുറഞ്ഞത് 90 പ്രവൃത്തി ദിവസം

ഓരോ ദിവസവും അഞ്ച് മണിക്കൂർ; ആഴ്ചയിൽ അഞ്ച് ദിവസം. നാലാം സെമസ്റ്ററിന്റെ ഒടുവിൽ ഡെസർട്ടേഷനും വാചാ പരീക്ഷയും. പരീക്ഷ 6 മാസത്തെ സെമസ്റ്റർ കാലം കഴിയും മുമ്പ് നടത്തണം. പരീക്ഷാകാലം സെമസ്റ്ററുമായി ബന്ധപ്പെടുത്തരുത്.

MA MALAYALAM SYLLABUS Programme Outcome

Sl No.	PSO No.	Intended Programme Specific Outcomes Upon completion of M.A.Malayalam Degree Programme, the graduates will be able to:	GPO No.
1	PSO 1	മലയാളസാഹിത്യചരിത്രത്തിൽ അവഗാഹം നേടുന്നു.	
2	PSO 2	ഇന്ത്യൻസാഹിത്യത്തെക്കുറിച്ചും ലോകസാഹിത്യത്തെക്കുറിച്ചും സാമാന്യമായി മനസ്സിലാക്കുന്നു.	
3	PSO 3	വ്യത്യസ്തസൗന്ദര്യശാസ്ത്രസമീപനങ്ങളെക്കുറിച്ചും സാഹിത്യദർശനങ്ങളെക്കുറിച്ചും മനസ്സിലാക്കുന്നു.	
4	PSO 4	മലയാളിയുടെഭാവുകത്വചരിത്രത്തെക്കുറിച്ചുള്ള ധാരണ ആർജ്ജിക്കുന്നു. ഈ ഭാവുകത്വനിർമ്മിതിക്കുപിറകിൽ പ്രവർത്തിച്ചസാമൂഹ്യസാംസ്കാരിക ഘടനകളെക്കുറിച്ചും അധികാരബലതന്ത്രങ്ങളെക്കുറിച്ചുമുള്ള അവബോധം നേടുന്നു.	
5	PSO 5	സാഹിത്യസങ്കല്പനങ്ങളെയും സമീപനരീതികളെയും സാഹിത്യപഠനത്തിൽ പ്രയോഗിക്കാനുള്ള പരിചയം നേടുന്നു.	
6	PSO 6	സാഹിത്യകൃതികളെ വിമർശാത്മകമായി വിശകലനം ചെയ്യാനുള്ള ശേഷി ആർജ്ജിക്കുന്നു.	

Sl No.	PSO No.	Intended Programme Specific Outcomes Upon completion of M.A.Malayalam Degree Programme, the graduates will be able to:	GPO No.
7	PSO 7	മലയാളഭാഷയുടെവികാസ പരിണാമങ്ങളെക്കുറിച്ച് ആഴത്തിലുള്ള അറിവു നേടുന്നു.	
8	PSO 8	ഭാഷാശാസ്ത്രസിദ്ധാന്തങ്ങളിലുംസമീപനരീതികളിലും ധാരണ ആർജ്ജിക്കുന്നു.	
9	PSO 9	വാക്യഘടനാതത്ത്വങ്ങളെമനസ്സിലാക്കുകയും വാക്യവിശകലനശേഷി നേടുകയും ചെയ്യുന്നു.	
10	PSO 10	വാക്യവിശകലനത്തിലൂടെവ്യാകരണ നിയമങ്ങൾ നിർദ്ധാരണം ചെയ്തെടുക്കാനുള്ള പ്രായോഗികപരിചയം നേടുന്നു.	
11	PSO 11	സമകാലികഭാഷാവ്യവഹാരങ്ങളെ മനസ്സിലാക്കുകയും വ്യവഹാരാപഗ്രഥന ശേഷി ആർജ്ജിക്കുകയു ചെയ്യുന്നു.	
12	PSO 12	വിവർത്തനപ്രക്രിയ മനസ്സിലാക്കുകയും വിവർത്തനസിദ്ധാന്തങ്ങളെക്കുറിച്ചും വിവർത്തനങ്ങളിൽ ശ്രദ്ധിക്കേണ്ട ഭാഷാസാംസ്കാരിക സാമൂഹ്യ സന്ദർഭങ്ങളെക്കുറിച്ചുമുള്ള ധാരണ നേടുകയും ചെയ്യുന്നു.	
13	PSO 13	സർഗാത്മകവും വൈജ്ഞാനികവുമായ വിവർത്തനങ്ങൾ ചെയ്യുന്നതിനുള്ള പരിജ്ഞാനവും പ്രായോഗിക പരിശീലനവുംനേടുന്നു.	
14	PSO 14	മാധ്യമവ്യവഹാരങ്ങളെ വിശകലനവിധേയമാക്കാനുള്ള അറിവു നേടുകയും മാധ്യമസംസ്കാരത്തെ മനസ്സിലാക്കുകയും ചെയ്യുന്നു.	
15	PSO 15	കേരളത്തിന്റെ സാംസ്കാരികചരിത്രത്തെക്കുറിച്ചുള്ള ധാരണ നേടുന്നു. സംസ്കാരത്തെ ഒരു തുടർപ്രക്രിയയായി മനസ്സിലാക്കുകയും അതിന്റെ ബഹുസ്വരതയെ സംബന്ധിച്ച അവബോധം നേടുകയും ചെയ്യുന്നു.	
16	PSO 16	സംസ്കാരപഠനത്തിലെ പ്രബലധാരണകളെയും അധീശപ്രവണതകളെയും നവസംസ്കാരപഠന സമീപനങ്ങളിലൂടെ വിമർശനവിധേയമാക്കാനുള്ള സൈദ്ധാന്തികമായ അറിവുംപ്രായോഗപരിചയവും നേടുന്നു.	
17	PSO 17	മലയാളഭാഷാസൂത്രണത്തെക്കുറിച്ചുള്ളകാഴ്ചപ്പാട് വികസിപ്പിക്കുന്നു.	
18	PSO 18	ഭാഷാസാങ്കേതികതയിൽ പരിജ്ഞാനവും ഭാഷാ സാംസ്കാരിക ദത്തങ്ങളെ വിശകലനവിധേയമാക്കുന്നതിൽ സാങ്കേതികവിദ്യ ഉപയോഗിക്കാനുള്ള സാമാന്യപരിചയവും നേടുന്നു.	
19	PSO 19	ഗവേഷണാഭിരുചി വികസിക്കുകയും ഭാഷ, സംസ്കാരം, സാഹിത്യം എന്നീ വിഷയമേഖലകളിൽശാസ്ത്രീയമായ ഗവേഷണം നടത്താനുള്ള രീതിശാസ്ത്രപരിജ്ഞാനവും പ്രായോഗിക പരിചയവും നേടുന്നു.	
20	PSO 20	വ്യത്യസ്തതരം അക്കാദമികരചനകൾ നിർവഹിക്കാനുള്ള രീതിശാസ്ത്രപരമായ അറിവും പ്രായോഗശേഷിയും നേടുന്നു.	

ഒന്നാം സെമസ്റ്റർ

കോഴ്സ്	കോഡ്	പേര്	ക്രെഡിറ്റ്
1 കോർ	MAL1 C01	പ്രാചീന-മധ്യകാലകവിത (Ancient -Medieval Poetry)	4
2 കോർ	MAL1 C02	ആധുനികകവിത(Modern Poetry)	4
3 കോർ	MAL1 C03	കേരളം: ദേശവും സംസ്കാരവും (Kerala:Region and Culture)	4
4 കോർ	MAL1C04	മലയാളവ്യാകരണം(Malayalam Grammar)	4
	(AEC) MAL1 A01	Audit Course Iബുക്ക് റിവ്യൂ	2

രണ്ടാം സെമസ്റ്റർ

5 കോർ	MAL2 C05	ആധുനിക മലയാളഗദ്യം (Modern Malayalam Prose)	4
6 കോർ	MAL2 C06	ഭാഷാചരിത്രവും ആസൂത്രണവും (History of Langauge and Planning)	4
7 കോർ	MAL2 C07	ഭാഷാശാസ്ത്രം(Linguistics)	4
8 കോർ	MAL2C08	ഇന്ത്യൻ സാഹിത്യസിദ്ധാന്തം (Literary Theories - Indian)	4
	Audit Course II (PCC) MAL2 A02	വിവർത്തനപരിശീലനം (Translation Practice)	2

മൂന്നാം സെമസ്റ്റർ

9 കോർ	MAL3 C09	BASIC SANSKRIT (SKT3E08)	4
10 കോർ	MAL3 C10	മലയാളസാഹിത്യവിമർശനം	4

(Malayalam Literary Criticism)

11.	ഐച്ഛികം	MAL 3E	01 വിവർത്തനവും താരതമ്യസാഹിത്യവും (Translation and Comparative Literature) 02 ആഖ്യാനശാസ്ത്രം (Narratology) 03 കഥാസാഹിത്യം (Fiction) 04 പരിസ്ഥിതി -സ്ത്രീ -ദളിത് സാഹിത്യം (Eco-Feminist-Dalit Literature)	4
12.	ഐച്ഛികം	MAL 3E	05 ഇന്ത്യൻ സാഹിത്യം(Indian Literature) 06 തമിഴ് സാഹിത്യം (Tamil Literature) 07 ചലച്ചിത്ര പഠനം (Film Studies) 08 മാധ്യമ പഠനം (Media Studies)	4

(01 മുതൽ 04 വരെയുള്ളതിൽനിന്നും 05 മുതൽ 08 വരെയുള്ളതിൽനിന്നും ഒരെണ്ണം വീതം)

നാലാം സെമസ്റ്റർ

13	കോർ	MAL 4C11	Sanskrit literature for Beginners(SKT 4E 13)	4
14	കോർ	MAL4C12	സാഹിത്യസിദ്ധാന്തം -പാശ്ചാത്യം (Literary theories -Western)	4
15.	ഐച്ഛികം	MAL 4E	09 മലയാള നാടകം(Malayalam Drama) 10 കേരളീയ കലാപഠനം (Study of Kerala Arts) 11 സമകാല മലയാള കവിത (Contemporary Malayalam Poetry) 12 മലയാള രചനയും ഗവേഷണരീതി ശാസ്ത്രവും (Malayalam writing and Research methodology)	4

16.	ഐച്ഛികം	MAL4E	13 ആധുനിക വിമർശന സിദ്ധാന്തങ്ങൾ (Modern Critical Theories)	4
			14 കേരളീയ ചിന്ത(Kerala Thought)	
			15 ലോക സാഹിത്യം(world Literature)	
			16 ഫോക്ലോർ(Folklore)	

(09 മുതൽ 12 വരെയുള്ളതിൽനിന്നും 13 മുതൽ 16 വരെയുള്ളതിൽനിന്നും ഒരെണ്ണം വീതം)

MAL 4P01	ഡെസേർട്ടക്ഷൻ(Dissertation)	
	}	8
	വാചാപരീക്ഷ (Viva Voce)	
	അകെ ക്രെഡിറ്റ്	**72**

സെമസ്റ്റർ പരീക്ഷ

ഓരോ കോഴ്സിനും പരീക്ഷാസമയം 3 മണിക്കൂർ

സർവകലാശാലതലത്തിൽഓരോ കോഴ്സിനും മാർക്ക 100.

80 മാർക്ക പുറം പരീക്ഷയ്ക്കും 20 മാർക്ക ആന്തരികപരീക്ഷയ്ക്കും.

16 കോഴ്സിന ആകെ 1600 മാർക്ക. ഡിസർട്ടേഷന 100 മാർക്ക

വാചാപരീക്ഷയ്ക്ക 50 മാർക്ക/ആകെക്കൂടി 1750 മാർക്ക. പരീക്ഷാസമയം 3 മണിക്കൂർതന്നെ.

വർഷാരംഭത്തിൽത്തന്നെ ഡിസർട്ടേഷനുള്ള വിഷയം നല്കണം.

അദ്ധ്യാപകർ ഗവേഷണച്ചുമതല വഹിക്കണം.

ആന്തരികമൂല്യനിർണ്ണയം (Intenral assessment) ഓരോ കോഴ്സിനും നടത്തണം. പ്രത്യേകം മിനിമം ഇല്ല. വിജയിക്കാത്തവർക്ക അതേ സെമസ്റ്റർ പരീക്ഷ എഴുതുന്ന ജൂനിയർ വിദ്യാർത്ഥികൾക്കൊപ്പം ഒരവസരംകൂടി നൽകേ താണ്.

പരീക്ഷാസംവിധാനം, വിജയിക്കാൻ ആവശ്യമായ മാർക്ക നിശ്ചയിക്കൽ, അടുത്ത സെമസ്റ്ററിലേക്കുള്ള കയറ്റം, പരാജയപ്പെട്ട വിദ്യാർത്ഥിക്കുള്ള സപ്ലിമെന്ററി പരീക്ഷ– തുടങ്ങിയ എല്ലാക്കാര്യങ്ങൾക്കും യൂണിവേർസിറ്റിയുടെ പൊതുനിർദ്ദേശങ്ങളും നിയമങ്ങളും ബാധകമാ യിരിക്കും.

ചോദ്യരീതി സർവകലാശാലാതലം

ചോദ്യപേപ്പറുകളുടെ രീതിയും മാർക്കും:

(1) അരപ്പേജിൽ കവിയാതെ ഉത്തരം എഴുതേ 7 ചോദ്യം, ഏതെങ്കിലും നാലെണ്ണം എഴു തണം. 2 മാർക്കുവീതം (4*2 = 8)

(2) നാലുപുറത്തിൽ കവിയാതെ ഉത്തരം എഴുതേ 6 ചോദ്യം. ഏതെങ്കിലും നാലെണ്ണം എഴുതണം.10മാർക്കുവീതം (4*10 =40)

(3) ആറുപുറത്തിൽ കവിയാതെ ഉത്തരം എഴുതേ 4 ചോദ്യം. ഏതെങ്കിലും രെ ണ്ണം എഴുതണം. 16 മാർക്കുവീതം (2*16 = 32)

അകം പരീക്ഷ (Internal examination) – മാർക്ക വിഭജനം (സർവ്വകലാശാലാതലം)

വസ്തുനിഷ്ഠചോദ്യങ്ങളും വിവരണാത്മകചോദ്യങ്ങളും ഉ ായിരിക്കണം.

(1) ടെസ്റ്റ് പേപ്പർ – 8 മാർക്ക്

(2) സെമിനാർ – 5 മാർക്ക്

(3) ഫീൽഡ് വർക്ക്/ വാചാപരീക്ഷ – 4 മാർക്ക്

(4) അറ്റന്റൻസ് – 3 മാർക്ക്

ആകെ = 20 മാർക്ക്

(പുറം പരീക്ഷയ്ക്ക് 80 മാർക്ക്/ആന്തരികമൂല്യനിർണ്ണയത്തിന് 20 മാർക്ക്, ഒരു കോഴ്സിന് ആകെ 100 മാർക്ക്)

ഡിസർട്ടേഷൻ

വിദ്യാർത്ഥികൾ നാലാം സെമസ്റ്റർ അവസാനം ഒരു പ്രോജക്ട്/ഡിസർട്ടേഷൻ സമർപ്പിക്കണം. പ്രധാന പാഠ്യവിഷയങ്ങളിൽനിന്ന ഒരു വിഷയം തെരഞ്ഞെടുക്കാവുന്നതാണ്. ഡിപ്പാർട്ടുമെന്റിലെ ഒരദ്ധ്യാപകന്റെ/അദ്ധ്യാപികയുടെ മേൽനോട്ടത്തിൽ ആയിരിക്കണം പ്രബന്ധം തയ്യാറാക്കേ ത്. ഇത് ഗവേഷണപ്രാധാന്യമുള്ള രചനയായതിനാൽ പ്രബന്ധത്തിന്റെ അവതരണരീതി, ഭാഷാശൈലി, രീതിശാസ്ത്രം (methodology) – എന്നിവയെപ്പറ്റി സമാന്യമായി മനസ്സിലാക്കണം. താല്പര്യമുള്ള വിദ്യാർത്ഥികൾക്ക് ഗവേഷണത്തിലേക്കു തിരിയാനുള്ള പ്രാഥമികപ്രവർത്തനമായിട്ടായിരിക്കണം ഇതിനെ കാണേ ത്. ഒന്നാം സെമസ്റ്ററിൽത്തന്നെപ്രോജക്ടിന്റെ വിഷയം നല്കേ താണ്. നാലാം സെമസ്റ്റർ അവസാനം ഗൈഡിന്റെ സമ്മതത്തോടെ ഡിസർട്ടേഷൻ സമർപ്പിക്കണം.

ഗ്രേഡ്

മൂല്യനിർണയം (മാർക്ക്)	**ഗ്രേഡ് റേഞ്ച**	**ഗ്രേഡ്**
85–100	8.5– 10.0	O(Outstanding)
75 – 84.99	7.5– 8.49	A+(Excellent)
65 – 74.99	6.5–7.49	A(Very Good)
55– 64.99	5.5–6.49	B+(Good)
50 — 54.99	5.0 –5.49	B(Above average)
45 – 49.99	4.5– 4.99	C(Average)
40 – 44.99	4.0– 4.49	P(Pass)
0–39	0–3.99	F(Failed/RA(re-appear)
–0		I(Incomplete)
–0		Ab(Absent)

നിലവാരം മെച്ചപ്പെടുത്തൽ/ വീ ും പരീക്ഷ എഴുതൽ

എം.എ. പാസ്സാകാൻ ഓരോ കോഴ്സിനും ഏറ്റവും കുറഞ്ഞത് **4 പോയിന്റുള്ള P ഗ്രേഡ്** ആവശ്യമാണ്. എല്ലാ കോഴ്സുകളും എഴുതി പൂർത്തിയാക്കാതെ പോകുന്നവർക്ക് എഴുതിയ കോഴ്സുകളുടെ പേര്, പോയിന്റ്, ഗ്രേഡ് എന്നിവ രേഖപ്പെടുത്തിയ കോഴ്സ് സർട്ടിഫിക്കറ്റ് നല്കാവുന്നതാണ്.

തോറ്റുപോയ കോഴ്സുകൾ വീ ും എഴുതാൻ അനുവദിക്കേ താണ്. സിലബസ് മാറിയാൽ നിലവിലുള്ള പുതിയ സിലബസിൽ മാത്രമേ പരീക്ഷ എഴുതാൻ പറ്റൂ. സിലബസ് മാറുമ്പോൾ ഇംപ്രൂവ്മെന്റിന് നൽകുന്ന ര ് അവസരങ്ങൾ പ്രയോജനപ്പെടുത്താവുന്നതാണ്. മുഴുവൻ കോഴ്സുകളും എഴുതി നിലവാരം മെച്ചപ്പെടുത്തണം എന്നുള്ളവർക്ക് വീ ും പരീക്ഷഎഴുതാൻ ഒരവസരം നല്കേ താണ്. അതിനു കാലപരിധി നോക്കേ തില്ല. പക്ഷേ, അത് നിലവിലുള്ള സിലബസ് പ്രകാരമായിരിക്കും. ഒറ്റയൊറ്റ കോഴ്സ് ആയാലും

ഒന്നിച്ചായാലും നിലവിലുള്ള സിലബസ്സ് അനുസരിച്ചു മാത്രമേ വീ ും പരീക്ഷ എഴുതാൻ അനുവദിക്കേ തുള്ളൂ. മാർക്ക് കുറഞ്ഞുപോയതുകൊ ് ഓരോ കോഴ്സ് ഇടയ്ക്കിടെ എഴുതി നില മെച്ചപ്പെടുത്താൻ അനുവദിക്കേ തില്ല.

പഠനയാത്ര

സാംസ്കാരികപ്രാധാന്യമുള്ള സ്ഥലങ്ങളിലേക്കുള്ള പഠനയാത്ര ഒന്നാം സെമസ്റ്ററിൽ നടത്തേ താണ്. ഈ യാത്രയെ സംബന്ധിച്ച് 15 പേജിൽ കുറയാതെ തയ്യാറാക്കുന്ന വിവ രണം ഡിപ്പാർട്ട്മെന്റിൽ സമർപ്പിക്കണം. ഇത്, കേരളം: ദേശവും സംസ്കാരവും എന്ന കോഴ്സിന്റെ അസൈൻമെന്റായി പരിഗണിക്കാവുന്നതാണ്.

CODE: MAL1 C01

പ്രാചീന-മധ്യകാലകവിത

(Ancient-Medieval Poetry)

പ്രാചീന-മധ്യകാലമലയാളകവിത അതിന്റെ സാംസ്കാരികപശ്ചാത്തലത്തിലും വൈവിധ്യത്തിലും വിശദാംശങ്ങളോടെ പഠിക്കുക എന്നതാണ് ഈ കോഴ്സിലൂടെ ലക്ഷ്യമാക്കുന്നത്. വാമൊഴി, വരമൊഴി എന്നിങ്ങനെ രു ധാരകളായി വളർന്നുവന്ന മലയാള കവിതയ്ക്ക് വരമൊഴിയിൽ പാട്ട്, മണിപ്രവാളം എന്നിങ്ങനെ രു ശാഖകൾകൂടി പ്രാചീനകാലംമുതലു ്. പില്ക്കാലത്ത് പാട്ടിനും മണിപ്രവാളത്തിനും രൂപഭാവഭേദങ്ങളോടെ അനേകം ശാഖകളു ാകുകയും മലയാളകവിത കേരളസംസ്കാരത്തിന്റെ സൂക്ഷ്മസാന്നിധ്യം ആവഹിച്ചു വളരുകയുംചെയ്തു. മലയാളത്തിന് സവിശേഷമായൊരു സാഹിത്യസംസ്കാരം രൂപപ്പെടുത്താൻ മാത്രമല്ല, ഭാഷയുടെയും ഭാവനയുടെയും കേരളീയജീവിതത്തിന്റെയും പരിണാമങ്ങളുടെ പ്രതിനിധാനമാകാനും പ്രാചീന-മധ്യകാലകവിതയ്ക്കു കഴിഞ്ഞിട്ടു ്. ഗാനകാവ്യം, കിളിപ്പാട്ട്, തുള്ളൽ, ചമ്പു, സന്ദേശകാവ്യം, ലഘുകാവ്യം, ആട്ടക്കഥ എന്നിങ്ങനെ രൂപവൈവിധ്യങ്ങളോടെ വളർന്ന മലയാളകവിത, സാഹിതീയമായി മാത്രമല്ല പഠിക്കപ്പെടേ ത്. ഭാഷാചരിത്രം, ദേശചരിത്രം, സാമൂഹികാവസ്ഥ, അധികാരവ്യവസ്ഥ, കാർഷികസംസ്കൃതി, കലാസംസ്കാരം തുടങ്ങിയ നിരവധി ഘടകങ്ങളെക്കൂടി അടിസ്ഥാനമാക്കിയാലേ പ്രാചീന-മധ്യകാലകവിതയുടെ പഠനം സമഗ്രമാകൂ. തമിഴ്-ദ്രാവിഡപാരമ്പര്യം, കീഴാളപാരമ്പര്യം, സംസ്കൃതപാരമ്പര്യം എന്നിവയും ഈ ഘട്ടത്തിലെ കവിതയിൽ ഉൾച്ചേർന്നിട്ടു ്. ജാതിവ്യവസ്ഥ, ഗ്രാമസംസ്കാരം, ക്ഷേത്രസംസ്കാരം, ബ്രാഹ്മണാധിനിവേശം എന്നിവയും ഭാഷാപരവും സാംസ്കാരികവുമായ ഇടകലരലും ഈ ഘട്ടത്തിലെ കവിതയുടെ അന്തർദ്ധാരയായി നിലകൊള്ളുന്നു ്. ഇത്തരമൊരു വിശാലപശ്ചാത്തലത്തിലാവണം പ്രാചീന-മധ്യകാലകവിത പഠിക്കേത്. ഏതാ ് ഏഴു നൂറ്റാ ിന്റെ ദീർഘകാലയളവിനുള്ളിലു ായ കവിതയുടെ ചെറിയൊരു ഭാഗമേ വിശദപഠനത്തിനായി നിർദ്ദേശിക്കാനാകൂ. അതിനാൽ ഓരോ യൂണിറ്റിന്റെയും വിവരണഭാഗത്തെ മുൻനിർത്തിസഹായകഗ്രന്ഥങ്ങളുടെ വായനയിലൂടെ വികാസപരിണാമങ്ങൾ ചരിത്രപരമായി മനസ്സിലാക്കേ താണ്.

Course Outcome

കോർ MALI C01 പ്രാചീന മധ്യകാല കവിത

CO1 മലയാള സാഹിത്യത്തിന്റെ പ്രാചീന ദശയെ പ്രതിനിധീകരിക്കുന്ന വാമൊഴി പാരമ്പര്യത്തിന്റെ സവിശേഷതകൾ വിശകലനം ചെയ്യുന്നതിന്. (PS0I)

CO2 പാട്ട്, മണിപ്രവാളം എന്നീ പ്രസ്ഥാനങ്ങളുടെ വികാസ പരിണാമങ്ങൾ വിശദീകരിക്കുന്നതിന്. (PS0I)

CO3 ഭക്തിപ്രസ്ഥാനത്തിന്റെ പൊതുസ്വഭാവം താരതമ്യത്തിലൂടെ കണ്ടെത്തുന്നതിന്. (PS0I)

CO4 ചെറുശ്ശി, എഴുത്തച്ഛൻ എന്നിവരുടെ കാവ്യസംസ്കാരത്തെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS06)

CO5 പ്രാചീന-മധ്യകാല സാഹിത്യത്തിലെ ജനുസ്സുകളെ വർഗ്ഗീകരിക്കുന്നതിന്. (PS04)

CO6 പ്രാചീന-മധ്യകാല സാഹിത്യത്തിലെ ജനുസ്സുകളുടെ സവിശേഷതകൾ വിശദീകരിക്കുന്നതിന്. (PS04)

CO7 സാമൂഹ്യചലനങ്ങളും സാഹിത്യഭാവുകത്വവും തമ്മിലുള്ള ബന്ധം പ്രാചീന-മധ്യകാല സാഹിത്യരചനകളുടെ പശ്ചാത്തലത്തിൽ വിശകലനം ചെയ്ത് കണ്ടെത്തുന്നതിന്. (PS04)

യൂണിറ്റ് 1

വാമൊഴിക്കവിതാപാരമ്പര്യം-വിവിധതരം വാമൊഴിക്കവിതകൾ – കാർഷികവൃത്തിയുടെ വ്യത്യസ്തസന്ദർഭങ്ങളുമായി ബന്ധപ്പെട്ടവ (ഞാറ്റുപാട്ട്, തേക്കുപാട്ട്, കൊയ്ത്തുപാട്ട് എന്നിങ്ങനെ) – അനുഷ്ഠാനവുമായി ബന്ധപ്പെട്ടവ (തോറ്റംപാട്ട്, പടേനിപ്പാട്ട്, ബ്രാഹ്മണിപ്പാട്ട് എന്നിങ്ങനെ) – വിനോദപരമായവ (ഊഞ്ഞാൽപ്പാട്ട്, കൈകൊട്ടിക്കളിപ്പാട്ട് എന്നിങ്ങനെ) – പ്രാദേശികസംസ്കാരവുമായി ബന്ധപ്പെട്ടവ (വടക്കൻ, തെക്കൻ, ഇടനാടൻ എന്നിങ്ങനെ) – വീരകഥാസംബന്ധമായവ (പുത്തൂരംപാട്ട്, തച്ചോളിപ്പാട്ട്, ഇരവിക്കുട്ടിപ്പിള്ളപ്പോര്, ചെങ്ങന്നൂരാതി എന്നിങ്ങനെ) – വ്യത്യസ്തജനവർഗ്ഗസംസ്കാരവുമായി ബന്ധപ്പെട്ടവ (ആദിവാസികൾ, ഗ്രാമവാസികൾ, വരേണ്യവിഭാഗം എന്നിങ്ങനെയുള്ളവരുടേത്) – വാമൊഴിക്കവിതകളുടെ സവിശേഷതകൾ (ഗാനാത്മകത, ജീവിതബന്ധം, തൊഴിൽബന്ധം, വിശ്വാസപരത, ആചാരബ

ദ്ധത, ഭാഷാപരമായ ജൈവികത, പ്രാദേശികസ്വഭാവം, പരിണാമാത്മകസ്വഭാവം, ബോധനസ്വഭാവം, പ്രതീകാത്മകത എന്നിങ്ങനെ) – വാമൊഴിക്കവിതകളിലെ സാഹിതീയത (പദയോജന, അലങ്കാരകല്പനകൾ, താളം, ആഖ്യാനസ്വഭാവം എന്നിങ്ങനെ) – വാമൊഴിക്കവിതകളുടെ സാമൂഹിക–രാഷ്ട്രീയസന്ദർഭങ്ങളും വിവക്ഷകളും – ജാതി, അധികാരം, ആചാരം, പ്രകൃത്യാരാധന, മതാത്മകത തുടങ്ങിയവയുമായി വാമൊഴിക്കവിതകളുടെ ബന്ധം.

വിശദപഠനത്തിന്

1. കുറത്തിത്തോറ്റം (പുലയരുടെ തോറ്റംപാട്ടുകൾ എന്ന ഭാഗത്തുനിന്ന്– ഉത്തരകേരളത്തിലെ തോറ്റംപാട്ടുകൾ, സമ്പാ.എം.വി.വിഷ്ണുനമ്പൂതിരി)

2. കരിയാപണിക്കന്റെ ചിഷ്യത്തം (ചെങ്ങന്നൂരാതിയിലെ ആദ്യഖണ്ഡം) – മാണിക്കംപെണ്ണ്, ആവേദക മറിയാമ്മ ജോൺ

3. തമ്പുരാനും പുലയിയും (നേരംപോയല്ല നേരംപോയല്ല... – കൃഷിപ്പാട്ടുകൾ എന്ന ഭാഗത്തുനിന്ന്) – കേരളഭാഷാഗാനങ്ങൾ വാല്യം 2, സമ്പാ. വി.ആനന്ദക്കുട്ടൻനായർ

4. ആറ്റുമണമ്മേൽ ഉണ്ണിയാർച്ച (അല്ലിമലർക്കാവിൽ കൂത്തുകാണാൻ പോകുന്ന കഥ...പുത്തൂരംപാട്ടിൽനിന്ന്) – വടക്കൻപാട്ടുകൾ, സമ്പാ.കെ.ശ്രീകുമാർ

യൂണിറ്റ് 2

വരമൊഴിക്കവിതയുടെ പ്രാരംഭം – പാട്ടുപ്രസ്ഥാനം – പാട്ടിന് ലീലാതിലകം നല്കുന്ന ലക്ഷണം – പാട്ടുഭാഷയുടെ പരിണാമവും ലിപിചരിത്രവുമായുള്ള ബന്ധവും – തമിഴ്, സംസ്കൃതഭാഷകളുടെ സ്വാധീനം – പാട്ടുപ്രസ്ഥാനത്തിലെ സാംസ്കാരികമിശ്രണം –പാട്ടുപ്രസ്ഥാനത്തിന് ഭാരതീയേതിഹാസങ്ങളുമായുള്ള ബന്ധം – ബ്രാഹ്മണാധിനിവേശത്തിന്റെ സാന്നിധ്യം പാട്ടുപ്രസ്ഥാനത്തിൽ – പ്രാദേശികസംസ്കാരം പാട്ടുസാഹിത്യത്തിൽ – ഭക്തിപ്രസ്ഥാനവും പാട്ടുസാഹിത്യവും – പാട്ടുപ്രസ്ഥാനത്തിലെ പ്രധാനകാവ്യങ്ങൾ (രാമചരിതം, തിരുനിഴൽമാല, കണ്ണശ്ശരാമായണം, കണ്ണശ്ശഭാരതം, കണ്ണശ്ശഭാഗവതം, ഭാരതമാല, ഭാഷാഭഗവദ്ഗീത, ശിവരാത്രിമാഹാത്മ്യം, രാമകഥപ്പാട്ട്, മഹാഭാരതംപാട്ട്, കൃഷ്ണഗാഥ – പാട്ടുസാഹിത്യത്തിന്റെ പരിണാമം (ഇതിവൃത്തം, ഘടന, സമീപനം, ഭാഷ തുടങ്ങിയവയിൽ) – രാമകഥാഖ്യാനത്തിന്റെ വൈവിധ്യവും പരിണാമവും (അവയുടെ പാഠബഹുലത, ആഖ്യാനവ്യത്യസ്തത, വീക്ഷണവ്യത്യാസങ്ങൾ, വാമൊഴിരാമായണങ്ങൾ, വയനാടൻരാമായണം എന്നിങ്ങനെ).

വിശദപഠനത്തിന്

1. രാമചരിതം 106–ാം പടലം – ചീരാമൻ

2. കണ്ണശ്ശരാമായണം (സുന്ദരകാണ്ഡം –ആദ്യത്തെ 25 പാട്ട്) – നിരണത്ത് രാമൻ

3. രാമകഥപ്പാട്ട് (ബാലകാണ്ഡം –ഒന്നാംവൃത്തം) – അയ്യിപ്പിള്ള ആശാൻ

4. കൃഷ്ണഗാഥ (ഹേമന്തവർണ്ണനം) – ചെറുശ്ശേരി

യൂണിറ്റ് 3

പാട്ടുപ്രസ്ഥാനം അനന്തരദശ – പാട്ടുഭാഷയിലു ായ പരിവർത്തനങ്ങൾ – സംസ്കൃത ത്തിന്റെ പ്രാബല്യം – ഭക്തിയും മധ്യകാലകേരളീയസമൂഹവും – ജന്മിത്വവ്യവസ്ഥയുടെ പ്രതി ഫലനം പാട്ടുസാഹിത്യത്തിൽ – പാട്ടുസാഹിത്യത്തിലെ വ്യത്യസ്തശാഖകൾ (കിളിപ്പാട്ട്, പാന, അഞ്ചടിപ്പാട്ട്, തുള്ളൽപ്പാട്ട്, വഞ്ചിപ്പാട്ട്, വില്പാട്ട് എന്നിങ്ങനെ) – പാട്ടുസാഹിത്യത്തിന് ഇതി ഹാസപുരാണകഥകളിലൂടെയുള്ള വളർച്ചയും പടർച്ചയും – എഴുത്തച്ഛൻ, പൂന്താനം, രാമപുര ത്തുവാര്യർ, കുഞ്ചൻനമ്പ്യാർ എന്നിവരുടെ സംഭാവനകൾ, പാട്ടുസാഹിത്യത്തിന്റെ ആഖ്യാന ത്തിലും ഭാഷയിലുമു ായ നിലവാരപ്പെടൽ, മലയാളത്തിന്റെയും സംസ്കൃതത്തിന്റെയും സമ രസപ്പെടലും സംഘർഷങ്ങളും പാട്ടുസാഹിത്യത്തിൽ – മലയാളകവിതയിൽ താളാസ്പദവൃത്ത ങ്ങളുടെ വ്യവസ്ഥപ്പെടൽ – തത്ത്വചിന്ത കവിതയിലേക്കു വികസിക്കൽ(ജ്ഞാനപ്പാന) – പാട്ടു സാഹിത്യത്തെ സ്വാധീനിച്ചതും അതിൽ പ്രതിഫലിച്ചതുമായ രാഷ്ട്രീയ–സാമൂഹികമാനങ്ങൾ – ഭാഷാപരവും സമീപനപരവുമായ സൂക്ഷ്മാധിനിവേശങ്ങളോടുള്ള പൊരുത്തപ്പെടൽ പാട്ടു സാഹിത്യത്തിൽ – തുള്ളൽക്കൃതികളിലെ സാമൂഹികവിമർശനവും പ്രതിരോധവും – ഭക്തി, അധികാരവ്യവസ്ഥയോടുള്ള ആഭിമുഖ്യം, അധികാരവിമർശനം എന്നിവ വെളിപ്പെടുത്തുന്ന സാമൂഹികമായ സൂക്ഷ്മസംഘർഷം പാട്ടുസാഹിത്യത്തിൽ.

വിശദപഠനത്തിന്

1. മഹാഭാരതംകിളിപ്പാട്ട് വിരാടപർവ്വം (35 മുതൽ 192 വരെയുള്ള വരികൾ –കീചകവധം എന്ന ഭാഗം) – എഴുത്തച്ഛൻ
2. ജ്ഞാനപ്പാന (യുഗം നാലിലും നല്ലൂ കലിയുഗം... എന്നതുമുതൽ ചത്തുപോകുന്നു പാവം ശിവ
ശിവ... എന്നതുവരെ) – പൂന്താനം
3. സത്യാസ്വയംവരം ഓട്ടൻതുള്ളൽ (തുടക്കംമുതൽ ...കൊടുക്കും താഡനമിങ്ങു മടക്കം തരി മ്പുമില്ല എന്നതുവരെ) – കുഞ്ചൻനമ്പ്യാർ
4. കുചേലവൃത്തംവഞ്ചിപ്പാട്ട് (പട്ടിണികൊ ുമെലിഞ്ഞ പണ്ഡിതനു കുശസ്ഥലീപട്ടണം... എന്നതുമുതൽ മിത്രകോടിപ്രഭപൂ പുത്തൻപുരി കാണിച്ചു...എന്നതുവരെ) – രാമപുരത്തുവാ ര്യർ

യൂണിറ്റ് 4

മണിപ്രവാളകാവ്യപാരമ്പര്യം – മണിപ്രവാളത്തിന് ലീലാതിലകം നല്കുന്ന നിർവ്വചനം – വിവിധതരം മണിപ്രവാളം – മണിപ്രവാളത്തിലെ ഭാഷകളും അവയുടെ ചേരുവകളും – പ്രാചീന–മധ്യകാലമണിപ്രവാളവും പില്ക്കാലപരിണാമവും – മണിപ്രവാളകാവ്യങ്ങളിലെ വിഷയസ്വീകരണവും ദേശചരിത്രവും – ക്ഷേത്രസംസ്കാരവും വരേണ്യജീവിതവും മണിപ്രവാ ളത്തിൽ – മധ്യകാലകേരളവിജ്ഞാനനിർമ്മിതിയിൽ ഇവയ്ക്കുള്ള സ്ഥാനം – മണിപ്രവാളത്തെ

പ്പറ്റിയുള്ള വ്യത്യസ്തസമീപനങ്ങൾ – മണിപ്രവാളത്തിലെ വ്യത്യസ്തകാവ്യധാരകൾ (ചമ്പു, സന്ദേശകാവ്യം, ലഘുകാവ്യം, നഗരവർണ്ണനങ്ങൾ എന്നിങ്ങനെ) – ഉണ്ണിയച്ചീചരിതം, ഉണ്ണിച്ചിരുതേവീചരിതം, ഉണ്ണിയാടീചരിതം, ഉണ്ണുനീലിസന്ദേശം, കോകസന്ദേശം, ചന്ദ്രോത്സവം, അനന്തപുരവർണ്ണനം തുടങ്ങിയവ – സാഹിത്യമണിപ്രവാളവും വൈജ്ഞാനികമണിപ്രവാളവും (രസപ്രധാനമായവയും ആലത്തൂർ മണിപ്രവാളവും) – പ്രാചീനമണിപ്രവാളകാവ്യങ്ങളിലെ അങ്ങാടിവർണ്ണനകളും ദേശവിവരണങ്ങളും നല്കുന്ന ചരിത്രവിജ്ഞാനം – മധ്യകാലമണിപ്രവാളത്തിലെ വിഷയവ്യതിയാനം – ക്ഷേത്രകലകളുമായുള്ള ബന്ധം – ഭാഷാരാമായണംചമ്പു, ഭാഷാനൈഷധംചമ്പു, ചൊല്ലൂർനാഥോദയം, തൈങ്കെലനാഥോദയം എന്നിവ – പില്ക്കാലത്ത് മണിപ്രവാളത്തിന് കലാരൂപങ്ങളുമായു ായ ബന്ധം – ആട്ടക്കഥയുടെ ഘടന (ശ്ലോകം, പദം, ദണ്ഡകം എന്നിവ) – ആട്ടക്കഥയുടെ ചരിത്രവും രംഗകലാബന്ധവും – കോട്ടയത്തുതമ്പുരാൻ, ഉണ്ണായിവാര്യർ, ഇരയിമ്മൻതമ്പി തുടങ്ങിയവരുടെ രചനകൾ.

വിശദപഠനത്തിന്

1. ഉണ്ണിയാടീചരിതം (ഗദ്യം 18 മുതൽ 22 വരെയും പദ്യം 56 മുതൽ 61 വരെയുമുള്ള ഭാഗം)
2. ഉണ്ണുനീലിസന്ദേശം പൂർവ്വഭാഗം (71 മുതൽ 92 വരെയുള്ള ശ്ലോകങ്ങൾ)
3. ഭാഷാരാമായണംചമ്പു ഉദ്യാനപ്രവേശം (ആദ്യത്തെ 20 ശ്ലോകങ്ങളും ആദ്യഗദ്യവും)
4. നളചരിതംആട്ടക്കഥ ര ാംദിവസം (ആദ്യത്തെ അഞ്ചുരംഗങ്ങൾ, നളദമയന്തിമാരെ പുഷ്കരൻ പുറത്താക്കുന്നതായി പറയുന്ന പദമുൾപ്പെടെയുള്ള ഭാഗം)

യൂണിറ്റ് 5

മലയാളകാവ്യചരിത്രത്തിലു ായ ഭാവുകത്വപരമായ മാറ്റം – വ്യത്യസ്ത കാവ്യസമ്പ്രദായങ്ങളും ഭാഷാപരമായ വിവിധജനുസ്സുകളും (മിഷനറിസാഹിത്യം, മാപ്പിളപ്പാട്ട്, പച്ചമലയാളകാവ്യങ്ങൾ എന്നിങ്ങനെ) – പ്രമേയപരവും ഘടനാപരവുമായ വിവിധകാവ്യരീതികൾ (പടപ്പാട്ട്, കപ്പപ്പാട്ട്, മാലപ്പാട്ട്, കത്തുപാട്ട്,യാത്രാകാവ്യങ്ങൾ, സമസ്യാപൂരണങ്ങൾ, മുക്തകങ്ങൾ, കൂട്ടുകവിതകൾ എന്നിങ്ങനെ) – കാവ്യലോകത്തേക്ക് ക്രൈസ്തവ–ഇസ്ലാമികസംസ്കാരങ്ങളുടെ പ്രവേശം – കാവ്യമണ്ഡലത്തിലെ സംസ്കാരവൈവിധ്യവും സമന്വയവും – പുതിയ ആവിഷ്കാരരീതികൾ കെ ത്താനുള്ള ശ്രമം – വരമൊഴിക്കവിതയിൽ ബഹുകർത്തൃത്വത്തിന്റെ പരീക്ഷണം (കൂട്ടുകവിതാരീതി) – വ്യക്ത്യനുഭവങ്ങളും സാധാരണസംഭവങ്ങളും കാവ്യവിഷയമാകൽ – സമൂഹത്തോടൊപ്പം കവിതയും ആധുനികീകരിക്കപ്പെടാനുള്ളശ്രമം – പ്രബല സാഹിത്യസംസ്കൃതികളെ വിവർത്തനത്തിലൂടെ സ്വാംശീകരിക്കൽ – നിയോക്ലാസ്സിക് പ്രവണതകൾ – പ്രാസവാദം തുടങ്ങിയ വിവാദങ്ങൾ – ഭാഷാപരമായ വെല്ലുവിളികൾ – പച്ചമലയാളപ്രസ്ഥാനം.

വിശദപഠനത്തിന്

1. പുത്തൻപാന പന്ത്ര ാംപാദം (മാതാവിന്റെ വിലാപം) – അർണ്ണോസ് പാതിരി
2. ബദറുൽമുനീർ ഹുസ്നുൽജമാൽ (പൂമകളാണെ ഹുസ്നുൽജമാൽ...എന്നതുമുതൽ തിരുമുടി വെട്ടികിടന്തുകൾ നൗമിടുകാമോ? എന്നതുവരെ) – മോയിൻകുട്ടി വൈദ്യർ
3. മുക്തകങ്ങൾ – പൂന്തോട്ടത്തുനമ്പൂതിരി–1.പൂമെത്തമേലെഴുനേറ്റിരുന്നു ദയിതേ..., 2.മൂടില്ലാത്തൊരു മു ുകൊ ു മുടിയുംമൂടീട്ടു..., 3.–ചേലപ്പറമ്പൻ –പാടത്തിൻകരെ നീളെ നീലനിറമായ്..., 4.വി.സി.ബാലകൃഷ്ണപ്പണിക്കർ –മൂന്നാണങ്ങേയ്ക്കു പേ ദയിതകൾ...
4. കോമപ്പൻ (31 മുതൽ 66 വരെയുള്ള പാട്ടുകൾ) – കു ൂർ നാരായണമേനോൻ

സഹായകഗ്രന്ഥങ്ങൾ

സാഹിത്യചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ	– എഡി. കെ.എം.ജോർജ്ജ്
സാഹിത്യചരിത്രസംഗ്രഹം	– പി.ശങ്കരൻനമ്പ്യാർ
സാഹിത്യചരിത്രം നൂറ്റാ ുകളിലൂടെ	– ഇളംകുളം കുഞ്ഞൻപിള്ള (എസ്.പി.സി.എസ്. കോട്ടയം)
മണിപ്രവാളകവിത	– ഡോ.പി.വി.വേലായുധൻപിള്ള
തുഞ്ചൻപഠനങ്ങൾ	– കേരളസാഹിത്യഅക്കാദമി
പഞ്ചാനനന്റെ വിമർശത്രയം	– പി,കെ.നാരായണപിള്ള
എഴുത്തച്ഛന്റെ കല	– പി.കെ. ബാലകൃഷ്ണൻ
കഥകളി	– ജി. കൃഷ്ണപിള്ള
അദ്ധ്യാത്മരാമായണം കിളിപ്പാട്ട് ഒരു പഠനം	– കെ.എൻ.എഴുത്തച്ഛൻ
പൂന്താനസർവസ്വം	– വി.എസ്.ശർമ്മ
നാടോടിവിജ്ഞാനീയം	– രാഘവൻ പയ്യനാട്
ബാലഡ്സ് ഓഫ് നോർത്തു മലബാർ	– ചേലനാട്ട്അച്യുതമേനോൻ
ക്രിസ്ത്യാനികളും മലയാളസാഹിത്യവുംചർച്ചയും പൂരണവും	– ഡോ. സ്കറിയ സക്കറിയ
രാമചരിതം ഒരു വിമർശനാത്മകപഠനം	– പി.വി.കൃഷ്ണൻനായർ
കൃഷ്ണഗാഥാപഠനങ്ങൾ	– ടി. ഭാസ്കരൻ
കിളിപ്പാട്ട്	– എൻ. മുകുന്ദൻ
മണിപ്രവാളകാവ്യമാലിക	– എഡി. അനിൽവള്ളത്തോൾ
കേരളസാഹിത്യചരിത്രം, വാള്യം 1,2,3	– ഉള്ളൂർ പരമേശ്വരയ്യർ
കണ്ണശ്ശന്മാരുംഎഴുത്തച്ഛനും	– കെ.ഇ. നാരായണപിള്ള
കോകസന്ദേശം (വ്യാഖ്യാനം)	– ചാത്തനാത്ത്അച്യൂതനുണ്ണി, എം.ആർ.രാഘവവാരിയർ
കൈരളിയുടെ കഥ	– എൻ. കൃഷ്ണപിള്ള
വടക്കൻപാട്ടുകളുടെ പണിയാല	– എം.ആർ. രാഘവവാരിയർ
നിരണംപാട്ടുകൾ	– ദേശമംഗലം രാമകൃഷ്ണൻ
മലയാളകവിതാസാഹിത്യചരിത്രം	– എം. ലീലാവതി
കുഞ്ചൻനമ്പ്യാർവാക്കുംസമൂഹവും	– കെ.എൻ. ഗണേശ്
പദ്യരത്നം – ഉപോദ്ഘാതം	– ഡോ. പി.കെ. നാരായണപിള്ള
ലീലാതിലകം ഒന്നാംശില്പം	വ്യാഖ്യാ.ശൂരനാട്ടു കുഞ്ഞൻപിള്ള
കണ്ണശ്ശരാമായണം യുദ്ധകാണ്ഡം (ഉപോദ്ഘാതം)	– പുതുശ്ശേരിരാമചന്ദ്രൻ
ഭാഷാചമ്പുക്കൾ	– ഉള്ളൂർഎസ്. പരമേശ്വരയ്യർ
കഥകളിവിജ്ഞാനകോശം	– അയ്മനം കൃഷ്ണക്കൈമൾ

ആട്ടക്കഥാസാഹിത്യം	– അയ്മനം കൃഷ്ണക്കൈമൾ
കേരളഭാഷയുടെവികാസപരിണാമങ്ങൾ	– ഇളംകുളം കുഞ്ഞൻപിള്ള
മധ്യകാലമലയാളം	– പി.വി. വേലായുധൻപിള്ള
മലയാളഭാഷാപരിണാമം–സിദ്ധാന്തങ്ങളും വസ്തുതകളും	– തിരുനല്ലൂർ കരുണാകരൻ
രാമചരിതവും പ്രാചീനമലയാളവും	– എൻ.ആർ. ഗോപിനാഥപിള്ള
നളചരിതസന്ദേശം	– അയ്മനം കൃഷ്ണക്കൈമൾ
ഗാഥ	– എൻ.മുകുന്ദൻ
രാമചരിതവും പ്രാചീനഭാഷാവിചാരവും	– നടുവട്ടംഗോപാലകൃഷ്ണൻ
തെക്കൻപാട്ടുകൾ ഒരു പഠനം	– ജി.ത്രിവിക്രമൻതമ്പി
വടക്കൻപാട്ടുകൾ	സമാ. കെ.ശ്രീകുമാർ
തുള്ളൽസാഹിത്യചരിത്രം	– വി.എസ്.ശർമ്മ
കാമപത്ധു	– കെ.ടി.രാമവർമ്മ
അറബിമലയാളസാഹിത്യചരിത്രം	– ഒ.അബു
വെണ്മണിപ്രസ്ഥാനം	– അകവൂർ നാരായണൻ
തെക്കൻപാട്ടുകൾ ചില അടിസ്ഥാനചിന്തകൾ	– ജി.ത്രിവിക്രമൻതമ്പി
നീലകണ്ഠകവിയും അദ്ദേഹത്തിന്റെ ഭാഷാചമ്പുക്കളും	– ടി.ജി.രാമചന്ദ്രൻപിള്ള
മലയാളസന്ദേശകാവ്യങ്ങൾ ഒരുപഠനം	– ചമ്പക്കുളം അപ്പുക്കുട്ടൻനായർ
കുഞ്ചൻനമ്പ്യാരും അദ്ദേഹത്തിന്റെ കൃതികളും	– വി.എസ്.ശർമ്മ
മണിപ്രവാളചർച്ച	– എം.ആർ.രാഘവവാര്യർ, കേശവൻ വെളുത്താട്ട്
വടക്കൻപാട്ടുകൾ ഒരുപഠനം	– എം.വി.വിഷ്ണുനമ്പൂതിരി
സമ്പൂർണ്ണമലയാളസാഹിത്യചരിത്രം	– എഡി.പന്മന രാമചന്ദ്രൻനായർ
മലയാളസാഹിത്യചരിത്രം ചെറുശ്ശേരിവരെ	– പി.വി.വേലായുധൻപിള്ള
മാപ്പിളപ്പാട്ട് വഴക്കങ്ങൾ	– ബലകൃഷ്ണൻ വള്ളിക്കുന്ന്
ദളിത് ഭാഷ	– കവിയൂർമുരളി
മണിപ്രവാളം സിദ്ധാന്തംചരിത്രംപ്രയോഗം	– കെ.വി.ദിലീപ്കുമാർ
എഴുത്തച്ഛനും അദ്ദേഹത്തിന്റെ കാലവും	– ചേലനാട്ട് അച്യുതമേനോൻ വിവ. എം. ലീലാവതി
പൂന്താനം– ഭക്തിയും തത്ത്വചിന്തയും	– ഡോ.പി.ഉഷ
എഴുത്തച്ഛന്റെ ഭക്തിയും ദർശനവും	– ഡോ.പി.ഉഷ
വയനാടൻരാമായണം	– അസീസ് തരുവണ
ഉണ്ണുനീലിസന്ദേശം ചരിത്രദൃഷ്ടിയിലൂടെ	– ഇളംകുളം കുഞ്ഞൻപിള്ള
മണിപ്രവാളലഘുകാവ്യങ്ങൾ (ആമുഖം)	– ചാത്തനാത്ത്അച്യുതനുണ്ണി, എം.ആർ. രാഘവവാരിയർ
രാമചരിതവും പാട്ടുമാതൃകകളും	ഡോ. എം. എം.പുരുഷോത്തമൻനായർ
ഭക്തിപ്രസ്ഥാനം മലയാളകവിതകളിലൂടെ	കൊളാടിഗോവിന്ദൻകുട്ടി
അറബിമലയാളസാഹിത്യപഠനങ്ങൾ	എഡി. ടി. മൻസൂറലി (ലീഡ് ബുക്സ്, കോഴിക്കോട്)
മദ്ധ്യകാലമലയാളകവിതയിലെ നായകസങ്കല്പം	കെ..വി.ദിലീപ്കുമാർ
എഴുത്തച്ഛൻ പഠനങ്ങൾ	സമ്പാ:പി.കെ.പരമേശ്വരൻ നായർസ്മാരകട്രസ്റ്റ്
Early Manipravalam – A study	- K. Ramachandran Nair
Language of Middle Malayalam	- Puthussery Ramachandran

CODE: MAL1 C02

ആധുനികകവിത

(Modern Poetry)

പാശ്ചാത്യകവിതയുമായുള്ള ഗാഢസമ്പർക്കം വഴിയായും ദേശീയപ്രസ്ഥാനത്തിന്റെ പശ്ചാത്തലത്തിൽ ഉണർന്നുവന്ന ആത്മബോധത്തിന്റെ ഫലമായും കാല്പനികഭാവുകത്വം മലയാളത്തിൽ പ്രബലമാകുന്നത് ആധുനികകവിത്രയത്തിന്റെ രംഗപ്രവേശത്തോടെയാണ്. മലയാളകവിതയ്ക്ക് അഭികാമ്യമായ ദിശാവ്യതിയാനം നിർദ്ദേശിച്ച് കാല്പനിക കവിത കാലക്രമേണ കാല്പനികവിരുദ്ധതയിലേക്കും ആധുനികതാവാദത്തിലേക്കും ഉത്തരാധുനിക

സംസ്കാരത്തിലേക്കും പരിണമിക്കുന്നതിന്റെ കവിതാവഴികളാണ് ഈ കോഴ്സിൽ വിദ്യാർത്ഥികൾ പഠിക്കേത്. ഇക്കാലയളവിൽ അനേകം പ്രസ്ഥാനങ്ങളും പ്രവണതകളും കാവ്യരൂപങ്ങളും പ്രത്യക്ഷപ്പെട്ടിട്ടു ്. ഇവ സൂക്ഷ്മമായി വിലയിരുത്തുവാനും സഹൃദയത്വത്തെയും മൂല്യ നിർണയസംസ്കാരത്തെയും വികസ്വരമാക്കുവാനുമാണ് ഈ പേപ്പറിലൂടെ ലക്ഷ്യമിടുന്നത്. പഠിക്കുവാൻ നിർദ്ദേശിച്ച കവിതകളിൽ ഒതുങ്ങിനില്ക്കാതെ ആധുനികമലയാളകവിതയെയും ഉത്തരാധുനിക കവിതയെയും അടുത്തറിയുവാൻ വിദ്യാർത്ഥികൾ തയ്യാറാകേ താണ്.

Course Outcome

CO1 കൊളോണിയൽ കാലഘട്ടത്തിൽ മലയാളകവിതയുടെ രൂപഭാവങ്ങളിൽ ഉ ായ മാറ്റങ്ങൾ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS04)

CO2 കാൽപ്പനികതയിലേക്കുള്ള കവിതയുടെ വഴിമാറ്റത്തിന് കാരണമായ ഘടകങ്ങൾ വിശദീകരിക്കുന്നതിന്. (PS05)

CO3 ഖണ്ഡകാവ്യം, വിലാപകാവ്യം എന്നീ കാവ്യപ്രസ്ഥാനങ്ങളിൽ പ്രകടമാകുന്ന കാൽപ്പനിക ഘടകങ്ങൾ വിശകലനം ചെയ്യുന്നതിന്. (PS05)

CO4 ആദ്യകാല കാൽപ്പനിക കവിതകളിൽ കാണുന്ന വ്യക്തിബോധം, സാമൂഹികബോധം, രാഷ്ട്രീയബോധം എന്നിവ വിശകലനം ചെയ്യുന്നതിന്. (PS06)

CO5 മലയാളത്തിലെ കാൽപ്പനികകവിതയുടെ തുടർച്ചയും പ്രതിസന്ധികളും വിശകലനം ചെയ്യുന്നതിന്. (PS01)

CO6 മലയാളത്തിലെ കാവ്യരൂപങ്ങൾ, പ്രവണതകൾ, സിംബലിസം, മിസ്റ്റിസിസം തുടങ്ങിയ പ്രസ്ഥാനങ്ങൾ – ഇവയുടെ സവിശേഷതകൾ വിശദീകരിക്കുന്നതിന്. (PS02)

CO7 ചങ്ങമ്പുഴ, ജി.ശങ്കരക്കുറുപ്പ്, ഇടശ്ശേരി, പി.കുഞ്ഞിരാമൻ നായർ, എൻ.വി.കൃഷ്ണവാരിയർ എന്നിവരുടെ കാവ്യരീതികൾ താരതമ്യം ചെയ്യുന്നതിന്. (PS06)

CO8 കാൽപ്പനികകവിതയിൽനിന്ന് ആധുനികകവിതയിലേക്കുള്ള പരിവർത്തനഘട്ടത്തിൽ നിലനിന്ന കാവ്യഭാവുകത്വം വിശകലനം ചെയ്യുന്നതിന്. (PS0I)

CO9 ആധുനികതയുടെ ആശയപരവും സൗന്ദര്യാത്മകവുമായ സമീപനങ്ങൾ വിശകലനം ചെയ്യുന്നതിന്. (PS03)

CO10 ആധുനികാനന്തര കവിതയുടെ ഉള്ളടക്കവും ആവിഷ്ക്കാരരീതികളും വിശദീകരിക്കുന്നതിന്. (PS0I)

യൂണിറ്റ് 1

സാഹിത്യത്തിലെ പ്രസ്ഥാനങ്ങൾ–ക്ലാസിസ്സിസം, റൊമാന്റിസിസം, റിയലിസം, എക്സ്പ്രഷണിസം, ഇംപ്രഷണിസം, മോഡേണിസം – പാശ്ചാത്യകവിതയിലെ കാല്പനികയുഗം – വേഡ്സ്വർത്ത് – ഷെല്ലി തുടങ്ങിയവരുടെ ഇടപെടലുകൾ– പാശ്ചാത്യകവിതയിലെ ആധുനികതാധാര – ടി.എസ്. എലിയറ്റിന്റെയും മറ്റും സംഭാവനകൾ. മലയാളകാല്പനികതയുടെ ആരംഭവും വികാസചരിത്രവും – ഖണ്ഡകാവ്യം – ഭാവഗീതം തുടങ്ങിയ സാഹിത്യരൂപങ്ങളുടെ കടന്നുവരവ്.

വിശദപഠനം

1.	മലയവിലാസം	–	ഏ.ആർ.രാജരാജവർമ
2.	ദൈവദശകം	–	ശ്രീനാരായണഗുരു
3.	അച്ഛനും മകളും	–	വള്ളത്തോൾ
4.	നളിനി (33–51 വരെയുള്ള ശ്ലോകങ്ങൾ)	–	കുമാരനാശാൻ
5.	പ്രേമസംഗീതം	–	ഉള്ളൂർ

യൂണിറ്റ് 2

കാല്പനികതാപ്രസ്ഥാനത്തിന്റെ പില്ക്കാലവികാസം – വിലാപകാവ്യപ്രസ്ഥാനത്തിന്റെ വളർച്ച– ഭാവഗീതപ്രസ്ഥാനം – നവോത്ഥാനത്തോടുള്ള നിലപാട് – ആത്മനിഷ്ഠത – പ്രണയം – മൃത്യുബോധം, പാപബോധം – പാരമ്പര്യ പാരമ്പര്യേതര ഘടകങ്ങളുടെ സ്വാധീനത – ബിംബാത്മകമായ കാവ്യഭാഷയും ശൈലീഭേദങ്ങളും. യഥാതഥ്യതയോട് സമീപസ്ഥമാവുന്ന കാല്പനികത – ശുദ്ധകാല്പനികതയോടുള്ള വിയോജിപ്പ് – കവിത ജീവിതവിമർശനമെന്ന നിലയിൽ– ആധുനികതാബോധത്തിന്റെ സ്പഷ്ടസ്വാധീനത – കാവ്യഭാഷാസ്വീകരണത്തിലും പ്രമേയസ്വീകരണത്തിലുംവന്ന പരിവർത്തനങ്ങൾ– വ്യത്യസ്തപരീക്ഷണങ്ങൾ– കവിത സംസ്കാരവിമർശനമെന്ന നിലയിൽ– ആക്ഷേപഹാസ്യത്തിന്റെയും ദുരന്തബോധത്തിന്റെയും സാന്നിധ്യം.

വിശദപഠനം

1. ശിവതാണ്ഡവം – ജി. ശങ്കരക്കുറുപ്പ്
2. മനസ്വിനി – ചങ്ങമ്പുഴ കൃഷ്ണപിള്ള
3. ആസാംപണിക്കാർ – വൈലോപ്പിള്ളി
4. കളിയച്ഛൻ – പി.കുഞ്ഞിരാമൻനായർ
5. മഴുവിന്റെ കഥ – ബാലാമണിയമ്മ
6. നെല്ലുകുത്തുകാരി പാറുവിന്റെ കഥ – ഇടശ്ശേരി ഗോവിന്ദൻനായർ
7. കൊച്ചുതൊമ്മൻ – എൻ.വി.കൃഷ്ണവാര്യർ
8. ഇരുപതാംനൂറ്റാ ിന്റെ ഇതിഹാസം– അക്കിത്തം ('സ്വർഗം' എന്ന ഖണ്ഡം മാത്രം)

യൂണിറ്റ് 3

കാല്പനികതയുടെ തുടർചലനങ്ങൾ– അരുണദശകത്തിന്റെ സ്വാധീനത – സംഗീതത്തിനും ലോലഭാവങ്ങൾക്കുംവന്ന മേൽക്കൈ– ആസ്തികൃവാദദർശനത്തിന്റെ സ്വാധീനത –പ്രകൃതി ചിത്രീകരണം – പുനരാഖ്യാനത്തിന്റെ സാധ്യതകൾ– പാരമ്പര്യകവിതയുടെ ആധുനികഭാവം – വ്യക്തിപരതയുടെ സാന്നിധ്യം.

വിശദപഠനം

1. രാവണപുത്രി – വയലാർ
2. നിലാവിന്റെ ഗീതം – ഒ.എൻ.വി
3. ഗജേന്ദ്രമോക്ഷം – സുഗതകുമാരി
4. തരിശുനിലങ്ങളിലേക്ക് – തിരുനല്ലൂർ കരുണാകരൻ
5. യുഗളപ്രസാദൻ – വിഷ്ണുനാരായണൻ നമ്പൂതിരി
6. ബോധാഗ്നി – യൂസഫലി കേച്ചേരി

യൂണിറ്റ് 4

വൈചിത്ര്യം നിറഞ്ഞ പ്രമേയങ്ങൾ– വിഭിന്നമായ കാവ്യഭാഷ – തീവ്രഇടതുപക്ഷരാഷ്ട്രീയത്തിന്റെ സ്വാധീനത – മുക്തഛന്ദസ്സ് –പരിസ്ഥിതി – നാഗരികത – പ്രണയം – പാരമ്പര്യം എന്നീ ഘടകങ്ങളുടെ വിചിത്രവിന്യസനം – പുതിയ പരീക്ഷണങ്ങൾ– ആധുനികജീവിതത്തോടുള്ള സംവാദം – പുതിയ ലോകത്തിന്റെ ആകുലതകൾ– ആക്ഷേപഹാസ്യത്തിന്റെ വിചിത്രമായ അവതരണം.

വിശദപഠനം

1. പാർക്കിൽ – എൻ.എൻ. കക്കാട്
2. കുതിരക്കൊമ്പ് – അയ്യപ്പപ്പണിക്കർ
3. ദിവ്യദുഃഖത്തിന്റെ നിഴലിൽ – ആർ. രാമചന്ദ്രൻ

4.	സത്യവാങ്മൂലം	–	സച്ചിദാനന്ദൻ
6.	ബംഗാൾ	–	കെ.ജി. ശങ്കരപിള്ള
7.	മേഘരൂപൻ	–	ആറ്റൂർ രവിവർമ്മ
8.	കാട്	–	ഡി. വിനയചന്ദ്രൻ
9.	ബുദ്ധനും ആട്ടിൻകുട്ടിയും	–	എ.അയ്യപ്പൻ
10.	എവിടെ ജോൺ	–	ബാലചന്ദ്രൻ ചുള്ളിക്കാട്
11.	തച്ചന്റെ മകൾ	–	വിജയലക്ഷ്മി

യൂണിറ്റ് 5

ഉത്തരാധുനികകവിതയുടെ കടന്നുവരവ് – ആഗോളീകരണവും ഉദാരീകരണവും സൃഷ്ടിച്ച പുതിയ സാഹചര്യം – ഉത്തരാധുനികതയുടെ സാംസ്കാരികരാഷ്ട്രീയം – ബഹുസ്വരത – ചെറുതുകളുടെ പ്രതിരോധം – ദളിത്, സ്ത്രീ, പരിസ്ഥിതി ചിന്തകളുടെ സ്വാധീനത – സ്വത്വബോധം – ആഖ്യാനതലത്തിലും ഭാഷാതലത്തിലും വന്ന പരിവർത്തനങ്ങളും പരീക്ഷണങ്ങളും – നവസാങ്കേതികവിദ്യയുടെ പ്രഭാവം (കവിത ഉൾപ്പെടുന്ന സമാഹാരത്തിന്റെ പേര് ബ്രാക്കറ്റിൽ കൊടുത്തിട്ടു ്.)

സഹായകഗ്രന്ഥങ്ങൾ

1.	ഉത്തരകാലം	–	പി.പി. രാമചന്ദ്രൻ (കാണെക്കാണെ)
2.	ലിപികൾ	–	റഫീഖ് അഹമ്മദ് (റഫീഖ് അഹമ്മദിന്റെ കവിതകൾ)
3.	കത്തി	–	രാഘവൻ അത്തോളി (കത്തി)
4.	ദൈവപ്പാതി	–	കെ.ആർ. ടോണി (ദൈവപ്പാതി)
5.	കുടപ്പന	–	എസ്.ജോസഫ് (മീൻക്കാരൻ)
6.	ആലപ്പുഴ വെള്ളം	–	അനിത തമ്പി (ആലപ്പുഴ വെള്ളം)
7.	മാട്രിമോണിയൽ	–	ബിന്ദു കൃഷ്ണൻ (ദൈവത്തിന്റെ സ്വന്തം)

സഹായകഗ്രന്ഥങ്ങൾ

1.	മലയാളകവിതാസാഹിത്യചരിത്രം	–	എം. ലീലാവതി
2.	സമ്പൂർണമലയാളസാഹിത്യചരിത്രം	–	പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
3.	മലയാളസാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ–		എരുമേലി പരമേശ്വരൻ പിള്ള
4.	കൈരളിയുടെ കഥ	–	എൻ.കൃഷ്ണപിള്ള
5.	കവിതാപഠനങ്ങൾ	–	പന്മന രാമചന്ദ്രൻനായർ (എഡിറ്റർ)
6.	ഇടശ്ശേരിയുടെ കാവ്യലോകം	–	കെ.പി. ശരച്ചന്ദ്രൻ
7.	അക്കിത്തത്തിന്റെ ലോകം	–	പി.എം. നാരായണൻ (എഡിറ്റർ)

8. കവിതയും പാരമ്പര്യവും – എൻ.എൻ. കക്കാട്
9. മലയാളഖണ്ഡകാവ്യങ്ങൾ ഒരു പഠനം – പ്രൊഫ. എം.പി. പണിക്കർ
10. ആദിപ്രരൂപങ്ങൾ സാഹിത്യത്തിൽ – എം. ലീലാവതി
11. വർണരാജി – എം. ലീലാവതി
12. ആധുനികത മലയാളകവിതയിൽ – എൻ അജയകുമാർ
13. മലയാളകവിതാപഠനങ്ങൾ – കെ. സച്ചിദാനന്ദൻ
14. കവിതയുടെ ജാതകം – എസ്. രാജശേഖരൻ
15. കേരളകവിതയിലെ കലിയും ചിരിയും – പ്രസന്നരാജൻ
16. അന്വയം – ആർ.വിശ്വനാഥൻ
17. അനന്വയം – ആർ.വിശ്വനാഥൻ
18. മലയാളിയുടെ രാത്രികൾ – കെ.സി. നാരായണൻ
19. ഉണർവ്വിന്റെ ലഹരിയിലേക്ക് – എം. ഗംഗാധരൻ
20. ആശാൻ കവിത ഒരു പഠനം – ജോസഫ് മുശ്ശേരി
21. വള്ളത്തോൾ കവിത – ചെമ്പൂർസുകുമാരൻനായർ(എഡിറ്റർ)
22. വള്ളത്തോൾ നവയുഗത്തിന്റെ കവി – തായാട്ട് ശങ്കരൻ
23. വിലാപകാവ്യപ്രസ്ഥാനം – എഴുമറ്റൂർ രാജരാജവർമ്മ
24. ഇടപ്പള്ളി കവിത – കെ.എ. അസീസ് (എഡിറ്റർ)
25. അസ്ഥിയുടെ പൂക്കൾ – എസ്. ഗുപ്തൻനായർ
26. ചങ്ങമ്പുഴ കൃഷ്ണപിള്ള നക്ഷത്രങ്ങളുടെ സ്നേഹഭാജനം – എം.കെ.സാനു
27. ചങ്ങമ്പുഴകവിതയിലെ കാല്പനികത – ഇ.കെ. പുരുഷോത്തമൻ
28. സൂര്യകാന്തി – പി.വി. വേലായുധൻപിള്ള
29. വീടുവിചാരം – പി.വി. വേലായുധൻപിള്ള
30. മൃത്യുഞ്ജയം കാവ്യജീവിതം – എം.കെ. സാനു
31. ആശാൻകവിത ആധുനികാനന്തരപഠനങ്ങൾ– പി.പവിത്രൻ
32. കാവ്യകല കുമാരനാശാനിലൂടെ – പി.കെ. ബാലകൃഷ്ണൻ
33. എൻ.കൃഷ്ണപിള്ളയുടെ പ്രബന്ധങ്ങൾ – എൻ.കൃഷ്ണപിള്ള
34. ജിയുടെ കാവ്യജീവിതം – എം.ലീലാവതി
35. ശങ്കരക്കുറുപ്പ് വിമർശിക്കപ്പെടുന്നു – സുകുമാർ അഴീക്കോട്
36. കാവ്യവ്യൂത്പത്തി – എം.പി. ശങ്കുണ്ണിനായർ
37. ശീർഷാസനം – എം.എൻ. വിജയൻ
38. അയ്യപ്പപ്പണിക്കരുടെ ലേഖനങ്ങൾ (3 ഭാഗങ്ങൾ)– കെ.അയ്യപ്പപ്പണിക്കർ

39. ഉത്തരാധുനിക ചർച്ചകൾ – പ്രസന്നരാജൻ
40. വാക്കിലെ സമൂഹം – ഇ.വി. രാമകൃഷ്ണൻ
41. അക്ഷരവും ആധുനികതയും – ഇ.വി.രാമകൃഷ്ണൻ
42. എന്റെ സാഹിത്യനിരൂപണങ്ങൾ – ആർ. നരേന്ദ്രപ്രസാദ്
43. ഉണ്ണിപോവുന്നു – ആർ. നരേന്ദ്രപ്രസാദ്
44. ആധുനികതയുടെ മധ്യാഹ്നം – ആർ. നരേന്ദ്രപ്രസാദ്
45. വീടുപ്പുകൾ – പി.പി.രവീന്ദ്രൻ
46. ഇടപെടലുകൾ – പി.പി.രവീന്ദ്രൻ
47. എതിരെഴുത്തുകൾ – പി.പി.രവീന്ദ്രൻ
48. വാക്കുകളും വസ്തുക്കളും – ബി. രാജീവൻ
49. ആളൊഴിഞ്ഞ അരങ്ങ് – വി. രാജകൃഷ്ണൻ
50. രോഗത്തിന്റെ പൂക്കൾ – വി. രാജകൃഷ്ണൻ
51. കവിതയിലെ കാലവും കാൽപ്പാടുകളും – ഇ.എം.സുരജ
52. സംസ്കൃതിയുടെ വീടുപ്പുകൾ – എ.എം. ഉണ്ണിക്കൃഷ്ണൻ
53. നമ്മുടെ സാഹിത്യം നമ്മുടെ സമൂഹം (2ഭാഗം)–എം.എൻ.വിജയൻ(ജനറൽ എഡിറ്റർ)
54. വള്ളത്തോളിന്റെ കാവ്യശൈലി – അനിൽവള്ളത്തോൾ
55. കൊച്ചിയിലെ വൃക്ഷങ്ങൾ ഒരു പാരായണം – എം. ലീലാവതി
56. സ്ത്രീസ്വത്വാവിഷ്കാരം മലയാളസാഹിത്യത്തിൽ– എം. ലീലാവതി
57. പുതുവായന – സി.രാജേന്ദ്രൻ
58. കാല്പനികത – ബി.ഹൃദയകുമാരി
59. കവിത വഴിത്തിരിവിൽ – കെ.എസ്. നാരായണപിള്ള
60. നവീനോത്തര നിരൂപണം – എ. എം. ഉണ്ണിക്കൃഷ്ണൻ
61. മൃത്യുബോധം മലയാളകാൽപനിക കവിതയിൽ – കുര്യാസ് കുമ്പളക്കുഴി
62. ഉള്ളൂരും പ്രബോധനാത്മകതയും – സിസ്റ്റർ ആൻസി
63. സിംബലിസം മലയാളകവിതയിൽ – കെ.എം.വേണുഗോപാൽ
64. ഇടശ്ശേരിക്കവിത ശിൽപവിചാരം – കെ.പി മോഹനൻ
65. ശ്രീനാരായണഗുരുവിന്റെ സമ്പൂർണകൃതികൾ – (പഠനം, വ്യാഖ്യാനം) –ടി.ഭാസ്കരൻ
66. എൻ.വിയുടെ കാവ്യലോകം(എഡിറ്റർ) – കെ.വി.രാമകൃഷ്ണൻ
67. വയലാർ രാമവർമ്മ ഋതുഭേദങ്ങൾക്ക് വർണം പകർന്ന കവി – ചന്ദ്രികാശങ്കരനാരായണൻ
68. ജിയുടെ ഭാവഗീതങ്ങൾ – ഡി.ബെഞ്ചമിൻ
69. ഇടശ്ശേരിക്കവിത(സമാഹരണം) – ചെമ്പൂർ സുകുമാരൻ നായർ
70. ഒ.ൻ.വി കവിത ഈണവും പൊരുളും(എഡിറ്റർ)– സുരേഷ് വെള്ളിമംഗലം

71. ആദിരൂപങ്ങളുടെ പദവിന്യാസം
ആധുനിക മലയാളകവിതയിൽ – ശാന്താരാമചന്ദ്രൻ
72. ഉത്തരാധുനിക കവിതാപഠനങ്ങൾ – എം.എസ്.പോൾ
73. ആഖ്യാനങ്ങളുടെ പുസ്തകം – രാജേന്ദ്രൻ എടത്തുംകര
74. കവിത മറ്റൊരു ഭാഷയാണ് – ബിജു കാഞ്ഞങ്ങാട്
75. കവിയും കവിതയും – പി.നാരായണക്കുറുപ്പ്
76. കുളിരും തണലും – കെ.പി.ശങ്കരൻ
77. കവിതയുടെ ഡി.എൻ.എ – വിഷ്ണു നാരായണൻ നമ്പൂതിരി
78. ആധുനികമലയാളകവിതയിലെ
സ്ത്രീപക്ഷസമീപനങ്ങൾ – പി.ഗീത
79. കാവ്യഭാഷയിലെ പ്രശ്നങ്ങൾ – (അവതാരകൻ) – ദേശമംഗലം രാമകൃഷ്ണൻ
80. മലയാളകവിത ആധുനികതയും പാരമ്പര്യവും – എം.ആർ.രാഘവവാര്യർ
81. കവിതയും ശാസ്ത്രവും – എം.ലീലാവതി
82. സപ്തകം – കെ.പി.ശങ്കരൻ
83. ബാലാമണിയമ്മ കവിതയും ജീവിതവും – രതിമേനോൻ
84. കാട്ടുകിളിയുടെ പാട്ട്(എഡിററർ) – ടോണിമാത്യു
85. കാവ്യാരതി – എം.ലീലാവതി
86. കൃതി ഒരു കൃഷിഭൂമി – കെ.രാഘവൻപിള്ള
87. അർഥത്തിന്റെ അതിർത്തികൾ – കെ.രാഘവൻപിള്ള
88. ഏ.ആർ.രാജരാജവർമ്മ – പി.വി.വേലായുധൻപിള്ള
89. വാക്കും വിമർശവും – പ്രസന്നരാജൻ
90. കവിയുടെ കലാതന്ത്രം – ദേശമംഗലം രാമകൃഷ്ണൻ
91. ജി കുമാരപ്പിള്ളയുടെ ലേഖനങ്ങൾ – ജി.കുമാരപ്പിള്ള
92. മലയാളത്തിന്റെ സൂര്യഗീതങ്ങൾ(സമാഹരണം) – എൻ.ജയകൃഷ്ണൻ
93. ആധുനികമലയാളകവിതയിലെ ബിംബകൽപന – പി.ഐ.രാധ
94. അക്കിത്തം കവിതാപഠനങ്ങൾ – വള്ളത്തോൾ വിദ്യാപീഠം
95. അടക്കവും അനക്കവും – സജയ് കെ.വി
96. കവിതയിലെ പുതുവഴികൾ – നെല്ലിക്കൽ മുരളീധരൻ
97. കവിതയുടെ ലോകങ്ങൾ – മേലത്ത് ചന്ദ്രശേഖരൻ
98. ഇടശ്ശേരിക്കവിത – മേലത്ത് ചന്ദ്രശേഖരൻ
99. കുഞ്ഞിരാമൻ നായർ കവിത – മേലത്ത് ചന്ദ്രശേഖരൻ
100. ഒറ്റയൊറ്റ ഇതളുകൾ – മേലത്ത് ചന്ദ്രശേഖരൻ
101. പോക്കുവെയിൽ – എം.ആർ.രാഘവവാര്യർ

102.	വിമർശനത്തിന്റെ ജാഗരൂകതകൾ	–	ആർ.ഭദ്രൻ
103.	ഭാഷയും ഭാവനയും പ്രതിരോധത്തിന്റെ അടയാളങ്ങൾ	–	സി.ആർ.പ്രസാദ്
104.	ഹരിതദർശനം ആധുനികാന്തരകവിതയിൽ	–	സി.ആർ.പ്രസാദ്
105.	ആധുനിക കവിതയും തിണസങ്കൽപവും	–	വി.ജെ. സെബാസ്റ്റ്യൻ
106.	കവിതയുടെ വിഷ്ണുലോകം	–	എം.ലീലാവതി
107.	ആറ്റൂർവഴികൾ	–	വി.യു.സുരേന്ദ്രൻ
108.	മറന്നുവെച്ച വാക്കുകൾ	–	വി.യു.സുരേന്ദ്രൻ
109.	വാക്കിലും പൊരുളിലും	–	എം.ജി.ബാബുജി
110.	പുതുമൊഴിവഴികൾ(എഡിറ്റർ)	–	ആറ്റൂർരവിവർമ്മ
111.	യുവകവിതക്കൂട്ടം(എഡിറ്റർ)	–	കെ.എം.വേണുഗോപാൽ
112.	നക്സലിസവും മലയാളകവിതയും	–	കെ.പി.ജോർജ്
113.	ഉടൽ ഒരുനെയ്ത്ത്	–	ജി.ഉഷാകുമാരി
114.	പ്രശ്രയം	–	ആത്മാരാമൻ
115.	പ്രതിഭാനം	–	ആത്മാരാമൻ
116.	ആധുനിക കാവ്യപഠനങ്ങൾ	–	സി.പി.ശിവദാസ്
117.	വംശചിഹ്നങ്ങൾ	–	സി.ആർ.പരമേശ്വരൻ
118.	ഫോക്ലോറും കവിതയും	–	കെ.എസ്.പ്രകാശ്
119.	പാന്ഥരും വഴിയമ്പലങ്ങളും	–	കെ.എം.അനിൽ
120.	പുതുകാലം പുതുകവിത	–	ദേവേശൻ പേരൂർ
121.	കവിതയുടെ പട്ടണപ്രവേശം	–	പി.സോമൻ
122.	ഒ.എൻ.വിയുടെ കവിജന്മങ്ങൾ	–	പി.സോമൻ
123.	ഏതിലയും മധുരിക്കുന്നകാടുകളിൽ	–	കൽപ്പറ്റ നാരായണൻ
124.	ഭാവുകത്വത്തിന്റെ വഴികൾ	–	എം.കൃഷ്ണൻനമ്പൂതിരി
125.	ഋതുഭേദങ്ങളുടെ പുസ്തകം	–	ടി.കെ.സന്തോഷ്കുമാർ
126.	ആഖ്യാനത്തിന്റെ അടരുകൾ	–	കെ.എസ്.രവികുമാർ
127.	ആധുനികതയുടെ അപാവരണങ്ങൾ	–	കെ.എസ്.രവികുമാർ
128.	ശ്രദ്ധ	–	കെ.എം.നരേന്ദ്രൻ
129.	സംവാദം	–	കെ.എം.നരേന്ദ്രൻ
130.	കാവ്യകല	–	കെ.എം.നരേന്ദ്രൻ
131.	ഇഷ്ടസുഗന്ധംപോലെ	–	കെ.എം.നരേന്ദ്രൻ
132.	വിമർശനത്തിന്റെ വഴികൾ	–	രാജേഷ്.എം.ആർ
133.	അജ്ഞാതവുമായുള്ള അഭിമുഖങ്ങൾ	–	സുനിൽ.പി.ഇളയിടം

134. കവിതയുടെ കാതൽ – എൻ.പ്രഭാകരൻ
135. വാക്കും വാക്കും – വി.സി.ശ്രീജൻ
136. ഉന്മീലനം – കെ.പി.ശങ്കരൻ
137. നവകം – കെ.പി.ശങ്കരൻ
138. ഋതുപരിവർത്തനം – കെ.പി.ശങ്കരൻ
139. അനുശീലനം – കെ.പി.ശങ്കരൻ
140. കവിദർശനം – അയ്യപ്പപണിക്കർ
141. അനുഭവങ്ങളെ ആർക്കാണ്പേടി? – ഇ.വി.രാമകൃഷ്ണൻ
142. ഏകാന്തനഗരങ്ങൾ – പി.കെ.രാജശേഖരൻ
143. കവിതയുടെ ഗ്രാമങ്ങൾ – ഇ.പി.രാജഗോപാലൻ
144. പ്രസന്നരാജന്റെ ലേഖനങ്ങൾ – പ്രസന്നരാജൻ
145. മരുഭൂമിയിൽ വിളിച്ചുപറയുന്നവന്റെ ശബ്ദം – എം.തോമസ്മാത്യു
146. ദന്തഗോപുരത്തിലേക്ക് വീം – എം.തോമസ്മാത്യു
147. കവിതയിലെ സ്ഥലകാലങ്ങൾ – എ.അരവിന്ദാക്ഷൻ
148. ഹരിതനിരൂപണം മലയാളത്തിൽ(എഡിറ്റർ) – ജി.മധുസൂദനൻ
149. തിരഞ്ഞെടുത്തപ്രബന്ധങ്ങൾ – കെ.ഗോപാലകൃഷ്ണൻ
150. ഏ.ആർ. നവയുഗത്തിന്റെ ശിൽപി – പദ്മനരാമചന്ദ്രൻനായർ
151. അശാന്തിയിൽ നിന്ന് ശാന്തിയിലേക്ക് – എം.കെ.സാനു
152. വേരുകളിലെ ജീവതാളം – എ.എം.ഉണ്ണിക്കൃഷ്ണൻ
153. കവിതയുടെ വഴികൾ – എൻ.അജയകുമാർ
154. മലയാളകവിത ആധുനികാന്തരം – സി.ആർ.പ്രസാദ്
155. വഴിപാടും പുതുവഴിയും – ദേശമംഗലംരാമകൃഷ്ണൻ
156. സമകാലകവിത(സമാഹരണം) – എം.ബി.മനോജ്
157. പരിസരകവിത – എൽ.തോമസ്കുട്ടി
158. കവിതയുടെ ജീവചരിത്രം – കൽപ്പറ്റനാരായണൻ
159. ആർ.രാമചന്ദ്രൻകവിയും കവിതയും(എഡിറ്റർ) – പി.എം.നാരായണൻ

1. modernism – Peter Faulkner
2. The Philosophy of modern art – Herbert Read
3. Language in Modern Literature – Jacob Korg
4. The poetic image – Day C Lewis

Code : MAL1C03

കേരളം: ദേശവും സംസ്കാരവും

(Kerala: Region and Culture)

– ദേവസ്വവും കേരളത്തിന് അതിപ്രാചീനമായ ഒരു ചരിത്രം ഉ ്. ആദികാല ഗോത്രജനത യോടും അവരുടെ പ്രത്യേകമായ സംസ്കാരത്തോടും ആര്യവർഗ്ഗം ഇടകലരുകയും ഒരു പുതു

സംസ്കാരം രൂപപ്പെടുകയും ചെയ്തു. അത് സവിശേഷമായ ഒരു സംസ്കാരം ഇവിടെ വള ർന്നുവരാൻ കാരണമായി. കേരളീയരുടെ വീക്ഷണത്തിലും പ്രതികരണത്തിലും ഈ ബോധം വരുത്തിയ പരിഷ്കരണങ്ങൾ മനസ്സിലാക്കേ തു ്. സഹനങ്ങളും പോരാട്ടങ്ങളും മലയാളി യുടെ സാംസ്കാരിക ജീവിതത്തിൽ വരുത്തിയ പരിണാമങ്ങളും അവയിലൂടെ അടയാളപ്പെട്ട സാമൂഹിക ക്രമങ്ങളും ഇതോടൊപ്പം പഠനവിധേയമാകുന്നു. നവോത്ഥാനാനന്തര കേരളീയ ജീവിതവും അതിന്റെ സമകാലികാവസ്ഥയും കൂടെ ചർച്ച ചെയ്യേ തു ്.

Course Outcome

CO1 പ്രാചീന കേരളചരിത്രത്തിലെ രാഷ്ട്രീയ ക്രമം, മതജീവിതം, ആര്യവൽക്കരണം, കാർഷിക സമൂഹരൂപീകരണം, ക്ഷേത്ര കേന്ദ്രീകൃത സമൂഹം, പെരുമാൾവാഴ്ച തുട ങ്ങിയവയുടെ ചരിത്രപരമായ പ്രാധാന്യം വിശദീകരിക്കുന്നതിന്. (PS015)

CO2 നാടുവാഴിത്ത കാലഘട്ടത്തിലെ രാഷ്ട്രീയക്രമവും സാംസ്കാരികജീവിതവും തമ്മി ലുള്ള ബന്ധം വിശകലനം ചെയ്യുന്നതിന്. (PS015)

CO3 മധ്യകാല കേരളത്തിൽ കലാസാഹിത്യരംഗങ്ങളിലു ായ ചലനങ്ങളും ആ രംഗത്ത് കേരളം കൈവരിച്ച നേട്ടങ്ങളും വിശദീകരിക്കുന്നതിന്. (PS015)

CO4 വിദേശ ശക്തികൾ കേരളസമൂഹരൂപീകരണത്തിൽ ചെലുത്തിയ സ്വാധീനം വിശകലനം ചെയ്യുന്നതിന്. (PS015)

CO5 ജാതി, വർഗ്ഗം തുടങ്ങിയ സങ്കൽപ്പനങ്ങൾ ഉപയോഗിച്ച് കേരളചരിത്രത്തിലെ സംഭവ ങ്ങളെ വിശകലനം ചെയ്യുന്നതിന്. (PS015)

CO6 കേരളീയ നവോത്ഥാനത്തിന്റെ വിഭിന്ന ധാരകളെ വർഗ്ഗീകരിക്കുന്നതിന്. (PS015)

CO7 കേരളത്തിന്റെ ആധുനികീകരണപ്രക്രിയ വിവിധ സ്രോതസ്സുകളുടെ അടിസ്ഥാനത്തിൽ വ്യാഖ്യാനിക്കുന്നതിന്. (PS015)

യൂണിറ്റ് – 1

കേരളം എന്ന പ്രദേശത്തിന്റെ ചരിത്രം: ഭൗമചരിത്രപരമായ പഠനങ്ങൾ നൽകുന്ന തിരി ച്ചറിവുകൾ. കേരളത്തിന്റെ ഭൂപ്രകൃതിയും ആവാസവ്യവസ്ഥയും:സംഘകാലകൃതികൾ

നൽകുന്ന സൂചനകൾ, പ്രകൃതി, കാലാവസ്ഥ, വിഭവങ്ങൾ എന്നിവയനുസരിച്ച് വികസിച്ചു വന്നസമൂഹങ്ങൾ- ഓരോ സമൂഹവും സൃഷ്ടിച്ചെടുത്ത സാംസ്കാരിക വിഭവങ്ങൾ, പരസ്പര ബന്ധങ്ങൾ-തിണകളും ജീവിതമാതൃകകളും - ഭരണകൂടത്തിന്റെ ഉൽപ്പത്തിയെക്കുറിച്ച് പഴന്ത മിഴ് പാട്ടുകൾ നൽകുന്ന സൂചനകൾ : നാടുകളുടെ രൂപീകരണം, സ്വതന്ത്രഗോത്രറിപ്പബ്ലിക്കു കൾ, മൂവേന്തന്മാർ, കവികൾ, കവയത്രികൾ- പഴന്തമിഴ് പാട്ടുകളിലെ സ്ത്രീ - പുരുഷ ബന്ധ ങ്ങൾ- പഴന്തമിഴ് പാട്ടുകളിലെ സാമൂഹ്യബന്ധങ്ങൾ.

യൂണിറ്റ് - 2

തദ്ദേശജ്ഞാനങ്ങളുടെ കാലം, കുറൾ, പഞ്ചമഹാകാവ്യങ്ങൾ, ബ്രാഹ്മണീകരണം, ജാതി കളുടെ ഉൽഭവം: കേരളത്തിലെ സമൂഹരൂപീകരണങ്ങൾ, ജാതിവ്യവസ്ഥയുടെ ഉദ്ഭവം സംബ ന്ധിച്ച വിവിധ നിഗമനങ്ങൾ- ഇളംകുളം. കുഞ്ഞൻപിള്ള, പി.കെ. ബാലകൃഷ്ണൻ, കെ.കെ. കൊച്ച്, ഡോ. കെ.എൻ ഗണേഷ് എന്നിവരുടെ നിരീക്ഷണങ്ങൾ- ജാതിയും കേരളസംസ്കാ രവും-ജാതിയും കേരളത്തിന്റെജ്ഞാനവ്യവസ്ഥയും: കളരി, വൈദ്യം, കൈത്തൊഴിലുകൾ, ഗണിതം, വാസ്തുവിദ്യാവിജ്ഞാനങ്ങൾ. അവയ്ക്ക് ജാതിവ്യവസ്ഥയുമായുള്ള ബന്ധം,ബൗദ്ധ -ജൈനസാന്നിധ്യങ്ങൾ-വൈജ്ഞാനികസംഭാവനകൾ, -ജാതിവ്യവസ്ഥയും നാടോടി പാരമ്പ ര്യങ്ങളും, പ്രതിരോധവും നാടോടി സാഹിത്യവും, നിശ്ശബ്ദസമൂഹങ്ങൾ.

യൂണിറ്റ്-3

കടലും കേരള സംസ്കാരവും - കേരളത്തിലെ തുറമുഖങ്ങളുടെ ചരിത്രം - കേരള ത്തിന്റെ വാണിജ്യബന്ധങ്ങൾ- കേരളസംസ്കാരത്തിൽ വിദേശബന്ധങ്ങൾ ചെലുത്തിയ സ്വാധീനം - കടൽ കടന്നെത്തിയ മതങ്ങൾ: ജൂതമതം, ക്രിസ്തുമതം, ഇസ്ലാംമതം - പ്രസ്തുത മതങ്ങൾ കേരളത്തിൽ സൃഷ്ടിച്ച സാംസ്കാരിക പാരമ്പര്യങ്ങൾ മതപരി വർത്തനവും സാമൂഹ്യനീതിയും, ഭാഷാ-സംസ്കാരവിനിമയങ്ങളിൽ ഓഷ്യാനിക് പഠന ങ്ങളുടെ മേഖലയിൽ ഉ ായ പുതിയ ഉൾകാഴ്ചകൾ മുൻനിർത്തിയുള്ള സമീപനം.

ക്രിസ്ത്യൻ മിഷണറിമാരും കേരളീയാധുനികതയും, ബുദ്ധമതവും ജൈനമതവും-കേരള സംസ്കാരത്തിൽനിന്ന് ലഭിക്കുന്ന തെളിവുകൾ- കേരളത്തിലെ ക്ഷേത്രപാരമ്പര്യവും കാവുപാ രമ്പര്യവും - നാടുവാഴിത്തവും ബ്രാഹ്മണഗ്രാമങ്ങളും - കുലശേഖരന്മാരും കേരളവും - സാഹിത്യം, കല, ശാസ്ത്രം എന്നീ മേഖലകളിൽ ര ാം ചേരരാജാക്കന്മാരുടെ കാലത്തു ായ വികാസം - മലയാളഭാഷയുടെ വളർച്ച- നാട്ടുരാജ്യങ്ങളുടെ ഉദയം - നാട്ടുരാജ്യങ്ങളും ഭൂമിയുടെ വിതരണവും ബ്രഹ്മസ്വവും - ജന്മിവ്യവസ്ഥയുടെ സവിശേഷതകൾ.

യൂണിറ്റ്-4

കൊളോണിയലിസവും കേരള സംസ്കാരവും – കൊളോണിയൽ വിദ്യാഭ്യാസം അറിവിനോടുള്ള സമീപനത്തിൽ വന്ന മാറ്റം – അച്ചടിയും സാക്ഷര പൊതുമണ്ഡലവും – പോർച്ചുഗീസ്, ഡച്ച്, ഫ്രഞ്ച് ബ്രിട്ടീഷ് അധീശത്വങ്ങൾ കേരളത്തിന്റെ സംസ്കാരത്തിൽ ചെലുത്തിയ സ്വാധീനം – കൊളോണിയലിസവും ദൈനം ദിനവ്യവഹാരങ്ങളും –കൊളോണിയലിസത്തോടുള്ള സമീപനത്തിലെ ഉഭയസ്വഭാവം. കേരളത്തിലെ അടിമത്തം–അടിമവ്യാപാരങ്ങൾ. കേരളത്തിലെ ജന്മിത്ത വിരുദ്ധസമരങ്ങൾ– 1921 ലെ മലബാർ സമരം –കർഷകകലാപങ്ങൾ– പഴശ്ശിസമരങ്ങൾ, ദേശീയപ്രസ്ഥാനം,കമ്മ്യൂണിസ്റ്റ്പ്രസ്ഥാനം, ഐക്യകേരളം– കേരളത്തിലെ ആദ്യത്തെ ഗവണ്മെന്റും ഭൂപരിഷ്കരണവും – ആദ്യത്തെ വിദ്യാഭ്യാസ ബില്ല് – വിമോചനസമരം– പിൽക്കാല രാഷ്ട്രീയം– അടിയന്തിരാവസ്ഥ.

യൂണിറ്റ് – 5

കേരളീയ നവോത്ഥാനം – ശ്രീനാരായണഗുരു, അയ്യങ്കാളി, വാഗ്ഭടാനന്ദൻ, വക്കം മൗലവി,വെളിയങ്കോട് ഉമർ ഖാസി, പൊയ്കയിൽ അപ്പച്ചൻ, ചട്ടമ്പിസ്വാമികൾ, പണ്ഡിറ്റ് കെ.പി.കറുപ്പൻ, സഹോദരനയ്യപ്പൻ, സനാവുല്ല മക്തിതങ്ങൾ തുടങ്ങിയവരുടെ സംഭാവനകൾ.കേരളത്തിലെ സ്ത്രീമുന്നേറ്റങ്ങൾ, നവോത്ഥാനാനന്തര കേരളീയ സമൂഹവും ജാതിസംഘടനകളും– കൊടുങ്ങല്ലൂർ മുസ്ലിം ഐക്യസംഘം–യോഗക്ഷേമസഭ, എസ്.എൻ.ഡി.പി, എൻ.എസ്.എസ്, പി.ആർ.ഡി.എസ്. കേരളം എന്ന ഭാഷാ സംസ്ഥാനം: കേരളമോഡൽ– പരിസ്ഥിതിയും വികസനവും: കേരളവും പ്രവാസവും.ജനകീയാസൂത്രണം– കേരളത്തിന്റെ അനുഭവപാഠങ്ങൾ. കേരളത്തിലെപൊതുവിദ്യാഭ്യാസം, നവ സാമൂഹികപ്രസ്ഥാനങ്ങളും കേരളീയസമൂഹവും – നവലിബറൽ സമീപനങ്ങൾ–ഉപഭോഗസംസ്കാരം–സമകാലകേരളീയ ജീവിതം.

പഠനത്തിന്റെ ഭാഗമായി തെക്കേ ഇന്ത്യയിലെ ചരിത്ര–സാംസ്കാരികപ്രാധാന്യമുള്ള സ്ഥലങ്ങൾ സന്ദർശിച്ച് പതിനഞ്ചുപുറത്തിൽ കവിയാതെ ഒരു റിപ്പോർട്ട് തയ്യാറാക്കി സമർപ്പിക്കേതാണ്.

സഹായകഗ്രന്ഥങ്ങൾ

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(Malayalam Grammar)

പഠനലക്ഷ്യം

മലയാളഭാഷാവ്യാകരണത്തിൽ വിദ്യാർത്ഥികൾക്ക് സമഗ്രമായ ധാരണ ഉ ാക്കുക. മല യാളത്തിലെ വ്യാകരണഗ്രന്ഥങ്ങളും പഠനങ്ങളും വിലയിരുത്തി സ്വാഭിപ്രായം രൂപീക കരിക്കുവാൻ അവസരമൊരുക്കുക. നവീന വ്യാകരണചിന്തകളുടെ അടിസ്ഥാനത്തിൽ ഭാഷ യെയും വ്യാകരണത്തെയും ദർശിക്കുവാൻ പ്രാപ്തരാക്കുക. ഭാഷാഭിരുചിയും ഭാഷാബോ ധവും വളർത്തുക. വ്യാകരണ സമീപനരീതികളിലും രചനയിലും അറിവു നല്കുക. വ്യാക രണ ഗവേഷണത്തിൽ അഭിരുചി വളർത്തുക. വ്യാകരണരചനയുടെ പ്രാധാന്യം ബോധ്യപ്പെടു ത്തുക. വ്യാകരണസിദ്ധാന്തങ്ങളിൽ അവബോധമു ാക്കുക. വ്യാകരണകാര്യങ്ങളിൽ പ്രായോഗിക പരിജ്ഞാനം കൈവരിക്കുക.

പഠനരീതി

മലയാളത്തിലെ പ്രധാന വ്യാകരണനിയമങ്ങളും നിരീക്ഷണങ്ങളും പഠനങ്ങളും അടി സ്ഥാനമായി സ്വീകരിച്ച് ഓരോ വ്യാകരണതലവും താരതമ്യവിശകലനത്തിന് വിധേയമാക്കുക. തുടർന്ന് നവീനചിന്തകളുടെ പരിപ്രേക്ഷ്യത്തിൽ വിവരണാത്മകമായ നവവ്യാഖ്യാനങ്ങൾ നൽകുക. വിമർശനാത്മകമായ അന്വേഷണത്തിലൂടെ പൂർവപഠനങ്ങളെ വിലയിരുത്തുകയും വ്യാകരണപരമായ പിഴവുകളെ ക ത്തുകയും തിരുത്തുകയും ചെയ്യുക.

Course Outcome

CO1 മലയാള വ്യാകരണചരിത്രം വിശദീകരിക്കുന്നതിന്. (PS07)

CO2 മലയാളഭാഷയുടെ ഉൽപ്പത്തിയെക്കുറിച്ചുള്ള വിവിധ സിദ്ധാന്തങ്ങൾ താരതമ്യം ചെയ്യുന്നതിന്. (PS07)

CO3 ലീലാതിലത്തിലെ ഭാഷാചർച്ചകൾ വിശകലനം ചെയ്യുന്നതിന്. (PS07)

CO4 മലയാള ഭാഷയിലെ നാമാധികാരത്തെ ലീലാതിലകം, കേരളപാണിനീയം എന്നിവയെ മുൻനിർത്തി വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS07)

CO5 ശബ്ദവിഭാഗത്തെ പരികൽപ്പനാപരമായി വിഭജിക്കുന്നതിന്. (PS010)

CO6 ധാത്വധികാരത്തെ വർഗ്ഗീകരിച്ചറിയുന്നതിന്. (PS010)

CO7 വാക്യവിഭാഗങ്ങളെ തിരിച്ചറിയുന്നതിന്. (PS09)

CO8 മലയാളത്തിലെ വ്യാകരണസിദ്ധാന്തങ്ങൾ ക്രോഡീകരിക്കുന്നതിന്. (PS07)

യൂണിറ്റ് 1

1. വ്യാകരണം എന്ത്? എന്തിന്?
   വ്യാകരണവും ഭാഷാശാസ്ത്രവും തമ്മിലുള്ള ബന്ധം.
2. വിവിധ സമീപനരീതികൾ : നിർദ്ദേശാത്മകം, ആഗമികം, വിവരണാത്മകം.
3. പാരമ്പര്യവ്യാകരണങ്ങളിലുള്ള പരിചയം: പാണിനീയം, തൊൽക്കാപ്പിയം, നന്നൂൽ, പാശ്ചാത്യവ്യാകരണപദ്ധതികൾ.
4. മലയാളത്തിലെ പ്രധാന വ്യാകരണഗ്രന്ഥങ്ങളുടെ സാമാന്യ പരിചയം.
5. അക്ഷരം, അക്ഷരമാല – അഭിപ്രായഭേദങ്ങൾ, ചില്ലുകളുടെ സവിശേഷതകൾ.
6. സന്ധി: നിർവ്വചനം, വർഗീകരണങ്ങൾ, കേരളപാണിനിയുടെ സന്ധി വർഗ്ഗീകരണത്തിന്റെ ഗുണദോഷങ്ങൾ, ലീലാതിലകമുൾപ്പെടെയുള്ള ഗ്രന്ഥങ്ങളിലെ നിലപാടുകൾ.
7. ശബ്ദവിഭാഗം: വാചകം, ദ്യോതകം, അവയുടെ ഉപവിഭാഗങ്ങൾ, പുതിയ വ്യാകരണ സംവർഗ്ഗങ്ങൾ രൂപപ്പെടുന്ന സാഹചര്യം.
   പദവിഭാഗം : പദനിർവ്വചനം, വിഭാഗങ്ങൾ, നാമം, ക്രിയ, ഭേദകം.

യൂണിറ്റ് 2

1. നാമം : നിർവചനം, നാമവിഭാഗത്തിന്റെ അടിസ്ഥാനം, നാമവിഭാഗങ്ങൾ, സർവ്വനാമം: സ്വഭാവം, നാമത്തിന്റെ ഉപവിഭാഗമെന്ന ചർച്ച.

2. ലിംഗവ്യവസ്ഥ: ദ്രാവിഡലിംഗവ്യവസ്ഥയുടെ പ്രത്യേകതകൾ, ലിംഗനിർവ്വചനം, വർഗീകരണം, പ്രത്യയങ്ങൾ.

3. വചനവ്യവസ്ഥ: ദ്രാവിഡ വചനവ്യവസ്ഥയുടെ പ്രത്യേകതകൾ, വചനനിർവ്വചനം: വർഗീകരണം, പ്രത്യയങ്ങൾ, പൂജകബഹുവചനത്തിന് പ്രസക്തിയുേ ാ എന്ന അന്വേഷണം, സംഖ്യാവിശേഷണവും ബഹുവചനപ്രത്യയവും സംബന്ധമായ വ്യത്യസ്ത മതങ്ങൾ.

4. വിഭക്തിയും കാരകവും: വിഭക്തി, കാരകം – നിർവ്വചനം – അവയുടെ ബന്ധത്തെക്കുറിച്ചുള്ള ചർച്ചകൾ, നാമത്തിനുപുറത്തേക്ക് പടരുന്ന ആർഥികബന്ധം, കേരളപാണിനിയുടെ വിഭക്തി നാമകരണവുമായി ബന്ധപ്പെട്ട നിലപാടുകൾ, വിഭക്തികളുടെ എണ്ണത്തെക്കുറിച്ചുള്ള ഭിന്നാഭിപ്രായങ്ങൾ, സംബന്ധികയും സംബോധനയും വിഭക്തിയല്ലെന്ന നിരീക്ഷണം, വിഭക്ത്യാഭാസം, കാരകബന്ധവും വിശേഷണബന്ധവും ര ു വ്യത്യസ്ത വ്യാകരണബന്ധങ്ങളാണെന്നുള്ള കെ.എം. പ്രഭാകരവാര്യരുടെ നിരീക്ഷണം.

5. ഗതി: ഗതിയെക്കുറിച്ചുള്ള വ്യത്യസ്ത നിലപാടുകൾ, സ്വതന്ത്രപ്രയോഗാർഹത.

6. വ്യുൽപ്പന്നനാമങ്ങൾ: കൃത്ത്, തദ്ധിതം – നിർവ്വചനം, വർഗീകരണം, പ്രത്യയങ്ങൾ, വാക്യവിതരണരീതികൾ.

യൂണിറ്റ് 3

1. ക്രിയ : നിർവ്വചനം, ക്രിയാവിഭാഗങ്ങൾ, അവയുടെ പ്രത്യേകതകൾ, മുറ്റുവിനയും പറ്റുവിനയും: നിർവ്വചനം, വിഭാഗങ്ങൾ, വിനയെച്ചം, പേരെച്ചം, പേരെച്ചങ്ങളുടെ ഭേദകധർമ്മം, ആഖ്യാത രൂപനിഷ്പത്തിനയം, മലയാളത്തിലെ ആഖ്യാതരൂപനിഷ്പത്തിയെക്കുറിച്ചുള്ള കേരളപാണിനിയുടെ അഭിപ്രായത്തിന്മേലുള്ള വിമർശനങ്ങൾ, ഖിലധാതു.

2. ക്രിയയുടെ ഉപാധികൾ, കാലം: മലയാളവ്യാകരണത്തിലെ കാലവ്യവസ്ഥയുടെ പ്രത്യേകതകൾ, ഭൂതം, ഭാവി, വർത്തമാനം എന്ന പ്രധാന വിഭാഗങ്ങളുടെ സമ്പൂർണ്ണപഠനം, പ്രത്യയങ്ങൾ, പ്രത്യയയോജനയിൽ ധാതുവിനു ാകുന്ന പരിഷ്കാരങ്ങൾ, ശീലഭാവി, അവധാരകഭാവി എന്നിവയുടെ കാലസൂചനകൾ.

3. പ്രകാരം: നിർവ്വചനം, വിഭാഗങ്ങൾ, പ്രത്യയം, പ്രകാരങ്ങളുടെ വാക്യഘടനാപരവും അർത്ഥപരവുമായ അന്വേഷണങ്ങൾ, പ്രകാരങ്ങളുടെ കാലികപ്രസക്തി.

4. അനുപ്രയോഗവും പ്രാക്പ്രയോഗവും : നിർവ്വചനം, വിഭാഗങ്ങൾ, മലയാളത്തിലെ അനുപ്രയോഗ–പ്രാക് പ്രയോഗങ്ങളുടെ വ്യാകരണപരമായ ധർമ്മവും പ്രസക്തിയും, കാലപരിച്ഛേദഗണനകളിൽ അനുപ്രയോഗങ്ങളുടെ സാധ്യതകളെ പ്രയോജനപ്പെടുത്തുന്ന വ്യാകരണചർച്ച.

5. നാമധാതുക്കൾ: ഘടന വിവരിക്കേ താണ്.

യൂണിറ്റ് 4

1. നാമവിശേഷണം: നിർവ്വചനം – സ്വതന്ത്രപദവിഭാഗം എന്ന വ്യാകരണചർച്ച, കേരളപാണിനിയുടെ വിഭജനം, സി എൽ ആന്റണിയുടെയും എൻ എൻ മൂസ്സതിന്റെയും നിരീക്ഷണം – സ്വതന്ത്രവും വ്യുൽപ്പന്നവുമായ നാമവിശേഷണങ്ങൾ, പ്രത്യയങ്ങൾ.

2. ക്രിയാവിശേഷണം : നിർവ്വചനം, സ്വതന്ത്രപദവിഭാഗം എന്ന നിലയിലുള്ള അന്വേഷണം, സ്വതന്ത്രവും വ്യുൽപ്പന്നവുമായ ക്രിയാവിശേഷണങ്ങളും അവയുടെ ഘടനാപരമായ പ്രത്യേകതകളും – പ്രത്യയങ്ങൾ, വിശേഷണവിശേഷണങ്ങൾ, ആധിക്യവാചികൾ.

3. വാക്യവിശേഷണങ്ങൾ : വാക്യങ്ങളെ തമ്മിൽ ബന്ധിപ്പിക്കുകയും പൂർവ്വാപര അർത്ഥയോഗം സാധ്യമാക്കുകയും ചെയ്യുന്ന പ്രയോഗങ്ങൾ, (എങ്കിൽ, പക്ഷെ തുടങ്ങിയവ) അവയുടെ ഘടനയും വിതരണസ്വഭാവവും.

4. സമാസം : നിർവചനം, വിഭാഗങ്ങൾ, പുതുപദനിഷ്പത്തിയിൽ സമാസങ്ങളുടെ വ്യാകരണധർമ്മം.

യൂണിറ്റ് 5

1. വാക്യം : ആകാംക്ഷാധികാരത്തിലെ കേരളപാണിനിയുടെ നിരീക്ഷണങ്ങൾ, ഘടകത്തിന്റെ വ്യാകരണ ധർമ്മം.
2. ആഖ്യ, ആഖ്യാതം.
3. കേവലവാക്യങ്ങളും പ്രയോജകവാക്യങ്ങളും
4. നിഷേധവാക്യം : നിഷേധവാക്യങ്ങളുടെ ഘടന – വിധിവാക്യങ്ങളിൽനിന്നുള്ള വ്യതിയാനം.
5. ചോദ്യവാക്യം: ചോദ്യവാക്യങ്ങളുടെ ഘടന, പ്രത്യയങ്ങൾ, വികല്പ–നിപാതം.
6. പൂർണ്ണവാക്യം, ലഘുവാക്യം, വ്യാക്ഷേപകം, സംബോധന, വ്യാക്ഷേപകത്തെക്കുറിച്ചുള്ള കെ.എം. പ്രഭാകരവാര്യരുടെ വിലയിരുത്തൽ.
7. അംഗിവാക്യം, അംഗവാക്യം.
8. ചൂർണ്ണിക, സങ്കിർണ്ണം, മഹാവാക്യം എന്നീ വർഗീകരണങ്ങളുടെ പ്രസക്തി.

സഹായകഗ്രന്ഥങ്ങൾ

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Notes on Kerala Paniniyam – L.V. Ramaswamy Iyer

Studies in Malayalam Grammar - K.M. Prabhakara Variar, University of Madras, 1979.

Code : MAL 1 A01

ഓഡിറ്റ്കോഴ്സ് 1– ബുക്ക്റിവ്യൂ

വിദ്യാർഥികൾക്ക് വിവിധതരത്തിലുള്ള ഭാഷോപയോഗങ്ങളിൽ പ്രായോഗികപരിശീലനം ലഭ്യമാക്കുന്നതിന്റെ ഭാഗമായാണ് പുസ്തകപരിചയം (ബുക്ക്റിവ്യൂ) എന്ന ഈ കോഴ്സ്, ഓഡിറ്റ്കോഴ്സായി ഉൾപ്പെടുത്തിയിരിക്കുന്നത്. നാല് ക്രെഡിറ്റാണ് കോഴ്സിനുള്ളത്. സെമസ്റ്റർ തീരുന്ന സമയത്ത് വിദ്യാർഥികൾ സ്വന്തമായി തയ്യാറാക്കിയ പുസ്തകപരിചയങ്ങൾ മൂല്യനിർണയത്തിനായി സമർപ്പിക്കേതാണ്.

പുസ്തകം തിരഞ്ഞെടുക്കൽ

കഴിവതും ഏറ്റവും പുതിയ പുസ്തകങ്ങളിൽനിന്ന് വേ വ തിരഞ്ഞെടുക്കുക. ഏതെങ്കിലുംതരത്തിൽ സമകാലശ്രദ്ധനേടിയ പുസ്തകങ്ങൾ തിരഞ്ഞെടുക്കുന്നത് നന്ന്. സാഹിത്യേതരവിഷയങ്ങളിലുള്ള പുസ്തകവും വിദ്യാർഥിയുടെ അഭിരുചിക്കനുസരിച്ച് തിരഞ്ഞെടുക്കാവുന്നതാണ്. ഓരോ വിദ്യാർഥിയും നാല് പുസ്തകങ്ങൾ തിരഞ്ഞെടുക്കേതാണ്.

റിവ്യൂ ചെയ്യുമ്പോൾ

1. പുസ്തകത്തിന്റെ സംഗ്രഹമല്ല, വിലയിരുത്തലാണ് നടത്തേത്. പുസ്തകം എങ്ങനെയാണ് സമൂഹത്തിന് പ്രയോജനപ്പെടുന്നത്, അതതുമേഖലയിൽ നിലവിലുള്ള വിജ്ഞാനത്തെ പ്രസ്തുത പുസ്തകം എങ്ങനെയാണ് മുന്നോട്ടു നയിക്കുന്നത് എന്ന മട്ടിൽ ആലോചിക്കണം.

2. പുസ്തകത്തിലുള്ള മുഴുവൻകാര്യവും റിവ്യൂവിൽ ഉൾപ്പെടുത്തിയേ പറ്റൂഎന്ന് നിർബന്ധമില്ല. പ്രസക്തമായ കാര്യങ്ങൾ മതിയാവും.

3. പുസ്തകത്തെ അതിന്റെ ഉദ്ദേശ്യലക്ഷ്യങ്ങൾവെച്ചുവേണം വിലയിരുത്താൻ; നമ്മുടെ ഇഷ്ടാനിഷ്ടങ്ങളാവരുത് മാനദണ്ഡം.

4. പുസ്തകത്തിൽനിന്ന് അമിതമായി ഉദ്ധരണികൾ ഉപയോഗിക്കേതില്ല. പറയുന്ന കാര്യത്തെ സ്വന്തംനിലയ്ക്ക് അവതരിപ്പിക്കുന്നതാണ് നല്ലത്.

റിവ്യൂവിന്റെ ഘടന

ഒരു റിവ്യൂ ആറുപുറത്തിൽകവിയരുത്. പേജിന്റെ ഒരുവശത്തുമാത്രം വ്യക്തമായ കയ്യക്ഷരത്തിൽഎഴുതുക.

പുസ്തകത്തിന്റെ പേര്, രചയിതാവിന്റെ പേര്, പ്രസാധകൻ, വർഷം, പ്രസിദ്ധീകരണ സ്ഥലം, ആകെ പേജുകൾ, വില, ഐ എസ് ബി എൻ നമ്പർ എന്നിവ ആദ്യംതന്നെ സൂചിപ്പിക്കുക.

പുസ്തകശീർഷകത്തിനു പുറമേ, റിവ്യൂവിന് പ്രത്യേകശീർഷകം നൽകാവുന്നതാണ്.

ആമുഖം, പുസ്തകത്തിന്റെ രത്നച്ചുരുക്കം, ഗ്രന്ഥകാരപരിചയം, പുസ്തകത്തിന്റെ മേന്മകൾ, പോരായ്മകൾ, മൊത്തത്തിലുള്ള വിലയിരുത്തൽ. ഉപസംഹാരം എന്നിവ റിവ്യൂവിൽ ഉ ായിരിക്കണം. ഇവ പ്രത്യേകം ഉപശീർഷകമിട്ട് എഴുതണമെന്നില്ല.

സഹായകഗ്രന്ഥങ്ങൾ

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രാജരാജവർമ്മ ഏ.ആർ. *സാഹിത്യസാഹ്യം*

രാമചന്ദ്രൻനായർ പന്മന *തെറ്റില്ലാത്തമലയാളം*, തിരുവനന്തപുരം: കറന്റ് ബുക്സ്.

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Code : MAL2C05

ആധുനികമലയാളഗദ്യം
(Modern Malayalam Prose)

മലയാളഗദ്യത്തിന്റെ ആദ്യകാലരൂപങ്ങളെ പ്രാചീനമധ്യകാലസാഹിത്യത്തിന്റെ കോഴ്സിൽ പരിചയപ്പെട്ടു കഴിഞ്ഞു. ഭാഷാസാഹിത്യത്തിന്റെ ആദ്യകാലമുന്നേറ്റം പ്രധാന മായും പദ്യത്തിലൂടെ ആയിരുന്നെങ്കിൽ പിൽക്കാല മുന്നേറ്റത്തിൽ മുൻതൂക്കം ഗദ്യത്തിനാ ണെന്നു കാണാം. ആധുനിക ഗദ്യസാഹിത്യത്തെക്കുറിച്ചുള്ള തുടർപഠനമാണ് ഈ പേപ്പറു കൊ ് ഉദ്ദേശിച്ചിട്ടുള്ളത്.

മലസാളസാഹിത്യത്തിൽ ലാവണ്യശാസ്ത്രപരവും ചിന്താപരവുമായ മൗലികമായ മാറ്റ ങ്ങൾ ഉ ായ കാലഘട്ടമാണ് ആധുനികത. പ്രതിപാദ്യപരവും ശില്പപരവുമായ ഏറെ പരീക്ഷണങ്ങൾ ഇക്കാലത്തു ായി. റിയലിസത്തിൽനിന്നും പലതരത്തിലുള്ള പ്രസ്ഥാനപ രമായ മാറ്റങ്ങൾ മലയാളസാഹിത്യത്തിന്റെ ഊടും പാവും തന്നെ മാറ്റി. നവോത്ഥാനകാല ഘട്ടത്തിൽ നിന്നും ആധുനികതയിലേക്ക് എത്തിപ്പെടുമ്പോളുള്ള മലയാളചെറുകഥ, നോവൽ, നാടകം, സാഹിത്യവിമർശനം, ഇതര സാഹിത്യജനുസ്സുകൾ എന്നീ മേഖലക ളിലെ ഭാവുകത്വപരിണാമം അടയാളപ്പെടുത്തുന്ന രീതിയിലുള്ള യൂണിറ്റുകളാണ് ഒന്നുമു തൽ അഞ്ചുവരെ. ഇതര ജനുസ്സുകൾ എന്നതിന് കീഴിൽ പഠിക്കാനുള്ളവ സ്മരണ, യാത്രാ വിവരണം, ഹാസസാഹിത്യം, ജീവചരിത്രം, ശാസ്ത്രം(പരിസ്ഥിതി), ആത്മകഥ എന്നീ മേഖലകളിൽ നിന്നുള്ള പാഠങ്ങളാണ്. മേൽ സൂചിപ്പിച്ച സാഹിത്യപ്രസ്ഥാനങ്ങളെ പ്രതിനി ധാനസ്വഭാവത്തോടെ പഠിക്കാൻ ഉതകുന്ന തരത്തിലുള്ള പാഠങ്ങളാണ് ഒരോ ജനുസ്സിലും ചേർത്തിട്ടുള്ളത്.

Course Outcome

CO1 മലയാളഗദ്യത്തിന്റെ വികാസപരിണാമ ഘട്ടങ്ങളുടെ സവിശേഷതകൾ വിശദീകരിക്കു ന്നതിന്. (PS01)

CO2 മലയാളഗദ്യത്തിലെ വിവിധ ജനുസ്സുകളുടെ സ്വഭാവം വിശദീകരിക്കുന്നതിന്. (PS01)

CO3 കേരളീയ സാമൂഹ്യവികാസത്തിന്റെ പശ്ചാത്തലത്തിൽ ഗദ്യവികാസത്തെ വ്യാഖ്യാനി ക്കുന്നതിന്. (PS01)

CO4 ഗദ്യത്തിന്റെ ഓരോ ജനുസ്സിലും സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമം വിശകലനം ചെയ്യു ന്നതിന്. (PS02)

CO5 സാഹിത്യത്തിലെ വിവിധ പ്രവണതകളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS01)

CO6 പ്രവണതകളുടേയും പ്രസ്ഥാനങ്ങളുടേയും അടിസ്ഥാനത്തിൽ കൃതികളെ വിലയിരുത്തുന്നതിന്. (PS06)

യൂണിറ്റ് 1 (ചെറുകഥ)

1. മോതിരം – കാരൂർ നീലകണ്ഠപ്പിള്ള
2. ഒട്ടകം – എസ്. കെ. പൊറ്റക്കാട്
3 മനുഷ്യപുത്രി – ലളിതാംബിക അന്തർജ്ജനം
4. അച്ച വെന്തിഞ്ഞ ഇഞ്ഞ – ടി. കെ. സി. വടുതല
5. കടയനല്ലൂരിലെ ഒരു സ്ത്രീ – ടി. പത്മനാഭൻ
6. കോലാട് – മാധവിക്കുട്ടി
7. തിരുത്ത് – എൻ.എസ്. മാധവൻ
8. പ്രഹരം – കെ പി രാമനുണ്ണി
9. അമ്മ എന്നോട് പറഞ്ഞ നുണകൾ– അഷിത

യൂണിറ്റ്2 (നോവൽ)

1. ശാരദ –ചന്തുമേനോൻ
2. ശബ്ദങ്ങൾ –വൈക്കം മുഹമ്മദ് ബഷീർ
3. സുന്ദരികളും സുന്ദരന്മാരും –ഉറൂബ്
4. കാലം –എം.ടി. വാസുദേവൻനായർ
5. നെല്ല് –വൽസല
6. സ്മാരകശിലകൾ –പുനത്തിൽ കുഞ്ഞബ്ദുള്ള

യൂണിറ്റ്–3 (നാടകം)

1. അടുക്കളയിൽ നിന്ന് അരങ്ങത്തേക്ക് –വി.ടി.ഭട്ടതിരിപ്പാട്
2. അവൻ വീും വരുന്നു –സി.ജെ. തോമസ്
3. കാഞ്ചനസീത – സി.എൻ.ശ്രീകണ്ഠൻനായർ
4. രാവുണ്ണി – പി.എം. താജ്

യൂണിറ്റ് 4 (നിരൂപണം)

1. സുന്ദരകല– പാശ്ചാത്യവും പൗരസ്ത്യവും – കേസരി (നവലോകം)
2. മേഘസന്ദേശം – കുട്ടികൃഷ്ണമാരാർ(കലജീവിതംതന്നെ)
3. കലയുംമനുഷ്യനും – ഡോ.കെ.ഭാസ്കരൻനായർ(ഉപഹാരം– ഉപന്യാസങ്ങൾ)
4 ചിത്രകലയും കാവ്യകലയും – എം.പി.പോൾ (കാവ്യദർശനം)

5. സന്ദേശം അതൊന്നേയുള്ളൂ –മു ശ്ശേരി (മാനദണ്ഡം)
6. ആശാന്റെ സ്ത്രീപക്ഷദർശനം – ഡോ എം ലീലാവതി (നവകാന്തം)
7. കോമാളിയുഗത്തിലെ പുരുഷഗോപുരങ്ങൾ – കെ.പി. അപ്പൻ(മാറുന്ന മലയാളനോവൽ)

യൂണിറ്റ് 5 (ഇതരഗദ്യജനുസ്സുകൾ)

1. കാവ്യലോകസ്മരണകൾ –വൈലോപ്പിള്ളി
2. വഴിയമ്പലത്തിലും പുൽക്കുടിലിലും –രാജൻ കാക്കനാടൻ (ഹിമവാന്റെ മുകൾത്തട്ടിൽ)
3. രുദ്രാക്ഷമാഹാത്മ്യം –സഞ്ജയൻ
4. ഗോപുരം, സമീക്ഷ – എം.കെ .സാനു (എം.ഗോവിന്ദൻ)
5. ഭൂമിയുടെ രസതന്ത്രം –എൻ. വി. കൃഷ്ണവാരിയർ (എൻ.വി.യുടെ പരിസ്ഥിതി ചിന്തകൾ)

6 സ്വപ്നങ്ങൾക്ക് ചിറകുകളു ് : കെ.വി. റാബിയ (ഡയറിക്കുറിപ്പുകൾ, എന്റെ ഗുരു,മനുഷ്യപ്പറ്റുള്ള ഉപമകൾ എന്നീ അധ്യായങ്ങൾ)

സഹായകഗ്രന്ഥങ്ങൾ

സാഹിത്യചരിത്രങ്ങളിലെപ്രസക്തഭാഗങ്ങൾ
നോവൽസാഹിത്യം – എം.പി.പോൾ
നോവൽസ്വരൂപം – കെ.സുരേന്ദ്രൻ
നോവൽ സിദ്ധിയും സാധനയും – പി.കെ. ബാലകൃഷ്ണൻ
ആധുനിക നോവൽ ദർശനങ്ങൾ – കെ.എം. തരകൻ
നാടകദർപ്പണം – എൻ.എൻ.പിള്ള
നാടകം ഒരു പഠനം – സി.ജെ. സിംപോസിയം
നാടക പ്രവേശിക – എ.ഡി. ഹരിശർമ്മ
രൂപകദർശനം – ഡോ.വി.എസ്. ശർമ്മ
ചെറുകഥാപ്രസ്ഥാനം – എം.പി.പോൾ
ചെറുകഥ ഇന്നലെ ഇന്ന് – എം.അച്യുതൻ
പ്രതിപാത്രം ഭാഷണഭേദം – പ്രൊഫ. എൻ.കൃഷ്ണപിള്ള
സി.വി. രാമൻപിള്ള – പി.കെ.പരമേശ്വരൻനായർ
നോവൽസാഹിത്യചരിത്രം – കെ.എം. തരകൻ
എൻ.കൃഷ്ണപിള്ളയും ഭാതീയനാടകവേദിയും (സമാഹാരഗ്രന്ഥം)
അയ്യപ്പപ്പണിക്കരുടെ ലേഖനങ്ങൾ – ഡോ. കെ. അയ്യപ്പപ്പണിക്കർ

അനശ്വരനായ ഉറൂബ്	–	കെ.എം. തരകൻ
നോവൽ സാഹിത്യപഠനങ്ങൾ	–	ഡോ. ഡി. ബഞ്ചമിൻ
ചരിത്രനോവൽ മലയാളത്തിൽ	–	കൽപറ്റ ബാലകൃഷ്ണൻ
ദൈവനീതിക്കു ദക്ഷിണ്യമില്ല	–	ഡോ. കെ.ഭാസ്കരൻ നായർ
ഉയരുന്ന യവനിക	–	സി.ജെ. തോമസ്
മലയാളനാടകസാഹിത്യചരിത്രം	–	ജി.ശങ്കരപ്പിള്ള
മലയാളസാഹിത്യവിമർശനം	–	സുകുമാർ അഴീക്കോട്
മലയാളസാഹിത്യ നിരൂപണം	–	(എഡി) എം.എസ്. മേനോൻ
കേസരിയുടെ വിമർശനം	–	എസ്. ഗുപ്തൻനായർ
മലയാള നിരൂപണം ഇന്നലെ	–	(എഡി) എസ്. ഗുപ്തൻനായർ
അർത്ഥത്തിന്റെ അതിർത്തികൾ	–	ഡോ. കെ. രാഘവൻപിള്ള
സഞ്ചാര സാഹിത്യം	–	വി രമേഷ്ചന്ദ്രൻ
ചെറുകഥ – വാക്കും വഴിയും	–	കെ.എസ്. രവികുമാർ
രാജരാജീയം	–	എ. ബാലകൃഷ്ണപിള്ള
ലക്ഷ്മണരേഖ മുറിച്ചു കടക്കുമ്പോൾ	–	ഡോ. ജി. ഹേമലതാദേവി
പരീക്ഷണപ്രവണതകൾമലയാളനാടകത്തിൽ	–	ഡോ. എൽ.തോമസ്കുട്ടി
സൂത്രധാരാ ഇതിലെ ഇതിലെ	–	വയലാ വാസുദേവൻപിള്ള
ഉപഹാരം	–	ഡോ. കെ.ഭാസ്കരൻ നായർ
മലയാളചെറുകഥാസാഹിത്യചരിത്രം	–	ഡോ.എം.എം.ബഷീർ
ചെറുകഥയുടെ ഛന്ദസ്സ്	–	വി.രാജകൃഷ്ണൻ
ആത്മാവിന്റെ മുറിവുകൾ	–	എം. തോമസ്മാത്യൂ
കഥയും ഫാന്റസിയും	–	വത്സലൻ വാതുശ്ശേരി
ഉത്തരാധുനികത– വർത്തമാനവും വംശാവലിയും	–	കെ.പി.അപ്പൻ
ആതമകഥാസാഹിത്യം മലയാളത്തിൽ	–	നടുവട്ടം ഗോപാലകൃഷ്ണൻ
കേസരി ബാലകൃഷ്ണപിള്ള	–	കെ. ബാലകൃഷ്ണൻ
ടി കെ സി വടുതലയുടെ കഥകൾ		ടി കെ സി വടുതല
ഇരുട്ടിലെ കണ്ണാടി		കെ കെ ബാബുരാജ്
എം. ഗോവിന്ദൻ		എം.കെ.സാനു.
ഹിമവാന്റെ മുകൾത്തട്ടിൽ		രാജൻ കാക്കനാടൻ
Perspectives of Fiction (Ed.)	-	James L Colderwood
Modernism / Post modernism	-	Peter Brooks

The art of Fiction	-	James Henry
Narrative – A Seminar (Ed.	-	Amiya Dev
The Novel Today (ed.)	-	Malcolm Bradbury
The Rhetoric of Fiction	-	Wayan Booth
Language Planning & Social Change	-	Robert L. Cooper (Cambridge University Press, 1989)
Language Policy	-	Bernard Spolsky (Cambridge University Press, 2004)
Language Technology & Society	-	Richard Sproat (Oxford University Press, 2010)

Code : MAL2C06

ഭാഷാചരിത്രവും ആസൂത്രണവും
(History of Language and Planning)

മലയാളഭാഷയും സാഹിത്യവും മുഖ്യവിഷയമായി ബിരുദാനന്തരബിരുദ പഠനം നടത്തുന്ന വിദ്യാർത്ഥികൾ സാഹിത്യ-വ്യാകരണ പഠനത്തോടൊപ്പം ഭാഷയുടേയും എഴുത്തിന്റേയും ചരിത്രവും വിശദമായി അറിഞ്ഞിരിക്കേ തു ്. ചരിത്രം അറിയുന്നതോടൊപ്പം ഭിന്നമേഖലകളിലെ ഭാവിവ്യവഹാരങ്ങൾക്കായി ഭാഷയെ ചിട്ടപ്പെടുത്തേ തും അത്യാവശ്യമായി വന്നിരിക്കുകയാണ്. സാങ്കേതിക-ഔദ്യോഗിക മേഖലകളിലേയും ഭരണ-വിദ്യാഭ്യാസ രംഗങ്ങളിലേയും ആവശ്യങ്ങൾക്കനുസൃതമായ ഭാഷാസൂത്രണത്തിനുള്ള ആലോചനകൾ സജീവമാണ്. ഭാഷയുടെ പ്രായോഗിക ആവശ്യങ്ങൾക്കനുസൃതമായ ആസൂത്രണവും ആധുനികീകരണവും കാലഘട്ടത്തിന്റെ ആവശ്യമായി വരുന്നു. മാതൃഭാഷാബോധം വിദ്യാർത്ഥികളിൽ ഉ ാവുക എന്നതും ഇന്ന് പ്രധാനമാണ്. മാതൃഭാഷയ്ക്കുവേ തിയുള്ള സമരങ്ങളും സംരംഭങ്ങളും അറിയുകയും വേണം. ഭരണഭാഷ മലയാളമാക്കുന്നതിനുള്ള പരിശ്രമങ്ങൾ നടക്കുന്ന ഘട്ടത്തിൽത്തന്നെയാണ് ഇന്റർനെറ്റിൽ മലയാളത്തിന്റെ പ്രയോഗങ്ങൾ പ്രചരിക്കുന്നതും കമ്പ്യൂട്ടറധിഷ്ഠിതമായ ഭാഷാപ്രയോഗങ്ങൾ നടപ്പിലാവുന്നതും എന്ന കാര്യംകൂടി കണക്കിലെടുക്കേ തു ്.

Course Outcome

CO1 കേരളസമൂഹവും മലയാളഭാഷയും തമ്മിലുള്ള ബന്ധം ബഹുവിധ മാനങ്ങളിൽ വ്യാഖ്യാനിക്കുന്നതിന്. (PS07)

CO2 ഭാഷാഗോത്ര സങ്കൽപ്പത്തെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS08)

CO3 മലയാളഭാഷയുടെ വികാസത്തിന്റെ സാങ്കേതികവും വൈജ്ഞാനികവും രാഷ്ട്രീയവുമായ തലങ്ങളെ വർഗ്ഗീകരിക്കുന്നു. (PS07)

CO4 കേരളീയനവോത്ഥാനവും മലയാള ഭാഷാവബോധവും താരതമ്യം ചെയ്യുന്നു. (PS07)

CO5 സാമൂഹ്യനീതിയുമായ ചേർത്ത് ഭാഷയുടെ രാഷ്ട്രീയം വിശകലനം ചെയ്യുന്നതിന് (PS017)

CO6 ഭാഷാസാങ്കേതികവുമായി ബന്ധപ്പെട്ട സങ്കൽപ്പനങ്ങൾ വിവരിക്കുന്നതിന്. (PS018)

CO7 വിജ്ഞാനഭാഷ, സാങ്കേതികപദകോശം, വ്യവഹാരഭാഷ എന്നിവയെ മുൻനിർത്തി ഭാഷാസൂത്രണപദ്ധതികൾ രൂപകൽപ്പന ചെയ്യുന്നതിന്. (PS017)

CO8 പുതുമാധ്യമങ്ങളിലെ വ്യവഹാരഭാഷയുടെ സവിശേഷതകൾ വിവരിക്കുന്നതിന്. (PS011)

CO9 മാതൃഭാഷയും സാമൂഹ്യവികാസവും തമ്മിലുള്ള ബന്ധം കേരളത്തിന്റെ പശ്ചാത്തലത്തിൽ വിശകലനം ചെയ്യുന്നതിന്. (PS017)

മൊഡ്യൂൾ ഒന്ന്

ദ്രാവിഡഭാഷാകുടുംബം–സവിശേഷതകൾ, മലയാളഭാഷയുടെ ഉത്പത്തി സംബന്ധിച്ച വ്യത്യസ്ത നിരീക്ഷണങ്ങൾ–സംസ്കൃതജന്യവാദം, തമിഴ്ജന്യവാദം, മിശ്രഭാഷാവാദം, സ്വതന്ത്രതാവാദം. ഭാഷയുടെ പരിണാമവഴികൾ– ശാസനങ്ങൾ/ചെപ്പേടുകൾ തുടങ്ങിയ പുരാതന ലിഖിതങ്ങളുടെ ഭാഷാപരമായ പ്രത്യേകതകൾ, ഭാഷാകൗടലീയം, പാട്ടുഭാഷ, മണിപ്രവാള ഭാഷ, ചമ്പുക്കൾ തുടങ്ങിയവയിലൂടെയുള്ള ഭാഷാപരിണാമം.

വിശദപഠനത്തിന്

1. ഭാഷാകൗടലീയം– വൃദ്ധസംയോഗഃ (അധികരണം അഞ്ച്, പ്രകരണം ര ു).
2. തരിസാപ്പള്ളിപ്പട്ടയം– ഒന്ന്, ര ു ഏടുകൾ

മൊഡ്യൂൾ ര ്

എഴുത്തിന്റെ ചരിത്രം– മലയാളലിപിയുടെ ഉത്പത്തി, ബ്രാഹ്മി, വട്ടെഴുത്ത്, കോലെഴുത്ത്, മലയാണ്മ, ഗ്രന്ഥലിപി, അറബി– മലയാളം, കർസോനി, ലിപിപരിണാമം. അച്ചടിയുടെ ചരിത്രം, ചർച്ച് മിഷൻ സൊസൈറ്റി, ബാസൽ മിഷൻ പ്രസ്– ബെഞ്ചമിൻ ബെയ്ലിയുടെയും ഹെർമ്മൻ ഗുർട്ടിന്റെയും ഭാഷാസേവനങ്ങൾ. പോർച്ചുഗീസുകാർ, ഡച്ചുകാർ, ഫ്രഞ്ചുകാർ, ബ്രിട്ടീഷുകാർ, അറബികൾ തുടങ്ങിയ വൈദേശികർ മലയാളഭാഷയ്ക്ക് നൽകിയ സംഭാവനകൾ, നവോത്ഥാനവും മലയാളഭാഷാവബോധവും, മാതൃഭാഷയ്ക്കുവേിയുള്ള ശ്രമങ്ങൾ–മക്തി തങ്ങൾ, ജോർജ് മാത്തൻ, എ.ആർ. രാജരാജവർമ്മ.

വിശദപഠനത്തിന്

1. ബാലാഭ്യസനം (ഭാഗം മൂന്ന്)– ജോർജ് മാത്തൻ
2. നാട്ടുഭാഷാവിദ്യാഭ്യാസം – ഏ ആർ രാജരാജവർമ്മ

മൊഡ്യൂൾ മൂന്ന്

ഭാഷാസാങ്കേതികതയുടെ ചരിത്രം– സാങ്കേതികവിദ്യയും ഭാഷയുടെ പ്രയോഗവും, വിവിധ കാലങ്ങളിൽ അച്ചടിക്കുവേ ിയു ായ ലിപിപരിഷ്കരണങ്ങൾ, ടൈപ്പ് റൈറ്റർ ലിപിപരിഷ്കരണം, കമ്പ്യൂട്ടറിനുവേ ിയുള്ള ലിപിപരിഷ്കരണശ്രമങ്ങൾ, ലിപിപരിഷ്കരണം ഭാഷയിലു ാക്കിയ പ്രശ്നങ്ങൾ, മലയാളത്തിന്റെ ആധുനികീകരണം, സമകാല മലയാളലിപിവ്യവസ്ഥ, മലയാളം കമ്പ്യൂട്ടിംഗ്, യൂണിക്കോഡ്.

വിശദപഠനത്തിന്

1. പ്രത്യയപ്രധാന്യവും പ്രത്യയയോജനവും– മലയാളഭാഷാകമ്പ്യൂട്ടിംഗിന്റെ വെല്ലുവിളികൾ – സന്തോഷ് തോട്ടിങ്ങൽ

2. മലയാള ലിപിപരിഷ്കരണം: ഭൂതവും ഭാവിയും – ടി.ബി. വേണുഗോപാലപ്പണിക്കർ

മൊഡ്യൂൾ നാല്

1. ഭാഷാ ആസൂത്രണം– ഭാഷാ ആസൂത്രണത്തിന്റെ ലക്ഷ്യവും ആവശ്യകതയും, വാമൊഴിയും വരമൊഴിയും ഭാഷാ ആസൂത്രണവും.
2. വ്യവഹാരഭാഷയും ആസൂത്രണവും– ഭരണഭാഷ, ഔദ്യോഗികഭാഷ, കോടതിഭാഷ, മാധ്യമഭാഷ, അധ്യയനഭാഷ, ഒന്നാംഭാഷ, സാങ്കേതികഭാഷ എന്നീ നിലകളിൽ മലയാളത്തിന്റെ സാധ്യതകളും പരിമിതികളും.
3. മലയാളഭാഷയുടെ വികാസം, ഭരണഭാഷയും ജനാധിപത്യവത്ക്കരണവും, ഭാഷയ്ക്കുവേ ിയുള്ള സമരങ്ങൾ, ലോകമാതൃഭാഷാദിനം, ഭരണഘടനയും ഭാഷയും, നരേന്ദ്രൻ കമ്മിഷൻ, മലയാളികളുടെ ഭാഷാ മനോഭാവവും ഭാഷാനയവും, ക്ലാസിക് ഭാഷാപദവി.

വിശദപഠനത്തിന്

1. ഭാഷ, നവോത്ഥാനം, ജനാധിപത്യം – പി. പവിത്രൻ
2. ഭാഷാശ്രേണികൾ – കെ. സേതുരാമൻ ഐ.പി.എസ്.

മൊഡ്യൂൾ അഞ്ച്

1. ഭാഷാ സാങ്കേതികതയും ആസൂത്രണവും, നവസാങ്കേതികമേഖലയിലെ വ്യവഹാരങ്ങൾക്കായി ഭാഷ ചിട്ടപ്പെടുത്തേ തിന്റെ ആവശ്യകത.
2. കമ്പ്യൂട്ടർ, മൊബൈൽ ഫോൺ അധിഷ്ഠിത ഭാഷാവ്യവഹാരങ്ങളുടെ പ്രായോഗികതലം. യന്ത്രതർജ്ജമ, ആർട്ടിഫിഷ്യൽ ഇന്റലിജൻസ് എന്നീ മേഖലകളിൽ മലയാളത്തിന്റെ സാധ്യതകൾ.
3. ഗൂഗിൾ ഹാന്റ്റൈറ്റിംഗ്, വോയ്സ് ടു ടെക്സ്റ്റ് തുടങ്ങിയ പുതിയ ഭാഷാവ്യവഹാര സാധ്യതകൾ, മാതൃഭാഷ ഭരണഭാഷയാകുന്നതിന്റെ സാധ്യതയും പരിമിതിയും, യന്ത്രങ്ങൾക്കനുസൃതമായി ഭാഷയിൽ മാറ്റം സംഭവിക്കുന്നതിന്റെ പശ്ചാത്തലം, വിശകലനം.

സഹായക ഗ്രന്ഥങ്ങൾ

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കേരളഭാഷയുടെ വികാസപരിണാമങ്ങൾ– ഡോ. ഇളംകുളം കുഞ്ഞൻപിള്ള (എ സ്.പി.സി.എസ്, 1953)
മലയാളം ചുരുക്കെഴുത്ത് മാന്വൽ– കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
ഭാഷയും ഭരണഭാഷയും– എഴുമറ്റൂർ രാജരാജവർമ്മ (കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, 2011)
ഭരണ ശബ്ദാവലി– കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, 1999
മലയാളം അച്ചടിയും എഴുത്തും; ഒരു സ്റ്റൈൽപുസ്തകം– വി.വി. തമ്പാൻ (കേരള ഭാഷാ ഇൻ സ്റ്റിറ്റ്യൂട്ട്, 1999).
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Code: MAL2C07

ഭാഷാശാസ്ത്രം
(Linguistics)

പഠനലക്ഷ്യം

ഭാഷാശാസ്ത്രവിജ്ഞാനശാഖയുടെ എല്ലാ മേഖലകളിലും വിദ്യാർത്ഥികൾക്ക് സാമാന്യപരിജ്ഞാനം നേടിക്കൊടുക്കുക. ശാസ്ത്രീയമായ ഭാഷാപഗ്രഥനരീതികളെ പരിചയപ്പെടുത്തുക. ഭാഷാശാസ്ത്രത്തിന് മറ്റു വിജ്ഞാനശാഖകളുമായുള്ള ബന്ധം ബോദ്ധ്യപ്പെടുത്തുക, ഭാഷാശാസ്ത്രത്തിൽ ഉപരിപഠനത്തിനും ഗവേഷണത്തിനും പ്രാപ്തരാക്കുക, ഭാഷാശാസ്ത്ര മേഖലയിലെ നവീനചിന്തകൾ പരിചയപ്പെടുത്തുക.

Course Outcome

CO1 ഭാഷാപഗ്രഥനരീതികൾ വിവരിക്കുന്നതിന്. (PS08)

CO2 സ്വനം, സ്വനിമം, രൂപിമം തുടങ്ങിയ അടിസ്ഥാന സങ്കൽപ്പനങ്ങൾ ഉപയോഗിച്ച് മലയാള ഭാഷയുടെ സവിശേഷതകൾ വ്യാഖ്യാനിക്കുന്നതിന്. (PS08)

CO3 ഭാഷാശാസ്ത്രത്തിലെ നവീന മേഖലകളെക്കുറിച്ച് സാമാന്യമായ വിവരണം തയ്യാറാക്കുന്നതിന്. (PS08)

CO4 സാമൂഹിക ഭാഷാശാസ്ത്രത്തെ അടിസ്ഥാനമാക്കി മലയാളഭാഷയുടെ സവിശേഷതകൾ വിശകലനം ചെയ്യുന്നതിന്. (PS08)

CO5 ഭാഷാപരിണാമത്തിന്റെ കാരണങ്ങൾ വിവരിക്കുന്നതിന്. (PS08)

CO6 ഭാഷാഭേദപഠനത്തിന്റെ സഹായത്തിൽ മലയാളത്തിലെ ഭാഷാഭേദങ്ങളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS08)

CO7 ശൈലീവിജ്ഞാനീയത്തിന്റെ അടിസ്ഥാനത്തിൽ ഭാഷാവ്യവഹാരമാതൃകകളെ വിശദീകരിക്കുന്നതിന്. (PS05)

CO8 ചിഹ്നവിജ്ഞാനീയത്തിന്റെ വെളിച്ചത്തിൽ സാഹിത്യപാഠങ്ങളെ അപഗ്രഥിക്കുന്നതിന്. (PS06)

യൂണിറ്റ് 1

1. മനുഷ്യഭാഷയുടെ വ്യാവർത്തകസ്വഭാവങ്ങൾ– ഭാഷയ്ക്ക് വിവരണാത്മകമായ നിർവ്വചനം. ഭാഷാസമാർജനം, ശിശുഭാഷ
2. ഭാഷാശാസ്ത്രം എന്ന വിജ്ഞാനശാഖയുടെ രൂപപ്പെടൽ, പഠനലക്ഷ്യം, പഠനരീതി, പഠനമേഖലകൾ– ഭാഷാതലങ്ങൾ. വ്യാകരണം, ഫിലോളജി, ഭാഷാശാസ്ത്രം – താരതമ്യം. ഘടനാത്മകഭാഷാശാസ്ത്രത്തിന്റെ വികാസപരിണാമങ്ങൾ ചോംസ്കി വരെ.
   യൂറോപ്യൻ, അമേരിക്കൻ ഘടനാവാദങ്ങൾ– സൊസ്സൂറിന്റെ കാഴ്ചപ്പാടുകൾ. നാല് അടിസ്ഥാനദ്വന്ദ്വങ്ങൾ– ഹാരിസും ചോംസ്കിയും– പ്രജനകാർഥവിജ്ഞാനം
3. അപഗ്രഥനരീതികൾ
   (എ) ഏകകാലികം
   (ബി) ബഹുകാലികം – ആന്തരപുനഃസൃഷ്ടി, ബാഹ്യപുനഃസൃഷ്ടി
   (സി) വിവരണാത്മകം, ആഗമികം, ഘടനാത്മകം– നിർദ്ദേശാത്ക–വിവരണാത്മകസമീപനരീതികളിലെ വ്യത്യാസങ്ങൾ
4. ഭാഷാവിഭജനം: ആനുവംശികവും കക്ഷ്യാപരവുമായ ഭാഷാസ്വഭാവങ്ങൾ, വർഗ്ഗീകരണങ്ങൾ.
   പ്രഥമഭാഷ–ദ്വിതീയഭാഷ, സങ്കരഭാഷ–വെങ്കലഭാഷ, ഭാഷകളുടെ മാനകീകരണം– കൃത്രിമഭാഷ

യൂണിറ്റ് 2

1. സ്വനവിജ്ഞാനം : സ്വനനിർവ്വചനം – സ്വനവിജ്ഞാനപഠനലക്ഷ്യം – പഠനരീതി. ശ്രവണാസ്പദം, സ്വനഭൗതികം, ഉച്ചാരണാസ്പദം.
2. ഉച്ചാരണസ്വനവിജ്ഞാനപദ്ധതി–ഉച്ചാരണാവയവങ്ങൾ–സ്വനനിർണ്ണയവും, വർഗീകരണവും.
3. സ്വരനിർണ്ണയവും വർഗീകരണവും – വ്യവസ്ഥകൾ– മാനസ്വരവിവരണം – ദ്വിസ്വരങ്ങളും ത്രിസ്വരങ്ങളും – ശാസ്ത്രീയമായ അപഗ്രഥനം–അന്താരാഷ്ട്രസ്വനലിപിമാല.
4. വ്യഞ്ജനനിർണ്ണയവും വർഗീകരണവും

5. സ്വനിമവിജ്ഞാനം : സ്വനിമം, ഉപസ്വനം എന്നിവയുടെ നിർവ്വചനം – സ്വനിമനിർണയം– പൂരകവിതരണവും വ്യത്യയവും – സ്വനിമാപഗ്രഥനം, സ്വനിമസിദ്ധാന്തങ്ങൾ– സ്വതന്ത്രപരിവർത്തനം. സ്വനിമാപഗ്രഥനത്തിലെ നടപടിക്രമങ്ങൾ, മലയാളത്തിലെ സ്വനിമങ്ങൾ
6. ലീനധ്വനികൾ
7. അക്ഷരം
8. ലിപി (ലേഖവിജ്ഞാനം) : ലേഖിമം, ഉപലേഖം, പദ,വർണ്ണ, അക്ഷരലേഖനങ്ങൾ

യൂണിറ്റ് 3

1. രൂപമാത്ര, രൂപിമം, ഉപരൂപം എന്നിവയക്ക് നിർവ്വചനങ്ങൾ, രൂപിമവർഗ്ഗീകരണങ്ങൾ: ബദ്ധം, സ്വതന്ത്രം.
2. സ്വനിമാധിഷ്ഠിതഉപരൂപം, രൂപാധിഷ്ഠിതഉപരൂപം. ശൂന്യസഹരൂപിമം
3. പ്രകൃതി, പ്രത്യയം, പദം എന്നിവയ്ക്ക് നിർവചനങ്ങൾ– വർഗീകരണങ്ങൾ. രൂപസിദ്ധിയും നിഷ്പാദനവും
4. സന്ധി (രൂപസ്വനികം): സവർണ്ണനം, അസമീകരണം, സമാക്ഷരലോപം, സ്ഥാനവിപര്യയം, ആഗമങ്ങൾ, ലോപങ്ങൾ എന്നിവ.
5. വാക്യവിജ്ഞാനം : വാക്യനിർവ്വചനം, വിവിധവിഭാഗങ്ങൾ, വാക്യാപഗ്രഥനരീതികൾ. പദസംഹിതാവ്യാകരണം (പി.എസ് റൂൾ) രചനാന്തരണപ്രജനകവ്യാകരണം, പ്രജനകാർഥവിജ്ഞാനം
6. അർത്ഥവിജ്ഞാനം : വിവിധതരം അർത്ഥങ്ങൾ: സൂചിതം, ലാക്ഷണികം, സാമൂഹികം, ആലങ്കാരികം തുടങ്ങിയവ. ബഹ്വർത്ഥത, തുല്യാർത്ഥത, വിപരീതാർത്ഥത, നിഘ ു, നിരുക്തം.

യൂണിറ്റ് 4

1. ഭാഷാഭേദവിജ്ഞാനം: ഭാഷാഭേദത്തിന്റെ അടിസ്ഥാനങ്ങൾ. ഭാഷാഭേദപഠനരീതി, ഭാഷാഭേദസിദ്ധാന്തങ്ങൾ, ഭാഷാഭേദഭൂപടം, സമഭാഷാംശസീമാരേഖ, കേന്ദ്രമേഖല, അവശിഷ്ടമേഖല.
2. ഭാഷാപരിണാമം: ഭാഷാപരിണാമഹേതുക്കൾ. സ്വനതലം, സന്ധിതലം, രൂപതലം, അർത്ഥതലം. സ്വനനിയമങ്ങൾ.
3. സാമൂഹികഭാഷാശാസ്ത്രം: സാമൂഹികചരങ്ങൾ (ടീരശമഹ ്മൃശമയഹല)
   സ്ത്രീഭാഷ, ആചാരഭാഷ, മാനകഭാഷ, അധികാരഭാഷ, വിധേയഭാഷ തുടങ്ങിയ സാമൂഹികഭാഷാപഠനമേഖലകൾ
4. ഭാഷാസമ്പർക്കപഠനം : ആദാനം, ആദാനസ്വഭാവം, അതിപ്രസരം (ശില്യേളല്യലിരല), സ്വനതലം, വ്യാകരണതലം, പദതലം. സംവ്രജനം (രീില്യഴലിരല), സങ്കരഭാഷ, വെങ്കലഭാഷ, ഭാഷാക്ഷേത്രം.

യൂണിറ്റ് 5

1. നിഘ ുവിജ്ഞാനം : നിഘ ുവും വ്യാകരണവും. ഏകഭാഷ, ദ്വിഭാഷാ, ത്രിഭാഷ, ബഹുഭാഷാനിഘ ുക്കൾ പ്രയോഗനിഘ ു (തിസാറസ്) (സാമാന്യപരിചയം മാത്രം)
2. ചിഹ്നവിജ്ഞാനം : ചിഹ്നവ്യവസ്ഥ, പെയേഴ്സിന്റെ മാതൃക
3. ശൈലീവിജ്ഞാനം : പുരഃക്ഷേപണം, സാഹിത്യവും ഭാഷാശാസ്ത്രവും. (സാമാന്യപരിചയം മാത്രം)
4. വ്യവഹാരാപഗ്രഥനം (ഉശരൌൃലെ അിമഹൃശെ)
   ആഖ്യാനവിജ്ഞാനം (ിമ്യൃമൈഹീഴ്യ) (സാമാന്യപരിചയം മാത്രം)
5. മനോഭാഷാവിജ്ഞാനം : സംവേദനപ്രതികരണവാദം, സൃഷ്ടൃുന്മുഖതാവാദം, പ്രയോഗവിജ്ഞാനം (സാമാന്യപരിചയം മാത്രം)
6. കമ്പ്യൂട്ടേഷണൽ ലിംഗ്വിസ്റ്റിക്സ്, ഇന്റർനെറ്റ് ഭാഷാശാസ്ത്രം (സാമാന്യപരിചയം)

സഹായകഗ്രന്ഥങ്ങൾ

ആധുനികഭാഷാശാസ്ത്രം: കെ.എം. പ്രഭാകരവാര്യർ
ഭാഷാശാസ്ത്ര വിവേകം: കെ.എം. പ്രഭാകരവാര്യർ
ഭാഷയും മനശ്ശാസ്ത്രവും: കെ.എം. പ്രഭാകരവാര്യർ
ദ്രാവിഡ ഭാഷാശാസ്ത്രപഠനങ്ങൾ :കെ.എം. പ്രഭാകരവാര്യർ
ഭാഷാശാസ്ത്രദൃഷ്ടിയിലൂടെ:വി.ആർ.പ്രബോധചന്ദ്രൻനായർ
സ്വനവിജ്ഞാനം:വി.ആർ.പ്രബോധചന്ദ്രൻനായർ
നോം ചോംസ്കി: വേണുഗോപാലപണിക്കർ
സാമൂഹികഭാഷാശാസ്ത്രം: ഉഷാനമ്പൂതിരിപ്പാട്
അധികാരവും ഭാഷയും: പി.എം. ഗിരീഷ്
ചിഹ്നശാസ്ത്രവും ഘടനാവാദവും: സി.ജെ. ജോർജ്ജ്
വാക്യഘടന : ഇ.വി.എൻ.നമ്പൂതിരി
സൈബർ മലയാളം : സുനിത ടി.വി.
ഭാഷാശാസ്ത്രത്തിലെ ചോംസ്കിയൻ വിപ്ലവം: കെ.എൻ ആനന്ദൻ
ഭാഷാവലോകനം : പ്രഭാകരവാര്യർ
ഭാഷാശാസ്ത്രനിഘ ു: പ്രബോധചന്ദ്രൻനായർ
സ്വനിമവിജ്ഞാനം : പ്രഭാകരവാര്യർ
'മലയാളത്തിലെ സ്വനിമങ്ങളും അക്ഷരങ്ങളും' – വി. സുകുമാരൻ (മലയളഭാഷാപഠനങ്ങൾ എഡി. ഡോ. കെ.എം. പ്രഭാകരവാരിയർ& ഡോ. പി.എൻ. രവീന്ദ്രൻ)
വാക്കിന്റെ വഴികൾ : ടി.ബി.വേണുഗോപാലപണിക്കർ

ഭാഷാശാസ്ത്രസിദ്ധാന്തവും പ്രയോഗവും –: ഡോ. ആൻഡ്രൂസ്കുട്ടി

ചിഹ്നശാസ്ത്രവും ഘടനാവാദവും : സി.ജെ. ജോർജ്ജ്

നോം ചോസ്കി നൂറ്റാണ്ടിന്റെ മനസ്സാക്ഷി : എം.എ. ബേബി (എഡി).

ഭാഷാർത്ഥം : ടി.ബി. വേണുഗോപാലപണിക്കർ

ശബ്ദാർത്ഥസിദ്ധാന്തങ്ങൾ സംസ്കൃതത്തിൽ : എൻ.വി.പി ഉണിത്തിരി

ഭാഷാഭേദവിജ്ഞാനം – സോമശേഖരൻ നായർ

പണിയഭാഷ – സോമശേഖരൻ നായർ

വംശീയതയും ഭാഷയും – കെ.കെ. ബാബുരാജ്

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സാമൂഹികഭാഷാവിജ്ഞാനം – ഉഷാ നമ്പൂതിരിപ്പാട്.

പഴശ്ശിരേഖകളിലെ വ്യവഹാരഭാഷ – ജോസഫ് സ്കറിയ

ഭാഷയും ഭരണഭാഷയും – ഡോ. എഴുമറ്റൂർ രാജരാജവർമ്മ

അധികാരത്തിന്റെ ഭാഷാവഴക്കങ്ങൾ– ഉണ്ണി ആമപ്പാറയ്ക്കൽ

ഭാഷയും ആധുനികോത്തരതയും – ജോസഫ് കെ. ജോബ്

ഭാഷ നവീനപഠനവഴികൾ– വി.പി. മാർക്കോസ് (എഡി)

ദ്വൈഷണികഭാഷാശാസ്ത്രം – പി.എം. ഗിരീഷ്

ഭാഷാഗവേഷണം – കുഞ്ഞുണ്ണിരാജ

ഇനി വായന ഇ– വായന – വി.കെ. ആദർശ്

Language – David Crystal

Linguistics – David Crystal

A Course in Modern Linguistics – Charles F. Hocket

Introduction to Theoretical Linguistics – John Lyons

Language and Linguistics – An introduction – John Lyons

Outline of Linguistic Analysis – Block & Trager

Saussure – Jonathan Culler

Elements of General Phonetics – David Abercrombie

An Introduction to Descriptive Linguistics – Gleason

The Socio Linguistics of Society – Ralph Fasold

Language – Leonard Bloomfield.

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Socio-Linguistic An Introduction – Peter Tridgill

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The social Meaning of Language – J.B. Pride

Syntactic Structures – Noam Chomsky

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Language and Mind – Noam Chomsky

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The Ethnography of Communications - John J. Gumperz

Language in Culture and Society – A Reader in Linguistics and Anthropology – Dell Hymes (Indian Theories of Meaning – Kunjunniraja

Six Lectures on Sound and Meaning – Roman Jakobson

Semantics – Geofrey Leech

Code: MAL2C08

ഇന്ത്യൻ സാഹിത്യസിദ്ധാന്തം

(Literary Theories – Indian)

ഭാരതീയസാഹിത്യചിന്തയുടെ അടിസ്ഥാനപരികല്പനകൾ, വ്യത്യസ്തസമീപനങ്ങളായ രസതത്ത്വചിന്ത, അലങ്കാരപദ്ധതി, രീതിദർശനം, ധ്വനിപദ്ധതി ഔചിത്യവിചാരം, വക്രോക്തി ദർശനം, കാവ്യരചനാതന്ത്രങ്ങൾ, ദ്രാവിഡസാഹിത്യതത്ത്വചിന്ത എന്നിവ പഠനപദ്ധതിയായി കൈക്കൊ ് പൗരസ്ത്യ സാഹിത്യപദ്ധതിയെക്കുറിച്ച് ആഴത്തിൽ മനസ്സിലാക്കുക എന്നതാണ് ഇവിടെ ലക്ഷ്യമാക്കുന്നത്.

Course Outcome

CO1 ഇന്ത്യൻ സാഹിത്യസിദ്ധാന്തങ്ങളുടെ ദാർശനികപശ്ചാത്തലം വിവരിക്കുന്നതിന്. (PS03)

CO2 ദ്രാവിഡ കാവ്യമീമാംസയുടെ അടിസ്ഥാന സങ്കൽപ്പനങ്ങൾ വിവരിക്കുന്നതിന്. (PS03)

CO3 കാവ്യം, സഹൃദയൻ, കാവ്യപ്രയോജനം, കാവ്യഹേതുക്കൾ എന്നിവയെ സംബന്ധിച്ച ഇന്ത്യൻ സങ്കൽപ്പനങ്ങളെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS03)

CO4 രീതി, ഗുണം, വക്രോക്തി, അലങ്കാരം, രസം എന്നീ പദ്ധതികളുടെ സാമാന്യസവിശേഷതകൾ വിവരിക്കുന്നതിന്. (PS03)

CO5 ധ്വനി പദ്ധതിയെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS03)

CO6 സംസ്കൃതവൃത്തങ്ങളെയും ദ്രാവിഡസുഹൃത്തങ്ങളെയും താരതമ്യം ചെയ്യുന്നതിന്. (PS03)

CO7 കേരളത്തിന്റെ താളപദ്ധതിയുടെ അടിസ്ഥാനത്തിൽ ദ്രാവിഡവൃത്തങ്ങളെ വിശകലനം ചെയ്യുന്നതിന്. (PS03)

CO8 അലങ്കാരപദ്ധതിയുടെ അടിസ്ഥാനത്തിൽ ആധുനിക കവിതകൾ വിശകലനം ചെയ്യുന്നതിന്. (PS05)

CO9 ഭാഷാഭൂഷണത്തിന്റെ ഉപാദാനങ്ങൾ സാമാന്യമായി വിശദീകരിക്കുന്നത്. (PS03)

യൂണിറ്റ് 1

ഭാരതീയസാഹിത്യസമീപനങ്ങൾ

ഭാരതീയസാഹിത്യതത്ത്വചിന്തയുടെ ചരിത്രം. ധ്വനിപൂർവകാലം ഭരതനുമുമ്പ്. ഭരതന്റെ നാട്യശാസ്ത്രം ഭാമഹൻ, ദണ്ഡി, ഉദ്ഭടൻ, രുദ്രടൻ, വാമനൻ തുടങ്ങിയ ആദ്യകാല ആചാര്യന്മാർ

ഒമ്പതാംനൂറ്റാ ുമുതൽ : ആനന്ദവർദ്ധനൻ, അഭിനവഗുപ്തൻ, രാജശേഖരൻ, കുന്തകൻ, ക്ഷേമേന്ദ്രൻ, മഹിമഭട്ടൻ, ഭോജൻ, മമ്മടൻ, വിശ്വനാഥൻ, ജഗന്നാഥപണ്ഡിതരാജൻ. വരെയുള്ള പ്രധാന കാവ്യമീമാംസകരും കൃതികളും സാമാന്യപരിചയം.

കവി, കാവ്യം, സഹൃദയൻ എന്നീ സംജ്ഞകളുടെ നിർവചനം കാവ്യപ്രയോജനം കാവ്യഹേതുക്കൾ സാഹിത്യരൂപങ്ങൾ ഇതിഹാസം മഹാകാവ്യം ദശരൂപകങ്ങൾ പഞ്ചസന്ധികൾ.

യൂണിറ്റ് 2

അലങ്കാരപദ്ധതി

അലങ്കാരശാസ്ത്രത്തിന്റെ വികാസം, സംസ്കൃതത്തിൽ പ്രധാന ആലങ്കാരികർ മലയാളത്തിലെ പ്രധാന അലങ്കാരശാസ്ത്രകൃതികൾ, അലങ്കാരസങ്കല്പം, അലങ്കാരം നിർവചനം , അലങ്കാരസാധനങ്ങൾ, അലങ്കാരവിഭാഗങ്ങൾ.

പ്രധാന അർത്ഥാലങ്കാരങ്ങളും ശബ്ദാലങ്കാരങ്ങളും

ഉപമ, ഉൽപക്ഷേ, അനന്വയം, പ്രതീപം, രൂപകം, സ്മൃതിമാൻ, ഭ്രാന്തിമാൻ, സസന്ദേഹം ദീപകം, പ്രതിവസ്തുപമ, അപ്രസ്തുതപ്രശംസ, പരികരം, വക്രോക്തി, ആക്ഷേപം, അസംഗതി, ഉല്ലേഖം, വിരോധാഭാസം, അർത്ഥാപത്തി, അർത്ഥാന്തരന്യാസം, വ്യാജസ്തുതി, വിഷമം, ശ്ലേഷം, സമാസോക്തി, യമകം ഇവയുടെ ലക്ഷ്യലക്ഷണസമന്വയം താരതമ്യവിവേചനം (ഭാഷാഭൂഷണത്തെ കേന്ദ്രീകരിച്ചുള്ള പഠനം)

യൂണിറ്റ് 3

രസവും ധ്വനിയും

രസപദ്ധതി– ഭാവം, രസം, വിവിധതരം സ്ഥായി–സഞ്ചാരിഭാവങ്ങൾ, വിഭാവം, അനുഭാവം, രസനിർവചനം, രസനിഷ്പത്തി, വ്യാഖ്യാനങ്ങൾ, (ഉല്പത്തിവാദം, അനുമിതിവാദം, ഭുക്തിവാദം, അഭിവ്യക്തിവാദം, നവ്യമതം) അംഗ–അംഗിരസങ്ങൾ. ശാന്തരസചർച്ച.

ശബ്ദവ്യാപാരങ്ങൾ അഭിധ, ലക്ഷണ, വ്യഞ്ജന ധ്വനിപദ്ധതി. ധ്വനിനിർവചനം, ധ്വനിയുടെ വിഭാഗങ്ങൾ. രസധ്വനി. ഗുണീഭൂതവ്യംഗ്യം. ചിത്രകാവ്യം

യൂണിറ്റ് 4

രീതിപദ്ധതി, രീതിവിഭാഗങ്ങൾ

കാവ്യഗുണങ്ങൾ, ദശഗുണഖണ്ഡനം, കാവ്യദോഷങ്ങൾ

ധ്വനിരാസവാദങ്ങൾ, വക്രോക്തിപദ്ധതി, വക്രോക്തിവിഭാഗങ്ങൾ, ഔചിത്യപദ്ധതി, അനുമാനപദ്ധതി.

ദ്രാവിഡസൗന്ദര്യശാസ്ത്രം– തിണസങ്കല്പം, ഉള്ളുറെ, ഉപമ, മെയ്പ്പാട്ട്, പൊരുളതികാരം പ്രസക്തിയും സാധ്യതകളും– നന്നൂലിലെ കാവ്യസങ്കല്പം

യൂണിറ്റ് 5

വൃത്തപഠനത്തിനൊരാമുഖം. വൃത്തം, ഛന്ദസ്സ്, മാത്രാവൃത്തം വർണ്ണവൃത്തം, വൃത്തശാസ്ത്രം. വൃത്തനിർണ്ണയനം. മലയാളത്തിലെ വൃത്തശാസ്ത്രകൃതികൾ സംസ്കൃത വൃത്തങ്ങളും ഭാഷാവൃത്തങ്ങളും. വ്യത്യാസങ്ങൾ

സംസ്കൃതവൃത്തങ്ങൾ സമവൃത്തം അർദ്ധസമവൃത്തം, വിഷമവൃത്തം, ദണ്ഡകം

ഭാഷാവൃത്തങ്ങൾ കിളിപ്പാട്ടുവൃത്തങ്ങൾ കാകളി പ്രഭേദങ്ങൾ കേക സർപ്പിണി മഞ്ജരി തുള്ളൽ വഞ്ചിപ്പാട്ട് നിരണം വൃത്തം

(കേക, കാകളി, മഞ്ജരി, നതോന്നത, അന്നനട, തരംഗിണി, ഇന്ദ്രവജ്ര, ഉപേന്ദ്രവജ്ര,, ഉപജാതി, വസന്തതിലകം, മാലിനി, സ്രഗ്ധര, ദ്രുതവിളംബിതം, ശാർദൂലവിക്രീഡിതം, കുസുമമഞ്ജരി, പഞ്ചചാമരം, രഥോദ്ധത, മന്ദാക്രാന്ത, വിയോഗിനി, പുഷ്പിതാഗ്ര, ശാലിനി, വംശസ്ഥ, പ്രഹർഷിണി.എന്നിവയുടെ ലക്ഷ്യലക്ഷണസമന്വയം വൃത്തമഞ്ജരിയിലെ വൃത്തവിചാരം വിമർശനാത്മകപഠനം)

താളം എന്ന സങ്കൽപനം വൃത്തവും കാവ്യഭാവവും

വിശദപഠനം

വൃത്തമഞ്ജരി ഏ.ആർ.

സഹായക ഗ്രന്ഥങ്ങൾ

ലീലാതിലകം ശിൽപം 4 മുതൽ 8 വരെ

സാഹിതീസർവ്വസ്വം വടക്കുംകൂർ രാജരാജവർമ്മ

ഭാഷാഭൂഷണം എ.ആർ. രാജരാജവർമ്മ

വൃത്തമഞ്ജരി എ.ആർ രാജരാജവർമ്മ

പാശ്ചാത്യ സാഹിത്യദർശനം എം. അച്യുതൻ

വക്രോക്തികാവ്യജീവിതം എൻ.വി.പി. ഉണിത്തിരി

യവനകാവ്യതത്ത്വങ്ങൾ വേദബന്ധു

ഭാഷാദർപ്പണം ആറ്റൂർ കൃഷ്ണപ്പിഷാരടി

ഭരതമുനിയുടെ നാട്യശാസ്ത്രം കെ.പി. നാരായണപ്പിഷാരടി

കെരളീധ്വനി ഡോ. പി.കെ. നാരായണപിള്ള

കാവ്യജീവിതവൃത്തി 1,2,3 പി. കൃഷ്ണൻനായർ

ഭാരതീയകാവ്യശാസ്ത്രം ഡോ. ടി. ഭാസ്കരൻ

ഭാരതീയകാവ്യശാസ്ത്രസാരം വേദബന്ധു

ധ്വന്യാലോകം ഇ.വി. ദാമോദരൻ

മലയാളസാഹിത്യവിമർശനം സുകുമാർ അഴീക്കോട്

രസഭാരതി വേദബന്ധു

അഭിനവ ഗുപ്തന്റെ രസസിദ്ധാന്തം വേദബന്ധു

പൗരസ്ത്യ സാഹിത്യദർശനം എം.എസ്. മേനോൻ

കേസരിയുടെ സാഹിത്യവിമർശനങ്ങൾ എ. ബാലകൃഷ്ണപിള്ള

വൃത്തശാസ്ത്രം ഡോ. ടി.വി. മാത്യു

ദ്രാവിഡവൃത്തങ്ങളും അവയുടെ ദശാപരിണാമങ്ങളും അപ്പൻ തമ്പുരാൻ

വ്യക്തിവിവേകം മഹിമഭട്ടൻ വിവ.ഡോ. കെ. സുകുമാരപിള്ള

നാട്യമണ്ഡപം എം. പി. ശങ്കുണ്ണി നായർ

കാവ്യഭാഷയിലെ പ്രശ്നങ്ങൾ പ്രസാ. ഡോ. ദേശമംഗലം രാമകൃഷ്ണൻ

രസകൗമുദി പൂജപ്പുര കൃഷ്ണൻനായർ

ഡോ. കെ.എൻ. എഴുത്തച്ഛന്റെ തെരഞ്ഞെടുത്ത പ്രബന്ധങ്ങൾ – കേരളസാഹിത്യഅക്കാദമി പ്രസിദ്ധീകരണം

വൃത്തശിൽപം കുട്ടികൃഷ്ണമാരാർ

വൃത്തവിചാരം കെ.കെ. വാധ്യാർ

Hitsory of Sanskrit Poetics Hitsory of Sanskrit Poetics S.K. De P V Kane

സാഹിത്യഭൂഷണം കുട്ടികൃഷ്ണമാരാർ

അലങ്കാരശാസ്ത്രം മലയാളത്തിൽ ചാത്തനാത്ത് അച്യുതനുണ്ണി

ഭാരതീയ കാവ്യചിന്തകൾ എം.എസ്. മേനോൻ

കവിശിക്ഷ	വേദബന്ധു
രസവികല്പവും ഭാവ്യഞ്ജകവും	ടി.ജി ശൈലജ
വക്രോക്തികൈരളി	പൂജപ്പുര കൃഷ്ണൻനായർ
തിണസിദ്ധാന്തം സമകാലമലയാള കവിതയിൽ (വ്യവസ്ഥയും അടരുകളും)	എം.ബി. മനോജ്
തിണസിദ്ധാന്തം	ശ്രീധരൻ അഞ്ചുമൂർത്തി
വിശ്വസാഹിത്യദർശനങ്ങൾ	നെല്ലിക്കൽ മുരളീധരൻ

MAL2 A02(**ഓഡിറ്റ് കോഴ്സ് 2)**

വിവർത്തനപരിശീലനം

(Translation Practice)

വിവർത്തനത്തിന്റെ സൈദ്ധാന്തികവശങ്ങൾ ബിരുദ– ബിരുദാനന്തര തലത്തിൽ വിദ്യാർത്ഥികൾ ഇതിനകം പരിചയപ്പെട്ടിട്ടു ാകണം. ഈ ഓഡിറ്റ് കോഴ്സ് വിഭാവനം ചെയ്തിട്ടുള്ളത് വിവർത്തനത്തിന്റെ പ്രായോഗികവശത്തിന് പ്രാധാന്യം നൽകിക്കൊ ാണ്. പ്രായോഗിക പദ്ധതി എന്നനിലയ്ക്ക് പരിഭാഷയുടെ ആശയതലത്തെ മനസ്സിലാക്കുകയും വിദ്യാർത്ഥികളെ പരിശീലിപ്പിക്കുകയും ചെയ്യുകയാണ് ഈ പാഠ്യപദ്ധതിയുടെ മുഖ്യ ഉദ്ദേശ്യം. സാഹിത്യവിവർത്തനത്തിനും നിത്യജീവിതത്തിൽ ആവശ്യമായി വന്നേക്കാവുന്ന സാഹിത്യേതരവിവർത്തനത്തിനും പാഠ്യപദ്ധതിയിൽ തുല്യപ്രാധാന്യം നൽകിയിരിക്കുന്നു.

നാല് യൂണിറ്റുകളും നാല് ക്രെഡിറ്റും ഉൾപ്പെടുന്നതാണ് കോഴ്സ്. ഓരോ യൂണിറ്റിനും അനുയോജ്യമായ പ്രായോഗികപാഠങ്ങൾ അധ്യാപകർക്കും പഠിതാക്കൾക്കും തിരഞ്ഞെടുക്കാവുന്നതാണ്. ഇംഗ്ലീഷിൽനിന്ന് മലയാളത്തിലേക്കും തിരിച്ചുമുള്ള സ്വതന്ത്രവും പദാനുപദവുമായ വിവർത്തനപരിശീലനമാണ് മുഖ്യമായും ഉദ്ദേശിക്കുന്നത്.

യൂണിറ്റ് ഒന്ന്– സാഹിത്യവിവർത്തനം

കഥ, കവിത, നോവൽ, നാടകം, തിരക്കഥ, ആത്മകഥ, ജീവചരിത്രം, അനുഭവക്കുറിപ്പുകൾ, ഓർമ്മക്കുറിപ്പുകൾ തുടങ്ങിയ സാഹിത്യരൂപങ്ങളിലുൾപ്പെടുന്ന കൃതികളുടെ സ്വതന്ത്ര വിവർത്തനത്തിൽ പഠിതാക്കൾക്ക് പരിശീലനം നൽകുക. അനുകല്പനം, ചിഹ്നാന്തര വിവർത്തനം എന്നിവയുടെ സാധ്യതകൾ മനസ്സിലാക്കുക. സർഗാത്മകശേഷിയും അഭിരുചിയും മെച്ചപ്പെടാൻ സാഹിത്യവിവർത്തനം ഉപകരിക്കും.

യൂണിറ്റ് ര ു– ഔദ്യോഗിക വിവർത്തനം

സർക്കാർ ഉത്തരവുകൾ, വിജ്ഞാപനങ്ങൾ, കരട് രേഖകൾ, ഗസറ്റുകൾ, നിയമസംഹിതകൾ തുടങ്ങിയ ഔദ്യോഗിക സ്വഭാവമുള്ള രേഖകൾ തിരഞ്ഞെടുത്ത് പദാനുപദമായി വിവർത്തനം ചെയ്യുന്നതിൽ പരിശീലനം നൽകുക. ഭരണഭാഷാശബ്ദാവലികളുടെ വിപുലീകരണവും ലഘൂകരണവും സാധ്യമാക്കുക. ഔദ്യോഗികമേഖലയിലും തൊഴിലിടങ്ങളിലും നിത്യജീവിതത്തിലും വിദ്യാർത്ഥികൾക്ക് ഇത് ഉപകരിക്കും.

യൂണിറ്റ് മൂന്ന്– മാധ്യമവിവർത്തനം

മാധ്യമങ്ങളിൽവരുന്ന വാർത്തകൾ, ലേഖനങ്ങൾ, എഡിറ്റോറിയലുകൾ, ഫീച്ചറുകൾ, പരസ്യങ്ങൾ എന്നിവയുടെ സ്വതന്ത്രവിവർത്തനം പരിശീലിപ്പിക്കുക. മാധ്യമരംഗത്തെ ജോലിക്കും നിപുണതയ്ക്കും ഇത് പ്രയോജനപ്പെടും.

യൂണിറ്റ് നാല്– യന്ത്രവിവർത്തനം

കമ്പ്യൂട്ടറിന്റെ സഹായത്തോടെയുള്ള വിവർത്തനമാണ് യന്ത്രവിവർത്തനം. പരീക്ഷണഘട്ടത്തിലുള്ള യന്ത്രവിവർത്തന പ്രോഗ്രാമുകളുടെ സഹായത്തോടെ ഭാഷയിലെ പഴഞ്ചൊല്ലുകൾ, കടംകഥകൾ, ശൈലികൾ, ലളിതമായ വാചകങ്ങൾ എന്നിവ വിവർത്തനം ചെയ്ത് കിട്ടുന്ന പാഠത്തിന്റെ സാധുത പരിശോധിക്കുക. യന്ത്രവിവർത്തനത്തിന്റെ സാധ്യതകളും പരിമിതികളും തിരിച്ചറിയുക (ഗൂഗിൾ മെഷീൻ ട്രാൻസുലേറ്റർ ഇതിനായി ഉപയോഗിക്കാവുന്നതാണ്).

പഠനപൂരണത്തിനായി വിദ്യാർത്ഥി മേൽപരിചയിച്ച ഏതെങ്കിലും വിഭാഗത്തിലുള്ള കൃതിയുടേയോ ഗദ്യരൂപത്തിന്റെയോ അഞ്ച് പേജിൽ കുറയാത്ത വിവർത്തനം തയ്യാറാക്കി സമർപ്പിക്കേതാണ്.

സഹായകഗ്രന്ഥങ്ങൾ

വിവർത്തനം– ഒരു സംഘം ലേഖകർ, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്

വിവർത്തനവിചാരം– ഡോ. എൻ.ഇ. വിശ്വനാഥയ്യർ, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്

വിവർത്തനപഠനങ്ങൾ– ഡോ. പി. സോമനാഥൻ, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്

ഭാഷയും പരിഭാഷയും– എം.പി. സദാശിവൻ, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്

യന്ത്രവിവർത്തനം– ഡോ. ആർ.വി.എം. ദിവാകരൻ, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്

മലയാളവിമർശം– വിവർത്തനം സ്പെഷ്യൽ (2016), എഡി. ഡോ. സോമനാഥൻ പി. പ്രസാ. പ്രസിദ്ധീകരണവിഭാഗം, കാലിക്കറ്റ് സർവ്വകലാശാല

സിനിമയും വിവർത്തനവും– ദിവ്യ ഒ.ഡി, പ്രസാ. ഇന്റർനെറ്റ് പബ്ലിക്ക, കോഴിക്കോട്

വീണപൂവ് പഠനങ്ങൾ, മലയാളവിമർശം 19– അനിൽ വള്ളത്തോൾ (എഡി.) മലയാള കേരളപഠനവിഭാഗം, കാലിക്കറ്റ് സർവ്വകലാശാല പ്രസിദ്ധീകരണവിഭാഗം, 2007.

വിവർത്തനത്തിന്റെ ഭാഷാശാസ്ത്രഭൂമിക– ഡോ. വി.ആർ. പ്രബോധചന്ദ്രൻ, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്

തർജ്ജമ– സിദ്ധാന്തവും പ്രയോഗവും മലയാളത്തിൽ– ജയാ സുകുമാരൻ, സ്കറിയ സക്കറിയ (എഡി.), കറന്റ് ബുക്സ്, കോട്ടയം, 1997.

(Sanskrit syllabus for Non-Sanskrit Programmes)

THIRD SEMESTER MA DEGREE (CCSS)

SKT 3E08 Basic Sanskrit (80 Marks)

Answers should be written either in English or in Sanskrit or in Regional languages. In writing Sanskrit Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit: I Sanskrit Story: *Ābhīra kumāraḥ*, Subbarama Pattar

Unit: II *Vālmīkirāmayaṇa Bālakāṇḍa* : Canto 2, verses 1-15

Unit III: *Bālarāmayaṇa* : Ayodhyākāṇḍa (first seven paragraphs)

Unit IV: Translation of Simple Sentences

(This unit is aimed to inculcate general awareness of syntactical structure in Sanskrit- with vibhaktijñāna, puruṣavibhāga, liṅga-vacana-samānādhikaraṇya. Questions from this unit shall be in the nature of translation of simple sentences into Sanskrit. Each sentence should not exceed 4/5 words. Ideal to ask very simple sentences comprising three words denoting three parts of speech.

Only the following dhātu –s should be involved : *gam, likh, paṭh, kāś, rāj, dṛś, krīd, bhū, as*, *pat*, and *vand*)

Essential Reading

1. *Subbarāmīyam*: Collected Sanskrit Works of P.S Subbarama Pattar, Ed. Dr. N.K Sundareswaran, Calicut University Sanskrit Series No: 47, University of Calicut, 2012.
2. *Vālmīkirāmayaṇa,* Nirnayasagar press, Mumbai,1940
3. *Bālarāmāyaṇa*, P.S Anantanarayana Sastry, R. S Vadhyar & Sons, Palakkad, 1996.

Additional Reading

1. *Samskṛtadīpikā* I, Ramakrishna Ashramam, Pala,
2. *Samskṛtadīpikā* II, Ramakrishna Ashramam, Pala
3. *Samskṛtadīpikā* III, Ramakrishna Ashramam, Pala
4. *Sanskrit Reader, I-IV,* R.S Vadhyar & Sons, Palakkad,

5. *Vālmīkirāmayaṇa,* Mal. Tr. M. Lilavathi, DC Books,
6. *Śrīramodanta, Ed. & Tr.,* G. Sudeva Krishnasarman, Ganga Books, 2011.

Scheme of questions

There shall be four types of questions:

1. Objective type (16 of 18),

   Unit I: 6 questions

   Unit II: 6 questions

   Unit III: 6 questions 1x16=16 Marks

2. Short note (8 out of 12)

   a: give anvyayas (3 questions from Unit II)

   b: give purport of short textual passages (one or two sentences),

   (Unit I: 4questions, Unit III: 5 questions) 8x4=32 Marks

3. Translation (7 out of 7) 7x2=14 Marks

4. Essay 3 out of six (two each from first three units) 3x6= 18 Marks

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Model Question Paper

THIRD SEMESTER MA DEGREE EXAMINATION, NOVEMBER 2020
SANSKRIT
SKT 3E 08 BASIC SANSKRIT
(CCSS – 2020 Admission)

Time: 3 Hours **Max : 80 Marks**

Answers may be written either in Sanskrit, or in English or in Malayalam. In writing Sanskrit, Devanagari Script should be used.

I Answer any sixteen in a sentence or two

एकेन वाक्येन वाक्याभ्यां वा षोडशानामुत्तरं लिखत **(16 x 1 = 16 Marks)**

1. 'आभीरकुमारः' इति कथा केन विरचिता ?
2. आभीरकुमारः कः?
3. कदाचित् गोविन्दः गुरवे कानि उपाहरत् ?
4. गोविन्दस्य पितुः नाम किम् ?
5. गोविन्दस्य पिता वनात् किं किम् आनयति ?
6. गुरोः गृहिणी कया बाधिता अभवत् ?
7. पूजयामास धर्मात्मा । अत्र धर्मात्मा कः ?
8. अकर्द्दममिदं तीर्थम् । कस्य इदं वचनम् ?
9. शिष्यहस्तादादाय - शिष्यः कः?
10. तमसातीरे वाल्मीकिः किं ददर्श?
11. कारुण्यं समपद्यत - कस्य ?
12. कः क्रौञ्चमिथुनादेकं जघान ?
13. युधाजित् कः ?
14. प्रोषितयोस्तनययोरुत्सुकं हृदयमासीत् । तनयौ कौ?

15. दशरथः कं यौवराज्ये अभिषेक्तुमचीकमत ?

16. कैकेय्याः दासी का ?

17. वरद्वयं कः कस्यै प्रायच्छत् ?

18. तां रजनीं निर्निद्रो निनाय - कः कुतः ?

II Answer any eight without omitting any part

कमपि भागमनपहाय अष्टानामुत्तरं लिखत । **(8 x 4 = 32)**

(a) Give Anvaya

अन्वयं लिखत

19. मा निषाद प्रतिष्ठां त्वमगमः शाश्वतीः समाः ।
यत्क्रौञ्चमिथुनादेकमवधीः काममोहितम् ।।

20. वियुक्ता पतिना तेन द्विजेन सहचारिणा ।
ताम्रशीर्षेण मत्तेन पत्रिणा सहितेन वै ।।

21. यथावत् पूजितस्तेन देवर्षिर्नारदस्तदा ।
आपृष्ट्वैवाभ्यनुज्ञातस्स जगाम विहायसा ।।

(b) Give the gist.

सारं लिखत ।

22. पठितेन संस्कृतेन अस्मादृशां कर्मकराणां किं प्रयोजनं भविष्यति ।
ग्रामीणानां गाश्चारयन्नहं वृत्तिं निर्वहामि ।दारकोयं तत्र साहायकमाचरन्नास्ते ।

23. संस्कृताध्ययनाय बालकान् प्रचोदयितुं विशेषतः प्रयत्नः आधातव्यः समपद्यत । तदर्थमाधीयमाना प्ररोचना च कदाचिदेव फलिनतां प्रत्यरद्यत।
24. संस्कृतमधीयानस्य गोविन्दस्य द्वौ वत्सरावधीतौ । गोविन्दो न केवलं मम किन्तु मे गृहिण्या अपि वात्सल्यस्य भाजनमभूत् ।
25. गोपालकेन शङ्करेण जीविकार्थं स्वपुत्राय वितीर्यमाणं शिक्षणं गीर्वाणवाणीविचक्षणस्य मे शास्त्रप्रावीण्यादप्युत्कृष्टमिति तदैवाहमवगच्छम्।
26. श्वोभावी रामभद्र! तव यौवराज्येभिषेकं इति सानन्दमाचक्षणस्य महीपतेराज्ञां शिरसा धारयन् रघुवरः स्वमन्दिरं निववृते । अभिषेकोचितं च व्रतनियमं जगृहे ।
27. रामेभिषिक्ते कौसल्या महतीमर्हणामवाप्स्यति । त्वां पुनः सर्वेपि लोकोनादरपात्रं करिष्यति । रामो राजा भरतो दासश्च भविष्यति ।
28. प्रजाश्च रामस्याभिषेकाय सर्वात्मना स्पृहयामासुः । अभिषेकवार्तां कृत्स्नामयोध्यानगरीं प्रमोदसागरे प्लावयामास ।
29. यदेच्छामि तदा ग्रहीष्यामीति तस्मिन्नेव सत्यप्रतिज्ञे त्वया न्यासीकृतमास्ते। तयोरेकेन चतुर्दश वत्सरान् रामस्य वने प्राव्रजनम् अन्येन भरतस्याभिषेचनं च याच्यताम् ।
30. कथमपि लब्धसंज्ञो राजा तया तं निष्ठुरं निश्चयमुच्चावचैरुपदेशवचनैः त्याजयितुं बहुधा प्रयेते । नरपतेस्तानि सामवचनानि पापहृदयायां तस्यामूषर इवोप्तानि बीजानि विफलानि परिणेमुः ।

III Translate, any seven, into Sanskrit

सप्त संस्कृतभाषायामनुवदत । **(7 x 2 = 14 Marks)**

31. They are going to School
32. Rama and Bala are studying
33. Reshma is going to Market.

34. You two are reading.
35. Rama's blue shirt is beautiful.
36. Look ! Clear waters.
37. Stars glitter in the blue sky.
38. Red hue of the blue sky.
39. Fruits fall from the tree.

IV Write essay

उपन्यस्यत । **(3 X 6 = 18 Marks)**

40. आभीरकुमारकथायाः सारांशं लिखत ।

(Or, अथवा)

41. संस्कृताध्ययनस्य किं प्रयोजनम् ?

42. वाल्मीकौ कथं कारुण्यं समपद्यत ?

(Or, अथवा)

43. तमसातीरे वाल्मीकिना किं दृष्टम्?

44. रामाभिषेकवार्तां श्रुतवत्याः कैकेय्याः व्यापारान् विशदयत ।

(Or, अथवा)

45. मन्थराम् अधिकृत्य उपन्यस्यत।

Code: MAL3C10

മലയാളസാഹിത്യവിമർശനം

(Malayalam Literary Criticism)

വിമർശനം എന്ന സംപ്രത്യയം –ഗദ്യസാഹിത്യത്തിന്റെ വളർച്ചയും വിമർശനവും– അച്ചുകൂടങ്ങളുടെ വരവും അച്ചടിയുടെ പുരോഗതിയും– ജനാധിപത്യസംസ്കാരത്തിന്റെ ഭാഗം എന്ന നിലയിൽ കലാസാഹിത്യവിമർശനങ്ങൾക്കുള്ള പങ്ക്– മലയാള സാഹിത്യവിമർശന ത്തിന്റെ മുന്നോടിയായ അന്തർധാരകൾ– പൗരസ്ത്യവും പാശ്ചാത്യവുമായ സ്വാധീനങ്ങൾ– കോളനീകാലഘട്ടവും സാഹിത്യവിമർശന സമ്പ്രദായവും –രാഷ്ട്രീയ സാമൂഹിക– സാംസ്കാ രിക –പരിസരവും വിമർശനത്തിന്റെ ഊർജ്ജദായകമായ ഘടകങ്ങളും.

വിമർശനസാഹിത്യത്തിന്റെ സൈദ്ധാന്തിക–പ്രായോഗിക മേഖലകൾക്ക് തുല്യപ്രാധാന്യം നൽകിക്കൊണ്ടുള്ള ഒരു പാഠ്യപദ്ധതിയാണിത്. സാഹിത്യവിമർശനത്തിന്റെ ആരംഭം തൊട്ട് ഇതുവരെയുള്ള വികസനപരിണാമങ്ങൾ, സൈദ്ധാന്തിക മേഖലകൾ എന്നിവ പഠിതാക്കൾ അടുത്തറിയേണ്ടതുണ്ട്. അധിവിമർശനത്തിന്റെ സാധ്യതകൾ പരമാവധി പ്രയോജനപ്പെടുത്തേണ്ടതുണ്ട്. ക്ലാസിനു പുറമേ സെമിനാറുകൾ അസൈൻമെന്റുകൾ, സ്വയം വിമർശനബുദ്ധി പ്രയോജനപ്പെടുത്തിക്കൊണ്ടുള്ള രചനാപ്രയോഗങ്ങൾ എന്നിവ അവതരിപ്പിക്കേണ്ടതുണ്ട്.

Course Outcome

CO1 മലയാളത്തിൽ സാഹിത്യവിമർശനം രൂപംകൊണ്ട ചരിത്ര സന്ദർഭം വിശകലനം ചെയ്യുന്നതിന്. (PS01)

CO2 മലയാളവിമർശനത്തിന്റെ വിവിധ ഘട്ടങ്ങളിലെ സമീപനങ്ങൾ താരതമ്യം ചെയ്യുന്നതിന്.

(PS01)

CO3 പ്രധാനപ്പെട്ട സാഹിത്യവിമർശകരുടെ സാഹിത്യസമീപനങ്ങളെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS06)

CO4 വിവിധ പ്രസ്ഥാനങ്ങൾ മലയാള സാഹിത്യവിമർശനത്തിൽ ചെലുത്തിയ സ്വാധീനം വിശകലനം ചെയ്യുന്നതിന്. (PS05)

CO5 സാഹിത്യസിദ്ധാന്തങ്ങളും സാഹിത്യവിമർശനവും തമ്മിലുള്ള ബന്ധം മലയാളത്തിന്റെ പശ്ചാത്തലത്തിൽ വിമർശനാത്മകമായി വിലയിരുത്തുക? (PS05)

CO6 സാഹിത്യവിമർശനവും സാഹിത്യചരിത്രനിർമ്മാണവും തമ്മിലുള്ള ബന്ധം അപഗ്രഥിക്കുന്നതിന്. (PS01)

യൂണിറ്റ് 1

വ്യാഖ്യാനശാസ്ത്രത്തിന്റെ ഭാഗം എന്ന നിലയിൽ കലാസാഹിത്യവിമർശനത്തിന്റെ പാരമ്പര്യവും സ്ഥാനവും– വിമർശനവ്യവഹാരങ്ങൾക്കുള്ളിലെ കോളനിമുദ്രകൾ– പത്രമാസികകളുടെ കാലവും വിമർശനവും– ക്ലാസിക് –നിയോ ക്ലാസിക് പാരമ്പര്യവും വിമർശനവും– വിമർശനത്തിന്റെ സാമൂഹിക സാംസ്കാരിക സംവാദ മണ്ഡലം.

വിശദപഠനം

1. സരസ്വതീവിജയം– സി. പി. അച്യുതമേനോൻ
2. ചിത്രയോഗനിരൂപണം– കുമാരനാശാൻ
3. ധർമ്മരാജവിമർശനം– സ്വദേശാഭിമാനി രാമകൃഷ്ണപ്പിള്ള

യൂണിറ്റ് 2

കേരളീയ നവോത്ഥാനവും സാഹിത്യവിമർശനങ്ങളും– ചരിത്രമെന്ന സംവർഗം പുതിയ സംവാദമണ്ഡലങ്ങൾ– പുരോഗമനകലാസാഹിത്യപ്രസ്ഥാനത്തിന്റെ സ്വാധീനം– വിമർശനഭാഷയും ജാതിസംവാദമണ്ഡലവും– ശാസ്ത്രഭാവുകത്വവും വിമർശനവും പൗരസ്ത്യ–പാശ്ചാത്യ ആശയസംഘർഷവും– ദേശീയത എന്ന സങ്കല്പനം– സാംസ്കാരിക വിമർശനത്തിന്റെ നവോത്ഥാനമുഖം.

വിശദപഠനം

1. നിഷ്പക്ഷനിരൂപണം– കുട്ടികൃഷ്ണമാരാർ
2. കലയും സൗന്ദര്യവും– വക്കം അബ്ദുൾ ഖാദർ
3. കേരളീയകലകളും ഫ്യൂച്ചറിസവും– കേസരി ബാലകൃഷ്ണപിള്ള
4. വിഷാദമോ പ്രസാദമോ– ഡോ കെ. ഭാസ്കരൻ നായർ
5. കാളിദാസനും കാലത്തിന്റെ ദാസൻ– ജോസഫ് മു ശ്ശേരി

യൂണിറ്റ് 3

ആധുനികജ്ഞാനവ്യവഹാരങ്ങളും വിമർശനത്തിന്റെ ആശയധാരകളും– സാമൂഹിക വിമർശനത്തിന്റെ ദേശിയായമുഖം– ആദിരൂപാധിഷ്ഠിതവും മനഃശാസ്ത്രപരവുമായ വിമർശന സംവാദപരിസരം ശൈലീവിജ്ഞാനീയവിമർശനത്തിന്റെ ഉപകരണഭാഷ എന്ന നിലയിൽ നവവവിമർശനത്തിന്റെ ഉറച്ച സ്വരങ്ങൾ.

വിശദപഠനം

1. പുരക്ഷേപണകല – ഡോ.കെ. എൻ. എഴുത്തച്ഛൻ
2. സാഹിത്യവിമർശനവും മനഃശാസ്ത്രവും– ലീലാവതി
3. പൂതപ്പാട്ട്– എം പി ശങ്കുണ്ണി നായർ

യൂണിറ്റ് 4

ഉച്ച ആധുനികതയുടെ വിമർശനസംസ്കാരം– ചരിത്രമെന്ന സംപ്രത്യയത്തിന്റെ പരിണാമവും സംപ്രത്യയത്തിന്റെ പൊളിച്ചെഴുത്തും–– പൗരസ്ത്യവാദവും മലയാള വിമർശന

ത്തിന്റെ തുറസുകളും– സ്വതന്ത്രസൃഷ്ടി എന്ന നിലയ്ക്ക് വിമർശനത്തിന്റെ ഭാഷയുടെ പെരുമാറ്റം – പുനർകോളനീകരണത്തിന്റെ പ്രത്യയശാസ്ത്ര വിവക്ഷകൾ

വിശദപഠനം

1. ആധുനികതയുടെ ചുവന്ന വാൽ– നരേന്ദ്രപ്രസാദ്
2. ആധുനികനോവലിലെ ര ാം പ്രതിസന്ധി– കെ. പി. അപ്പൻ
3. ആധുനികവാദവും നവീന ഇടതുപക്ഷവും– ബി. രാജീവൻ
4. അക്ഷരവും ആധുനികതയും– ഇ വി രാമകൃഷ്ണൻ

യൂണിറ്റ് 5

ആധുനികോത്തര രാഷ്ട്രീയ– സാംസ്കാരിക ആശയധാരകൾ വിമർശനത്തിലുാക്കിയ മാറ്റം– ഘടനാവാദാന്തര ജ്ഞാനവ്യവഹാരങ്ങളും പ്രൗഢാഖ്യാനങ്ങളുടെ തകർച്ചയും– മാറിയ ലോകവും ഭാഷാപരികല്പനകളും മാധ്യമീകരണരീതികളും സ്വത്വപരിസരങ്ങളിലു ാക്കിയ പൊളിച്ചെഴുത്ത്– കീഴാള– സ്ത്രീവാദ– പരിസ്ഥിതി വിമർശന സാഹിത്യമണ്ഡലം– ചരിത്രസംപ്രത്യയങ്ങളെക്കുറിച്ചുള്ള പുനർവിചാരം – തിണയുടെ തിരിച്ചുവരവ്– ഫ്രാങ്ക്ഫ്രട്ട് സ്കൂളിന്റെ സ്വാധീനം– ആഗോളീകരണ യുക്തിയും മാറുന്ന വിമർശനസംസ്കാരങ്ങളും

വിശദപഠനം

1. കുലടയ്ക്കും കുലീനയ്ക്കുമപ്പുറം:
   ലിംഗഭേദവിചാരം സരസ്വതിയമ്മയുടെ കൃതികളിൽ– ജെ. ദേവിക
2. സായ്വവർകൾ തിരുത്തിയ ഇന്ദുലേഖയുടെ സ്വപ്നം (മലയാളസാഹിത്യത്തിന്റെ മലബാർ എന്ന പ്രരൂപം എന്ന പ്രബന്ധത്തിന്റെ ഒരു ഭാഗം) – എം. അൻസാരി
3. കവിതയും ചരിത്രവും–കെ. എം. നരേന്ദ്രൻ(ഗോത്രയാനം: പഠനങ്ങളും)
4. പ്രൗഢദേശീയതയുടെ സ്ഥായീരൂപകം – സുനിൽ പി. ഇളയിടം (ഹരിതനിരൂപണം മലയാളത്തിൽ എഡി ജി. മധുസൂദനൻ)

സഹായകഗ്രന്ഥങ്ങൾ

സ്വദേശാഭിമാനിയുടെ ഗ്രന്ഥ നിരൂപണങ്ങൾ– സ്വദേശാഭിമാനി രാമകൃഷ്ണപ്പിള്ള
മലബാർ ദേശീയതയുടെ ഇടപെടലുകൾ– എം ടി അൻസാരി, ഡി സി ബുക്സ്, കോട്ടയം
ഗോത്രയാനം; പഠനങ്ങളും – അയ്യപ്പപ്പണിക്കർ, പികെ ബ്രദേഴ്സ്, കോഴിക്കോട്
ചിന്തയിലെ രൂപകങ്ങൾ– വി.സി. ശ്രീജൻ
രമണനും മലയാളകവിതയും – സുകുമാർ അഴീക്കോട്

കവിയുടെ കലാതന്ത്രം – ദേശമംഗലം രാമകൃഷ്ണൻ
കലഹവും വിശ്വാസവും – കെ.പി.അപ്പൻ
പരാഗകോശങ്ങൾ– ആഷാമേനോൻ
വിദ്വാൻ സി.എസ്. നായരുടെ സാഹിത്യവിമർശനം – കെ. പ്രസന്നൻ
മാറുന്ന മലയാളനോവൽ– കെ.പി.അപ്പൻ
ഭാവുകത്വം മാറുന്നു – നരേന്ദ്രപ്രസാദ്
അർത്ഥാന്തരന്യാസം – വി.സി.ശ്രീജൻ
സമകാലനിരൂപണത്തിന്റെ വ്യത്യസ്തമുഖങ്ങൾ– പി.കെ. പരമേശ്വരൻനായർ ട്രസ്റ്റ്
അയ്യപ്പപ്പണിക്കരുടെ ലേഖനങ്ങൾ, കെ. അയ്യപ്പപ്പണിക്കർ
കുട്ടികൃഷ്ണമാരാരുടെ സൗന്ദര്യദർശനം – ഡോ. പി.എസ്. രാധാകൃഷ്ണൻ
മലയാളവിമർശനത്തിന്റെ സൗന്ദര്യരേഖകൾ– ഡോ. മാത്യുഡാനിയേൽ
സംസ്കാരവും വിമർശനവും – എസ്.എസ്. ശ്രീകുമാർ
വിമർശനം സിദ്ധാന്തവും പ്രയോഗവും – പ്രൊഫ. കെ.എം. ഡാനിയേൽ
മലയാളസാഹിത്യവിമർശനം – ഡോ. തോന്നയ്ക്കൽ നാരായണൻ
അക്ഷരവും ആധുനികതയും – ഇ.വി. രാമകൃഷ്ണൻ
കഥയും പരിസ്ഥിതിയും – ജി. മധുസൂദനൻ
ഭാവുകത്വം ഇരുപത്തിയൊന്നാം നൂറ്റാ ിൽ– ജി. മധുസൂദനൻ
മൗനം തേടുന്ന വാക്ക് – വി. രാജകൃഷ്ണൻ
ചെറുകഥയുടെ ഛന്ദസ്സ് – വി. രാജകൃഷ്ണൻ
ഇന്ത്യൻ സാഹിത്യസിദ്ധാന്തം പ്രസക്തിയും സാധ്യതയും – കെ. അയ്യപ്പപ്പണിക്കർ
ഋതുപരിവർത്തനം – കെ.പി. ശങ്കരൻ
വീ ടുപ്പുകൾ– പി.പി. രവീന്ദ്രൻ
വിമർശനം മലയാളത്തിൽ– പവനൻ (ജനറൽ എഡിറ്റർ)
ദർശനങ്ങളുടെ ഋതുഭേദങ്ങൾ– കെ. സച്ചിദാനന്ദൻ
പെൺവിനിമയങ്ങൾ– കെ. ശാരദക്കുട്ടി
സാഹിത്യനിരൂപണത്തിലെ ദിശാബോധം – എം. ലീലാവതി
മലയാളസാഹിത്യ വിമർശനം – സുകുമാർ അഴീക്കോട്
ആധുനികമലയാളകവിതയിലെ സ്ത്രീപക്ഷസമീപനങ്ങൾ– പി. ഗീത
നവീനവിമർശനം മലയാളത്തിൽ– മാമ്പുഴകുമാരൻ
എഴുത്തച്ഛന്റെ കല ചില വ്യാസഭാരതപഠനങ്ങളും–പി.കെ. ബാലകൃഷ്ണൻ
വേരുകളിലെ ജീവതാളം – ഡോ. എ.എം. ഉണ്ണിക്കൃഷ്ണൻ
നിരൂപണം പുതിയമുഖം – ആർ രാമചന്ദ്രൻ, ജോർജ്ജ് ഇരുമ്പയം, എം. ഗംഗാധരൻ (എഡിറ്റർമാർ)

നിശബ്ദതയും നിർമ്മാണവും – ഇ.പി. രാജഗോപാലൻ
അന്വയം – ആർ. വിശ്വനാഥൻ
എം.എൻ.വിജയൻ സമ്പൂർണകൃതികൾ– എം.എൻ.വിജയൻ
അനുഭൂതികളുടെ ചരിത്രം – സുനിൽ പി. ഇളയിടം
ചുഴികൾ ചിപ്പികൾ– വി. രാജകൃഷ്ണൻ
മലയാളസാഹിത്യനിരൂപണം പദ്മനരാമചന്ദ്രൻ നായർ (എഡിറ്റർ)

കേരളത്തിലെ പുരോഗമസാഹിത്യപ്രസ്ഥാനത്തിന്റെ ചരിത്രം – എം.ആർ. ചന്ദ്രശേഖരൻ
കലയും കാലവും – ഡോ. കെ. ഭാസ്കരൻനായർ
നിരീക്ഷണങ്ങൾ, നിർദ്ധാരണങ്ങൾ– കെ.പി. ശങ്കരൻ
കാവ്യകല – കെ.എം. നരേന്ദ്രൻ
മുശ്ശേരി – നിരൂപണത്തിലെ കലയും കാലവും – ഡോ. എം.ടി. സുലേഖ
വായനയുടെ ദലിത് പാഠം – കെ.കെ.കൊച്ച്
സമകാലമലയാളസാഹിത്യം – എൻ. സാം (എഡിറ്റർ)
മലയാളനിരൂപണം ഇന്നലെ – എസ്. ഗുപ്തൻനായർ (സമ്പാദകൻ)
മലയാളകവിതാപഠനങ്ങൾ– സച്ചിദാനന്ദൻ
മുഹൂർത്തങ്ങൾ– സച്ചിദാനന്ദൻ
ആധുനികാനന്തരം – പി.പി.രവീന്ദ്രൻ
സത്യംശിവം സുന്ദരം – എം. ലീലാവതി
ആധുനികതയുടെ കുറ്റസമ്മതം – പി. പവിത്രൻ
കാവ്യവ്യുത്പത്തി – എം.പി. ശങ്കുണ്ണിനായർ
ഛത്രവും ചാമരവും – എം.പി. ശങ്കുണ്ണിനായർ
ആദിപ്രരൂപങ്ങൾ സാഹിത്യത്തിൽ– എം. ലീലാവതി
മലയാളിയുടെ രാത്രികൾ– കെ.സി. നാരായണൻ
അനന്വയം – ആർ വിശ്വനഥൻ
ത്രിവേണി – കെ.പി. ശങ്കരൻ
പുതുവായന – സി.രാജേന്ദ്രൻ
വായനയുടെ വഴികൾ– എം.ആർ. രാഘവവാര്യർ
പി.കെ.ബാലകൃഷ്ണന്റെ ലേഖനങ്ങൾ– പി.കെ. ബാലകൃഷ്ണൻ
തെരഞ്ഞെടുത്ത പ്രബന്ധങ്ങൾ– എസ്. ഗുപ്തൻനായർ
എന്റെ സാഹിത്യ നിരൂപണങ്ങൾ– ആർ. നരേന്ദ്രപ്രസാദ്
ഉണ്ണിപോവുന്നു – ആർ നരേന്ദ്രപ്രസാദ്
സമയപ്രവാഹവും സാഹിത്യകലയും – കെ.പി. അപ്പൻ

ഉർവരതയുടെ താളം – ഡോ.ടി.പി. സുകുമാരൻ
ദേശം സംസ്കാരം സാഹിത്യം – എ.എം. ഉണ്ണികൃഷ്ണൻ
രോഗത്തിന്റെ പൂക്കൾ– വി. രാജകൃഷ്ണൻ
കണ്ണാടികൾ ഉടയ്ക്കുന്നതെന്തിന് – പി. ഗീത
ദലിത് സൗന്ദര്യശാസ്ത്രം – പ്രദീപൻ പാമ്പിരികുന്ന്
അജ്ഞാതവുമായുള്ള അഭിമുഖങ്ങൾ– സുനിൽ പി. ഇളയിടം
അനുഭവങ്ങളെ ആർക്കാണു പേടി? – ഇ.വി. രാമകൃഷ്ണൻ
കുട്ടികൃഷ്ണമാരാർ– (എഡിറ്റർ) – പത്മനരാമചന്ദ്രൻനായർ
ദന്തഗോപുരത്തിലേക്കു വീ ും – എം. തോമസ്മാത്യൂ
വാക്കുകളും വസ്തുക്കളും – ബി. രാജീവൻ
ഭ്രഷ്ടിന്റെ നാനാർഥങ്ങൾ– വി. രാജകൃഷ്ണൻ
ഇടപെടലുകൾ– പി.പി. രവീന്ദ്രൻ
ദലിത് ഭാഷ – കവിയൂർ മുരളി
വാക്കിലെ സമൂഹം – ഇ.വി. രാമകൃഷ്ണൻ
എതിരെഴുത്തുകൾ– പി.പി. രവീന്ദ്രൻ
പുതിയ കൃതി പഴയ പൊരുൾ– ദേശമംഗലം രാമകൃഷ്ണൻ (എഡിറ്റർ)
ദലിത് സാഹിത്യം – കവിയൂർ മുരളി
ബിഹൈന്റ് ദ മിസ്റ്റ് (ഡോക്യുമെന്ററി) സംവിധാനം: ബാബു കാമ്പ്രത്ത്

The function of criticism - Terry eagelton
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Making of literature - Jamess Kott

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വിവർത്തനവും താരതമ്യസാഹിത്യവും

(Translation and Comparative Literature)

സാമൂഹികവും സാംസ്കാരികവും രാഷ്ട്രീയവും സാഹിത്യപരവുമായ അന്താ രാഷ്ട്രബന്ധങ്ങളുടെ വ്യത്യസ്തമാനങ്ങളുള്ള പാലമാണ് വിവർത്തനം. ആശയവിനിമയരം ഗത്ത് സംഭവിച്ചുകൊ ിരിക്കുന്ന മാറ്റങ്ങൾ വ്യക്തിജീവിതത്തിലും രാജ്യങ്ങൾ തമ്മിലുള്ള സഹവർത്തിത്വത്തിലും അത്ഭുതകരമായ പരിവർത്തനങ്ങളാണ് സൃഷ്ടിക്കുന്നത്. ലോകം കയ്യിലൊതുങ്ങുന്ന സമകാലത്ത് ജീവിതത്തിന്റെ എല്ലാ രംഗങ്ങളിലും വിവർത്തനം ആവശ്യ മായി വന്നിരിക്കുന്നു. അതിന്റെ അഭാവത്തിൽ ആശയവിനിമയം അസാദ്ധ്യമാണ് എന്ന അവ സ്ഥയാണുള്ളത്.

വിവിധ സാഹിത്യകൃതികളിലും കലകളിലും മറ്റു വ്യവഹാരങ്ങളിലും കാണുന്ന സാജാ ത്യവൈജാത്യങ്ങൾ കെ ത്തി പഠനവിധേയമാക്കുന്ന പഠനവിഭാഗമാണ് താരതമ്യസാഹിത്യം. വിവർത്തനവും താരതമ്യസാഹിത്യവും ഇന്ന് പരസ്പരപൂരകങ്ങളായ പഠനമേഖലകളാണ്. സാഹിത്യം ഭാഷകളാൽ വേർതിരിക്കപ്പെട്ടിരിക്കുന്നു. എങ്കിലും സാഹിത്യത്തിന്റെ മൗലിക സത്ത എവിടെയും ഒന്നുതന്നെയാണെന്നും അതിന്റെ ലക്ഷ്യം മാനസികസംസ്കാരമാണെന്നും താരതമ്യസാഹിത്യപഠനത്തിലൂടെ ബോദ്ധ്യപ്പെടുത്തുന്നു. താരതമ്യസാഹിത്യത്തിൽ വിവർത്ത നത്തിന് കാര്യമായ പങ്കു ്. വിവിധഭാഷകൾ തമ്മിലും വിവിധജനതകൾ തമ്മിലും പാലം നിർമ്മിക്കാൻ വിവർത്തനത്തിനു സാധിക്കുന്നു. വിവർത്തനത്തിലൂടെ അറിയാത്ത ലോക ങ്ങൾതമ്മിൽ യോജിക്കുന്നു. അജ്ഞാതരായ മനുഷ്യർ തമ്മിൽ ബന്ധപ്പെടുന്നു. മനുഷ്യർ

എവിടെയും ഒന്നാണ് എന്നു പഠിപ്പിക്കുന്നു. വിവർത്തനവും താരതമ്യസാഹിത്യവും ചേർത്തു വെച്ച് പഠിക്കുന്നതിലൂടെ ലക്ഷ്യമാക്കുന്നതും ഇതുതന്നെ.

Course Outcome

CO1 വിവിധതരം തർജ്ജമകളുടെ സവിശേഷതകൾ വിശദീകരിക്കുന്നതിന്. (PS012)

CO2 താരതമ്യപഠനത്തിന്റെ അടിസ്ഥാന വിചാരമാതൃകകൾ പുതിയ സന്ദർഭങ്ങളിൽ പ്രയോഗിക്കുന്നതിന്. (PS012)

CO3 സാഹിത്യ വിവർത്തനപദ്ധതിയെ ഇതര വിവർത്തനപദ്ധതികളുമായി താരതമ്യം ചെയ്യുന്നതിന്. (PS012)

CO4 പാശ്ചാത്യ-പൗരസ്ത്യ സാഹിത്യസമീപനങ്ങളെ താരതമ്യം ചെയ്യുന്ന മാതൃകകളെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS03)

CO5 ഉചിതമായ മാനദണ്ഡങ്ങൾ ഉപയോഗിച്ച് തർജ്ജമചെയ്ത പാഠങ്ങളെ വിലയിരുത്തുന്നതിന്. (PS012)

CO6 ലഭ്യമായ ഒരു പാഠം ഇംഗ്ലീഷിൽനിന്ന് മലയാളത്തിലേക്ക് തർജ്ജമ ചെയ്യുന്നതിന്. (PS013)

CO7 താരതമ്യ സാഹിത്യപദ്ധതിയെ വിമർശനാത്മക സിദ്ധാന്തങ്ങളുടെ വെളിച്ചത്തിൽ വ്യാഖ്യാനിക്കുന്നതിന്. (PS05)

യൂണിറ്റ് 1

എന്താണ് വിവർത്തനം? വിവർത്തനത്തിന്റെ പ്രസക്തിയും പ്രാധാന്യവും - വിവർത്തനവും ലിപ്യന്തരണവും -വിവർത്തനരീതികൾ : പദാനുപദവിവർത്തനം (word by word translation)-പരാവർത്തനം (literal translation) ആശയവിവർത്തനം/സ്വതന്ത്രവിവർത്തനം (free translation) - പ്രയോഗികവിവർത്തനം (Pragmatic translation) --പാർലമെന്റിലെ വിവർത്തനം, കോടതികളിലെ വിവർത്തനം - സൗന്ദര്യാത്മകപരിഭാഷ (Aesthetic-poetic

translation), ശാസ്ത്രകൃതികളുടെ പരിഭാഷ – സാങ്കേതികപദങ്ങളുടെ പരിഭാഷ – സാഹിത്യ കൃതികളുടെ പരിഭാഷ – കവിതാപരിഭാഷ, നാടകപരിഭാഷ, കഥാപരിഭാഷ, പ്രബന്ധപരിഭാഷ – വംശീയപരിഭാഷ (Ethnographic translation), ഭാഷാകേന്ദ്രിതപരിഭാഷ (Linguistic translation) – സർഗ്ഗാത്മകവിവർത്തനം (Transcreation) – വിവർത്തനവും സാങ്കേതികവിദ്യയും – യന്ത്രവിവർത്തനം– സബ്ടൈറ്റ്ലിംഗ്, ഡബ്ബിംഗ്

യൂണിറ്റ് 2

താരതമ്യസാഹിത്യത്തിന്റെ പ്രസക്തി – വിവർത്തനവും താരതമ്യസാഹിത്യവും. വിശ്വ സാഹിത്യം എന്ന സങ്കല്പം പാശ്ചാത്യ പൗരസ്ത്യസാഹിത്യസിദ്ധാന്തങ്ങളുടെ പാരസ്പര്യം– താരതമ്യപഠനം മറ്റു കലകളിലേക്ക് – സംഗീതം, ചിത്രകല, വാസ്തുശില്പം. രംഗകലകൾ സിനിമ – ഇവ തമ്മിലുള്ള താരതമ്യാത്മകബന്ധങ്ങൾ– ചിഹ്നാന്തരവിവർത്തനവും അനുകല്പനവും – താരതമ്യത്തിന്റെ പ്രസക്തി.

വിശദപഠനം

1. രീതിയും സ്റ്റൈലും – ചാത്തനാത്ത് അച്യുതനുണ്ണി
2. സാഹിത്യവും ഇതരകലകളും – കെ.എസ്. നാരായണപിള്ള

യൂണിറ്റ് 3

വിവർത്തനം രൂപമനുസരിച്ചുള്ള വിഭജനം

ഒരേ ഭാഷയിലെ വിവർത്തനം (Intra-lingual translation) വ്യത്യസ്തഭാഷയിലെ വിവർത്തനം (Inter-lingual translation), ചിഹ്നാന്തരവിവർത്തനം (Intersemiotic translation) വിവർത്തനവും സമമൂല്യതയും, – വിവർത്തനവും വിശ്വാസ്യതയും – രൂപതുല്യതാപരിഭാഷ (Formal equivalent translation)–ചലനാത്മകതുല്യതാപരിഭാഷ (Dynamicequivalent translation)þ ബഹുവ്യവസ്ഥാസിദ്ധാന്തം വിവർത്തനം പുനരെഴുത്ത്, Andre Lefevere കോളനിയാനന്തരവിവർത്തനം.

വിശദപഠനം

1 .കുമാരനാശാന്റെ വീണപൂവ് – ജി. കുമാരപിള്ളയുടെ ഇംഗ്ലീഷ് വിവർത്തനമായ The Fallen Flower, കെ.ജയകുമാറിന്റെ ഇംഗ്ലീഷ് വിവർത്തനമായ The Fallen Flower എന്നിവയുടെ താരതമ്യപഠനം.

യൂണിറ്റ് 4

പ്രമേയം, ഇതിവൃത്തം, കഥാപാത്രങ്ങൾ, സംഭവങ്ങൾ, വീക്ഷണം, പശ്ചാത്തലം, ആഖ്യാനസവിശേഷതകൾ– സാജാത്യവൈജാത്യങ്ങൾ– പ്രമേയതാരതമ്യം, ജനുസ്സ്– സ്വാധീനത– താരതമ്യസാഹിത്യവുമായുള്ള പ്രായോഗികബന്ധം– അനുകല്പനം

വിശദപഠനം

ഒരു കൂടിയാട്ടത്തിന്റെ കഥ (കവിത) – എം. ഗോവിന്ദൻ
ഭ്രഷ്ട് (നോവൽ) – മാടമ്പ് കുഞ്ഞിക്കുട്ടൻ
പരിണയം (1994) (സിനിമ) – ഹരിഹരൻ (സംവിധാനം)
ഇവയുടെ പ്രമേയപരവും മാധ്യമപരവുമായ താരതമ്യം.

യൂണിറ്റ് 5

വിവർത്തനവും പുനരാഖ്യാനവും വ്യാഖ്യാനവും – മൂലകഥയിലെ മൗനങ്ങൾ, നോവലിസ്റ്റിന്റെ/കഥാകൃത്തിന്റെ വ്യാഖ്യാനങ്ങൾ, ആഖ്യാനഭേദങ്ങൾ– ഇതിഹാസകഥകളെ മുൻനിർത്തിയെഴുതിയ രചനകൾ സ്വീകരിച്ച കഥാതന്ത്രങ്ങൾ.

വിശദപഠനം

ഇനി ഞാൻ ഉറങ്ങട്ടെ– പി.കെ. ബാലകൃഷ്ണൻ
ഭാരതപര്യടനം – കുട്ടികൃഷ്ണമാരാർ – യുദ്ധത്തിന്റെ പരിണാമം എന്ന അധ്യായം മാത്രം.

ചോദ്യകർത്താക്കൾക്കുള്ള പ്രത്യേകനിർദ്ദേശം

വലിയ ഉപന്യാസചോദ്യങ്ങളിൽ ഒരെണ്ണം 150 വാക്കിൽ കവിയാത്ത ഒരു ഇംഗ്ലീഷ് രചന മലയാളത്തിലേക്ക് വിവർത്തനം ചെയ്യാനുള്ളതായിരിക്കണം. ചോയ്സ് നൽകാം, പദ്യം അല്ലെങ്കിൽ ഗദ്യം എന്ന മട്ടിൽ.

സഹായകഗ്രന്ഥങ്ങൾ

വിവർത്തനം– ഒരു സംഘം ലേഖകർ– കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
വിവർത്തനവിചാരം– ഡോ. എൻ.ഇ. വിശ്വനാഥയ്യർ, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്.
വിവർത്തനപഠനങ്ങൾ– ഡോ. പി.സോമനാഥൻ, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
ഭാഷയും പരിഭാഷയും– എം.പി. സദാശിവൻ, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്.
യന്ത്രവിവർത്തനം – ഡോ. ആർ.വി. എം.ദിവാകരൻ, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്.
മലയാളവിമർശം –വിവർത്തനം സ്പെഷ്യൽ– 2016. എഡി. ഡോ. സോമനാഥൻ പി. പ്രസാ. പ്രസിദ്ധീകരണവിഭാഗം കാലിക്കറ്റ് സർവ്വകലാശാല

സിനിമയും വിവർത്തനവും –ദിവ്യ ഒഡി. പ്രസാ. ഇന്റർനെറ്റ് പബ്ലിക്ക, കോഴിക്കോട്

താരതമ്യകാവ്യശാസ്ത്രം, ഡോ. സി. രാജേന്ദ്രൻ, , കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്.

താരതമ്യസാഹിത്യപഠനം – കംപാരറ്റീവ് ലിറ്ററേച്ചർ സൊസൈറ്റി (സമ്പാ). എസ്.പിസിഎസ്.

താരതമ്യസാഹിത്യം–തത്ത്വവും പ്രസക്തിയും –പുരുഷോത്തമൻ പി.ഒ., ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്.

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ആഖ്യാനശാസ്ത്രം

(Narratology)

വായ്മൊഴിയായും വരമൊഴിയായും അനേകം കഥനസമ്പ്രദായങ്ങൾ കാലാകാലങ്ങളിൽ ലോകം മുഴുവൻ പ്രചരിച്ചുകൊ ിരിക്കുന്നു. കുട്ടിക്കവിതകളും കുറുങ്കവിതകളും മുതൽ പുരാണേതിഹാസങ്ങൾ വരെ എന്തും ആഖ്യാനത്തിൽപ്പെടും. കഥാഖ്യാനം, കഥേതരാഖ്യാനം എന്നിങ്ങനെ ആഖ്യാനങ്ങളെ ര ായി തിരിക്കാം. ആഖ്യാനത്തിൽ കഥാകഥനവുമായി ബന്ധപ്പെട്ട ചില ഘടകങ്ങൾ ഉ ാവും. കഥേതരം എന്നു വ്യവഹരിക്കുന്ന നിബന്ധങ്ങളിൽപ്പോലും കഥനത്തിന്റെ ഘടകങ്ങൾ ഒളിഞ്ഞുകിടപ്പു ാവും.

സാഹിത്യപഠനങ്ങളിലും സാംസ്കാരികപഠനങ്ങളിലും അടുത്തകാലത്തായി ആഖ്യാനപഠനത്തിന് വലിയ പ്രാധാന്യം ലഭിക്കുന്നു ്. ആഖ്യാനസ്വഭാവമുള്ള രചനകൾക്ക് അനുഭവങ്ങളും ആശയങ്ങളും വേഗത്തിൽ സംവേദനം ചെയ്യാൻ സാധിക്കുന്നു. നാം വല്ലപ്പോഴും മാത്രമേ ആഖ്യാനസ്വഭാവമുള്ള വായ്ത്താരി – വരമൊഴി വഴക്കങ്ങളെക്കുറിച്ച് ചിന്തിക്കാറുള്ളൂ. എന്നാൽ, നമ്മുടെ ജീവിതം ആഖ്യാനങ്ങളിൽ മുങ്ങിക്കിടക്കുകയാണ്. എന്താണ് ആഖ്യാനം. അവയ്ക്ക് മറ്റുള്ള രചനകളിൽനിന്നുള്ള വ്യത്യാസം എന്ത്? എന്തുകൊ ാണ് അവ നമ്മെ കൂടുതൽ സ്വാധീനിക്കുന്നത്? നമ്മുടെ ജീവിതത്തിൽ ആഖ്യാനങ്ങൾക്കുള്ള പ്രാധാന്യം എന്ത്? ആഖ്യാനങ്ങൾ പ്രവർത്തിക്കുന്നത് എങ്ങനെ? – ഇത്തരം ചോദ്യങ്ങൾക്ക് മറുപടി കെ ത്താനുള്ള ശ്രമത്തിൽ, ആഖ്യാനത്തിന്റെ അനന്തസാധ്യതകൾ കറിഞ്ഞ ചില പണ്ഡിതർ ആഖ്യാനത്തെ ഒരു വിജ്ഞാനശാഖയായി വളർത്തിയെടുക്കുകയു ായി.

എല്ലാത്തരത്തിലുള്ള സർഗ്ഗാത്മകസാഹിത്യവും (വാമൊഴിയായാലും വരമൊഴിയായാലും) ആഖ്യാനത്തിൽപ്പെടും. മനുഷ്യൻ ശൈശവം മുതൽ ആഖ്യാനവുമായി ബന്ധപ്പെടുന്നു. അമ്മ തൊട്ടിലിട്ടു പാടി ഉറക്കുന്ന താരാട്ടുപോലും ആഖ്യാനം ഉൾക്കൊള്ളുന്ന ചെറുനിബന്ധമാണ്. അതിൽ ഒരാശയമോ ഒരു കഥയോ ഉാവും. സാങ്കല്പികകഥകൾ, സാഹസികകഥകൾ, ജീവചരിത്രങ്ങൾ, കുറ്റാന്വേഷണകഥകൾ, ശാസ്ത്രകഥകൾ– എല്ലാം ആഖ്യാനത്തിൽപ്പെടും.

മനുഷ്യരുടെയോ ജന്തുക്കളുടെയോ ജീവികളുടെയോ നടന്നതോ നടക്കാനിടയുള്ളതോ ആയ കഥയോ കെട്ടുകഥയോ ആണ് ആഖ്യാനം. കഥയ്ക്ക് സമയബന്ധിതമായ സംഭവങ്ങളുടെ പാരസ്പര്യം വേണം. അത് കുറുങ്കവിതയിലേതുപോലെ ഹ്രസ്വമാവാം. ഇതിഹാസത്തിലേതുപോലെ വളരെ സങ്കീർണ്ണവുമാവാം.

ഇന്ന് ടെലിവിഷൻ ഏറ്റവും വലിയ ആഖ്യാനമാധ്യമമായി മാറിയിരിക്കുന്നു. വാർത്തകൾ പോലും ഒരു തരം ആഖ്യാനമായിരിക്കുന്നു. ഒരു കോമിക് സ്ട്രിപ് ആഖ്യാനമാവാം.

Course Outcome

CO1 ആഖ്യാനം എന്ന പ്രക്രിയ വിശദീകരിക്കുന്നതിന്. (PS03)

CO2 വിവിധ സിദ്ധാന്തങ്ങളുടെ വെളിച്ചത്തിൽ ആഖ്യാനങ്ങളെ വിശകലനം ചെയ്യുന്നതിന്. (PS03)

CO3 ആഖ്യാനത്തിലെ അടിസ്ഥാന ഘടകങ്ങൾ കത്തി വിശദീകരിക്കുന്നതിന്. (PS03)

CO4 വിവിധതരം ആഖ്യാനങ്ങളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS03)

CO5 ജനുസ്സുകളും ആഖ്യാനവും തമ്മിലുള്ള ബന്ധം വിശകലനം ചെയ്യുന്നതിന്. (PS03)

CO6 പൗരസ്ത്യവും പാശ്ചാത്യവുമായ ആഖ്യാന സമീപനങ്ങളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS02)

CO7 ആഖ്യാനശാസ്ത്രത്തിന്റെ വെളിച്ചത്തിൽ പാഠങ്ങളെ അപഗ്രഥിക്കുന്നതിന്. (PS06)

യൂണിറ്റ് 1

ആഖ്യാനം എന്നാൽ എന്ത്?
ആഖ്യാനവും ആഖ്യാനേതരവും തമ്മിലുള്ള വ്യത്യാസം
ആഖ്യാനരചനകൾ ശ്രദ്ധേയമാകുന്നത് എന്തുകൊ ്?
ആഖ്യാനങ്ങളിൽ വായനക്കാരന്റെ പ്രധാന്യം –
മാധ്യമങ്ങളിൽ ആഖ്യാനങ്ങൾക്കുള്ളസ്ഥാനം.

യൂണിറ്റ് 2

ആഖ്യാനരചനകളുടെ താത്ത്വികപ്രാധാന്യം– താത്ത്വികന്മാർ– ആഖ്യാനങ്ങളെക്കുറിച്ച് അരിസ്റ്റോട്ടിൽ– വ്ളാഡിമർപ്രോപ്പിന്റെ നാടോടിക്കഥകളുടെ രൂപവിജ്ഞാനീയം – മീക്ബാലിന്റെ കഥ/പാഠം/കെട്ടുകഥ – സിമൂർ ചാറ്റ്മാന്റെ കഥയും സംവാദവും – ക്രിസ്റ്റഫർ ബൂക്കറുടെ അടിസ്ഥാനപരമായ ഏഴ് ഇതിവൃത്തങ്ങൾ– സംസ്കൃതത്തിലെ നവരസസിദ്ധാന്തവും പ്രമേയപരിമിതിയും –

യൂണിറ്റ് 3

ആഖ്യാനത്തിന്റെ സർഗ്ഗാത്മകപ്രക്രീയ – ഗീതം, ഗീതകം, സ്വഗതാഖ്യാനം – ഭാവഗീതി, ഖണ്ഡകാവ്യം, പുരാണം, ഇതിഹാസം – ആഖ്യാനത്തിന്റെ സവിശേഷതകൾ– ആഖ്യാനത്തിനാവശ്യമായ ഘടകങ്ങൾ– വിവരണം, കഥാപാത്രങ്ങളുടെ ചിന്തകൾ, സംഭാഷണം, സംഭവസംഗ്രഹങ്ങൾ, കഥാപാത്രചിത്രീകരണം, ഒളിഞ്ഞുകേൾക്കുന്ന സംഭാഷണങ്ങൾ, കത്തുകൾ, പത്രലേഖനങ്ങൾ, കുറ്റസമ്മതങ്ങൾ– പ്രമേയം, ഇതിവൃത്തം, പശ്ചാത്തലം, സ്വരവ്യതിയാനം, ഭാഷ, ശൈലി – ക്രിയ, അന്യാപദേശം, മൂർദ്ധന്യാവസ്ഥ, നാടകീയ വ്യാജോക്തി, കഥാഭാഗം, സംഭവം, ചട്ടക്കൂട്, കഥ ഉപകഥകൾ, വീക്ഷണകോണം, പ്രതിരൂപാത്മകത, പാഠം, കാലം, ശബ്ദം.

യൂണിറ്റ് 4

ആഖ്യാനങ്ങൾ– വായ്മൊഴിയിലും വരമൊഴിയിലും – യക്ഷി – ഗന്ധർവ്വകഥകൾ, മിത്തുകൾ, കെട്ടുകഥകൾ– ആയിരത്തൊന്നു രാവുകൾ– ആയിരത്തൊന്നു പകൽക്കഥകൾ– അമീർഹംസക്കഥകൾ– ഈ കഥകളുടെ മാനസികാപഗ്രഥനസമീപനം – കോമിക്കുകൾ– ഹാസ്യകഥകൾ– ഹാസ്യകഥകളുടെ ആഖ്യാനഘടന – ചിത്രകഥകളുടെ ആഖ്യാനഘടന – ജനപ്രിയനോവൽ– രൂപം, ഭാവം, ഘടന – റേഡിയോ ആഖ്യാനങ്ങൾ– ടെലിവിഷൻ സീരിയലുകൾ– ചലച്ചിത്രാഖ്യാനങ്ങൾ– സിനിമ ഒരു മാദ്ധ്യമം എന്ന നിലയിൽ– ആഖ്യാനങ്ങളും പ്രതിദിനജീവിതവും –

യൂണിറ്റ് 5

ആഖ്യാനങ്ങൾ– ഭാരതീയപാരമ്പര്യം – പാശ്ചാത്യപാരമ്പര്യം – ചിത്രകല, സംഗീതം, നാടകം, സിനിമ – സാഹിത്യവും ഇതരകലകളും – ഇവയിലെ ആഖ്യാനങ്ങളുടെ കൊടുക്കൽവാങ്ങലുകൾ– എല്ലാക്കലകളും സംഗീതത്തിലേക്ക് –

സഹായകഗ്രന്ഥങ്ങൾ

ആഖ്യാനവിജ്ഞാനം – ഡി. രാധാകൃഷ്ണൻ, തിരുവനന്തപുരം, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, 2000.

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Code : MAL 3E03

കഥാസാഹിത്യം (Fiction)

ലക്ഷ്യം

വ്യത്യസ്തകാലഘട്ടങ്ങളിലെ കഥാഖ്യാനത്തിന്റെ വികാസപരിണാമങ്ങൾ– കഥ പറച്ചിൽ എന്ന പ്രാചീന ആഖ്യാനസമ്പ്രദായത്തിൽ നിന്ന് ആരംഭിച്ച ആഖ്യാനകലയുടെ സവിശേഷതകൾ എന്നിവ നോവൽ, ചെറുകഥ എന്നീ സാഹിത്യരൂപങ്ങളെ അടിസ്ഥാനമാക്കി പഠനവി

ധേയമാക്കുന്നു. മലയാളകഥയുടെയും നോവലിന്റെയും ചരിത്രവും സൗന്ദര്യശാസ്ത്രവും കലാതന്ത്രത്തിന്റെ സവിശേഷതകളും വിദ്യാർത്ഥികൾ മനസ്സിലാക്കേ ത്.

Course Outcome

CO1 വൊമൊഴിയിലെ കഥാഖ്യാന പാരമ്പര്യത്തെ ആധുനിക കഥാഖ്യാന സമ്പ്രദായവുമായി താരതമ്യം ചെയ്യുന്നതിന്. (PS03)

CO2 ചെറുകഥ, നോവൽ എന്നീ സാഹിത്യജനുസ്സുകളെ ലോകസാഹിത്യത്തിന്റേയും മലയാള സാഹിത്യത്തിന്റെയും പശ്ചാത്തലത്തിൽ വിവരിക്കുന്നതിന്. (PS03)

CO3 കൊളോണിയൽ ആധുനികതയുമായി ബന്ധപ്പെടുത്തി മലയാള നോവലിന്റെ ഉൽപ്പത്തി വികാസങ്ങൾ വിശകലനം ചെയ്യുന്നതിന്. (PS01)

CO4 ചരിത്രവും നോവലും തമ്മിലുള്ള ബന്ധം മലയാള നോവൽസാഹിത്യത്തിന്റെ പശ്ചാത്തലത്തിൽ വ്യാഖ്യാനിക്കുന്നതിന്. (PS01)

CO5 കഥാസാഹിത്യത്തിലെ വിവിധ പ്രവണതകളേയും പ്രസ്ഥാനങ്ങളേയും താരതമ്യം ചെയ്ത് വിലയിരുത്തുന്നതിന്. (PS03)

CO6 മലയാള കഥാസാഹിത്യത്തിന്റെ വിവിധ ഘട്ടങ്ങളെ വിശകലനം ചെയ്ത് സവിശേഷതകൾ കെ ത്തുന്നതിന്. (PS01)

CO7 കഥാസാഹിത്യത്തിലെ ഭാവുകത്വ വ്യതിയാനങ്ങൾക്ക് കാരണമായ ചരിത്രപശ്ചാത്തലത്തെ വ്യാഖ്യാനിക്കുന്നതിന്. (PS05)

യൂണിറ്റ് 1

കഥാഖ്യാനം – ആദിമകാലം – പഞ്ചതന്ത്രകഥകൾ, ഈസോപ്പുകഥകൾ, കഥാസരിത്സാഗരം – കഥാഖ്യാനത്തിലെ ഭാരതീയമാതൃകകൾ– വ്യവസായവൽക്കരണവും ചെറുകഥ, നോവൽ സാഹിത്യരൂപങ്ങളുടെ വളർച്ചയും – സാഹചര്യങ്ങൾ.

യൂണിറ്റ് 2

ചെറുകഥ എന്ന സാഹിത്യരൂപം – ആദ്യകാലമലയാള ചെറുകഥകൾ– ചെറുകഥയുടെ സൗന്ദര്യശാസ്ത്രം – കാല്പനികകഥകൾ– റിയലിസത്തിലേക്ക് – പുരോഗമനസാഹിത്യവും മലയാളചെറുകഥയും – ചെറുകഥയിലെ സാമൂഹികഗണങ്ങൾ– സ്ത്രീസാന്നിധ്യം – 50കളോടെ വന്ന പരിണാമങ്ങൾ– ഭാഷയിലും പ്രമേയത്തിലും – ഏകാകിയുടെ സ്വരം

വിശദപഠനം

1.	ഭാഗ്യവതി	–	കെ.സരസ്വതിയമ്മ
2.	നിത്യകന്യക	–	തകഴി
3.	നിലാവുകാണുമ്പോൾ	–	വൈക്കം മുഹമ്മദ് ബഷീർ
4.	ഗൗരി	–	ടി. പത്മനാഭൻ
5.	ആത്മഹത്യ	–	രാജലക്ഷ്മി
6.	ചെട്ടിപ്പൂക്കൾ	–	കോവിലൻ
7.	41–ാം വീട്ടിൽ ചെകുത്താൻ	–	എൻ.പി. മുഹമ്മദ്

യൂണിറ്റ് 3

മലയാളചെറുകഥയിൽ ആധുനികതാവാദത്തിന്റെ പ്രഭാവം – നഗരപ്രവാസികളായ കഥാകൃത്തുക്കൾ– അന്യവൽക്കരണം, അസ്തിത്വവ്യഥ– നിഷേധാത്മകമായ സാമൂഹികവീക്ഷണം – ആഖ്യാനത്തിലെ പുതുമകൾ– കേരളീയാനുഭവങ്ങളും ആധുനികാവബോധവും – ആധുനികാനന്തരതയുടെ ഘട്ടം – സാമൂഹികജാഗ്രതയും സൂക്ഷ്മരാഷ്ട്രീയവും – സ്ത്രീ, പരിസ്ഥിതി, ദളിത് കാഴ്ചപ്പാടുകളുടെ വികാസം – പ്രാദേശികസ്വത്വം – കഥയിലെ പാഠാനുബന്ധങ്ങൾ– സമകാലികമുഖം – ആഗോളവൽക്കരണത്തിന്റെ പ്രതികരണങ്ങൾ.

വിശദപഠനം

1.	നാവികവേഷം ധരിച്ച കുട്ടി	–	മാധവിക്കുട്ടി
2.	അരിമ്പാറ	–	ഒ.വി.വിജയൻ
3.	നളചരിതം മൂലം	–	വി.കെ.എൻ
4.	ബോൺസായ്	–	ചന്ദ്രമതി
5.	പ്രേതഭാഷണം	–	സി.അയ്യപ്പൻ
6.	പിഗ്മാൻ	–	എൻ പ്രഭാകരൻ
7.	ഘടികാരങ്ങൾ നിലക്കുന്നസമയം	–	സുഭാഷ്ചന്ദ്രൻ
8.	ഈർച്ച	–	ശിഹാബുദ്ദീൻ പൊയ്ത്തുംകടവ്
9.	നിശാനിയമം	–	മനോജ് ജാതവേദർ

യൂണിറ്റ് 4

നോവൽ എന്ന സാഹിത്യരൂപം – പൂർവമാതൃകകൾ– നോവൽ മലയാളത്തിൽ– മിഷനറിമാരുടെ യത്നങ്ങൾ– സാമൂഹികനോവൽ, ചരിത്രനോവൽ– സി.വിയും ചന്തുമേനോനും –

നോവലിലെ കാല്പനികത – റിയലിസത്തിലേക്ക് – നവോത്ഥാനം – പുരഗോമനസാഹിത്യ പ്രസ്ഥാനവും മലയാളനോവലും – ആഖ്യാനത്തിൽ വന്ന പരിണാമം – ബോധധാരാരീതി – സാമൂഹികജീവിതസമസ്യകൾ

വിശദപഠനം

1.	സരസ്വതീവിജയം	–	പോത്തേരി കുഞ്ഞമ്പു
2.	ധർമരാജാ	–	സി.വി. രാമൻപിള്ള
3.	അപ്ഫന്റെ മകൾ	–	മുത്തിരിങ്ങോട്
4.	വിഷകന്യക	–	എസ്. കെ. പൊറ്റക്കാട്

യൂണിറ്റ് 5

ആധുനികതാവാദവും മലയാളനോവലും – പ്രമേയപരിണാമവും രൂപപരിണാമവും – വ്യത്യസ്തഭാവുകത്വങ്ങൾ– പാരമ്പര്യബദ്ധതയുടെ കാഴ്ചപ്പാടുകൾ– ആഖ്യാനത്തിലെ തനിമകൾ– സാമൂഹികരാഷ്ട്രീയമാനങ്ങൾ– ആധുനികതാനന്തരഘട്ടത്തിന്റെ ആശയാന്തരീക്ഷം –നോവലിലെ സൂക്ഷ്മരാഷ്ട്രീയം – സമകാലികരംഗം – പുതുപ്രവണതകൾ– സ്ത്രീവാദവും പാരിസ്ഥിതികാവബോധവും – ദളിത്പക്ഷം–മാറുന്ന അഭിരുചികൾ

വിശദപഠനം

1.	ഗോവർദ്ധനന്റെയാത്രകൾ	–	ആനന്ദ്
2.	ഒരു അപ്പക്കൂടുകാരന്റെ അതിഭാഷണങ്ങൾ	–	അശോകൻ
3.	തീക്കടൽകടഞ്ഞ് തിരുമധുരം	–	സി.രാധാകൃഷ്ണൻ
4.	ആരാച്ചാർ	–	കെ.ആർ.മീര
5.	മുല്ലപ്പൂനിറമുള്ള പകലുകൾ	–	ബെന്യാമിൻ

സഹായകഗ്രന്ഥങ്ങൾ

ചെറുകഥാപ്രസ്ഥാനം	–	എം.പി. പോൾ
മലയാളചെറുകഥാസാഹിത്യചരിത്രം–		എം.എം.ബഷീർ
ചെറുകഥ ഇന്നലെ ഇന്ന്	–	എം. അച്യുതൻ
ചെറുകഥ – വാക്കും വഴിയും	–	കെ.എസ്. രവികുമാർ
കഥയുടെ പിന്നിലെ കഥ	–	ടി.എൻ ജയചന്ദ്രൻ
കഥാപഠനങ്ങൾ	–	എഡി. പദ്മനരാമചന്ദ്രൻനായർ
കഥാന്തരം	–	വി.ആർ.സുധീഷ്
കഥ ആഖ്യാനവും അനുഭവസത്തയും–		കെ.പി.അപ്പൻ
കഥയും ഫാന്റസിയും	–	വൽസലൻ വാതുശ്ശേരി
കഥയും പരിസ്ഥിതിയും	–	ജി.മധുസൂദനൻ

ചിതയും ചിദാകാശവും	–	എ.എം. ഉണ്ണികൃഷ്ണൻ
നിശ്ശബ്ദതയും നിർമാണവും	–	ഇ.പി. രാജഗോപാലൻ
കഥയും ഭാവുകത്വപരിണാമവും	–	കെ.എസ്.രവികുമാർ
നോവൽസാഹിത്യം	–	എം.പി. പോൾ
മലയാളനോവൽസാഹിത്യചരിത്രം	–	കെ.എം. തരകൻ
മലയാളനോവൽ 19–ാം നൂറ്റാിൽ	–	ജോർജ്ജ് ഇരുമ്പയം
അന്ധനായ ദൈവം	–	പി.കെ. രാജശേഖരൻ
ആദ്യകാലമലയാളനോവൽ	–	ജോർജ്ജ് ഇരുമ്പയം
അനശ്വരനായ ഉറൂബ്	–	കെ.എം.തരകൻ
നോവൽപഠനങ്ങൾ	–	നെടിയംവീട്ടിൽ ബാലകൃഷ്ണമേനോൻ
ചന്തുമേനോൻ ഒരു പഠനം	–	പി.കെ. ബാലകൃഷ്ണൻ
ഇന്ദുലേഖ – വായനയുടെ ദിശകൾ	–	എഡി. ഇ.പി. രാജഗോപാലൻ
The Craft of Fiction	-	Percy Lubbock

Code : MAL 3E04

പരിസ്ഥിതി– സ്ത്രീ– ദളിത് സാഹിത്യം

(Eco- Feminist- Dalit literature)

ആധുനികസാഹിത്യത്തിന്റെ ഉച്ചാവസ്ഥയോടെ അടരുകളിൽനിന്നുള്ള എഴുത്തുകൾ കൂടുതൽ ഊർജ്ജസ്വലമായി വരികയു ായി. പ്രധാനമായും അവയിൽ പ്രമുഖമായ രചനാമ ണ്ഡലങ്ങളാണ് പരിസ്ഥിതി– സ്ത്രീ –ദലിത് സാഹിത്യമേഖല. ആശയംകൊ ും ഭാവുകത്വ പരിണാമം കൊ ും മലയാളസാഹിത്യത്തിന് പുതിയ വഴികൾ തുറന്നിടാൻ ഇവയ്ക്കു സാധിച്ചു. അവയെ അടുത്തറിയുന്നതിനും പ്രസ്തുത വിഷയങ്ങളെ മുന്നോട്ട് വെക്കുന്ന കൃതി കളുടെ പ്രാധാന്യം വ്യക്തമാക്കുന്നതിനുമാണ് ഈ പേപ്പർ കൊ ് ലക്ഷ്യമിടുന്നത്. അച്ചടിച്ച വയ്ക്കൊപ്പം ഡോക്യുമെന്ററികളും സിനിമകളും ഉൾപ്പെടുത്തികൊ ് പ്രസ്തുതവിഷയത്തെ വിപുലമാക്കാൻ ശ്രമിച്ചിട്ടു ്. അധ്യപകരുടെ സഹായത്തോടെ ഫീൽഡ് പഠനങ്ങളും അസൈൻമെന്റുകളും പ്രൊജക്ടുകളും തയ്യാറാക്കുന്നതും പഠനത്തിന്റെ ഭാഗമാണ്.

Course Outcome

CO1 ജാത്യാനുഭവങ്ങളുടെ വെളിച്ചത്തിൽ മലയാള സാഹിത്യചരിത്രത്തിലെ ഭാവുകത്വ വ്യതിയാനങ്ങളെ പുനർമൂല്യനിർണ്ണയം ചെയ്യുന്നതിന്. (PS01)

CO2 മലയാളത്തിലെ പ്രതിഷ്ഠാപിത സാഹിത്യപാഠങ്ങളെ ദലിത് സൗന്ദര്യശാസ്ത്രത്തിന്റെ വെളിച്ചത്തിൽ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS06)

CO3 ദലിത് സൗന്ദര്യശാസ്ത്രത്തെ സംസ്കൃത സൗന്ദര്യശാസ്ത്രതത്വങ്ങളുമായി താരതമ്യം ചെയ്യുന്നതിന്. (PS02)

CO4 സംസ്കാരപഠനമെന്ന നിലയിൽ ദലിത്പക്ഷ വായനയുടെ പ്രാധാന്യവും പ്രസക്തിയും വിശദീകരിക്കുന്നതിന്. (PS03)

CO5 ആധുനികതയുടെ വിമർശനമെന്ന നിലയിൽ പരിസ്ഥിതി സൗന്ദര്യശാസ്ത്രത്തെ വ്യാഖ്യാനിക്കുന്നതിന്. (PS03)

CO6 പരിസ്ഥിതി സൗന്ദര്യശാസ്ത്രത്തിന്റെ വെളിച്ചത്തിൽ മലയാള സാഹിത്യത്തിലെ മാതൃകകളെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS06)

CO7 പരിസ്ഥിതി സൗന്ദര്യശാസ്ത്രത്തിന്റെ അന്തർവൈജ്ഞാനിക ധാരകൾ വിശദീകരിക്കുന്നതിന്. (PS03)

CO8 സാഹിത്യത്തിലെയും കലയിലെയും ലിംഗപദവി ബന്ധങ്ങൾ വിശകലനം ചെയ്യുന്നതിന്. (PS03)

CO9 സ്ത്രീവാദത്തിന്റെ വിവിധ ധാരകളെ വർഗ്ഗീകരിക്കുന്നതിന്. (PS03)

CO10 സ്ത്രീവാദത്തിന്റെ കാഴ്ചപ്പാടിൽ സാഹിത്യപാഠങ്ങളെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS06)

CO11 സ്ത്രീവാദ കാഴ്ചപ്പാടിൽ മലയാള സാഹിത്യചരിത്രത്തെ പുനർമൂല്യനിർണ്ണയം ചെയ്യുന്നതിന്. (PS01)

യൂണിറ്റ് 1

പരിസ്ഥിതി- സ്ത്രീ -ദലിത് സാഹിത്യം, അടിസ്ഥാന ആശയരൂപീകരണം

പരിസ്ഥിതി -സ്ത്രീ- ദലിത് സാഹിത്യം സൈദ്ധാന്തിക കാഴ്ചപ്പാടുകൾ, ആദിവാസിസമൂഹം, കാർഷികമായ വികാസം, പ്രകൃതിയോട് ചേർന്നുള്ള ജീവിതം, ജൈനചിന്തകൾ, ബുദ്ധവിചാരങ്ങൾ ആദി ദ്രാവിഡ -സംഘ -സിദ്ധ വിചിന്തനങ്ങൾ, ഇന്ത്യൻ ശാസ്ത്രത്തിന്റെ ഉദയവും പ്രകൃതി- പരിസ്ഥിതിദർശനവും, ആധുനികചിന്തയും പരിണാമവും, വ്യവസായവളർച്ച, കമ്പോളസംസ്കാരം.

വിശദപഠനം

1. പരിസ്ഥിതി സൗന്ദര്യശാസ്ത്രത്തിന് ഒരു മുഖവുര -ഡോ ടി. പി. സുകുമാരൻ (ഹരിതനിരൂപണം മലയാളത്തിൽ എഡി ജി. മധുസൂദനൻ, പുറം 98-102)
2. ഹരിതസാഹിത്യദർശനം- ഡോ എ. അച്യുതൻ (ഹരിതനിരൂപണം മലയാളത്തിൽ എഡി. ജി മധുസൂദനൻ , പുറം 12-30)
3. ഒരു സമകാല ലിംഗസിദ്ധാന്തം നേരിടേ ചില സമസ്യകൾ- സൂസി താരു, തേജസ്വനീ നിരഞ്ജന (കീഴാളപഠനങ്ങൾ, എഡി. സൂസി താരു, എസ് സഞ്ജീവ് പുറം, 177-211)
4. പുതിയ സാഹിത്യം, പുതിയ കല, പുതിയ സ്ത്രീത്വം- ജെ. ദേവിക(കുലസ്ത്രീയും ചന്തപ്പെണ്ണും ഉ ായതെങ്ങനെ, പുറം 167 -186)
5. ചാതുർവർണ്യത്തിന്റെ രാഷ്ട്രീയ പാഠം- കെ. കെ. കൊച്ച് (ബുദ്ധനിലേക്കുള്ള ദൂരം പുറം, 11-30)
6. ദലിത് ചരിത്രം സാഹിത്യം വർത്തമാനം -ഒ. കെ. സന്തോഷ് (തിരസ്കൃതരുടെ രചനാഭൂപടം പുറം 11-22)

യൂണിറ്റ് 2

പരിസ്ഥിതി സാഹിത്യം, പരിസ്ഥിതിയോട് ഇണങ്ങിയുള്ള സാഹിത്യം, പരിസ്ഥിതി അറിവും കൃഷി അറിവും, പരിസ്ഥിതി സാഹിത്യം ഉത്തരാധുനികകാലഘട്ടംമുതൽ, പരിസ്ഥിതി പ്രവർത്തകരുടെ അനുഭവങ്ങൾ.

വിശദപഠനം

1. ഭാഷയും പാരിസ്ഥിതികതയും -ഡോ ടി .ശ്രീവത്സൻ (ഹരിതഭാഷാവിചാരം പുറം, 21 -30)
2. കഥയുടെ പുനർവ്വശീകരണം- ജി. മധുസൂദനൻ (കഥയും പരിസ്ഥിതിയും പുറം 11- 24)
3. വിഷമഴയിൽ ഇല്ലാതായ മണ്ണും മനുഷ്യനും- എൻ. രവീന്ദ്രൻ (ഒന്നുമുതൽ പത്ത് വരെയുള്ള ഭാഗങ്ങൾ പുറം 11-24)

കവിത

1. മലൈപാട്ട് കടാം പാട്ട് (114-144)- പെരുങ്കൗശിനാർ (വിവ: മേലങ്ങത്ത് നാരായണൻകുട്ടി)

2. കാലിഫോർണിയയിലെ കാടുകളിൽ –സുഗതകുമാരി

3. ഇലകൾ പൊഴിയുന്നു – ഡി. വിനയചന്ദ്രൻ

4.പുഴു,ദൈവം,കല്ല് – എം.പി.പ്രതീഷ്

കഥ

1. ഭൂമിയുടെ അവകാശികൾ– വൈക്കം മുഹമ്മദ് ബഷീർ

2.അടിക്കാടുകളിൽ നിന്ന് അശരീരി– ബിനോയ് പി. ജെ.

3.രാമച്ചി– വിനോയ് തോമസ്

പഠനഗ്രന്ഥം

1. ഞങ്ങൾ നിങ്ങൾക്ക് ഭൂമി വിറ്റാൽ– സിയാറ്റിൻ മൂപ്പൻ (വിവ: സക്കറിയ, ഡിസി ബുക്സ് 2010)

യൂണിറ്റ് 3

സ്ത്രീ സാഹിത്യം –ആദ്യകാല സ്ത്രീ എഴുത്തുകാർ –സ്ത്രീവാദപരമായ ആശയങ്ങളുടെ വികാസം– പെണ്ണെഴുത്തിന്റെ സജീവസാന്നിധ്യം.

വിശദപഠനം

1. ഫെമിനിസം പിറവിയുടെ നാളുകൾ, റാഡിക്കൽ ഫെമിനിസം : ലൈംഗികപദവിയും ഉഭയ ലൈംഗികത്വവും, മനോവിശ്ലേഷണവും ഫെമിനിസവും – ഏ. കെ. രാമകൃഷ്ണൻ, കെ. എം. വേണുഗോപാലൻ (സ്ത്രീവിമോചനം ചരിത്രം സിദ്ധാന്തം സമീപനം)

2. സ്വയം എഴുതുന്ന ഉടൽ – ജി. ഉഷാകുമാരി (ഉടൽ ഒരു നെയ്ത്ത് , സംസ്കാരത്തിന്റെ സ്ത്രീ വായന, പുറം 89–99)

3. അടിയാരു ടീച്ചർ– അടിയാരു ടീച്ചറും മറ്റ് അസാധാരണ ജീവിതങ്ങളും, കേട്ടെഴുത്ത് (താഹാ മാടായി)

കവിത

1. വിളി – ബാലാമണിയമ്മ

2. മൃഗശിക്ഷകൻ– വിജയലക്ഷ്മി

3. സതി– വി. എം. ഗിരിജ

കഥ

1. മാപ്പ് –രാജലക്ഷ്മി

2. ജാഗരൂക –പ്രിയ എ. എസ്.

യൂണിറ്റ് 4

ഗോത്രഗാനങ്ങൾ, നാടൻപാട്ടുകൾ , നവോത്ഥാനരചനകൾ, ആധുനികകാല ദലിത് രചനകൾ ,സമകാല ദലിത് രചനകൾ

വിശദപഠനം

കേട്ടെഴുത്ത്

1. അടിയരാമായണം – ആവേദകൻ അസീസ് തരുവണ (വയനാടൻ രാമായണം 24–36)
2. അന്നം ചെറുകിളി–നാടൻപാട്ട്

കവിത

1. ഓണപ്പാട്ട് –സഹോദരൻ അയ്യപ്പൻ
2. ജാതിക്കുമ്മി– പണ്ഡിറ്റ് കറുപ്പൻ
3. കാണുന്നീലൊരക്ഷരവും– പൊയ്കയിൽ അപ്പച്ചൻ
4. ചക്ക– രാഘവൻ അത്തോളി
5. ആകാശത്തേക്ക് വളരുന്ന പുല്ലുകൾ പി കെ വേലായുധൻ

കഥ

1. ര ുതലമുറ – ടി. കെ. സി. വടുതല
2. ഗൃഹാതുരത്വം– പോൾ ചിറക്കരോട്
3. ഒരു പുല്ലറപ്പോത്തിയുടെ കഥ– പി എ ഉത്തമൻ

നോവൽ

1. നൂറുസിംഹാസനങ്ങൾ– ജയമോഹൻ

യൂണിറ്റ് 5

ദൃശ്യമാധ്യമങ്ങളും പരിസ്ഥിതി സ്ത്രീ ദലിത് ലോകവും –ഡോക്യുമെന്ററി, സിനിമ, ഷോട്ട് ഫിലിം തുടങ്ങിയവയെ അടിസ്ഥാനമാക്കിയുള്ള പരിചയപ്പെടലുകൾ

1. പേരറിയാത്തവർ(സിനിമ)– ഡോ. ബിജു
2. മാൻഹോൾ (സിനിമ)–വിധു വിൻസെന്റ്
3. ഒഴിവുദിവസത്തെ കളി (സിനിമ)– സനൽകുമാർ ശശിധരൻ
4. അരജീവിതങ്ങളുടെ സ്വർഗം(ഡോക്യുമെന്ററി)– എം. എ. റഹ്മാൻ
5. ബിഹൈന്റ് ദ മിസ്റ്റ്(ഡോക്യുമെന്ററി) –ബാബു കാമ്പ്രത്ത്

സഹായകഗ്രന്ഥങ്ങൾ

പരിസ്ഥിതി പഠനത്തിന് ഒരാമുഖം –ഡോ. എ. അച്യുതൻ

സ്ത്രീവാദം–ജെ. ദേവിക

ഹരിതദർശനം ആധുനികാനന്തര കവിതയിൽ– ഡോ. സി. ആർ. പ്രസാദ്

ഹരിതനിരൂപണം മലയാളത്തിൽ– ജി. മധുസൂദനൻ നായർ

കഥയും പരിസ്ഥിതിയും –ജി മധുസൂദനൻ

പരിസ്ഥിതി സൗന്ദര്യശാസ്ത്രത്തിന് ഒരാമുഖം- ടി. പി. സുകുമാരൻ

ഉൾക്കണ്ണാടികൾ -ജി ഉഷാകുമാരി, കൈരളി ബുക്സ് 2018

ജ്വലിക്കുന്ന പാദകൾ -ഡി. ആർ. നാഗരാജ്, വിവ: പ.ി എസ്. മനോജ് കുമാർ ഫേബിയൻ ബുക്സ് 2008

സാംസ്കാരികസ്മൃതികൾ ഡി. ആർ. നാഗരാജ് (വിവ: പുറം 80-92)

ഉടൽ ഒരു നെയ്ത്ത് , സംസ്കാരത്തിന്റെ സ്ത്രീ വായന, ജി ഉഷാകുമാരി, എസ് പി സി എസ് 2013

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സ്ത്രീ വിമോചനം ചരിത്രം സിദ്ധാന്തം സമീപനം -എ. കെ. രാമകൃഷ്ണൻ ,കെ. എം. വേണു ഗോപാലൽ, പ്രസക്തി ബുക്സ്, 2016 ഫെമിനിസം പിറവിയുടെ നാളുകൾ പുറം 43-61

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Ekalavyas with Thumbs – K.M. Sherif.

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Dalits In Modern India Vision and Values- S.M Michael(Editer)

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Code : MAL3E05

ഇന്ത്യൻസാഹിത്യം

(Indian Literature)

പ്രാതിനിധ്യസ്വഭാവമുള്ള കൃതികളുടെ പഠനത്തിലൂടെ വടക്കെ ഇൻഡ്യൻ ഭാഷകളിലെയും തെക്കെ ഇൻഡ്യൻ ഭാഷകളിലെയും സാഹിത്യങ്ങളെക്കുറിച്ച് സാമാന്യമായി മനസ്സിലാക്കുവാൻ ഒരവസരമുാക്കുകയാണ് ഭാരതീയസാഹിത്യം എന്ന ഈ കോഴ്സിലൂടെ ലക്ഷ്യമാക്കുന്നത്. ഏതെല്ലാം ഭാഷകളിൽ നിന്ന് ഏതൊക്കെ കൃതികളാണ് പരിഭാഷകളായി വന്നിട്ടുള്ളതെന്ന് അന്വേഷിച്ച് കെ ത്തുക; വിശദപഠനത്തിനു നല്കിയിട്ടുള്ള കൃതികളുടെ പഠനത്തിലൂടെ ഭാരതീയസാഹിത്യത്തിന്റെ സവിശേഷതകൾ മനസ്സിലാക്കുക.

Course Outcome

CO1 ഇന്ത്യൻ സാഹിത്യം എന്ന പരികൽപ്പനയെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS02)

CO2 ദേശീയത, ഉപദേശീയത എന്നീ സങ്കൽപ്പനങ്ങളുടെ വെളിച്ചത്തിൽ ഇന്ത്യൻ സാഹിത്യത്തിലെ തെരഞ്ഞെടുത്ത പാഠങ്ങളെ വിശകലനം ചെയ്യുന്നതിന്. (PS02)

CO3 വിവിധ ഭാഷകളിലെ ഒരേ ജനുസ്സിൽപ്പെട്ട ഇന്ത്യൻ സാഹിത്യപാഠങ്ങളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS06)

CO4 വിവിധ ഇന്ത്യൻ ഭാഷകളിലെ സാഹിത്യചരിത്രങ്ങളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS02)

യൂണിറ്റ് 1

ഭാരതീയഭാഷകൾ– വടക്കേ ഇൻഡ്യൻ ഭാഷകൾ, തെക്കെ ഇൻഡ്യൻ ഭാഷകൾ– ഇൻഡോ ആര്യൻ ഗോത്രം – ദ്രാവിഡഗോത്രം – അവയുടെ സവിശേഷതകൾ– ഇൻഡ്യൻ ഭാഷകളിലെ നാടോടിസാഹിത്യം – പൂർവ്വകാലകവിത – ആധുനികകവിത, നാടകം, നോവൽ, ചെറുകഥ, ഗദ്യസാഹിത്യം, ജീവചരിത്രസാഹിത്യം, സാഹിത്യനിരൂപണം, ബാലസാഹിത്യം – ഇവയെക്കുറിച്ചുള്ള സാമാന്യവിവരം.

യൂണിറ്റ് 2

അസമിയ/ബംഗാളി/ഒറിയ

അസം എന്ന പദത്തിൽനിന്ന് രൂപംകൊ ഇംഗ്ലീഷ് പദമാണ് അസമീസ്. സംസ്ഥാനത്തിനു അസം എന്നും ഭാഷയ്ക്ക് അസമീസ് എന്നും പറയുന്നു. ആധുനിക ഇൻഡോ–ആര്യൻ ഭാഷകളിൽ പ്രാദേശികമായി കിഴക്കേ അറ്റത്തുള്ളതാണ് അസമിയ. അരുണാചൽ പ്രദേശത്ത് ഒട്ടേറെ ഭാഷകൾ സംസാരിക്കുന്നവരുടെ ഇടയിലെ പൊതുഭാഷയാണ് അസമിയ.

ബംഗാളിലെയും അതിനു ചുറ്റുമുള്ള പ്രദേശങ്ങളിലെയും ഭാഷയാണ് ബംഗാളി. ഉത്തരേന്ത്യയിൽ വ്യാപിച്ചുകിടക്കുന്ന ഇൻഡോ ആര്യൻ ഭാഷാഗോത്രത്തിൽ (അസമിയ ഒഴികെ) ഏറ്റവും കിഴക്കേ അറ്റത്തുള്ള ഭാഷയാണ് ബംഗാളി.

ഒറീസയിലെ ഔദ്യോഗികഭാഷയാണ് ഒറിയ (ഒഡിയ). ഇൻഡോ യൂറോപ്യൻ ഗോത്രത്തിലെ ഇൻഡോ–ആര്യൻ ഉപഗോത്രത്തിലെ കിഴക്കൻ ശാഖയിൽപ്പെട്ട ഭാഷ, ഒറിയ, ബംഗാളി, അസമിയ എന്നീ ഭാഷകൾ ചേർന്ന ഇൻഡോ–ആര്യൻ ഉപഗോത്രത്തിന്റെ കിഴക്കൻ ശാഖയിൽ നിന്ന് ഒറിയ വേറിട്ടുപോന്ന ശേഷമാണ് അസമിയയും ബംഗാളിയും പിരിഞ്ഞത് എന്നാണ് ഭാഷാപണ്ഡിതന്മാരുടെ അഭിപ്രായം.

(വിശദപഠനം/അസമിയ/നോവൽ)

മൃത്യുഞ്ജയം – വീരേന്ദ്രകുമാർ ഭട്ടാചാര്യ (അസമിയ) (വിവർത്തനം: പി.മാധവൻപിള്ള, ഡി.സി. ബുക്സ്, 1982).

(വിശദപഠനം/ബംഗാളി കവിത)

ഗീതാഞ്ജലി – ടാഗോർ

(വിവർത്തനം : ജി. ശങ്കരക്കുറുപ്പ്, എറണാകുളം : തിലകം, 1959)

ആദ്യത്തെ 10 ഗീതങ്ങൾ മാത്രം

(**വിശദപഠനം**/ബംഗാളി/ചെറുകഥ)

സാധൻ ബാബുവിന്റെ സംശയം – സത്യജിത് റായ് (ജഹാംഗീറിന്റെ സ്വർണ്ണനാണയം, വിവർത്തനം :രാധാകൃഷ്ണൻ അയിരൂർ, തൃശൂർ : കറന്റ് ബുക്സ്, 2000)

രുദാലി – മഹാശ്വേതാദേവി

(വിവർത്തനം : ലീലാസർക്കാർ, പൂർണ്ണ പബ്ലിക്കേഷൻസ്, 1995)

(**വിശദപഠനം**/ബംഗാളി നോവൽ)

ആരോഗ്യനികേതനം – താരാശങ്കർ ബാനർജി

(വിവർത്തനം : നിലീനാ എബ്രഹാം, കോട്ടയം : എസ്.പി.സി.എസ്. 1961)

(**വിശദപഠനം** /ഒറിയ കവിത)

ശ്രീരാധ – രമാകാന്ത് രഥ് (ആറാം ഖണ്ഡം മാത്രം)(വിവർത്തനം : എൻ. ഗോപാലകൃഷ്ണൻ, പി. എം. നാരായണൻ, കോഴിക്കോട് : പൂർണ പബ്ലിക്കേഷൻസ്, 2006).

(**വിശദപഠനം** / ഒറിയ നോവൽ)

ശിലാപത്മം – പ്രതിഭാറോയ്(വിവർത്തനം : പി. മാധവൻപിള്ള, ന്യൂഡൽഹി : കേന്ദ്രസാഹിത്യ അക്കാദമി, 1960)

യൂണിറ്റ് 3

മറാഠി/ഗുജറാത്തി/പഞ്ചാബി

മഹാരാഷ്ട്രയിലെ ഭാഷ, ഇൻഡോ ആര്യൻ ഭാഷകളിൽ ഏറ്റവും തെക്കെ അറ്റത്തുള്ള ത്. മർഹട്ടി എന്നതാണ് പഴയ പേര്. ജനങ്ങളുടെ പേരായ മഹാറാട്ട് / മഹാറാഠാ എന്ന പദ ത്തിൽ നിന്നു ായത്.

ഗുജറാത്തി ജനതയ്ക്കും ഭാഷയ്ക്കും ഗുജറാത്തി എന്നു പറയും. ആധുനിക ഇൻഡോ ആര്യൻ ഭാഷകളിൽ ഒന്ന്. ഒട്ടേറെ ദേശഭേദങ്ങളു ്.

ഇൻഡ്യയിലും പാക്കിസ്ഥാനിലും സംസാരിക്കുന്ന ഭാഷയാണ് പഞ്ചാബി. ഇൻഡോ ആര്യൻ ഭാഷയായ പഞ്ചാബിക്ക് ഹിന്ദിയോടും ഉറുദുവിനോടും അടുത്ത ബന്ധമു ്.

(**വിശദപഠനം**/ മറാഠി നോവൽ)

ഹിന്ദു – ശരൺകുമാർ ലിംബാളെ(ഹിന്ദു, പരിഭാഷ : കാളിയത്ത് ദാമോദരൻ, കോട്ടയം : ഡി.സി. ബുക്സ്, 2005.

(**വിശദപഠനം** / മറാഠി നാടകം)

സഖാറാം ബയന്റർ– വിജയ് തെൽക്കർ(വിവർത്തനം : കെ.വി.കർത്ത, കോട്ടയം : നാഷ ണൽ ബുക്ക് സ്റ്റാൾ, 1990).

(**വിശദപഠനം**/ഗുജറാത്തി നോവൽ)

വെയിലും തണലും – ചുനിലാൽ മഡിയ(വിവർത്തനം : പി.എൻ ഭട്ടതിരി, ന്യൂഡൽഹി: നാഷ ണൽ ബുക്ക് ട്രസറ്റ്, 1993)

(**വിശദപഠനം** പഞ്ചാബി ആത്മകഥ)

റവന്യൂസ്റ്റാമ്പ് – അമൃതാപ്രീതം(അമൃതാപീതം, റവന്യൂസ്റ്റാമ്പ്, വിവർത്തനം : കെ. രാധാകൃഷ്ണൻ, കോട്ടയം : ഡി.സി. ബുക്സ്, 1984)

(**വിശദപഠനം**/പഞ്ചാബി ചെറുകഥ)

1. ചീട്ടുകളി ശീലം – നാനക് സിംഗ്
2. നെടുവീർപ്പ് – അമൃതാപ്രീതം
3. കുലത്തിൽ കൊടുത്ത നിമിഷം – അജിത് കൗർ

(പഞ്ചാബി കഥകൾ– എഡിറ്റർ ഡോ. ഹർഭജൻ സിംഗ്
(വിവർത്തകൻ : പി.കെ. മണി, ഡൽഹി, : നാഷണൽ ബുക്ക് ട്രസ്റ്റ്, 1970).
(വിശദപഠനം /ഗുജറാത്തി ചെറുകഥ)

1. തരിശുജീവിതങ്ങൾ – പുഷ്കർ ചന്തവർക്കർ

2. മുടന്തനും കുടിയനും – പന്നലാൽ പട്ടേൽ

3. ഇരുട്ടുവീഴുന്നു – ജയന്തി ദലാൽ

4. പാമ്പാട്ടി – ചൂനിലാൽ മാഡിയ

(തരിശുജീവിതങ്ങൾ, വിവർത്തനം : ദയാനന്ദൻ, എറണാകുളം : സാഹിത്യ പരിഷത് സഹകരണസംഘം, 1964)

യൂണിറ്റ് 4

ഹിന്ദി/ഉറുദു/കാശ്മീരി

ഹിന്ദി ഇൻഡോ–യൂറോപ്യൻ ഗോത്രം, ബീഹാർ, ഹരിയാന, ചിമാചൽ പ്രദേശ്, മദ്ധ്യപ്രദേശ്, രാജസ്ഥാൻ, ഉത്തർപ്രദേശ്, എന്നിവിടങ്ങളിൽ പ്രധാനഭാഷ, ഡൽഹി, പഞ്ചാബ്, ഡക്കാൺ– എന്നിവിടങ്ങളിൽ ചിലേടത്ത് സംസാരഭാഷ, ഇൻഡ്യയിൽ 30 ശതമാനത്തോളം ആളുകളുകൾ സംസാരിക്കുന്നു. ഒട്ടേറെ ദേശ്യഭേദങ്ങൾ ഉ ്.

സൈന്യം, കൂട്ടം എന്നൊക്കെ അർത്ഥമുള്ള ഇംഗ്ലീഷിലെ Horde എന്ന പദത്തിന്റെ മൂലമായ ഒർദു എന്ന തുർക്കി പദത്തിൽ നിന്നാണ് ഉർദു ഉ ായത്. പല സംസ്ക്കാരങ്ങളുടെ സംയോജനത്താൽ ഭാരതത്തിൽതന്നെ രൂപപ്പെട്ടുവന്ന ഭാഷയാണ് ഉറുദു. (ഇൻഡോ ആര്യൻ ഗ്രോത്രം). എന്നാൽ പദകോശം, ശൈലി, സാഹിത്യപാരമ്പര്യം എന്നിവയുടെ ഉറവിടം മദ്ധേഷ്യ, തുർക്കി, പേർഷ്യ എന്നിവിടങ്ങളാണ്. മുസ്ലീം ആക്രമണത്തിനുശേഷം പേർഷ്യൻ സംസ്കാരവും സംസ്കൃതപാരമ്പര്യവും കൂടിച്ചേർന്നു ായതാണ് ഉറുദു.

കാശ്മീരി ഭാഷയെ നാട്ടുകാർ കാശൂർ എന്നോ കാശിർ സബാൻ എന്നോ വിളിക്കുന്നു. ഹിന്ദിയിൽ കാശ്മീരി എന്നു പറയുന്നു. ജമ്മു–കാശ്മീർ സംസ്ഥാനങ്ങളിലെ ഔദ്യോഗികഭാഷയാണ്. കാശ്മീരി ദാർദിക് വർഗ്ഗത്തിൽപ്പെട്ടതാണ് എന്ന് ഒരു കൂട്ടരും ഇൻഡോ–ആര്യൻ വർഗ്ഗത്തിൽപ്പെട്ടതാണ് എന്ന് മറ്റൊരു കൂട്ടരും വാദിക്കുന്നു. ദേശ്യഭേദങ്ങളിൽ ഹിന്ദുകാശ്മീരും മുസ്ലിം കാശ്മീരിയും പ്രധാനമാണ്. ഈ ഭേദങ്ങൾ ഒന്ന് സംസ്കൃതീകൃതവും മറ്റേത് പേർഷ്യനീകൃതവുമാണ്. ജാതിപ്പേരുകൾ ചേർന്നിട്ടുെ ങ്കിലും എല്ലാ വിഭാഗക്കാരും ര ുദേശ്യഭേദങ്ങളും ഉപയോഗിക്കാൻ പോന്നവരാണ്.

(**വിശദപഠനം**/ ഹിന്ദി കവിത)

1. കബീറിന്റെ ദോഹകൾ– കബീർദാസ്

(ഗീതം 1 മുതൽ 15 വരെ – കബീറിന്റെ ഗീതങ്ങൾ, പരിഭാഷ : കൂത്താട്ടുകുളം മേരി ജോൺ, കോട്ടയം : നാഷണൽ ബുക്ക് സ്റ്റാൾ, 1966).

2. കാമായനി – ജയശങ്കർ പ്രസാദ്

(ചിത്തം എന്ന ഭാഗം മാത്രം)

(വിവർത്തനം : വി.കെ. ഹരിഹരനുണ്ണിത്താൻ, കോട്ടയം : ഡി.സി. ബുക്സ്, 1995)

3. വീടുകൾ– ആജ്ഞേയ് (സച്ചിദാനന്ദ് ഹീരാനന്ദ് വാത്സ്യായൻ)

(**വിശദപഠനം**/ഹിന്ദി ചെറുകഥ)

അവൾ പറഞ്ഞിരുന്നു – ചന്ദ്രധർമ്മ ഗുലേരി

ശവക്കോടി – പ്രേംചന്ദ്

വിലാപയാത്ര – ശ്രീകാന്ത വർമ്മ

(ഹിന്ദി കഥകൾ, സമ്പാദകൻ : ഡോ. നാംവർ സിംഗ്, വിവർത്തനം : സത്യൻ, കോട്ടയം. നാഷണൽ ബുക്ക് സ്റ്റാൾ, 1971).

(വിശദപഠനം / ഹിന്ദി നോവൽ)

രാജ്യദ്രോഹി – യശ്പാൽ

(വിവർത്തനം : പി.എ. വാരിയർ, തൃശൂർ : ഗ്രീൻബുക്സ്, 2005)

(**വിശദപഠനം**/ഉറുദു കവിത)

1. ബാങ്കേദറാ, അമ്മയുടെ സ്വപ്നം, മരിച്ചവരോട്, എന്റെ അഗ്രഹം, വാടിയ പൂ. ഇഖ്ബാൽ (അഞ്ചു കവിതകൾ മാത്രം)

(ഇഖ്ബാൽ, ബാങ്കേദറാ, വിവർത്തനം : പി.ടി. അബ്ദുറഹ്മാൻ/ഡോ. പി.എ. കരീം, കോഴിക്കോട് : ഇസ്ലാമിക് പബ്ലിഷിംഗ് ഹൗസ്, 2002.)

(**വിശദപഠനം**/ഉറുദു ചെറുകഥ)

കവലയിലെ കിണർ– കിഷൻ ചന്ദർ

നിങ്ങളുടെ ദുഃഖം എനിക്കു തരൂ – രാജേന്ദ്രസിംഗ് ബേദി ഒരു നിസാരസംഗതി – ഇസ്മത് ചുത്ഗായി

(ഉറുദു ചെറുകഥകൾ , ന്യൂഡൽഹി : നഷണൽ ബുക്ക് ട്രസ്റ്റ്, 1976).

(**വിശദപഠനം** / ഉറുദു നോവൽ)

അഗ്നിനദി – കൂർ അതുൽഐൻ ഹൈദർ

(വിവർത്തനം : എം. ശ്രീധരമേനോൻ, ന്യൂഡൽഹി : നാഷണൽ ബുക് സ്റ്റാൾ ട്രസ്റ്റ്, 1971).

(**വിശദപഠനം** / കാശ്മീരി ചെറുകഥ)

1. ദീപക് കൗൾ, രാധാകൃഷ്ണന്റെ പൂച്ച, (വിവർത്തനം: വി.ഡി. കൃഷ്ണൻ നമ്പ്യാർ), മാതൃഭൂമി ആഴ്ചപ്പതിപ്പ്, പുസ്തകം 52 ലക്കം 45 (26 ജനുവരി 1975).
2. അവതാർ കൃഷ്ണ് റഹ്ബർ, സമ്മാനം (വിവർത്തനം: ടി.എൻ. വിശ്വൻ), മാതൃഭൂമി ആഴ്ചപ്പതിപ്പ്, പുസ്തകം 54, ലക്കം 46 (30 ജനുവരി 1977).
3. സൂഫി ഗുലാം മുഹമ്മദ്, കഷി (വിവർത്തനം: ഡോ. വിശ്വനാഥ അയ്യർ), മാതൃഭൂമി ആഴ്ചപ്പതിപ്പ്, പുസ്തകം 56 ലക്കം 45 (28 ജനുവരി 1979).

യൂണിറ്റ് 5

തമിഴ്/തെലുഗു/ കന്നട

ദ്രാവിഡഗോത്രത്തിലെ പ്രധാനഭാഷയാണ് തമിഴ്. തെക്കേ ഇൻഡ്യ, ശ്രീലങ്ക, സിങ്കപ്പൂർ, മലേഷ്യ, ഇൻഡോനേഷ്യ – തുടങ്ങിയ സ്ഥലങ്ങളിൽ തമിഴ് പ്രചാരത്തിലു്. ആദിദ്രാവിഡഭാഷയിൽ നിന്ന് സ്വതന്ത്രമായി രൂപാന്തരപ്പെട്ട ഭാഷകളാണ് തമിഴ്, തെലുഗു, കന്നഡ, മലയാളം, തുളു തുടങ്ങിയ തെക്കേ ഇൻഡ്യൻഭാഷകൾ. ദ്രാവിഡഗോത്രത്തിലെ മറ്റൊരു ഭാഷയാണ് തെലുഗു. ആന്ധ്രക്കാർ എന്നുകൂടി പേരുള്ള തെലുങ്കരെക്കുറിച്ച് ആദ്യമായ സൂചന ഐതരേയ ബ്രാഹ്മണത്തിലാണുള്ളത്. ദ്രാവിഡ ഭാഷകളിൽ ശ്രദ്ധേയമായ ഭാഷയാണ് കന്നഡ. കർണാടക സംസ്ഥാനത്തെ ഔദ്യോഗികഭാഷ. ചുറ്റുമുള്ള കേരളം, തമിഴ്നാട്, ആന്ധ്രപ്രദേശ്, മഹാരാഷ്ട്ര – എന്നിവിടങ്ങളിൽ വലിയൊരുവിഭാഗം ജനങ്ങൾ കന്നഡ സംസാരിക്കുന്നു.

(**വിശദപഠനം**/ തമിഴ് കവിത)

1) തലമുടിയുടെ വാസന – ഇറൈയനാർ
2) അനുരാഗം – ദേവകുലത്താർ
3) എന്തെല്ലാം തടസ്സങ്ങൾ! – പരണർ
   (അകം കവിതകൾ, വിവർത്തനം : എൻ.വി. കൃഷ്ണവാരിയർ, തൃശൂർ: കേരള സാഹിത്യ അക്കാദമി, 1981
4) വായു – സുബ്രഹ്മണ്യഭാരതി
5) സമാന്തരലോകങ്ങൾ–ജ്ഞാനക്കൂത്തൻ
6) അവഗണന – സൽമ
   (പുതുനാനൂറ്, മൊഴിമാറ്റം : ആറ്റൂർ രവിവർമ്മ, തൃശൂർ: കറന്റ് ബുക്സ്: 2003)
   (തമിഴിലെ അകം പുറം കവിതകൾ– തിണൈ സങ്കല്പം – കുറിഞ്ചി, മുല്ല, പാല, മരുതം, നെയ്തൽ– ഇവയുടെ പൊരുൾ സാമാന്യമായി മനസ്സിലാക്കണം)

(വിശദപഠനം/ തമിഴ് നോവൽ)

ജെ.ജെ. ചിലകുറിപ്പുകൾ– സുന്ദരരാമസ്വാമി

(വിവർത്തനം : ആറ്റൂർ രവിവർമ്മ, കോട്ടയം: ഡി.സി. ബുക്സ്, 1998)

(**വിശദപഠനം**/ തെലുഗു കവിത)

ഫോട്ടോ, ഭോപ്പാൽ, കശാപ്പുകാരൻ, കവി, അതിർത്തി

(5 കവിതകൾ മാത്രം)

(വരവരറാവു ഭവിഷ്യത് ചിത്രപടം, പരിഭാഷ: ദേശമംഗലം രാമകൃഷ്ണൻ, ഡോ. എൻ. ഭക്തവത്സലറെഡ്ഡി, കോഴിക്കോട്; ജനകീയ പ്രസിദ്ധീകരണ കേന്ദ്രം, 1990)

(**വിശദപഠനം**/ തെലുഗു ചെറുകഥ)

1) മമതാബന്ധം – ത്രിപുരനേനി ഗോപീചന്ദ്

2) വഞ്ചിയാത്ര – പാലഗുഡി പദ്മരാജു

3) സുഖമുള്ള കാറ്റ് – മധുരാന്തകം രാജാറാം

(തെലുഗുകഥകൾ, സമ്പാദകർ: പുരാണം സുബ്രഹ്മണ്യശർമ്മ, വാകാടി പണ്ഡുരംഗറാവു, വിവർത്തനം: പ്രൊഫസർ കെ.സി. സുകുമാരൻ നായർ, ന്യൂഡൽഹി: നാഷണൽ ബുക് ട്രസ്റ്റ്, 1991)

(**വിശദപഠനം**/ തെലുഗു നോവൽ)

തോല്പ്പിക്കപ്പെട്ട മനുഷ്യൻ– ബലിവാഡ കാന്തറാവു

(വിവർത്തനം : കെ.എൻ. ദാമോദരൻനായർ, ന്യൂഡൽഹി: നാഷണൽ ബുക്ക് ട്രസ്റ്റ്, 1977)

(**വിശദപഠനം**/ കന്നഡ കവിത)

1) ഹംപിയിലെ പാറകൾ– ചന്ദ്രശേഖരകമ്പർ

2) തോൽസഞ്ചി – സിദ്ധലിംഗ പട്ടണഷെട്ടി

3) എന്തതിശയമിത് –(പരിഭാഷ: പലർ, തൃശൂർ: കേരള സാഹിത്യ അക്കാദമി, 1996)

(**വിശദപഠനം**/ കന്നഡ ചെറുകഥ)

1) അണ്ണയ്യന്റെ മാനവശാസ്ത്രം – എ.കെ. രാമാനുജൻ

2) ഉമാപതിയുടെ സ്കോളർഷിപ്പുയാത്ര – പി. ലങ്കേഷ്

3) അങ്കം – ബൊളുവാർ മുഹമ്മദുകുഞ്ഞി

(ഇരുപതു കന്നഡ ചെറുകഥകൾ, സമ്പാദകർ: ജി. വെങ്കിടസുബ്ബയ്യ, ബി.സി. രാമചന്ദ്ര ശർമ്മ, ന്യൂഡൽഹി: കേന്ദ്രസാഹിത്യ അക്കാദമി, 1993)

(വിശദപഠനം/ കന്നഡ നാടകം)

ഹയവദന – ഗിരീഷ് കർണാഡ്

(വിവർത്തനം: ജോർജ് ജോൺ, കോട്ടയം: ഡി.സി. ബുക്സ്, 2000)

(വിശദപഠനം/ കന്നഡ നോവൽ)

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തമിഴ്സാഹിത്യം
(Tamil Literature)

മലയാളഭാഷയോട് ഏറ്റവും അടുത്ത ഭാഷയാണ് തമിഴ്. തമിഴിൽ അതിപ്രാചീനമായ സാഹിത്യസമ്പത്തു്. ഒരു കാലത്ത് കേരളത്തിൽ പലഭാഗത്തും തമിഴുപരിജ്ഞാനം പാണ്ഡിത്യത്തിന്റെ അളവുകോലായിരുന്നു.

മലയാളഭാഷയിൽ തനതുസാഹിത്യപാരമ്പര്യം ഉ ായിത്തീർന്നതോടെ അനുക്രമമായി നമുക്ക് തമിഴുസാഹിത്യപരിചയം അന്യമായി. എന്നാൽ, പലകാലങ്ങളിലായി മലയാളഭാഷയിൽ തമിഴുകൃതികളുടെ വിവർത്തനം ഉായി. തിരുക്കുറളിന്ന് ആദ്യമായി മൊഴിമാറ്റം ഉ ായത് മലയാളത്തിലാണ്. അനേകം പരിഭാഷകൾക്ക് അത് കാരണമായി. ഈ നിലയിൽ, മലയാള ഭാഷ വഴിക്കുതന്നെ തമിഴുസാഹിത്യത്തിന്റെ ഒരു സാമാന്യപരിചയം നേടാവുന്നതാണ്.

ഈ പാഠ്യപദ്ധതി വിഭാവനം ചെയ്യുന്നത് മൂലഭാഷയിലേക്കും സാഹിത്യത്തിലേക്കും പ്രവേശിക്കാനുള്ള സോപാനമായിട്ടാണ്.

Course Outcome

CO1 തമിഴ് ഭാഷയുടെ സാമാന്യ ലക്ഷണങ്ങൾ വിവരിക്കുന്നതിന്. (PS02)

CO2 തമിഴ് സാഹിത്യചരിത്രത്തിന്റെ വിവിധ ഘട്ടങ്ങളെ വിശദീകരിക്കുന്നതിന് (PS02)

CO3 ഭാവുകത്വത്തിന്റെ അടിസ്ഥാനത്തിൽ വിവിധ ഘട്ടങ്ങളിലെ തമിഴ്–മലയാള സാഹിത്യങ്ങളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS05)

CO4 ഇന്ത്യൻ സാഹിത്യത്തിന്റെ പൊതുപശ്ചാത്തലത്തിൽ തമിഴ് സാഹിത്യത്തെ വിലയിരുത്തുന്നതിന്. (PS02)

യൂണിറ്റ് 1

തമിഴിന്റെ സാമാന്യലക്ഷണവും തമിഴിലെ ലക്ഷണവിവരണങ്ങളും– മലയാളവുമായുള്ള സാമ്യവ്യത്യാസങ്ങൾ–തമിഴിന്റെ സാമാന്യലക്ഷണങ്ങൾ– തമിഴുലിപി പരിചയം. തമിഴിന്റെ ഘട്ടങ്ങൾ– പഴന്തമിഴ്, ഇടത്തമിഴ്, പുതുത്തമിഴ്.

തമിഴ് നിഘണ്ടുക്കൾ– തമിഴ്പ്പേരകരാതി മുതൽ തറ്കാലത്തമിഴകരാതിവരെ. വ്യാകരണകൃതികൾ–തൊൽകാപ്പിയം, നന്നൂൽ, വീരചോഴിയം

(വിശദപഠനം)

തൊൽകാപ്പിയത്തിലെ 'പിറപ്പിയൽ' (എഴുത്തതികാരം) നന്നൂൽ 'എഴിത്തിയലി'ലെ സൂത്രം 72 മുതൽ 101 വരെ.

യൂണിറ്റ് 2

പഴന്തമിഴ് സാഹിത്യം:

1. **പതിറ്റുപ്പത്ത്** –ഇളയവരമ്പൻ നെടുംചേരലാതനെപ്പറ്റിയുള്ള രാം പത്ത്.
   (പരിഭാഷ: ജി.വൈദ്യനാഥയ്യർ, തൃശ്ശൂർ: കേരളസാഹിത്യ അക്കാദമി, 1961.)
2. **അകംകവിതകൾ: (**പരിഭാഷ: എൻ.വി.കൃഷ്ണവാരിയർ, തൃശ്ശൂർ: കേരളസാഹിത്യ അക്കാദമി, 1961).

(വിശദപഠനം)

1. ചെമ്മണ്ണിലെ പെയ്ത്തുവെള്ളം
2. അപവാദം
3. കൊടുങ്ങല്ലൂരിലെ പ്രതിമ

3. **കുറുന്തൊക**

(പരിഭാഷ: കെ.എൻ.എഴുത്തച്ഛൻ, തൃശ്ശൂർ: കേരളസാഹിത്യഅക്കാദമി, 1999).

(വിശദപഠനം)

1. ചെങ്കാന്തൾ
2. വിനോട്
3. ഗ്രാമം സുഖിക്കട്ടെ

4. **പുറനാന്നൂറ്**

(പരിഭാഷ: വി.ആർ.പരമേശ്വരൻപിള്ള, തൃശ്ശൂർ:കേരളസാഹിത്യഅക്കാദമി, 1969).

(വിശദപഠനം)

1. പെരിഞ്ചോറ്റുതിയൻ ചേരലാതനെപ്പറ്റി (പു.2–3)
2. പാലൈ പാടിയ പെരുംകടുംകോവിനെപ്പറ്റി (പു.15–16)
3. പൽയാകചാലൈ മുതുക്കുടുമിപ്പെരു വഴുതിയെപ്പറ്റി (പു.17)

5. **പത്തുപ്പാട്ട്**

(പരിഭാഷ: മേലങ്ങത്തു നാരായണൻകുട്ടി, തൃശ്ശൂർ: കേരളസാഹിത്യഅക്കാദമി, 2000).

(വിശദപഠനം)

'തിരുമുരുകാറ്റുപ്പട' (19–53)

6. **തിരുക്കുറൾ**

(പരിഭാഷ: എസ്.രമേശൻനായർ, തിരുവനന്തപുരം: ട്രസ്റ്റ് പബ്ലിഷേഴ്സ്, 1988).

അറംപാൽ അധികാരങ്ങൾ:

1. കടവുൾ വാഴ്ത്തു

2. വാൻചിറപ്പ്
3. നീത്താർപെരുമൈ

(ആകെ 30 കുറളുകൾ)

യൂണിറ്റ് 3

ഇടത്തമിഴ്സാഹിത്യം

1. 'വേട്ടുവരുടെ കൂത്ത്' – വഞ്ചികാഖണ്ഡം
   ചിലപ്പതികാരം–പദ്യപരിഭാഷ, എസ്.രമേശൻനായർ, തൃശ്ശൂർ: കേരളസാഹിത്യ അക്കാദമി, 1992 (ഒന്നാം പതിപ്പ്, 1978), പു.345–353.
2. 'ദേവകിയുടെ ദുഃഖം, ഏഴാം തിരുമൊഴി'–
   പെരുമാൾമൊഴി – പരിഭാഷ: പുതുശ്ശേരി രാമചന്ദ്രൻ, തൃശ്ശൂർ: ഡി.സി.ബുക്സ്, 2001, പു.57–62.
3. **ഭക്തികാവ്യം,** വിവർത്തനം. ആറ്റൂർ രവിവർമ്മ, ഡൽഹി: കേന്ദ്രസാഹിത്യ അക്കാദമി, 2004.

താഴെ പറയുന്ന കവിതകൾ:

1. തിരുവഞ്ചിക്കുളം (പു.117–120)
2. പല്ലാുവാഴ്ത്തൽ (പു.233–235)
3. വെണ്ണകൃഷ്ണൻ (പു.244–247)
4. തിരുവിത്തക്കോട് (പു.274–276)
5. തിരുവല്ലവാഴ് (പു.326–327)
6. തിരുവൻവൂർ (പുയ353–354)
7. തിരുവാറൻമുള (പു.360–361)
8. തിരുച്ചെങ്ങന്നൂർ (പു.363–364)
9. തൃക്കാക്കര (പു.371–372)
10. തിരുമൂഴിക്കുളം (പു.373–374)
11. തിരുനാവായ (പു.375–376)
12. തിരുവനന്തപുരം (പു.377–378)

4. ചാപഭഞ്ജനം, **കമ്പരാമായണം,** പരിഭാഷ: എസ്.കെ.നായർ കോട്ടയം: എൻ.ബി.എസ്, 1971.

യൂണിറ്റ് 4

പുതുത്തമിഴ് – കവിത:

1. **ഭാരതീയാരുടെ കവിതകൾ**പരിഭാഷ: വെണ്ണിക്കുളം ഗോപാലക്കുറുപ്പ്: കോട്ടയം: നാഷണൽ ബുക്സ്റ്റാൾ, 1962.

താഴെപ്പറയുന്ന കവിതകൾ:

1. വന്ദേമാതരം (പു. 33–34)
2. ചെന്തമിഴ്നാട് (പു.48–50)
3. മോചനം (പു.64–65)
4. മഹാത്മാഗാന്ധി പഞ്ചകം (പു.87–88)
5. പുതിയ റഷ്യ (പു.91–92)

2. **പുതുനാന്നൂറ്,** വിവർത്തനം: ആറ്റൂർ രവിവർമ്മ, തൃശ്ശൂർ: കറന്റ് ബുക്സ്, 2003.

താഴെപ്പറയുന്ന കവിതകൾ:

1. കാറ്റുപട്ടം – ന.പിച്ചമൂർത്തി
2. ചിലർ– നകുലൻ
3. അബദ്ധമായി – സുന്ദരരാമസ്വാമി
4. അമ്മയുടെ നുണകൾ–ജ്ഞാനക്കൂത്തൻ
5. ബുദ്ധനെ മറന്ന ഇടം – പഴമല
6. പേരിലെന്ത്? – നീലപത്മനാഭൻ
7. ഇളംനിര – കാലസുബ്രഹ്മണ്യൻ
8. നിൻ വീട്ടിൽ– ജയമോഹൻ
9. എന്റെ വീട് – കനിമൊഴി
10. മൈലാഞ്ചി – എച്ച.സി.റസൂൽ

യൂണിറ്റ് 5

പുതുത്തമിഴ് – ഗദ്യം:

1. ജയകാന്തൻ, **ചിലനേരങ്ങളിൽ ചിലമനുഷ്യർ,** ഡൽഹി: നാഷണൽ ബുക്ട്രസ്റ്റ്, 1976.
2. തോപ്പിൽ മുഹമ്മദ്മീരാൻ, **കൂനൻതോപ്പ്,** ചെങ്ങന്നൂർ: റെയ്ൻബോ ബുക് പബ്ലിക്കേഷൻസ്, 2003.

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തൊൽകാപ്പിയം– ഇളയപെരുമാൾ, (മലയാളവ്യാഖ്യാനം), കോട്ടയം: നാഷണൽ ബുക്സ്റ്റാൾ, 1961.

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(താഴെപ്പറയുന്ന ലേഖനങ്ങൾ)

Pictures of Ancient Kerala Life–L.V.Ramaswami Aiyar, Bulletin of RVRIVol.57,

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തിരുക്കുറൾ മലയാളത്തിൽ, (രമേശൻനായരുടെ വ്യാഖ്യാനത്തിൽ ചേർത്തത് 1998) – വട്ടപ്പറമ്പിൽ ഗോപിനാഥപ്പിള്ള.

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തിരുപ്പാവൈ – അവതാരിക, എൻ.വി.കൃഷ്ണവാരിയർ, വിവർത്തനവും വ്യാഖ്യാനവും: ഉള്ളൂർ പരമേശ്വരൻ, 1986.

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*മാണിക്കവാചകർ,*ജി.വൻമീകിനാഥൻ, വിവർത്തനം: എൻ.വി.കൃഷ്ണവാരിയർ, ഡൽഹി: സാഹിത്യഅക്കാദമി, 1979.

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ചലച്ചിത്രപഠനം
(Film Studies)

ചലച്ചിത്രമെന്ന കലാമാധ്യമത്തെ ആസ്വദിക്കാനും ആഴത്തിൽ ഉൾക്കൊള്ളാനും വിദ്യാർഥികളെ പ്രാപ്തരാക്കുക എന്നതാണ് ഈ കോഴ്സിന്റെ ലക്ഷ്യം. ഇരുപതാം നൂറ്റാണ്ടിന്റെ കലയായി വിശേഷിപ്പിക്കപ്പെട്ട സിനിമ ഇന്ന് ഏറ്റവുമധികം സ്വാധീനശക്തിയുള്ള മാധ്യമം കൂടിയാണ്. സിനിമയുടെ സാങ്കേതികവശങ്ങൾ സാമാന്യമായി മനസ്സിലാക്കാനും അതിന്റെ വിനിമയസമ്പ്രദായങ്ങളെ അടുത്തറിയാനും സഹായിക്കുംവിധമാണ് ഈ പാഠ്യപദ്ധതി സംവിധാനംചെയ്തിരിക്കുന്നത്. വിവിധ നോട്ടപ്പാടുകളിലൂടെ സിനിമയെ സമീപിക്കാനുള്ള പരിശീലനം ഇതിൽനിന്നു ലഭിക്കും.

Course Outcome

CO1 കല, മാധ്യമം എന്നീ നിലകളിൽ ചലച്ചിത്രത്തിന്റെ സവിശേഷതകൾ വിവരിക്കുന്നതിന്. (PS04)

CO2 ചലച്ചിത്രത്തിന്റെ സങ്കേതങ്ങളെ സാമാന്യമായി പരിചയപ്പെടുത്തുന്നതിന്. (PS014)

CO3 സങ്കേതങ്ങളുടെ അടിസ്ഥാനത്തിൽ ചലച്ചിത്രങ്ങളെ വിലയിരുത്തുന്നതിന്. (PS014)

CO4 ചലച്ചിത്ര ജനുസ്സുകളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS014)

CO5 ചലച്ചിത്രസിദ്ധാന്തങ്ങളുടെ വെളിച്ചത്തിൽ സിനിമകളെ വ്യാഖ്യാനിക്കുന്നതിന്. (PS016)

CO6 ഇന്ത്യൻ സിനിമയുടെ വികാസഘട്ടങ്ങൾ വിവരിക്കുന്നതിന്. (PS014)

CO7 മലയാളസിനിമയിലെ വിവിധ പ്രവണതകളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS015)

യൂണിറ്റ് 1

ചലച്ചിത്രപഠനത്തിനൊരാമുഖം – എന്താണ് ചലച്ചിത്രപഠനം. ചലച്ചിത്ര കലയും സങ്കേതവും: ഫോട്ടോഗ്രാഫി – നിറം –ബ്ലാക്ക് ആൻഡ് വൈറ്റ് – കളർ സിനിമ, ആംഗിൾ, ഫ്രെയിം കോമ്പസിഷൻ, ലൈറ്റിങ്, ക്യാമറചലനങ്ങൾ, എഡിറ്റിങ് –Chronological Editing, Non Linear Editing, Cross Cutting, Montage, Continuity Editing, Continuity Cuts, Jump Cuts, Match Cuts, 30 Degree Rule, 180 Degree Rule. ശബ്ദപഥം– നിശബ്ദസിനിമയും ശബ്ദസിനിമയും, പശ്ചാത്തല ശബ്ദങ്ങൾ, സംഭാഷണം, പശ്ചാത്തലസംഗീതം, ഗാനങ്ങൾ.

സാങ്കേതികപദങ്ങളുടെ സാമാന്യപരിചയം മതിയാവും. താഴെപ്പറയുന്ന സിനിമകളെ ഒപ്പം നിർദ്ദേശിച്ച സങ്കേതം മുൻനിർത്തി വിശദമായി പഠിക്കണം.

1. ബാറ്റിൽഷിപ്പ് പൊടെംകിൻ (ഐസൻസ്റ്റീൻ) മൊ ാഷ്
2. മോഡേൺ ടൈംസ് (ചാപ്ലിൻ) – നിശബ്ദസിനിമ – ശബ്ദത്തിന്റെ വരവ്
3. തമ്പ് (അരവിന്ദൻ) – ഡീപ് ഫോക്കസ്, മൈസ് എൻ സീൻ
4. റൺ ലോലാ റൺ (ടോം ടിക്കർ) – ക്യാമറയും എഡിറ്റിങ്ങും.

യൂണിറ്റ് 2

ചലച്ചിത്രജനുസ്സുകൾ, ഡോക്യുമെന്ററി, ഫീച്ചർസിനിമ, കാർട്ടൂൺ– ആനിമേഷൻ സിനിമകൾ, Thriller, crime, melodrama, musical, horror, western, fantasy തുടങ്ങിയ ജനുസ്സുകൾ.

വിശദപഠനത്തിന്

1. നാനൂക് ഓഫ് ദ നോർത്ത് (ഫ്ളാഹർട്ടി) – ഡോക്യുമെന്ററി
2. സൈക്കോ (ആൽഫ്രഡ് ഹിച്കോക്) – ഹൊറർ, കുറ്റാന്വേഷണം
3. യവനിക (കെ.ജി. ജോർജ്ജ്) – ക്രൈം, കുറ്റാന്വേഷണം
4. ഒക്കറൻസ് അറ്റ് ഓൾ ക്രീക് ബ്രിഡ്ജ് (റോബർട്ട് എന്റികോ) – അഡ്വഞ്ചർ, ഫാന്റസി

യൂണിറ്റ് 3

ചലച്ചിത്രസിദ്ധാന്തങ്ങൾ, പ്രസ്ഥാനങ്ങൾ സാമാന്യപരിചയം – സോവ്യറ്റ് മൊ ാഷ്, ഡീപ് ഫോകസ്, ഇറ്റാലിയൻ നിയോറിയലിസം, ഫ്രഞ്ച് ന്യൂവേവ്, ജർമൻ എക്സ്പ്രഷനിസം, ഹോളിവുഡ്.

ചിഹ്നവിജ്ഞാനീയം, ഫെമിനിസം, ഘടനാവാദം, പ്രത്യയശാസ്ത്രവും സാംസ്കാരിക വിമർശവും തുടങ്ങിയ സിദ്ധാന്തങ്ങൾ ചലച്ചിത്രപഠനത്തിൽ

സിദ്ധാന്തങ്ങളുടെയും പ്രസ്ഥാനലക്ഷണങ്ങളുടെയും അടിസ്ഥാനങ്ങളിൽ താഴെപ്പറയുന്ന സിനിമകൾ പഠിക്കുകയാണ് ഈ യൂണിറ്റിൽ ചെയ്യേത്.

1. ലാ സ്ട്രാഡ – (ഫെഡറിക്കോ ഫെല്ലിനി) റിയലിസം
2. വാട്ടർ – (ദീപാമേത്ത)– ജൻഡർ സ്റ്റഡീസ്
3. കളർ ഓഫ് പാരഡൈസ് (മജീദ് മജീദി) – ചിഹ്നവിജ്ഞാനീയം
4. അമ്മ അറിയാൻ (ജോൺ അബ്രഹാം) – പ്രത്യയശാസ്ത്രപഠനം

യൂണിറ്റ് 4

ഇന്ത്യൻ സിനിമ – ഉൽഭവവും വളർച്ചയും ഗുരുദത്ത്, സത്യജിത്ത് റായ്, ഋത്വിക് ഘട്ടക്, ഗിരീഷ് കാസറവള്ളി, കെ. ബാലചന്ദ്രൻ എന്നിവരെ കേന്ദ്രീകരിച്ച് ഇന്ത്യൻ സിനിമയുടെ പ്രമേയപരവും സൗന്ദര്യശാസ്ത്രപരവുമായ അവലോകനം.

വിശദപഠനത്തിന്

1. പഥേർ പാഞ്ചാലി–സത്യജിത് റായി
2. മേഘ ധാകേ താര– ഋത്വിക് ഘട്ടക്
3. സംസ്കാര– ഗിരീഷ് കാസറവള്ളി
4. ചിത്രാംഗദ– ഋതുപർണ ഘോഷ്

യൂണിറ്റ് 5

മലയാളസിനിമ – ആദ്യകാല ചലച്ചിത്രങ്ങൾ സാമാന്യാവലോകനം, നവോത്ഥാനമൂല്യങ്ങൾ, സംഗീതത്തിന് നൽകിയ പ്രാധാന്യം, അറുപതുകളിലെ സാഹിത്യബന്ധം, 70–കളിലെ നവതരംഗം, താരോദയങ്ങൾ, ജനപ്രിയസിനിമ, ന്യൂജനറേഷൻ തരംഗം.

വിശദപഠനത്തിന്

1. നീലക്കുയിൽ– പി. ഭാസ്കരൻ, രാമു കാര്യാട്ട് (ആദ്യകാലസിനിമ, നവോത്ഥാനം, സംഗീതം)

2. ഓളവും തീരവും – പി.എൻ.മേനോൻ (നവതരംഗം, വാതിൽപ്പുറചിത്രീകരണം)
3. അനന്തരം – അടൂർ ഗോപാലകൃഷ്ണൻ (നോൺ ലീനിയർ, ഫാന്റസി)
4. കള്ളൻ പവിത്രൻ– പത്മരാജൻ (അനുകല്പനം, മധ്യവർത്തിസിനിമ)
5. ദേവാസുരം – ഐ.വി. ശശി (ജനപ്രിയത, താരത്വം)
6. കുമ്പളങ്ങി നൈറ്റ്സ്– മധു സി നാരായണൻ (ന്യൂജൻ സിനിമ)
7. അരജീവിതങ്ങൾക്ക് ഒരു സ്വർഗം – എം.എ. റഹ്മാൻ (ഡോക്യുമെന്ററി, പരിസ്ഥിതി)

സഹായകഗ്രന്ഥങ്ങൾ

ലോകസിനിമ –വിജയകൃഷ്ണൻ
ഇന്ത്യൻ സിനിമ–എം.എഫ്. തോമസ്
മലയാളസിനിമയുടെ കഥ–വിജയകൃഷ്ണൻ
മലയാളസിനിമാപാഠങ്ങൾ –സി.എസ്. വെങ്കിടേശ്വരൻ
സിനിമാ ടോക്കീസ് –സി.എസ്. വെങ്കിടേശ്വരൻ
ലോകസിനിമായാത്രകൾ– ജി.പി. രാമചന്ദ്രൻ
സിനിമയുടെ ലോകം –അടൂർ ഗോപാലകൃഷ്ണൻ
അരവിന്ദന്റെ കല–ഒ.കെ. ജോണി
പത്മരാജൻ, ഭരതൻ–കാവിൽ രാജ്
ലോക ക്ലാസിക് സിനിമയുടെ കഥകൾ–സി പ്രകാശ്
അവൾ സിനിമയെ നോക്കുന്നു–വിനോദ് പായം
ചലച്ചിത്ര സിദ്ധാന്തങ്ങൾ–ഡോ. ടി. ജിതേഷ്
ലോകസിനിമ കാലത്തെ അതിജീവിച്ചക്ലാസിക് ചിത്രങ്ങൾ– എം.കെ. ചന്ദ്രശേഖരൻ
സിനിമ കലയും ജീവിതവും – തോട്ടം രാജശേഖരൻ
സിനിമയും പ്രത്യയശാസ്ത്രവും– വി.കെ.ജോസഫ്
സിനിമയിലെ പെൺപെരുമ –വി.കെ.ജോസഫ്
സിനിമയും സംസ്കാരവും –കെ.ഗോപിനാഥൻ
ചലച്ചിത്രത്തിന്റെ പൊരുൾ –വിജയകൃഷ്ണൻ
കാഴ്ചയുടെ ഹെയർപിൻ വളവുകൾ–ഡോ. ഉമർ തറമേൽ
ചലച്ചിത്രപഠനങ്ങൾ – എഡി. പന്മന രാമചന്ദ്രൻ നായർ
സിനിമയാണെന്റെയെല്ലാ– ജോൺ എബ്രഹാം
അടൂരിന്റെ ചലച്ചിത്രയാത്രകൾ–എം.എഫ്. തോമസ്
മലയാളതിരക്കഥ – വളർച്ചയും വർത്തമാനവും – ആർ.വി.എം. ദിവാകരൻ,
ചലച്ചിത്രത്തിന്റെ പൊരുൾ, വിജയകൃഷ്ണൻ,
കഥയും തിരക്കഥയും – ആർ.വി.എം. ദിവാകരൻ

സഞ്ചാരിയുടെ വീട് – ഐ. ഷൺമുഖദാസ്
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Code:MAL 3E08

മാധ്യമപഠനം

(Media Studies)

ഇന്ന് ലോകമെമ്പാടും ഏറ്റവുംവേഗത്തിൽ പുരോഗമിക്കുന്ന മേഖലയാണ് ആശയവിനിമയരംഗം. അച്ചടിമാധ്യമങ്ങളിൽനിന്നും ശ്രവ്യമാധ്യമങ്ങളിൽനിന്നും ദൃശ്യ–ഇലക്ട്രോണിക് മാധ്യമങ്ങളിലേക്ക് ഒരു കുതിച്ചുചാട്ടമാണ് സംഭവിച്ചത്. അതിലൂടെ മനുഷ്യരാശിക്ക് ലഭിച്ച നേട്ടങ്ങൾ ഏറെ. ലോകം കൈവെള്ളയിൽ വന്നൊതുങ്ങി; ലോകത്ത് എന്തു സംഭവിച്ചാലും ഉടനുടൻ അറിയാൻ സാധിക്കുന്നു. ലോകത്തിന്റെ ഏതുകോണിൽ കഴിയുന്ന വ്യക്തികളുമായും എപ്പോഴും ബന്ധപ്പെടാൻ അവസരമുണ്ടാകുന്നു. ജീവിതത്തിന്റെ എല്ലാ മേഖലകളിലും സുതാര്യവും തുറസ്സുമായ സമീപനങ്ങൾ ദൃശ്യമാകുന്നു. എല്ലാ മാധ്യമങ്ങളുടെയും പ്രവർത്തനമേഖലകൾ സാമാന്യമായി മനസ്സിലാക്കുക; അച്ചടിമാധ്യമങ്ങളിൽനിന്ന് ദൃശ്യമാധ്യമങ്ങളിലേക്കും പിന്നീട് ഓൺലൈനിലേക്കും മാറിയപ്പോൾ സംഭവിച്ച സാംസ്കാരിക വ്യതിയാനങ്ങൾ, സാംസ്കാരികലോപങ്ങൾ– എന്താണെന്നു തിരിച്ചറിയുക; മാധ്യമപ്രവർത്തനം തൊഴിലായി സ്വീകരിക്കുവാൻ താല്പര്യമുള്ളവരെ അതിലേക്കു പ്രേരിപ്പിക്കുക–ഇവയാണ് കോഴ്സിന്റെ പഠനം കൊണ്ടു ലക്ഷ്യമാക്കുന്നത്.

Course Outcome

CO1 ആശയവിനിമയത്തിന്റെ അടിസ്ഥാനഘടകങ്ങൾ, വിവിധ മാധ്യമങ്ങൾ, സങ്കേതങ്ങൾ എന്നിവയുടെ സവിശേഷതകൾ വിവരിക്കുന്നതിന്. (PS014)

CO2 മാധ്യമങ്ങളെ സംസ്കാരപഠനത്തിന്റെ വെളിച്ചത്തിൽ അപഗ്രഥിക്കുന്നതിന്. (PS014)

CO3 കേരളത്തിലെ ബഹുജനമാധ്യമങ്ങളുടെ വികാസഘട്ടങ്ങൾ താരതമ്യം ചെയ്യുന്നതിന്. (PS015)

CO4 ചിഹ്നവിജ്ഞാനീയത്തിന്റെ വെളിച്ചത്തിൽ മലയാളത്തിലെ ദൃശ്യഭാഷയെ വിശകലനം ചെയ്യുന്നതിന്. (PS014)

യൂണിറ്റ് 1

മാധ്യമപഠനം

1. ആശയവിനിമയം–പലതരം ആശയവിനിമയോപാധികൾ. ഭാഷ ആശയവിനിമയമാധ്യമമെന്ന നിലയിൽ– ഭാഷകൻ–മാധ്യമം–ശ്രോതാവ് എന്ന വൃത്തം – ഭാഷാമാധ്യമത്തിന്റെ വികാസം– വാമൊഴി, വരമൊഴി.

2. ഭാഷണവും മാസ് കമ്മ്യൂണിക്കേഷനും–വാർത്താവിനിമയങ്ങൾ–വിളംബരങ്ങൾ, ദൂതുകൾ, ശാസനങ്ങൾ, രേഖകൾ–പ്രസംഗങ്ങൾ , പ്രബോധനങ്ങൾ, സംഭാഷണങ്ങൾ, കഥാകഥനങ്ങൾ–ഗസറ്റുകൾ–പരസ്യങ്ങളും പബ്ലിക്റിലേഷനും.

3. വാർത്താവിനിമയസങ്കേതങ്ങൾ–ഫോക്മീഡിയ–ആനുകാലികപ്രസിദ്ധീകരണങ്ങൾ.

4. പുസ്തകപ്രസിദ്ധീകരണങ്ങൾ–ഇലക്ട്രോണിക് സങ്കേതങ്ങൾ–ശ്രാവ്യ.ദൃശ്യ, ഡിജിറ്റൽ സങ്കേതങ്ങൾ–നവമാധ്യമങ്ങൾ. സോഷ്യൽ നെറ്റ് വർക്കിങ്ങ് സൈറ്റുകൾ–പരസ്യവും പബ്ലിക് റിലേഷനും.

5. മാധ്യമങ്ങളുംസംസ്ക്കാരവും–ജനപ്രിയസംസ്കാരം–അഭിപ്രായരൂപീകരണം–സമ്മതനിർമിതി–സംസ്കാരവ്യവസായം.

   പ്രതിനിധാനം–ഉപഭോഗപരത–മാധ്യമങ്ങളുടെ പ്രത്യയശാസ്ത്രധർമം.

6. ബഹുമാധ്യമങ്ങൾ–പാഠവും ദൃശ്യവും–പാഠത്തിന്റെ വിശദീകരണം എന്ന നിലയിൽനിന്ന് ദൃശ്യത്തിന്റെ വീശദീകരണമായി പാഠം മാറുന്നു–പാഠവും ദൃശ്യവും ശബ്ദവും സംഗീതവും ചേർന്ന ബഹുമാധ്യമങ്ങൾ.

യൂണിറ്റ് 2

കേരളീയ മാധ്യമരംഗം

1. മലയാളമെഴുത്തിന്റെയും അച്ചടിവിദ്യയുടെയും വികാസപരിണാമങ്ങൾ

2. വാർത്തയുടെ അടിസ്ഥാനതത്ത്വങ്ങൾ–എന്താണ് വാർത്ത– വിവിധതരം വാർത്തകൾ–കേരളത്തിൽ പത്രപ്രവർത്തനത്തിന്റെ തുടക്കം–ആദ്യകാലപത്രങ്ങൾ, മാസികകൾ–മാധ്യമപ്രവർത്തനവും വിവർത്തനവും.

3. ഇലക്ട്രോണിക്മീഡിയ–റേഡിയോ, ടി.വി.–ഇവയുടെ വളർച്ചയും സ്വാധീനവും–ടെലിവിഷൻ ഒരു സാംസ്കാരികോപകരണം–സമ്മതിരൂപീകരണം–റേഡിയോയുടെ തിരിച്ചുവരവ്.

4. റിപ്പോർട്ടിങ്, എഡിറ്റിങ് രീതികൾ–പത്രവാർത്ത/റേഡിയോവാർത്ത/ടെലിവിഷൻ വാർത്ത–വാർത്താചാനലുകൾ, വിനോദചാനലുകൾ.

യൂണിറ്റ് 3

മാധ്യമം, ഭാഷ, സാഹിത്യം

1. മലയാളത്തിലെ ആദ്യകാലസാഹിത്യ പത്രപ്രവർത്തനം–സാഹിത്യരൂപങ്ങളുടെ വളർച്ചയിൽ ആനുകാലികങ്ങളുടെ പങ്ക്–സർഗ്ഗാത്മകസാഹിത്യത്തിനു നൽകിയ പ്രാധാന്യം–വിമർശനത്തിന്റെ വികാസം–വൈജ്ഞാനികസാഹിത്യത്തിന് നൽകിയ സംഭാവനകൾ–പില്ക്കാലപ്രസിദ്ധീകരണങ്ങളും സാഹിത്യവും–സാഹിത്യവും സമകാലികമാധ്യമങ്ങളും–പൊതുവായ അവലോകനം.

2. പത്രപ്രവർത്തനവും മലയാളഗദ്യവികാസവും–മിഷണറിമാരുടെ സംഭാവന–പത്രഭാഷ–സാമാന്യവ്യവഹാരഭാഷയും മാനകഭാഷയും.

3. ഇന്റർനെറ്റും മലയാളഭാഷയും– ഇ.സാഹിത്യം/സൈബർസാഹിത്യം–ഭാഷാസാങ്കേതികതയും മലയാളവും.

4. ഓൺലൈൻ മാധ്യമങ്ങൾ– പ്രവർത്തനശൈലി

യൂണിറ്റ് 4

ദൃശ്യഭാഷ

1. ദൃശ്യഭാഷയും ചിഹ്നവിജ്ഞാനീയവും–ചിഹ്നം, കോഡ് എന്നീ പരികല്പനകൾ–വാചികഭാഷയും ദൃശ്യഭാഷയും– ഡിനോട്ടേഷൻ–കൊണൊട്ടേഷൻ–മിത്ത് ഫോട്ടോ ജേർണലിസം. ദൃശ്യസ്വാധീനം പത്രമാസികകളിൽ.

2. ഡോക്യുമെന്ററി സിനിമകൾ–സിനിമയുടെ ഭാഷ:ക്യാമറ, എഡിറ്റിംങ്, വർണം, ശബ്ദസിനിമ, സംഗീതം–മലയാളസിനിമയുടെ വളർച്ച–നവസിനിമ–സമാന്തരസിനിമ–പുതുതലമുറസിനിമ–മുഖ്യധാരാസിനിമയുടെ സമകാലം–ചലച്ചിത്രപ്രതിനിധാനം.

3. സാഹിത്യവും സിനിമയും: അനുകല്പനങ്ങൾ–നോവൽ,കഥ,കവിത എന്നിവയിൽനിന്ന് രൂപംകൊ സിനിമകൾ–തിരക്കഥയുടെ ഭാഷ.

4. പരസ്യങ്ങളുടെ ചരിത്രം–വിവിധയിനം പരസ്യങ്ങൾ–അച്ചടി, ശ്രാവ്യ, ദൃശ്യ,ഡിജിറ്റൽ മാധ്യമങ്ങളിൽ–പരസ്യവും വാർത്തയും–മായുന്ന അതിരുകൾ–പരസ്യങ്ങളുടെ ചിഹ്നവിജ്ഞാനീയപരമായ വിശകലനം.

യൂണിറ്റ് 5

മാധ്യമങ്ങളും സമൂഹവും

1. സാമൂഹികപരിഷ്കരണങ്ങളും പത്രങ്ങളും–നവോത്ഥാനകാലസമരങ്ങൾ. പൗരാവകാശ ബോധരൂപീകരണം, സാമുദായികപരിഷ്കരണപത്രങ്ങൾ–സ്വാതന്ത്ര്യസമരവും മലയാള പത്രങ്ങളും.

2. രാഷ്ട്രീയപത്രങ്ങൾ, പത്രമാധ്യമങ്ങളും സമകാലസമരങ്ങളും മാധ്യമനിലപാടുകളുടെ രാഷ്ട്രീയം.

3. മാധ്യമധാർമികത–പെയ്ഡ് ന്യൂസ്, ഒളിക്യാമറ, മാധ്യമസിൻഡിക്കേറ്റ്.

4. സ്ത്രീകളും മാധ്യമങ്ങളും–സിനിമയിലെ സ്ത്രീ, പരസ്യങ്ങളിലെ സ്ത്രീപ്രതിനിധാനം.

5. ഇന്റർനെറ്റും സമൂഹവും– ബ്ലോഗുകൾ, സോഷ്യൽ നെറ്റ് വർക്കിങ്ങ് സൈറ്റുകളും സാമൂഹിക ഇടപെടലുകളും.

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MAL4C11

Sanskrit Syllabus for Non-Sanskrit Programmes

FOURTH SEMESTER MA DEGREE (CCSS)

SKT 4E13 Sanskrit Literature for Beginners (80 Marks)

Answers should be written either in English or in Sanskrit or in Regional languages. In writing Sanskrit Devanagari script should be used.

Number of Credits : 4 Instructional Hours 6/week

Unit I: -General survey of Bhāsa literature

-Unique feature of Bhāsa plays

-The riddle of Bhāsa

-A general survey of Kālidāsa literature

- General literary appreciation of Kālidāsa compositions

- *Kumārasaṃbhava*: general study focusing on literary appreciation

Unit II: Intensive study of *Karṇabhāra*

Unit II: Intensive study of *Kumārasaṃbhava*, Canto V, Verses 30-86

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4. *Chatravum cāmaravum*, M.P Sankunni Nair, Mathrubhoomi Publishers, 1988.

5. *Nāṭyamaṇḍapam,* M. P. Sankunni Nair, Mathrubhumi Publications, Kozhikkode

Scheme of questions

There shall be four types of questions:

1. Explain fully (6 out of 10) 6x3=18 Marks

   Unit II: 5 questions

   Unit III: 5 questions

2. Write critiques- (annotation)- (6 out of 10) 6x4=24 Marks

   Unit II: 5 questions

   Unit III: 5 questions

3. Essay (4 out of 8) 4x8=32 Marks

   Unit I: (2 out of 4)

   Unit II: (1 out of 2)

   Unit III: (1 out of 2)

4. Give the simple meaning (one sentence each) (6 out of 8)

   Unit II: (3 out of 5) 6x1= 6 Marks

   Unit III: (3 out of 5)

Model Question Paper

FOURTH SEMESTER MA DEGREE EXAMINATION, NOVEMBER 2020
SANSKRIT
SKT 4E 13 SANSKRIT LITERATURE FOR BEGINNERS
(CCSS – 2020 Admission)

Time : 3 Hours **Max : 80 Marks**

Answers may be written either in Sanskrit, or in English or in Malayalam. In writing Sanskrit, Devanagari Script should be used.

I Explain fully any six

षट् व्याख्यात । **(6 x 3 = 18 Marks)**

1. अत्युग्रदीप्तिविशदः समरेग्रगण्यः
   शौर्ये च संप्रति सशोकमुपैति धीमान् ।
   प्राप्ते निदाघसमये घनराशिरुद्धः
   सूर्यः स्वभावरुचिमानिव भाति कर्णः ।।
2. समपमुखमसह्यं पाण्डवानां प्रविश्य
   प्रथितगुणगणाढ्यं धर्मराजं च बद्ध्वा ।
   मम शरवरवेगैरर्जुनं पातयित्वा
   वनमिव दतसिंहं सुप्रवेशं करोमि ।।
3. इमे हि दैन्येन निमीलितेक्षणाः
   मुहुः स्खलन्तो विवशास्तुरङ्गमाः ।
   गजाश्च सप्तच्छददानगन्धिनो

निवेदयन्तीव रणे निवर्तनम् ।।

4. अनेकयज्ञाहुतितर्पितो द्विजैः
किरीटिमान् दानवसंघमर्दनः ।
सुरद्विपास्फातनकर्कशाङ्गुलिः
मया कृतार्थः खलु पाकशासनः ।।

5. मदसरितकपोलं षट्पदैः सेव्यमानं
गिरिवरनिचयाभं मेघगंभीरघोषम् ।
सितनखदशनानां वारणानामनेकं
रिपुसमरविमर्दं वृन्दमेतत् ददामि ।।

6. अपि क्रियार्थं सुलभं समित्कुशं
जलान्यपि स्नानविधिक्षमाणि ते ।
अपि स्वशक्त्या तपसि प्रवर्तसे
शरीरमाद्यं खलु धर्मसादनम् ।

7. दिवं यदि प्रार्थयसे वृथा श्रमः
पितुः प्रदेशास्तव देवभूमयः ।
अथोपयन्तारमलं समाधिना
न रत्नमन्विच्छति, मृग्यते हि तत् ।।

8. असह्यहुङ्कारनिवर्तितः पुरा
पुरारिमप्राप्तमुखः शिलीमुखाः ।
इमां हृदि व्यायतपातमक्षिणो-
द्विशीर्णमूर्तेरपि पुष्पधन्वनः ।।

9. द्वयं गतं सम्प्रति शोचनीयतां
समागमः प्रार्थनया पिनाकिनः ।
कला च सा कान्तिमती कलात्मन-

स्त्वमस्य लोकस्य च नेत्रकौमुदी ।।

10. तं वीक्ष्य वेपथुमती सरसांगयष्टि-
    र्निक्षेपणाय पदमुद्ध्तमुद्वहन्ती ।
    मार्गाचलव्यतिकराकुवितेव सिन्धुः
    शैलाधिराजतनया न ययौ न तस्थौ ।।

II Annotate any six

षण्णां सप्रकरणमाशयं लिखत । **(6 x 4 = 24 Marks)**

11. गुणप्रकर्षो दिवसोयमागतः ।
12. नास्ति निष्फलता रणे ।
13. अस्ति खलु भगवतः क्षत्रियवंश्यैः पूर्ववैरम् ।
14. हुतं च दत्तं च तथैव तिष्ठति ।
15. विमला नाम शक्तिरियं प्रतिगृह्यताम् ।
16. तवाक्षिसादृश्यमिव प्रयुञ्जते ।
17. न रत्नमन्विष्यति मृग्यते हि तत् ।
18. मनीषिभिः साप्तपदीनमुच्यते ।
19. वृषेव सीतां तदवग्रहक्षताम् ।
20. श्मशानशूलस्य न यूपसत्क्रिया ।

III Write an essay

उपन्यस्यत । **(4 x 8 = 32 Marks)**

21. Discuss the main features of Bhasa plays.

or

22. Mention the place of Bhasa in Sanskrit literarure.

23. Discuss the main features of the court epics of Kalidasa.

or

24. कालिदासो विलासः । Evaluate.

25. Discuss about the title 'Karnabhara'.

or

26. Explain the characteristics of Karna.

27. Explain the words of Brahmacarin in *Kumarasambhava*.

or

28. Describe the character of Parvati in *Kumarasambhava*.

IV Give the simple meanings of any six

षण्णाम् अर्थं लिखत। **(6 x 1 = 6 Marks)**

29. महत्तरां भिक्षां याचे ।

30. कालविफलान्यस्त्राणि ते सन्त्विति ।

31. प्रस्थितो नागकेतुः ।

32. तत्रैव चोद्यतां मम रथः ।

33. शिक्षा क्षयं गच्छति कालपर्ययात्।

34. सहिष्यते तत् प्रथमावलम्बनम् ।

35. वरं तमिच्छामि च साधु वेदितुम् ।

36. भविष्यति प्रार्थितदुर्लभः कथम् ।

37. न चेद्रहस्यं प्रतिवक्तुमर्हसि ।

38. अयं जनः प्रष्टुमनाः।

Code: MAL4C12

സാഹിത്യസിദ്ധാന്തം -പാശ്ചാത്യം

(Literary Theories -Western)

പാശ്ചാത്യസാഹിത്യമാതൃകകളും സാഹിത്യസിദ്ധാന്തങ്ങളും ആധുനികദശയിൽ മലയാളസാഹിത്യത്തിൽ ഗണനീയമായ സ്വാധീനം ചെലുത്തിയിട്ടു ്. സാഹിത്യപഠനം സാംസ്കാരികപഠനമായി മാറിയ കാലഘട്ടത്തിൽ വിഭിന്ന പാശ്ചാത്യസാഹിത്യസിദ്ധാന്തങ്ങളുടെയും താത്ത്വികചിന്തകളുടെയും ആഴത്തിലുള്ള പഠനവും അപഗ്രഥനവും ആവശ്യമായിരിക്കുന്നു. ഈ കോഴ്സിന്റെ ലക്ഷ്യവും അതുതന്നെ.

Course Outcome

CO1 പാശ്ചാത്യസങ്കൽപ്പത്തിൽ കടന്നുവരുന്ന സാഹിത്യത്തിന്റെ മൗലിക തത്വങ്ങൾ വിശദീകരിക്കുന്നതിന്. (PS03)

CO2 യവന സാഹിത്യതത്വങ്ങളെ സാമാന്യമായി വിവരിക്കുന്നതിന്. (PS03)

CO3 ആധുനിക കാലത്ത് പാശ്ചാത്യദേശത്തു ായ വിവിധ സാഹിത്യ കലാപ്രസ്ഥാനങ്ങളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS03)

CO4 മാർക്സിയൻ നിരൂപണം, മനശ്ശാസ്ത്ര നിരൂപണം നവമാർക്സിസ്റ്റ് നിരൂപണം തുടങ്ങിയവയുടെ സവിശേഷതകൾ വിശദീകരിക്കുന്നതിന്. (PS03)

CO5 ഘടനാവാദം, ഘടനാനന്തരവാദം എന്നിവയിലെ അടിസ്ഥാന പ്രമേയങ്ങൾ വിശദീകരിക്കുന്നതിന്. (PS03)

യൂണിറ്റ് 1

യവനസാഹിത്യതത്ത്വചിന്ത– സംക്ഷിപ്തചരിത്രം – പ്ലേറ്റോയുടെ കലാസിദ്ധാന്തം – അരിസ്റ്റോട്ടിലിന്റെ കാവ്യമീമാംസ – അനുകരണവാദം – കഥാർസിസ് – ദുരന്തനാടകത്തിന്റെ ഘടന – ഹോറസിന്റെ കാവ്യകലാതത്ത്വം – ലോംഗിനസ്സിന്റെ ഉദാത്തതാസിദ്ധാന്തം ഭാരതീയ ചിന്തയുമായുള്ള സാജാത്യവൈജാത്യങ്ങൾ.

യൂണിറ്റ് 2

സാഹിത്യരൂപങ്ങളും പ്രസ്ഥാനങ്ങളും, എപ്പിക്, ഭവാഗീതം, നാടകം, നോവൽ, ചെറുകഥ, ഉപന്യാസം, റൊമാന്റിസിസം, റിയലിസം, നാചറലിസം, സർറിയലിസം, സോഷ്യലിസ്റ്റ് റിയലിസം, ഇമേജിസം, ഡാഡായിസം, ഫ്യൂച്ചറിസം, സർറിയലിസം, മോഡേണിസം, പോസ്റ്റ്മോഡേണിസം – ബിംബം, പ്രതീകം, ആദിരൂപങ്ങൾ, മിത്ത്.

യൂണിറ്റ് 3

ദാന്തേയുടെ വിമർശനസങ്കല്പം – ശൈലി, കാവ്യവിഷയം – ഫിലിപ്പ് സിഡ്നി – കവിയുടെ പ്രവാചകത്വം –ഡോ. ജോൺസൺ– കവിയുടെ ജീവിതവും കൃതികളും തമ്മിലുള്ള ബന്ധം, സാഹിത്യം സദാചാരത്തിനു വിധേയം.

കാല്പനികവിമർശനം – അടിസ്ഥാനഘടകങ്ങൾ– പ്രതിഭയും ഭാവനയും – സൗന്ദര്യസങ്കല്പങ്ങൾ.

ബനഡറ്റോ ക്രോച്ചെ,

വേർഡ്സ്വർത്ത് – കാവ്യഭാഷ –കാവ്യവിഷയം, കാവ്യഭാവന, കോളറിഡ്ജ് – ഇമാജിനേഷനും ഫാൻസിയും – കാവ്യപ്രതിഭയെക്കുറിച്ചുള്ള കാവ്യദർശനം

മാത്യൂആർനോൾഡ് – ജീവിതവിമർശനമാണ് കവിത

ടോൾസ്റ്റോയ് – കലാസിദ്ധാന്തങ്ങൾ

കല കലയ്ക്കുവേി – വാൾട്ടർ പേറ്റർ, ഓസ്കാർ വൈൽഡ്.

ഷെല്ലി – കവിതയുടെ പ്രതിരോധം.

നവനിരൂപണം : അടിസ്ഥാനതത്ത്വങ്ങൾ– ഐ.എ. റിച്ചാർഡ്സ് അർത്ഥത്തിന്റെ അർത്ഥം, മൂല്യവിചാരം – ടി.എസ്. എലിയറ്റ്: പാരമ്പര്യവും ജന്മസിദ്ധിയും – വിമർശനത്തിന്റെ പഞ്ചമാർഗ

ങ്ങൾ– ധാർമികം, മനശ്ശാസ്ത്രപരം, സാമൂഹികം, രൂപശില്പപരം, ആദിരൂപപരം – ഫ്രോയ്ഡ്, യുങ് – മനശ്ശാസ്ത്രതത്ത്വങ്ങളും സാഹിത്യവിമർശനവും – മാർക്സിസ്റ്റ് ദർശനം.

യൂണിറ്റ് 4

ഘടനാവാദം – സൊസ്സൂറിന്റെ സങ്കല്പനങ്ങൾ, സൂചകം, സൂചിതം, ചിഹ്നം – ചിഹ്നശാസ്ത്രവും ശൈലീവിജ്ഞാനീയവും.

റോമൻയാക്കോബ്സൺ– മെറ്റഫർ, മെറ്റോണിമി സംസ്കാരപഠനം: രീതിശാസ്ത്രവും സങ്കൽപ്പനങ്ങളും.

യൂണിറ്റ് 5

ഘടനാവാദാനന്തരചിന്താലോകം

ലകാൻ– ഭാഷയും അബോധവും – അൽത്തൂസർ– പ്രത്യയശാസ്ത്രം – ദറിദ : അപനിർമ്മാണം – ഡിഫറൻസ് – എഴുത്ത് – ബാർത്ത് – പാഠം, പാരായണം , എഴുത്തുകാരന്റെ മരണം – ഫൂക്കോ: അറിവ്, അധികാരം, വ്യവഹാരം. ഫ്രെഡറിക് ജയിംസൻ : ഉത്തരാധുനികതയുടെ വിമർശനം.

സഹായക ഗ്രന്ഥങ്ങൾ

കാവ്യപീഠിക	–	ജോസഫ് മു ശ്ശേരി
യവനകാവ്യതത്ത്വങ്ങൾ	–	വേദബന്ധു
പാശ്ചാത്യസാഹിത്യദർശനം	–	എം. അച്യുതൻ
പാശ്ചാത്യസാഹിത്യതത്ത്വശാസ്ത്രം	–	കെ.എം. തരകൻ
വിശ്വസാഹിത്യദർശനങ്ങൾ	–	നെല്ലിക്കൽ മുരളീധരൻ
ആധുനികാനന്തരസാഹിത്യസമീപനങ്ങൾ	–	എഡി.സി.ജെ. ജോർജ്ജ്
നവസിദ്ധാന്തങ്ങൾ: പരമ്പര	–	ഡി.സി.ബുക്സ്
അക്ഷരവും ആധുനികതയും	–	ഇ.വി. രാമകൃഷ്ണൻ
മലയാളസാഹിത്യവിമർശനം	–	സുകുമാർ അഴീക്കോട്
ശൈലീവിജ്ഞാനം: സമകാലപഠനങ്ങൾ	–	പ്രസാ. വള്ളത്തോൾ വിദ്യാപീഠം
രീതിദർശനം	–	ചാത്തനാത്ത് അച്യുതനുണ്ണി, വള്ളത്തോൾ വിദ്യാപീഠം, ശുകപുരം.
സംസ്കൃതസാഹിത്യവിമർശനം	–	എൻ.വി.പി. ഉണിത്തിരി, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം
ഉത്തരാധുനികത: വർത്തമാനവും വംശാവലിയും	–	കെ.പി.അപ്പൻ
സൊസ്സൂർ– ഘടനാവാദത്തിന്റെ ആചാര്യൻ	–	സി. രാജേന്ദ്രൻ
മാർക്സിസ്റ്റ് സൗന്ദര്യശാസ്ത്രം: ഉദ്ഭവവും വളർച്ചയും	–	പി. ഗോവിന്ദപിള്ള– സംഘപ്രസാധന, തിരുവനന്തപുരം

ആദിരൂപങ്ങൾ സാഹിത്യത്തിൽ	–	എം. ലീലാവതി
കാല്പനികത	–	ഹൃദയകുമാരി
അന്തസ്സന്നിവേശം	–	അയ്യപ്പപ്പണിക്കർ
വിമർശനം : സിദ്ധാന്തവും പ്രയോഗവും	–	കെ.എം. ഡാനിയൽ
വായനയുടെ ഉപനിഷത്ത്	–	ബാലചന്ദ്രൻ വടക്കേടത്ത്
ഉത്തരാധുനികത	–	സി.ബി. സുധാകരൻ
വിമർശനാത്മകസിദ്ധാന്തം	–	വി.സി.ശ്രീജൻ
നവമാർക്സിസ്റ്റ് സാഹിത്യവിമർശം	–	ടി.വി. മധു
സംസ്കാരത്തിന്റെ രാഷ്ട്രീയം	–	സച്ചിദാനന്ദൻ
Sanskrit Poetics	-	P.V. Kane
Critical Approaches to literature	-	David Diachas
Making of Literature	-	Scott James
Structuralism and Semiotics	-	Terrence Havkes
The new feminist criticism	-	Elane Showlter
On deconstruction	-	Jonathan Culler
The allusions of Post Modernism	-	Terry Eagleton
Literary Cultures in History	-	Sheldon Pollock (Ed.)
20th Century literary criticism	-	David Lodge (Ed.)
Five approaches of Literary criticism	-	Willbur S. Scott
An introduction to the study of Literature	-	W.H. Hudson
Literary Modernism	-	Irving Howe (ed.)
Structured Anthrology	-	Levistrauss
A transculatral approach to Sanskrit Poetics	-	C. Rajendran

Code :MAL 4E 09

മലയാളനാടകം

(Malayalam Drama)

ലക്ഷ്യം

മലയാളത്തിന് സമ്പന്നമായ നാടകപാരമ്പര്യമു ്. മലയാള നാടകവേദിയുടെ വിവിധ ധാരകളെയും ലോകനാടകത്തിലെ സുപ്രധാനധാരകളെയും പരിചയപ്പെടുത്തുകയാണ് ലക്ഷ്യം. കൂടിയാട്ടം മുതലുള്ള പാരമ്പര്യം മനസ്സിലാക്കേതു ്. സംസ്കൃതനാടകങ്ങൾ, സംഗീതനാടകങ്ങൾ, വിവർത്തന നാടകങ്ങൾ, ആധുനിക നാടകങ്ങൾ, ഗദ്യനാടകങ്ങൾ, അനുഷ്ഠാന-അനുഷ്ഠാനേതര നാടകങ്ങൾ, നവോത്ഥാന നാടകങ്ങൾ എന്നിവ പരിചയപ്പെടുത്തണം. നാടകപാഠത്തിന്റേയും നാടകവേദിയുടെയും വളർച്ച തിരിച്ചറിയണം. രംഗപാഠവും ആധുനികരംഗാവതരണതത്വങ്ങളും, മനസ്സിലാക്കണം. മലയാളനാടകരംഗത്തുനടന്ന രൂപമാറ്റങ്ങളും പരീക്ഷണങ്ങളും പാഠ്യപദ്ധതിയിൽ ഉൾക്കൊള്ളുന്നു. നാടകം എന്ന കലാമാധ്യമത്തിന്റെ പരിണാമവും വളർച്ചയും മലയാള നാടകവേദിയെ മുൻനിർത്തി മനസ്സിലാക്കുകയാണ് പഠനലക്ഷ്യം. നാടകവേദിയിൽ നിരന്തരം സംഭവിച്ചുകൊ ിരിക്കുന്ന ആവിഷ്കാരസാധ്യതകൾ രൂപംകൊള്ളാനിടയായ സാംസ്കാര സാഹചര്യങ്ങളും പഠിക്കപ്പെടേ താണ്. ഭാരതീയവും കേരളീയവുമായ നാടകവേദിയുടെ സവിശേഷസത്ത തിരിച്ചറിയുക.

Course Outcome

CO1 നാടോടിനാടകവേദിയെ ആധുനിക നാടകവേദിയുമായി താരതമ്യം ചെയ്യുന്നതിന്. (PS03)

CO2 സംസ്കൃത നാടക സമ്പ്രദായങ്ങൾ വിവരിക്കുന്നതിന്. (PS02)

CO3 മലയാള നാടകവേദിയുടെ ചരിത്രത്തെ സാമൂഹിക ചലനങ്ങളുടെ വെളിച്ചത്തിൽ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS01)

CO4 നാടകവിവർത്തനങ്ങൾ മലയാള നാടകവേദിയിലു ാക്കിയ ചലനങ്ങളെ അപഗ്രഥിക്കുന്നതിന്. (PS01)

CO5 പശ്ചാത്യനാടകവേദി മലയാളത്തിൽ സൃഷ്ടിച്ച ചലനങ്ങളെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്.
(PS01)

CO6 മലയാള നാടകവേദിയിലെ വിവിധ പ്രവണതകളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS04)

CO7 പഠിച്ച പ്രവണതകളുടെ വെളിച്ചത്തിൽ നാടകപാഠങ്ങളെ അപഗ്രഥിക്കുന്നതിന്. (PS06)

യൂണിറ്റ് ഒന്ന്

സംസ്കൃതനാടകസമ്പ്രദായം : സാമാന്യാവലോകനം – നാടകം അടിസ്ഥാനസങ്കൽപങ്ങൾ– ഭാരതീയ നാടകവേദി – ദശരൂപകം

മലയാളനാടകവേദി : ചരിത്രാവലോകനം – തമിഴ്നാടകാനുകരണമായ സംഗീതനാടകങ്ങൾ– കൂടിയാട്ടം– കാക്കാരിശ്ശി– സംസ്കൃതനാടകപരിഭാഷകൾ. ഷേക്സ്പിയർ നാടകപരിഭാഷകൾ– പ്രഹസനം – ശാകുന്തളപരിഭാഷമലയാളത്തിൽ.

വിശദപഠനം

ദൂതഘടോൽക്കചം– ഭാസൻ (വിവ. കാവാലം)
മറിയാമ്മനാടകം–കൊച്ചീപ്പൻതരകൻ

യൂണിറ്റ് ര ു

നാടകം സമൂഹികപരിവർത്തനത്തിന്റെ പാതയിൽ സാമുദായികപരിവർത്തനയത്നങ്ങൾ– സമൂഹത്തിലെ സാമ്പത്തികാസമത്വങ്ങളെക്കുറിച്ചുള്ള വേവലാതികൾ– വെള്ളരിനാടകം– രാഷ്ട്രീയനാടകം – റിയലിസ്റ്റ് നാടകവേദി

വിശദപഠനം

മറക്കുടയ്ക്കുള്ളിലെ മഹാനരകം– എം ആർ ബി
പാട്ടബാക്കി – കെ. ദാമോദരൻ
ഇതു ഭൂമിയാണ്– കെ.ടി. മുഹമ്മദ്

യൂണിറ്റ് മൂന്ന്

പാശ്ചാത്യനാടകവേദിയുടെ സ്വാധീനം – ഗ്രീക്കുനാടകവേദി, ദുരന്തനാടക സങ്കല്പം– റോമൻ നാടകവേദി, ഷേക്സ്പിയർ നാടകവേദി – പ്രശ്നനാടകവേദി – യൂറിപ്പിഡീസ്, സോഫോക്ലിസ്, ഇബ്സൻ, ബ്രെഹ്ത്, ഗ്രോട്ടോവ്സ്കി, പീറ്റർ ബ്രൂക്ക് തുടങ്ങിയ ലോകനാടകാചാര്യന്മാർ– ആദ്യകാലപരീക്ഷണങ്ങൾ. കൊളോണിയൽ നാടകപരിസരം

വിശദപഠനം

സമത്വവാദി – പുളിമാന പരമേശ്വരൻപിള്ള
ആ മനുഷ്യൻ നീ തന്നെ– സി.ജെ. തോമസ്
സാകേതം– സി എൻ ശ്രീകണ്ഠൻ നായർ

യൂണിറ്റ് നാല്

സാമൂഹികവും രാഷ്ട്രീയവുമായ പുതിയ തിരിച്ചറിവുകൾ കേരളീയസ്വത്വത്തെ തേടിയുള്ള അന്വേഷണങ്ങൾ– തനതുനാടകവേദി– അസംബന്ധനാടകവേദി – പുതുവഴികൾ

വിശദപഠനം

ഭരതവാക്യം – ജി. ശങ്കരപിള്ള
അവനവൻ കടമ്പ – കാവാലം
വന്നന്യേ കാണാം– തുപ്പേട്ടൻ
അപ്പുണ്ണി – ജയപ്രകാശ് കുളൂർ
ഇന്നേടത്ത് ഇന്നവൻ – പി എം താജ്

മൊഡ്യൂൾ അഞ്ച്

പരീക്ഷണനാടകവേദി : അമച്വർ നാടകവേദി, ബാലനാടകവേദി – തെരുവുനാടകങ്ങൾ– അസംബന്ധനാടകം –

ആധുനികോത്തരനാടകവേദി: സ്ത്രീനാടകവേദി, കാമ്പസ് തിയേറ്റർ തുടങ്ങിയവ – നാടകപഠനകേന്ദ്രങ്ങൾ

വിശദപഠനം

കേളു – എൻ ശശിധരൻ
ലേബർറൂം – ശ്രീജ ആറങ്ങോട്ടുകര
റോസ്മേരി പറയാനിരുന്നത് – സതീഷ് കെ സതീഷ്

സഹായകഗ്രന്ഥങ്ങൾ

പൗരസ്ത്യനാടകദർശനം – പുത്തൻകാവു മാത്തൻ തരകൻ
നവീനനാടകദർശനം – എ.ഡി. ഹരിശർമ്മ
മലയാളനാടകസാഹിത്യചരിത്രം– ജി. ശങ്കരപിള്ള

മലയാളനാടകം നൂറുവർഷം – ജി.ഗംഗാധരൻ നായർ

നാടകരൂപചർച്ച – കാട്ടുമാടം നാരായണൻ

നാടകദർശനം – ജി.ശങ്കരപിള്ള

നാടകദർപ്പണം – എൻ.എൻ.പിള്ള

നാടകപ്രവേശിക – എ.ഡി. ഹരിശർമ്മ

സൂത്രധാരാ എതിലേ എതിലെ – വയലാ വാസുദേവൻപിള്ള

നാടകം പാഠവും പ്രയോഗവും – ഡോ.എൻ.ആർ. ഗ്രാമപ്രകാശ്

കൃഷ്ണപിള്ളയും പ്രശ്നനാടകങ്ങളും – ആർ.ബി.രാജലക്ഷ്മി

നാടകം: സൃഷ്ടിയും സാക്ഷാത്ക്കാരവും – ആർ.ബി.രാജലക്ഷ്മി

അരങ്ങിന്റെ കാണാപ്പുറങ്ങൾ – ആർ.ബി. രാജലക്ഷ്മി

ഉയരുന്ന യവനിക – സി.ജെ. തോമസ്

നാട്യസിദ്ധാന്തം – ബിജു.സി.എസ്

അരങ്ങിന്റെ അർത്ഥതലങ്ങൾ – വയലാ വാസുദേവൻപിള്ള

രംഗഭാഷ – വയലാ വാസുദേവൻപിള്ള

പെണ്ണരങ്ങ് – കാലാന്തയാത്രകൾ– എഡി. ആർ.ബി.രാജലക്ഷ്മി

തെരുവുനാടകം – എം.ആർ.ഗ്രാമപ്രകാശ്
കർട്ടൻ – എൻ.എൻ.പിള്ള
പരീക്ഷണപ്രവണതകൾ മലയാള നാടകത്തിൽ– എൽ. തോമസ്കുട്ടി
അരങ്ങിലെ ആധുനീകരണം – സീമാ ജെറോം
മലയാളനാടകസ്ത്രീചരിത്രം – സജി മഠത്തിൽ
നാട്യശാസ്ത്രം – വിവ. കെ.പി.നാരായണപിഷാരടി
കറുത്ത ചിരിയുടെ അരങ്ങ് – ഡോ. എൽ.തോമസ്കുട്ടി
മലയാളസംഗീതനാടതചരിത്രം – ഡോ.കെ.ശ്രീകുമാർ
നാടകരചന എന്ത് എങ്ങനെ? – സി.എൽ. ജോസ്
തിയട്രോൺ; നാടകത്തിന്റെ ലോകസഞ്ചാരം– ഉമർ തറമേൽ
The Art of Dramatic Writing - Lajos Egri
Drama from Ibsen to Brecht - Rymond Williams
What is Theare? - Erie Bentley
The theatre of the Absurd - Martin Esslin (ed.)
Anger and After - John Russel Taylor
The theatre: An Introduction - Brocket Oscar. G

Code:MAL 4E 10

കേരളീയകലാപഠനം

(Study of Kerala Arts)

പഠനലക്ഷ്യം

വിദ്യാർത്ഥികൾക്ക്, കേരളീയ കലകളിലും കലാസിദ്ധാന്തങ്ങളിലും കലാപഠന/ വിമർശ നങ്ങളിലും സാമാന്യമായ അറിവു നൽകുക, കേരളീയ കലകളുടെ വൈവിധ്യം, പാരമ്പര്യം, ചരിത്രം എന്നിവയിൽ ഉയർന്ന ധാരണയു ാക്കുക, കലകളെ ശാസ്ത്രീയമായി അപഗ്രഥിക്കു വാനുള്ള ധാരണ സൃഷ്ടിക്കുക, കലാസ്വാദനശീലവും ക്ഷമതയും വളർത്തുക, കേരളീയകല കളിൽ ഉപരിപഠനത്തിനും ഗവേഷണത്തിനും താല്പര്യം വളർത്തുക.

Course Outcome

CO1 കേരളീയ കലകളുടെ വികാസപരിണാമങ്ങൾ വിവരിക്കുന്നതിന്. (PS04)

CO2 കേരളീയ കലകളുടെ സവിശേഷതകൾ വിശദീകരിക്കുന്നതിന്. (PS015)

CO3 കേരളീയ കലകളെ പല മാനദണ്ഡങ്ങളുടെ അടിസ്ഥാനത്തിൽ വർഗ്ഗീകരിക്കുന്നതിന്. (PS015)

CO4 കേരളീയ കലകളെ ശാസ്ത്രീയമായി അപഗ്രഥിക്കുന്നതിന്. (PS015)

CO5 കലാനിരൂപണം തയ്യാറാക്കുന്നതിന്. (PS020)

യൂണിറ്റ് 1

1. കലകളുടെ നിർവ്വചന ലക്ഷ്യങ്ങളെക്കുറിച്ചുള്ള ഭാരതീയ കലാചിന്തകളും വീക്ഷണ ങ്ങളും – കലാശാസ്ത്രങ്ങളിലുള്ള സാമാന്യ പരിചയം: പൗരസ്ത്യവും പാശ്ചാത്യവും
2. കലകളുടെ വർഗീകരണം: സുകുമാരകലകൾ, ശില്പകലകൾ, കായിക കലകൾ, കലയുടെ വിവിധ ശാഖകളുടെ വികാസവും മനുഷ്യസംസ്കാരത്തിന്റെ ചരിത്രവും – സാമാന്യാവലോകനം.

യൂണിറ്റ് 2

1. കേരളീയ ചിത്രകല: ധൂളിചിത്രകല, മുഖമെഴുത്ത്, ചുമർചിത്രകല, നവീന ചിത്രകല, പുതിയ പ്രവണതകൾ
2. ശില്പകല; ദാരുശില്പകല, ശിലാശില്പകല, നവീന മാധ്യമങ്ങൾ– സംക്ഷിപ്തച രിത്രം

3. വാസ്തുവിദ്യ: കേരളീയ വാസ്തുവിദ്യയെക്കുറിച്ചുള്ള സാമാന്യധാരണ
4. കേരളീയ സംഗീതം: നാടോടി സംഗീതം, ശാസ്ത്രീയ സംഗീതം, സോപാന സംഗീതം, കഥകളി സംഗീതം, ജനപ്രിയ സംഗീതം, മാപ്പിളപ്പാട്ട് (സാമാന്യപരിചയം)
5. വാദ്യകല: വാദ്യകലാ പാരമ്പര്യം– മേളകല: പഞ്ചവാദ്യം, പഞ്ചാരിമേളം, പാ ിമേളം, തായമ്പക– കേരളീയ വാദ്യങ്ങളെക്കുറിച്ചുള്ള സാമാന്യപരിചയം

വിശദപഠനത്തിന്

രാജാരവിവർമ്മയുടെ ചിത്രങ്ങൾ, ഞെരളത്തിന്റെ സോപാനസംഗീതം, കാനായി കുഞ്ഞിരാമന്റെ ശില്പങ്ങൾ, ലാറിബേക്കറുടെ വാസ്തുശൈലി, സ്വാതിരുനാളിന്റെ സംഗീതം.

യൂണിറ്റ് 3

1. കഥ പറച്ചിലിന്റെ അരങ്ങുകൾ: കൂത്ത്, പാഠകം, കഥാപ്രസംഗം
2. നൃത്തകലകൾ: നാടോടിനൃത്തങ്ങൾ, ശാസ്ത്രീയനൃത്തങ്ങൾ, തുള്ളൽ, അനുഷ്ഠാനനൃത്തങ്ങൾ, ജനപ്രിയനൃത്തങ്ങൾ

വിശദപഠനത്തിന്

കൂത്ത്, കഥാപ്രസംഗം, മോഹിനിയാട്ടം, ഓട്ടൻതുള്ളൽ, തിരുവാതിരകളി, ഒപ്പന, തെയ്യം എന്നിവയുടെ സങ്കേതങ്ങൾ.

യൂണിറ്റ് 4

1. നൃത്യകലകൾ: നാടോടിനൃത്യകലകൾ, ശാസ്ത്രീയനൃത്യകലകൾ, നവീന നൃത്യകലകൾ– അവയുടെ രംഗകലാപരമായ പ്രത്യേകതകൾ
2. കഥകളിയും കൃഷ്ണനാട്ടവും

വിശദപഠനത്തിന്

കഥകളി, കൃഷ്ണനാട്ടം, കാക്കരിശ്ശിനാടകം, മുടിയേറ്റ്, മാർഗംകളി, ചവിട്ടുനാടകം, ഈ രംഗ കലകളുടെ അരങ്ങും സൗന്ദര്യശാസ്ത്രവും സാമാന്യമായി അറിഞ്ഞിരിക്കണം.

യൂണിറ്റ് 5

1. നാട്യകല: കൂടിയാട്ടം, നങ്ങ്യാർക്കൂത്ത്, പാശ്ചാത്യ മാതൃകയിലുള്ള ആധുനികനാടക അരങ്ങ്, ജനപ്രിയ രംഗകലകൾ
2. നാട്യകലയുടെ കേരളീയ ചരിത്രം, കൂടിയാട്ടത്തിന്റെ അരങ്ങു സവിശേഷതകൾ, ചതുർവിധാഭിനയം, മറ്റു സങ്കേതങ്ങൾ
3. ആധുനിക നാടകവേദി

വിശദപഠനത്തിന്

കൂടിയാട്ടത്തിന്റെ അരങ്ങിനെക്കുറിച്ചുള്ള പരിചയം.

സഹായക ഗ്രന്ഥങ്ങൾ

നാട്യശാസ്ത്രം– ഭരതമുനി, വിവർത്തനം: കെ.പി. നാരായണപിഷാരോടി

കലയും വിദ്യയും കാഴ്ചപ്പാടുകളിലൂടെ – വി.എം. കുട്ടികൃഷ്ണമേനോൻ (കേരളസാഹിത്യ അക്കാദമി)

കലാലോകം– കെ. പി. നാരായണ പിഷാരോടി

നാട്യകല്പദ്രുമം– മാണിമാധവചാക്യാർ (കേരള കലാമണ്ഡലം)

നാട്യകല, അഭിനയപാഠം– പി.ജി. ജനാർദ്ദനൻ (മാതൃഭൂമി)

കേരളീയ കലാദർശനം– എം. ജി. ശശിഭൂഷൺ

നവീന ചിത്രകല – കേസരി. എ. ബാലകൃഷ്ണപിള്ള

കലാവിദ്യാവിവരണം– എം. കെ. ഗുരുക്കൾ (കേരള സാഹിത്യ അക്കാദമി)

മലയാള മുദ്ര– വി. കലാധരൻ (ഡി. സി. ബുക്സ്)

സൗന്ദര്യശാസ്ത്രം– സി. രാജേന്ദ്രൻ (ഡി. സി. ബുക്സ്)

നാടോടിവിജ്ഞാനീയം– എം. വി. വിഷ്ണുനമ്പൂതിരി

മേളകല – പി. എസ്. വാര്യർ (കേരളസാഹിത്യ അക്കാദമി)

മലയാളിയുടെ രാത്രികൾ– കെ. സി. നാരായണൻ (ഡി. സി. ബുക്സ്)

മലയാള നാടകചരിത്രം– ജി. ശങ്കരപ്പിള്ള

താളങ്ങൾ, താളവാദ്യങ്ങൾ– എ.എസ്. എൻ. നമ്പീശൻ (കേരളസാഹിത്യ അക്കാദമി)

കഥകളി രംഗം – കെ. പി.എസ്. മേനോൻ (മാതൃഭൂമി)

ദക്ഷിണേന്ത്യൻ സംഗീതം– എ. കെ. രവീന്ദ്രനാഥ്

മോഹിനിയാട്ടം– കലാമണ്ഡലം കല്യാണിക്കുട്ടി അമ്മ

നാടകം– ഒരുപഠനം– സി. ജെ. സ്മാരക പ്രസംഗ സമിതി

കേരളത്തിന്റെ ചുമർചിത്രങ്ങൾ– എം. ജി. ശശിഭൂഷൺ

കേരളത്തിലെ നാടോടിനാടകങ്ങൾ– എസ്. കെ. നായർ

ക്രിസ്തീയ വാമൊഴി ഗാനങ്ങൾ– ഡോ.എം.കെ.പുന്നൂസ്.

സ്വാതിതിരുനാൾ : മോഹിനിയാട്ടത്തിലെ സർഗവിസ്മയം: ഡോ. ശുഭ നമ്പൂതിരി. (ടേൺ ബുക്സ്, കോട്ടയം)

ചിത്രകല ഒരു സമഗ്രപഠനം – ആർ രവീന്ദ്രനാഥ്

കേരളിയതാളവാദ്യങ്ങൾ– ടി.പി. സുകുമാരൻ

സംഗീതശാസ്ത്രപ്രവേശിക – എസ്. വെങ്കിടസുബ്രഹ്മണ്യ അയ്യർ

രംഗാവതരണം – കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്.

മനുഷ്യാലയചന്ദ്രിക – വ്യാഖ്യാ – വിദ്വാൻ എൻ. കോയിത്തട്ട

കേരളീയ കലാപഠനങ്ങൾ– എൻ.പി. വിജയകൃഷ്ണൻ

& ഡോ. പ്രിയാനായർ

Code:MAL 4E 11

സമകാല മലയാളകവിത

(Contemporary Malayalam Poetry)

തൊണ്ണൂറുകളോടെ മലയാളകവിതയിലെ ഭാവുകത്വപരമായ ഒരു വ്യതിയാനം സംഭവിക്കുകയുായി. ഉച്ച ആധുനികതയിൽ നിന്നുമുള്ള തുടർച്ചയും പരിണാമവുമായിരുന്നു അത്. ചെറുശബ്ദങ്ങളുടെ കടന്നുവരവും അപര ഇടങ്ങളിൽ നിന്നുള്ള ശബ്ദങ്ങളും കവിതയിലേക്കു കടന്നുവന്നു. സാർവദേശീയതാസങ്കല്പങ്ങൾക്ക് പ്രതീക്ഷ നഷ്ടപ്പെട്ടതോടുകൂടി, പരിസരകവിത യുടെ ഒരു മണ്ഡലം രൂപപ്പെട്ടു. സമ്മിശ്രവും കലർപ്പുള്ളതുമായിരുന്നു ഇത്. അതിനാൽ തന്നെ ബഹുസ്വരതയുടെ മണ്ഡലമായിരുന്നു ഇത്. അച്ചടി മാധ്യമത്തോടൊപ്പം സൈബർ മാധ്യമവും ഈ ഘട്ടത്തിൽ രൂപം കൊ ു. കാൽ നൂറ്റാ ുകാലത്തെ മലയാളകവിതയുടെ പരിവർത്തനത്തെ അടുത്തുനിന്നുകൊ ു മനസ്സിലാക്കുകയെന്നതാണ് ഈ പേപ്പറിന്റെ ഉദ്ദേശ്യം. സമകാലകവിതയുടെ വൈവിധ്യത്തെ അടിസ്ഥാനപ്പെടുത്തിക്കൊ ുള്ള പ്രോജക്ടുകളും അസൈൻമെന്റുകളും ഉൾപ്പെടെയുള്ളവ ഈ പേപ്പർ ലക്ഷ്യം വയ്ക്കുന്നു.

Course Outcome

CO1 മലയാള കവിതയിലെ ഭാവുകത്വപരിണാമത്തെ ചരിത്രപരമായി വിശദീകരിക്കുന്നതിന്. (PS01)

CO2 ആധുനികതക്ക് ശേഷം മലയാളിസമൂഹത്തിലു ായ ചലനങ്ങൾ വിവരിക്കുന്നതിന്. (PS016)

CO3 ആധുനിക-ആധുനികാനന്തര കവിതകളിലെ ഭാവുകത്വ ശീലങ്ങളെ താരതമ്യം ചെയ്യു ന്നതിന്. (PS03)

CO4 ആധുനികാനന്തര കവിതകളെ പ്രമേയം, രചനാതന്ത്രങ്ങൾ, സമീപനങ്ങൾ എന്നിവ യുടെ അടിസ്ഥാനത്തിൽ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്. (PS06)

CO5 ആധുനികാനന്തര കവിതകളിലെ വിവിധ പ്രവണതകളെ വ്യാഖ്യാനിക്കുന്നതിന്. (PS03)

യൂണിറ്റ് 1

ഉച്ച ആധുനികതയിൽ ആരംഭിച്ച് സമകാലകവിതാമേഖലയിൽവരെയും എഴുതുകയും അതിന്റെ പരിവർത്തനത്തിന്റെ ഭാഗമാവുകയും ചെയ്യുന്ന കവികളുടെയും കവിതകളുടെയും വൈവിധ്യത്തെ അടുത്തറിയുക എന്നതാണ് ഈ യൂണിറ്റ് ലക്ഷ്യമിടുന്നത്.

വിശദപഠനം

1. ഒരു ഇരട്ടക്കവിത – സച്ചിദാനന്ദൻ
2. സൈനികന്റെ പ്രണയ ലേഖനം – കെ.ജി.ശങ്കരപ്പിള്ള
3. കരോൾ – ദേശമംഗലം രാമകൃഷ്ണൻ
4. പ്രേമത്തിന്റെ രസതന്ത്രം– എ അയ്യപ്പൻ
5. അമ്മയെ കുളിപ്പിക്കുമ്പോൾ – സാവിത്രീ രാജീവൻ
6. കീഴാളൻ – കുരീപ്പുഴ ശ്രീകുമാർ
7. പുറപ്പാട്– പ്രഭാവർമ്മ

യൂണിറ്റ് 2

മലയാളകവിതയുടെ ഉത്തരാധുനികലോകം, രാഷ്ട്രീയപ്രതീക്ഷയ്ക്കും സംഭവിക്കുന്ന മങ്ങലുകൾ, പരിചിതവും വൈവിധ്യവുമായ ഇടങ്ങളിൽ നിന്നുള്ള പ്രതിനിധാനങ്ങൾ, സ്വത്വചിന്തകൾ.

വിശദപഠനം

1. പാവക്കാരൻ ഒരു തിരക്കാഴ്ച – പി.പി.രാമചന്ദ്രൻ
2. ഏകാന്തതയുടെ അമ്പതുവർഷങ്ങൾ – അൻവർ അലി

3. കീരി – എസ് ജോസഫ്
4. പാട്ടുകെട്ടിയ കൊട്ട – സെബാസ്റ്റ്യൻ
5. സാറാമ്മ – ആശാലത
6. അന്ധകാണ്ഡം – കെ.ആർ ടോണി

യൂണിറ്റ് 3

ചെറിയ ശബ്ദങ്ങളുടെ തുടർച്ചകൾ, സൈബർ മാധ്യമങ്ങളുടെ കടന്നുവരവ്, പരിസരങ്ങളിൽ നിന്നുള്ള എഴുത്തുകൾ, യന്ത്രലോകത്തോടുള്ള വിമർശനം, സ്ത്രീവാദകാഴ്ചകൾ

വിശദപഠനം

1. പ്രാർത്ഥന, പുതിയത് – റഫീഖ് അഹമ്മദ്
2. നിശബ്ദതയുടെ റിപബ്ലിക്ക് – വീരാൻകുട്ടി
3. തുരുമ്പ് – പി.രാമൻ
4. ജലം വേട്ടയാടും ദിനം വരും – എം.ബി മനോജ്
5. ഷെഹറ്സാദ തുടരുകയാണ്– ലോപ ആർ
6. അണ്ണാറക്കണ്ണോൽസവം– എം എസ് ബനേഷ്

യൂണിറ്റ് 4

രാഷ്ട്രീയവിമർശനത്തിന്റെ ഇടങ്ങൾ, ഗ്രാമക്കാഴ്ചകൾ, പരിഹാസവും പാരഡിയും രചനയുടെ ഭാഗമാവുന്നു, സാധാരണ മനുഷ്യരുടെ ലോകം, പുരുഷാധികാര വിമർശനം

വിശദപഠനം

1. കള്ളൻ – പി.എൻ ഗോപീകൃഷ്ണൻ
2. മധുരവും വിധുരവും – പി.എ. നാസ്സിമുദ്ദീൻ
3. വിസ്മയം– എൽ തോമസ് കുട്ടി
3. എവിടെ ലോൺ – എ.സി. ശ്രീഹരി
4. പ്രകൃതിദൃശ്യങ്ങൾ – ആർ മനോജ്.
5. പരസ്പരം –ഗിരിജ പാതേക്കര

യൂണിറ്റ് 5

മാറുന്ന മാധ്യമങ്ങളും മാധ്യമസംസ്കാരവിമർശനവും പ്രാദേശികഭാഷയെ തിരിച്ചിപിടിക്കുന്നു. ദലിത് പ്രതിരോധം, അടിസ്ഥാനസമൂഹങ്ങളുടെ ശബ്ദങ്ങൾ, ഗോത്രകവിതകൾ അടയാളപ്പെടുത്തുന്നു.

വിശദപഠനം

1. കാണുന്നുനേകമക്ഷരങ്ങൾ – എം. ആർ രേണുകുമാർ
2. ചിറകുള്ള ബസ്സ്– വിഷ്ണുപ്രസാദ്
3. ചങ്കൊ ാ പറക്കൊ ാ – ഡി അനിൽകുമാർ
5. പച്ചവ്ട് – അശോകൻ മറയൂർ
6. അടക്കവും ഒരുക്കവുമുള്ള ഒരു ഫെമിനിസ്റ്റ് – വിജില ചിറപ്പാട്
7. ചോർന്നൊലിക്കുന്ന മുറി– ശിവദാസ് പുറമേരി

സഹായഗ്രന്ഥങ്ങൾ

ഉത്തരാധുനിക കവിതാപഠനങ്ങൾ, ഡോ. എം.എസ് പോൾ കേ.സ.അ, 2014

വെള്ളം എത്ര ലളിതമാണ്/ എസ് ജോസഫ്, സെക്തം ബുക്സ്, 2011

പരിസരകവിത, ഡോ.എൽ തോമസ്കുട്ടി, NBS 2010

കവിതയുടെ ചരിത്രപാഠങ്ങൾ, എഡി.ഡോ.എൽ തോമസ്കുട്ടി, ഡോ എം.ബി മനോജ്, പ്രസിദ്ധികരണവിഭാഗം, കാലിക്കറ്റ് സർവകലാശാല 2018

കവിതതാരണ്യകം, സമകാലിക പരിസ്ഥിതികവിതാപഠനങ്ങൾ, എഡി. ഡോ.ബിനു സചിവോത്തമപുരം, ടേൺ ബുക്സ്, 2017

കാവ്യപാഠാവലി, സജയ് കെ വി, ഇൻസൈറ്റ് പബ്ലിക്കേഷൻ 2016

യുവ കവിതാക്കൂട്ടം, DCB, എഡി.കെ.എം വേണുഗോപാൽ, 1999

സമകാലമലയാളകവിത, ഡോ.എം.ബി.മനോജ്, സമയം ബുക്സ് 2017

സിലബിൽ, രായിരമിനുശേഷത്തെ കവിത, എഡി.ഡോ എം.ബി മനോജ്, ഡോ.ബിനു സചിവോത്തമപുരം, ഫേബിയൻ ബുക്സ്, 2010

വാക്കിന്റെ വഴിയടയാളങ്ങൾ, സജയ് കെ.വി, വിദ്യാർത്ഥി ബുക്സ്, 2017

നാലാമിടം, എഡി. കെ.സച്ചിദാനന്ദൻ, DCB 2010

ദേവസ്പന്ദനം – എം.വി. ദേവൻ (ഡി.സി.ബുക്സ്, കോട്ടയം)

കക്കാടിന്റെ കവിതകൾ; കവിതകളും അവതാരികകളും (മാതൃഭൂമി ബുക്സ്)

കേരളകവിതയിലെ കലിയും ചിരിയും – പ്രസന്നരാജൻ (എൻ.ബി.എസ്. കോട്ടയം)

കവിതയും പാരമ്പര്യവും – എൻ.എൻ. കക്കാട് (വള്ളത്തോൾ വിദ്യാപീഠം)

എന്താണ് ആധുനികത – എം. മുകുന്ദൻ (പൂർണ പബ്ലിക്കേഷൻസ്)

കുരുക്ഷേത്രം 2000 – അയ്യപ്പപ്പണിക്കർ (ഡി.സി. ബുക്സ്, കോട്ടയം)

മലയാളകവിതാസാഹിത്യ ചരിത്രം -ഡോ .എം. ലീലാവതി (കേരളം സാഹിത്യ അക്കാദമി ,തൃശ്ശൂർ)

മലയാള കവിത -സച്ചിദാനന്ദൻ (മാതൃഭൂമി ബുക്സ്)

അമ്പയം- ഡോ .ആർ. വിശ്വനാഥൻ (പൂർണ പബ്ലിക്കേഷൻസ്)

കവിത പഠനങ്ങൾ -സച്ചിദാനന്ദൻ (മാതൃഭൂമി ബുക്സ്)

യുവ കവിതക്കൂട്ടം -ഡോ. കെ. എം. വേണുഗോപാൽ (ഡി സി ബുക്സ് ,കോട്ടയം)

അയ്യപ്പപ്പണിക്കരുടെ ലേഖനങ്ങൾ 1950 -1980 .കെ അയ്യപ്പപ്പണിക്കർ (ഡി സി ബുക്സ് ,കോട്ടയം)

കവിതയുടെ കലാതന്ത്രം -ദേശമംഗലം രാമകൃഷ്ണൻ (കേരളം ഭാഷ ഇൻസ്റ്റിറ്റ്യൂട്ട്)

കവിതയുടെ ജീവചരിത്രം -കൽപ്പറ്റ നാരായണൻ (മാതൃഭൂമി ബുക്സ്)

വാക്കിന്റെ വഴിയടയാളങ്ങൾ -സജയ് കെ വി (വിദ്യാർത്ഥി ബുക്സ്)

വേരുകൾക്കിടയിലെ ജീവിതം -സജയ് കെ വി (ഇൻസെറ്റ പബ്ലിക്ക)

കവിത,പ്രണയം,രാഷ്ട്രീയം -ഡോ ഉണ്ണി ആമപ്പാറക്കൽ (ലോഗോസ് ബുക്സ്)

Understanding Poetry - James Reves

Literary Modernism - Iring Howe

Code: MAL4E 12

മലയാളരചനയും ഗവേഷണരീതിശാസ്ത്രവും

(Malayalam Writing and Research Methodology)

മലയാളഭാഷയിലുള്ള വിവിധ രചനകളെ ക്രമീകരിക്കുകയും പിശകുകൾ പരിഹരിക്കുകയും ചെയ്യാനുള്ള പ്രാപ്തി സ്വായത്തമാക്കുകയാണ് ഈ കോഴ്സിന്റെ ലക്ഷ്യം . അതിനാവശ്യ

മായ സൈദ്ധാന്തികധാരണകൾ നേടുകയും അതിന്റെ പ്രായോഗികവശങ്ങൾ പരിശീലിക്കുകയുമാണ് ഉദ്ദേശിക്കുന്നത്. ഗവേഷണപ്രബന്ധങ്ങളുടെ ചിട്ടവട്ടങ്ങളും സർഗ്ഗാത്മകരചനകളും രീതിവിശേഷങ്ങളും പരിചയപ്പെടാൻ പ്രായോഗികപരീക്ഷകൂടി ഉൾപ്പെടുന്ന ഈ കോഴ്സ് സഹായകരമാകും.

Course Outcome

CO1 വിവിധ ഭാഷാ വ്യവഹാരങ്ങളെ താരതമ്യം ചെയ്യുന്നതിന്. (PS011)

CO2 ഗവേഷണരചനയെ മറ്റ് രചനകളിൽനിന്ന് വേർതിരിച്ചറിയുന്നതിന്. (PS020)

CO3 ഗവേഷണ രീതിശാസ്ത്രത്തിന്റെ അടിസ്ഥാന സങ്കൽപ്പനങ്ങൾ വിശദീകരിക്കുന്നതിന്. (PS019)

CO4 ഗവേഷണ പ്രബന്ധത്തെ മൂല്യനിർണ്ണയം ചെയ്യുന്നതിന് (PS020)

CO5 ഗവേഷണ രചന എഡിറ്റ് ചെയ്യുന്നതിന്. (PS020)

യൂണിറ്റ് 1

വാമൊഴിയും വരമൊഴിയും – എഴുത്തും സംസാരവും താരതമ്യം – സാന്ദർഭികഭാഷാഭേദങ്ങൾ– മാനകഭാഷ, മാനകവാമൊഴി – ഔപചാരികഭാഷ, സമ്പുഷ്ടഭാഷ – അസമ്പുഷ്ടഭാഷ, എഴുത്തും അച്ചടിയും – മാനകീകരണം – എഴുത്തിലെ ഭേദങ്ങൾ, ശാസ്ത്രഭാഷ, സാഹിത്യഭാഷ, കണക്കുഭാഷ, എഴുത്തിൽ വ്യാകരണത്തിന്റെ പ്രസക്തി – വ്യാകരണത്തെക്കുറിച്ചുള്ള തെറ്റിദ്ധാരണകൾ, ലിപി, അക്ഷരചിഹ്നങ്ങൾ, സ്വരത്തിന്റെ ലിപിയും ഉപലിപിയും. കൂട്ടക്ഷരങ്ങൾ, ചില്ലുകൾ, ശൂന്യചിഹ്നം – സ്പേസ്, സമസ്തപദം – അർത്ഥപരമായ ചേർച്ച, സമാസവും സന്ധിയും.

യൂണിറ്റ് 2

ഉപപാദനം, വർണ്ണന, ആഖ്യാനം, ആഖ്യാനഘടന – ക്രമീകരണം – അദ്ധ്യായവിഭജനം – ഖണ്ഡികതിരിക്കൽ.

നാടകം, നോവൽ, തിരക്കഥ, ചെറുകഥ, പദ്യം, ഉപന്യാസം, ഗവേഷണപ്രബന്ധം, ഫീച്ചർ, വാർത്ത, പാഠപുസ്തകം, നോട്ടീസ്, പോസ്റ്റർ, നവമാധ്യമങ്ങൾ തുടങ്ങി വ്യത്യസ്തസാഹിത്യജനുസ്സുകളുടെ ഘടനാപരമായ സവിശേഷതകൾ.

യൂണിറ് 3

എഡിറ്റിങ്ങ് – അടിസ്ഥാനസങ്കല്പനങ്ങൾ– ആശയക്രമീകരണം – വാക്യങ്ങൾ തമ്മിൽ യുക്തിപരമായും അർത്ഥപരമായും ഉള്ള ബന്ധം, ആഖ്യാനസവിശേഷതകൾ ആശയസ്പഷ്ടതയും കൃത്യതയും – പാരായണക്ഷമത.

പ്രൂഫ് റീഡിംഗ് – അടിസ്ഥാനസങ്കല്പനങ്ങൾ– വാക്യങ്ങളുടെ അസന്ദിഗ്ദ്ധത – അക്ഷരപ്പിഴവുകളില്ലാതാക്കൽ– ചിഹ്നങ്ങളുടെ ഉചിതപ്രയോഗം.

വാക്യരചന – വ്യത്യസ്തതരം വാക്യങ്ങൾ– രചനാന്തരണങ്ങൾ– പരാവർത്തനം, വിഭക്തി, ഗതി, അനുപ്രയോഗങ്ങൾ, സമുച്ചയം, വികല്പം.

വാക്യരചനയും ശൈലിയും

യൂണിറ്റ് 4

പ്രബന്ധരചനയുടെ അടിസ്ഥാനതത്ത്വങ്ങൾ– വിഷയസ്വീകരണം, സിനോപ്സിസ് തയ്യാറാക്കൽ– പരികല്പന – ശീർഷകം, പഠനമേഖല, പഠനരീതി, പൂർവ്വപഠനങ്ങൾ, പ്രബന്ധസ്വരൂപം – അദ്ധ്യായവിഭജനം, ആമുഖവും ഉപസംഹാരവും.

യൂണിറ് 5

പ്രബന്ധരചന പ്രായോഗികപഠനം

അടിക്കുറിപ്പ്, ഉദ്ധരണി, പരാമർശം, സംഗ്രഹം, ഗ്രന്ഥസൂചി, എഡിറ്റിംഗ് – ആശയപരവും ഭാഷാപരവും, പ്രൂഫ്നോട്ടം.

സഹായകഗ്രന്ഥങ്ങൾ

സാഹിത്യസാഹ്യം – എ.ആർ. രാജരാജവർമ്മ
മലയാളശൈലി – കുട്ടികൃഷ്ണമാരാർ
തെളിമലയാളം–എം.എൻ.കാരശ്ശേരി
രചന: അച്ചടിയും എഴുത്തും ഒരു സ്റ്റൈൽ പുസ്തകം – കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
ഗവേഷണം പ്രബന്ധരചനയുടെ തത്ത്വങ്ങൾ– ചാത്തനാത്ത് അച്യുതനുണ്ണി
ഗവേഷണപദ്ധതി – കെ.എം. പ്രഭാകരവാര്യർ
ശൈലീശില്പം– കെ.എം. പ്രഭാകരവാര്യർ
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മലയാളശൈലിയുടെ അവതാരിക – സഞ്ജയൻ
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Code: MAL 4E13

ആധുനികവിമർശനസിദ്ധാന്തങ്ങൾ

(Modern Critical Theories)

ലക്ഷ്യം

ഇരുപതാം നൂറ്റാ ിലെ കലാസാഹിത്യ വ്യവഹാരങ്ങളെ ആഴത്തിൽ സ്വാധീനിച്ച ചിന്താപദ്ധതികളെ പ്രാതിനിധ്യ സ്വഭാവമനുസരിച്ച് സാമാന്യമായി പരിചയപ്പെടുത്തുന്നു. ഓരോ സിദ്ധാന്തത്തിനും അടിപ്പടവായ സങ്കൽപനങ്ങൾ എന്തെല്ലാമാണെന്നും അവയോ രോന്നും പൂർവ്വഘട്ടത്തിലെ സങ്കൽപങ്ങളുടെ തുടർച്ചയോ നിഷേധമോ ആയി വികസിക്കുന്ന തെങ്ങനെയെന്നും വിദ്യാർത്ഥി മനസ്സിലാക്കേതു ്. യൂറോപ്പിൽ വിവിധ കാലങ്ങളിലുായ വിചാരമാതൃകകൾ മലയാള നിരൂപണത്തെയും സ്വാധീനിച്ചിട്ടു ്. ഈ സ്വാധീനത്തെ വിമർശനാത്മകമായി വിലയിരുത്താനും ഉദ്ദേശിക്കുന്നു.

Course Outcome

CO1 വിമർശന സിദ്ധാന്തങ്ങളിൽ പരാമർശിക്കുന്ന അടിസ്ഥാന സങ്കൽപ്പനങ്ങൾ വിശദീകരി ക്കുന്നതിന്. (PS03)

CO2 വിമർശന സിദ്ധാന്തങ്ങളെ സങ്കൽപ്പനപരമായി താരതമ്യം ചെയ്യുന്നതിന്. (PS03)

CO3 വിമർശന സിദ്ധാന്തങ്ങൾ മലയാള സാഹിത്യ വിമർശനത്തിൽ ചെലുത്തിയ സ്വാധീ നത്തെ അപഗ്രഥിക്കുന്നതിന്. (PS01)

CO4 സാഹിത്യപഠനത്തെ സംസ്കാരപഠനവുമായി താരതമ്യം ചെയ്യുന്നതിന്. (PS016)

CO5 പഠിച്ച സിദ്ധാന്തങ്ങളുടെ വെളിച്ചത്തിൽ സംസ്കാരപഠനം നിർവ്വഹിക്കുന്നതിന്. (PS016)

യൂണിറ്റ് 1

ഘടനാവാദം – ഘടനാവാദോത്തരചിന്തകൾ, ഉത്തരാധുനികതാവാദം, രൂപഭാവങ്ങളെക്കുറിച്ചുള്ള ഫോർമലിസ്റ്റ് സങ്കൽപനങ്ങൾ– ഭാഷാശാസ്ത്രവും കാവ്യശാസ്ത്രവും – (റോമൻ യാക്കോബ്സൺ) – ഭാഷ എന്ന ചിന്താഘടന – സൂചിത സൂചകങ്ങൾ (സൊസ്യൂർ) ചിഹ്നവിജ്ഞാനീയം – ബാർത്തും ദറിദയും – ആധുനികോത്തരാഖ്യാനങ്ങൾ– അതികഥനം – പാഠാന്തരത.

യൂണിറ്റ് 2

മനശ്ശാസ്ത്ര നിരൂപണം – ഫ്രോയ്ഡിന്റെയും യുങ്ങിന്റെയും അടിസ്ഥാന ആശയങ്ങൾ– മനസ്സിന്റെ ഘടന – സമൂഹഅബോധവും ആദിപ്രരൂപങ്ങളും – ഫ്രോയ്ഡിൽ നിന്ന് ലകാനിലേക്ക് – ലകാനിയൻ മനശ്ശാസ്ത്രത്തിലെ അടിസ്ഥാന സങ്കൽപങ്ങൾ– ലകാനിയൻ സ്വാധീനം സാഹിത്യ വിമർശനത്തിൽ

യൂണിറ്റ് 3

മാർക്സിസ്റ്റ് നിരൂപണവും നവചരിത്രവാദവും

മാർക്സിസത്തിന്റെ അടിസ്ഥാനതത്വങ്ങൾ, സാഹിത്യത്തിന്റെ രൂപം, പ്രയോജനം എന്നിവയെക്കുറിച്ചുള്ള ക്ലാസിക്കൽ മാർക്സിസ്റ്റ് ധാരണകൾ– പ്രത്യയശാസ്ത്രം എന്ന സങ്കൽപം – ലൂക്കാച്ച് – ഗോൾഡ്മാൻ എന്നിവരുടെ സാഹിത്യവിമർശനം – ഫ്രാങ്ക് ഫർട്ട് സ്ക്കൂളിന്റെ സംഭാവന – അഡോണോ. വാൾട്ടർ ബഞ്ചമിൻ എന്നിവരുടെ ആശയങ്ങൾ കലാവിമർശനത്തിൽ ചെലുത്തിയ സ്വാധീനം – ഫ്രെഡറിക് ജെയിംസണും ടെറി ഈഗിൾടണും മാർക്സിയൻ സാഹിത്യവിമർശകരെന്ന നിലയിൽ–മിഷേൽ ഫൂക്കോയുടെ വ്യവഹാരം, അധികാരം, ഗ്രന്ഥകർത്താവ് എന്നീ സങ്കല്പനങ്ങൾ– അധീശത്വം (Hegemony) – ജൈവബുദ്ധിജീവി (Organic intellectual), കീഴാളത (Subaltern) എന്നീ ആശയങ്ങൾ.

യൂണിറ്റ് 4

സ്വത്വാന്വേഷണവും കോളനിയനന്തരസാഹിത്യവിമർശനവും സ്വത്വം (Identity) എന്ന സങ്കൽപം – സാമൂഹിക ഘടന, ഭാഷ, കർതൃത്വം – സ്ത്രീ വാദത്തിന്റെ വികാസഘട്ടങ്ങൾ– ലൈംഗികതയും അധികാരവും – എലൈൻ ഷോവാൾട്ടർ, ലൂസ് ഇറിഗറെ, ജൂലിയക്രിസ്തേവ എന്നിവരുടെ സ്ത്രീവാദസങ്കൽപങ്ങൾ– സ്ത്രീവാദവും സംസ്കാരപഠനവും – വംശീയതയും സാഹിത്യവും – കോളനിയനന്തരസാഹിത്യപഠനം – പൗരസ്ത്യവാദം – (എഡ്വേർഡ് സെയ്ദ്, ഫ്രാൻസ്ഫാനൻ എന്നിവരുടെ അപകോളനീകരണ സങ്കൽപങ്ങൾ– ദേശീയതയും ആഖ്യാ

നവും – ഗായത്രിസ്പിവാക്ക്, ഐജാസ് അഹമ്മദ് എന്നിവരുടെ പഠനങ്ങൾ– ഭാഷയും അധികാരവും – വിവർത്തനം കോളനിയനന്തരസാഹിത്യത്തിൽ.

യൂണിറ്റ് 5

നവീനസാഹിത്യസിദ്ധാന്തങ്ങളും മലയാളനിരൂപണങ്ങളും–മലയാളത്തിലെ സൈദ്ധാന്തിക നിരൂപണത്തിന്റെ ചരിത്രം – സമകാലീന മലയാളനിരൂപണത്തിലെ പ്രധാന പ്രവണതകൾ–മലയാളത്തിലെ സാംസ്കാരിക വിമർശനം – പാശ്ചാത്യവും പൗരസ്ത്യവുമായ സിദ്ധാന്തങ്ങളുടെ സമന്വയം.

വിശദപഠനം

1. സൗന്ദര്യവും അധികാരവും (സൗന്ദര്യവും അധികാരവും – സച്ചിദാനന്ദൻ)
2. വീടും മണ്ണ് (കഥയും പ്രത്യയശാസ്ത്രവും – വി.സി.ശ്രീജൻ)
3. കുലടക്കും കുലീനക്കുമപ്പുറം – ലിംഗഭേദവിചാരം സരസ്വതിയുടെ കൃതികളിൽ (സരസ്വതി അമ്മയുടെ സമ്പൂർണ്ണ കൃതികൾ– ആമുഖം – ദേവിക)
4. മരണത്തിന്റെ പ്രദേശവും ഭൂതത്തിന്റെ സാന്നിധ്യവും (മറ്റൊരു ജീവിതം സാധ്യമാണ് – കെ.കെ.ബാബുരാജ്)
5. സിദ്ധാന്തത്തിന്റെ സൈദ്ധാന്തികത (അന്ത:സന്നിവേശം – അയ്യപ്പപ്പണിക്കർ)

സഹായകഗ്രന്ഥങ്ങൾ

മാർക്സിസ്റ്റ് സൗന്ദര്യശാസ്ത്രം – ഉദ്ഭവവും വളർച്ചയും – പി.ഗോവിന്ദപിള്ള

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Colonialism, Culture and Resistance – K.V. Panicker

MAL 4E14 കേരളീയ ചിന്ത(Kerala Thought)

Course Out Comes

CO1 കേരളീയ ചിന്ത എന്ന സങ്കൽപനം വിശദീകരിക്കുന്നതിന് (PSO3)

CO2 കേരളത്തിന്റെ ധൈഷണിക ചരിത്രത്തിന്റെ ഘട്ടങ്ങളെ അപഗ്രഥിക്കുന്നതിന് (PSO4)

CO3 കേരളത്തിന്റെ ചിന്താചരിത്രത്തെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന് (PSO4)

CO4 ചിന്ത ചരിത്രത്തിന്റെ വികാസവും കേരളീയ ഭാവുകത്വപരിണാമവും തമ്മിലുള്ള ബന്ധം വിശകലനം ചെയ്യുന്നതിന് (PSO4)

CO5 ഗവേഷണ പഠനത്തിൽ ചിന്താചരിത്രത്തിന്റെ പ്രസക്തി അപഗ്രഥിച്ചു കണ്ടെത്തുന്നതിന് (PSO19)

Code: MAL 4E14

കേരളീയചിന്ത
(Kerala Thought)

കേരളീയധൈഷണികവൈജ്ഞാനികമേഖലയെ വിശദമായി മനസ്സിലാക്കുന്നതിന് വേണ്ടിയുള്ളതാണ് ഈ കോഴ്സ്. നാടോടിവിജ്ഞാനീയത്തിന്റെ വിഷയപരിധിയിൽവരുന്ന പല നാട്ടറിവുകൾ, കൃഷിജ്യോതിശാസ്ത്രം, വൈദ്യശാസ്ത്രം, ഗണിതം, വാസ്തുവിദ്യ തുടങ്ങിയ മേഖലകളിൽ രൂപപ്പെട്ട് വന്ന ആശയങ്ങൾക്ക് കേരളത്തിൽ വിപുലമായ പാരമ്പര്യമാണുള്ളത്. തമിഴ്സംസ്കൃതപാരമ്പര്യങ്ങളുമായി ബന്ധപ്പെട്ടതും ബൗദ്ധ-ജൈന-ക്രിസ്ത്യൻ-മുസ്ലീം ദർശനങ്ങളോട്ചേർന്ന് നിൽക്കുന്നതുമായ ദാർശനിക ആശയമേഖലകളുമുണ്ട്. പാശ്ചാത്യധൈഷണികതയുമായി ഉണ്ടായ സമാഗമം സൃഷ്ടിച്ച ആധുനികചിന്താപദ്ധതികൾ അടുത്ത് അറിയുന്നതിനും താത്വികമായ സങ്കല്പങ്ങളിൽ വ്യക്തത കൈവരിക്കുന്നതിനും ഈ പഠനം സഹായിക്കും.

യൂണിറ്റ് 1

നാട്ടറിവുജീവിതത്തിന്റെ ജ്ഞാനപരിസരം- സസ്യശാസ്ത്രം - ഹോർത്തൂസ് മലബാറിക്കസ്- കൃഷിശാസ്ത്രം- കൃഷിഗീത
വാസ്തുവിദ്യ -മനുഷ്യാലയചന്ദ്രിക- ഗണിതശാസ്ത്രം - ചികിത്സാശാസ്ത്രം എന്നിവയെക്കുറിച്ചുള്ള അടിസ്ഥാനധാരണകൾ

വിശദപഠനം:

കൃഷിഗീതയും ഭക്ഷ്യസുരക്ഷയും- സി ആർ രാജഗോപാലൻ

പഠനത്തിന്റെ അന്തിമനിർണയങ്ങൾ (അനന്തതയിലേക്കൊരു പാത)/ A passage to infinity- George Gheverghese Joseph

യൂണിറ്റ്-2

ഭക്തിപ്രസ്ഥാനവും കേരളീയദാർശനിക പാരമ്പര്യവും
ശ്രീശങ്കരൻ, പൂന്താനം, വൈകുണ്ഠസ്വാമി, ചട്ടമ്പിസ്വാമികൾ, ശ്രീനാരായണഗുരു, കുഞ്ഞായിൻ മുസ്ല്യാർ, ബ്രഹ്മാനന്ദ ശിവയോഗി, ആനന്ദതീർത്ഥൻ, വാഗ്ഭടാനന്ദൻ, ഇച്ചമസ്താൻ, നിത്യചൈതന്യയതി

വിശദപഠനം:

ജ്ഞാനപ്പാന - പൂന്താനം (കേവലവിശകലനം)

കപ്പപ്പാട്ട് (കാണാതെ ഓടിക്കളയാം യെന്നുേ ാ എന്ന വരിമുതൽ മല്ലികമുല്ലാമണം കൊളുവാ നല്ല എന്ന വരി വരെ) – കുഞ്ഞായിൻ മുസ്ല്യാർ (കേവലവിശകലനം)

ആത്മോപദേശശതകം – നാരായണഗുരു (കേവലവിശകലനം)

യൂണിറ്റ് 3

ചിന്തയുടെ സാമൂഹിക–നവോത്ഥാനപരിസരം– ജാതിവ്യവസ്ഥയും കീഴാളജാതിമതഗണങ്ങളുടെ സ്വത്വസ്ഥാനവും– ഇന്ത്യൻ ജനാധിപത്യദർശനങ്ങളുടെ വഴികൾ– പി ആർ ഡി എസ്– കോളനിയും ഇംഗ്ലീഷും– എ.ആർ.രാജരാജവർമ്മയുടെ ലാവണ്യവിചാരങ്ങൾ– കോളനിയാധുനികതയുമായുള്ള ഉഭയഭാവം

വിശദപഠനം

പൊയ്കയിൽ അപ്പച്ചൻ– കാണുന്നീലൊരക്ഷരവും

മക്തിതങ്ങൾ–അമേരിക്ക ക വർ ആര്

യൂണിറ്റ്–4

ധൈഷണികതയുടെ ആധുനികപാഠങ്ങൾ

വക്കം മൗലവി, സ്വദേശാഭിമാനി രാമകൃഷ്ണപിള്ള, ശെയ്ഖ് മാഹിൻ ഹമദാനി തങ്ങൾ– മാർക്സിസത്തിന്റെ സ്വാധീനം– കേസരി, കുറ്റിപ്പുഴ കൃഷ്ണപിള്ള, കെ.ദാമോദരൻ, എം.ഗോവിന്ദൻ, പി.കെ.ബാലകൃഷ്ണൻ എം.എൻ.വിജയൻ, സുകുമാർ അഴീക്കോട്.

വിശദപഠനം:

മനുഷ്യൻ – കെ.ദാമോദരൻ

കലയും കലാപവും – എം.ഗോവിന്ദൻ

സ്ഥലകാലവേഴ്ചയില്ലാത്ത ചരിത്രസങ്കല്പങ്ങൾ– പി കെ ബാലകൃഷ്ണൻ

യൂണിറ്റ്–5

ആധുനികതയുടെ വിമർശനപാഠങ്ങൾ– ജാതിലിംഗസ്വത്വങ്ങളെക്കുറിച്ചുള്ള വിമർശനപാഠങ്ങൾ– സ്വത്വരാഷ്ട്രീയം– ചിന്തകളിലെ ആഖ്യാനഭേദങ്ങൾ– പ്രൗഢാഖ്യാനങ്ങളുടെ തകർച്ച

വിശദപഠനം:

ദേശം രാഷ്ട്രം നോവൽ– ഇ വി രാമകൃഷ്ണൻ

പതനത്തിന്റെ വഴികൾ, വസ്തുക്കൾ പതിക്കുന്നതെങ്ങനെ, പതിക്കാൻ വിസമ്മതിക്കുന്നതും– ആനന്ദ്

ആത്മകഥകൾ ചരിത്രമെഴുതുമ്പോൾ– ഉദയകുമാർ

പുതിയ സാഹിത്യം, പുതിയ കല, പുതിയ സ്ത്രീത്വം– ജെ ദേവിക

സഹായ ഗ്രന്ഥങ്ങൾ

നമ്മുടെ സമൂഹം നമ്മുടെ സാഹിത്യം – എഡി. എം.എൻ വിജയൻ

ആധുനികസാഹിത്യചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ –എഡി.കെ.എം.ജോർജ്ജ്

നായർവിവാഹനിയമവും ചന്തുമേനോനും, അനുബന്ധം 5 ജോർജ്ജ് ഇരുമ്പയത്തിന്റെ മലയാള നോവൽ 19-ാം നൂറ്റാ ിൽ എന്ന കൃതി.
ഭക്തിപ്രസ്ഥാനത്തിന്റെ ഉല്പത്തി വികാസങ്ങൾ-കേശവൻ വെളുത്താട്ട്
(സാഹിത്യവും ചരിത്രവും ധാരണയുടെ സാദ്ധ്യതകൾ)
ചന്തുമേനോൻ ഒരു പഠനം - പി.കെ.ബാലകൃഷ്ണൻ
ഭാരതീയകവിതയിലെ പ്രതിരോധപാരമ്പര്യം - സച്ചിദാനന്ദൻ
ദേശീയതയും സംസ്കാരവും - കെ.എൻ.പണിക്കർ
കേരളത്തിന്റെ ബൗദ്ധിക ചരിത്രത്തിലെ നാഴികക്കല്ലുകൾ-എഡിറ്റർ: എൻ.സാം
മയൂരശിഖ - ജോർജ്ജ്ഗീവർഗ്ഗീസ്
ഇളംകുളം പി.എൻ.കുഞ്ഞൻപിള്ള : യുഗപ്രഭാവനായചരിത്രകാരൻ- കേശവൻ വെളുത്താട്ട്
(സാഹിത്യവും ചരിത്രവും ധാരണയുടെ സാദ്ധ്യതകൾ)
മനുഷ്യൻ- കെ.ദാമോദരൻ
രാജാങ്കണം - കുട്ടികൃഷ്ണമാരാർ
കേസരിയുടെ തെരഞ്ഞടുത്ത പ്രബന്ധങ്ങൾ-കേസരി എ. ബാലകൃഷ്ണപിള്ള
പുതിയമനുഷ്യൻ പുതിയലോകം - എം.ഗോവിന്ദൻ
നാരായണഗുരു ജീവിതം കൃതികൾ ദർശനം -എഡി: കെ.എൻ.ഷാജി
മോക്ഷപ്രദീപം - ബ്രഹ്മനന്ദശിവയോഗി
മക്തിതങ്ങളുടെ തെരഞ്ഞെടുത്ത കൃതികൾ- മക്തിത്തങ്ങൾ
വക്കം മൗലവിയുടെ തെരഞ്ഞടുത്ത കൃതികൾ- (എഡി) എസ് മുഹമ്മദ് അബ്ദാ
'കുലസ്ത്രീ'യും 'ചന്തപ്പെണ്ണും' ഉ ായതെങ്ങനെ? -ജെ ദേവിക
മാപ്പിളപ്പാട്ട് പാഠവും പഠനവും -ബാലകൃഷ്ണൻ വള്ളിക്കുന്ന് , ഡോ ഉമർ തറമേൽ
ഇസ്ലാമിലെ ചിന്താപ്രസ്ഥാനങ്ങൾ - വക്കം അബ്ദുൽഖാദർ
വക്കം അബ്ദുൽഖാദർ മൗലവി -മുജീബ് റഹ്മാൻ കിനാലൂർ
ഗുരുവിന്റെ ദുഃഖം- സുകുമാർ അഴീക്കോട്
ദമിതം - സുനിൽപി.ഇളയിടം(എഡി)
സന്ദർഭങ്ങൾ സന്ദേഹങ്ങൾ- ആനന്ദ്
ഒരു സാമൂഹിക കാഴ്ചപ്പാടിൽനിന്ന് - നിസ്സാർ അഹമ്മദ്
വാക്കുകളും വസ്തുക്കളും - ബി.രാജീവൻ
സംസ്കാരപഠനം - മലയാളപഠന സംഘം
സാഹിത്യവും ചരിത്രവും ധാരണയുടെ സാദ്ധ്യതൾ- കേശവൻ വെളുത്താട്ട്
വേദാർത്ഥനിരൂപണം- ചട്ടമ്പിസ്വാമികൾ
നവോത്ഥാനം - എഡിറ്റർ: ഡോ.എൻ.ആർ.ചന്ദ്രമോഹൻ, ഡോ.അജയ് (റെയ്വൻ പബ്ലിക്കേഷൻസ്), ശേഖർ.

നവോത്ഥാനം വാല്യങ്ങൾ– പി.ഗോവിന്ദപിള്ള (ചിന്താ ബുക്സ്).

അയ്യൻകാളിജീവചരിത്രം – കുന്നുകുഴി എസ്. മണി. (ഡി.സി.ബുക്സ്).

മലയാളനോവലിന്റെ ദേശകാലങ്ങൾ– ഇ വി രാമകൃഷ്ണൻ

കുഞ്ഞായിൻ മുസ്ല്യാരുടെ കപ്പപ്പാട്ട് ഒരു ദാർശനികപഠനം– ഡോ പി സക്കീർ ഹുസൈൻ

കൃഷിഗീത പരിസ്ഥിതി അറിവടയാളങ്ങൾ– എഡി. സി ആർ രാജഗോപാൽ, ടി ടി ശ്രീകുമാർ, വിജയകുമാർ മേനോൻ (മാതൃഭൂമി)

Code: MAL 4E 15

ലോകസാഹിത്യം

(World Literature)

മലയാളത്തെ സംബന്ധിച്ചിടത്തോളം നമ്മുടെ സംസ്കാരത്തെ ചിട്ടപ്പെടുത്തുന്നതിനും നവീകരിക്കുന്നതിനും നിരന്തരം ചലിപ്പിക്കുന്നതിനും ലോകസാഹിത്യം പുലർത്തിയ പങ്ക് ഏറെ പ്രധാനപ്പെട്ടതാണ്. പ്രാചീനമധ്യകാലഘട്ടങ്ങളിൽ അവയുടെ വേരുകൾ നമുക്ക് കാണാം. മതപരമായ ചിന്തകളായും വൈജ്ഞാനിക ഘടകങ്ങളായും അത് സ്വാധീനം ചെലുത്തിയിട്ടു ്. എന്നാൽ ആധുനികതയോടുകൂടി വിവിധരൂപങ്ങളിലുള്ള സാഹിത്യവും സംസ്കാരവും നമുക്കും അതുപോലെത്തന്നെ ഇതരഭാഷകൾക്കും സംസ്കാരത്തിനും പരിചിതമാവും വിധം അത് സ്വാധീനതയായി തീർന്നിട്ടുള്ളതും കാണാം. കോളനിചിന്തകൾ യൂറോപ്യൻ സാഹിത്യത്തെ പരിചയപ്പടുത്തിയെങ്കിൽ സാർവ്വദേശീയചിന്തകൾ സോവിയറ്റ്, ലാറ്റിനമേരിക്കൻ സാഹിത്യത്തെ പരിചയപ്പെടുത്തി. തുടർന്ന് ജനാധിപത്യചിന്തകൾ മുന്നോട്ട് വെച്ച ഐക്യരൂപങ്ങളുടെ ഭാഗമായി ആഫ്രിക്കൻ/ ആഫ്രോഅമേരിക്കൻ സാഹിത്യത്തെ പരിചയപ്പെടുത്തി. വിവർത്തനസാഹിത്യത്തിന്റെ വികാസത്തോടെ ഇതരഭാഷകളിൽനിന്നുള്ള സാഹിത്യവും നമുക്ക് പരിചിതമയി. അറബ് സാഹിത്യവുമായുള്ള ബന്ധം സാംസ്കാരികമായി വളരെ മുമ്പ് തന്നെ രൂപപ്പെട്ട ബന്ധങ്ങളിൽ നിന്ന് രൂപപ്പെട്ടു. രാഷ്ട്രീയവും സാംസ്കാരികവുമായി നിരവധി സ്വാധീനതയും ചലനവും വീക്ഷണങ്ങളും നിർമിക്കാൻ സാധിച്ചു. പ്രധാനമായും ലോകസാഹിത്യത്തെ പഠിക്കുന്നതിനോടൊപ്പം അവയുടെ പുതുകാല പ്രവണതകളെ പരിചയപ്പെടുന്നതിനും ഈ കോഴ്സ് ലക്ഷ്യമാക്കുന്നു. അധ്യാപകരുടെ സഹായത്തോടുകൂടി പ്രൊജക്ട് വർക്കുകളും അസൈൻമെന്റുകളും ഉൾപ്പെടെയുള്ള തുടർപ്രവർത്തനങ്ങളും ഇതിന്റെ ഭാഗമായി ഉ ായിരിക്കും.

Course Outcome

CO1 ലോകസാഹിത്യം എന്ന സങ്കൽപ്പനം വിശദീകരിക്കുന്നതിന്. (PS02)

CO2 ലോകസാഹിത്യത്തിന്റെ ഗതി നിർണ്ണയിച്ച പ്രധാന ചരിത്രസംഭവങ്ങളെ സാമാന്യമായി വിവരിക്കുന്നതിന്. (PS02)

CO3 ലോകസാഹിത്യത്തിന്റെ പശ്ചാത്തലത്തിൽ മലയാളിയുടെ ഭാവുകത്വത്തിൽ വന്ന വികാസപരിണാമങ്ങൾ അപഗ്രഥിച്ച് ക ത്തുന്നതിന്. (PS04)

CO4 ലോകസാഹിത്യത്തിന്റെ പശ്ചാത്തലത്തിൽ വിവർത്തനത്തിനുള്ള പ്രസക്തി വിശകലനം ചെയ്യുന്നതിന്. (PS02)

CO5 സാഹിത്യ ജനുസ്സുകൾക്ക് സംസ്കാരവുമായുള്ള ബന്ധം അപഗ്രഥിക്കുന്നതിന്. (PS03)

CO6 ആഖ്യാനവിജ്ഞാനത്തിന്റെ വെളിച്ചത്തിൽ ലോകസാഹിത്യത്തിലെ പാഠങ്ങളെ വിശകലനം ചെയ്യുന്നതിന്. (PS05)

CO7 ലോകസാഹിത്യത്തിന്റെ പശ്ചാത്തലത്തിൽ മലയാളത്തിലെ സാഹിത്യപ്രവണതകളെ വ്യാഖ്യാനിക്കുന്നതിന്. (PS04)

യൂണിറ്റ് 1

ലോകസാഹിത്യത്തെ മലയാളത്തിനു പരിചയപ്പെടുത്താൻ സാധിച്ച അതിന്റെ വളർച്ചയുടെ വഴിയെ സാമാന്യമായി പരിചയപ്പെടുത്തുന്നു. കച്ചവടസമൂഹങ്ങളിലൂടെ പരിചയപ്പെട്ട കൃതികൾ, മതപ്രവർത്തനത്തിലൂടെ പരിചിതമായവ, രാം ഘട്ടത്തിൽ കോളനിഭരണവുമായി ബന്ധപ്പെട്ട് പരിചയപ്പെട്ടതായിരുന്നു അതിന്റെ വളർച്ച. തുടർന്ന് വിവർത്തന കൃതികളിലൂടെ നിരവധി കൃതികൾ പരിചയപ്പെടാൻ സാധിച്ചു. സോവിയറ്റ് സാഹിത്യവുമായുള്ള അടുപ്പം പിന്നീട് ലാറ്റിനമേരിക്കൻ ആഫ്രിക്കൻ ഇതര സാഹിത്യങ്ങളുമായുള്ള അടുപ്പം എന്നിങ്ങനെ അവ വികസിക്കുന്നത് കാണാം. അവയെ സാമാന്യേന പരിചയപ്പെടുത്തുകയാണ് ഈ യൂണിറ്റിൽ.

1. ഗിൽഗിമേഷ്–മെസപ്പൊട്ടേമിയൻ എപ്പിക് (വിവ; സി. പി. തോമസ്)

2. ആയിരത്തൊന്നുരാത്രികൾ–അദ്ധ്യായം ര ് (മൂന്നാംരാവിന്റെ ഒരു ഭാഗംതൊട്ട് ഒമ്പതാംരാവിന്റെ ഒരു ഭാഗംവരെ)– (വിവ; എം. അച്യുതൻ)

3. ഒഥല്ലോ – ഷേക്സ്പിയർ (വിവ; എം ആർ നായർ)

4. തരിശുഭൂമി (ആദ്യഖണ്ഡം)– ടി. എസ്. എലിയട്ട് (വിവ; അയ്യപ്പപ്പണിക്കർ)

യൂണിറ്റ് 2

ലോകകവിത

ലോകകവിതകളുടെ വിശദമായ മേഖലകളിൽനിന്നും തെരഞ്ഞെടുത്ത ചില കവിതകളെ പഠിക്കുന്നു. കവിതാരചനയുടെ വൈവിധ്യത്തെ അടുത്തറിയാൻ ശ്രമിക്കുന്നു.

വിശദപഠനം

1. മെഡൂസ(അമേരിക്കൻ –ഇംഗ്ലീഷ്) – സിൽവിയ പ്ലാത്ത് (വിവ; രോഷ്നി സ്വപ്ന)

2. പെരുംകപ്പിത്താൻ(ഫ്രഞ്ച്)– ബോദ്ലയർ (വിവ; മംഗലാട്ട് രാഘവൻ)

3. റുബായിയാത്ത്(പേർഷ്യൻ) (ആദ്യത്തെ 10 ചതുഷ്പദികൾ) –ഒമർ ഖയ്യാം(വിവ; എം. പി.അപ്പൻ)

4. നീ നിത്യം നൃത്തം ചെയ്യുന്നു(ചിലി)– പാബ്ലോ നെരൂദ(വിവ; സച്ചിദാനന്ദൻ)

5. ഉറങ്ങുന്നവർക്കുള്ള കത്തുകൾ, കുട്ടിയാവുംപോലെ, അനേകം കാട്ടലികൾ, ജൂലൈ 1990 (സ്വീഡിഷ്)– റ്റൊമാറ്റേട്രാൻസ്ട്രോമൻ (വിവ; സച്ചിദാനന്ദൻ)

6. നീഗ്രോ നദികളെക്കുറിച്ച് സംസാരിക്കുന്നു (ആഫ്രിക്കോ അമേരിക്കൻ)– ലങ്സ്റ്റൺ ഹ്യൂഗ്സ്

7. അരാഷ്ട്രീയ ബുദ്ധിജീവികൾ(ഗ്വാട്ടിമാല)– ഓട്ടോ റെനേകാസ്റ്റിലോ (വിവ; കെ. ജി. ശങ്കരപ്പിള്ള)

8. യോദ്ധാവിന് ഒരു ഗീതം (ഫലസ്തീൻ)– ഫദ്വ തുഖാൻ (വിവ; മുസഫർ അഹമ്മദ്---)

9. റഷ്യക്കാർക്ക് യുദ്ധം വേണോ– യവ്ജനി യെവ്തുഷങ്കോ(വിവ; സച്ചിദാനന്ദൻ)

യൂണിറ്റ് 3

ചെറുകഥ

1. എറ്റ് സെറ്റ് റ– ബോർഹസ് (വിവ; വി. പി ശിവകുമാർ)

2. പരിണാമം– ഫ്രാൻസ് കാഫ്കെ (വിവ; എം. ടി. എൻ. നായർ)

3. കൃത്രിമരത്നങ്ങൾ– ഗീ ദ് മോപ്പസാങ്(വിവ ; ടി. എസ്.)

4. ലീഷാ –മാക്സിം ഗോർക്കി(വിവ; വേലായുധൻ)

യൂണിറ്റ് 4

നോവൽ /ആത്മകഥ/ നാടകം

ലോകസാഹിത്യത്തെ നവീകരിക്കുന്നതിൽ നോവൽസാഹിത്യത്തിന്റെയും ആത്മകഥകളുടെയും നാടകങ്ങളുടെയും പങ്ക് പ്രധാനപ്പെട്ടതാണ്. ഭാഷകൊും അനുഭവങ്ങൾ കൊും നോവൽസാഹിത്യം ഭാവുകത്വങ്ങളെ പുതുക്കിപ്പണിതു. ലോകസാഹിത്യത്തിന്റെ വളർച്ചയും വികാസവും അറിയുന്നതോടൊപ്പം തെരഞ്ഞെടുത്ത നോവലുകളെയും ആത്മകഥകളെയും നാടകങ്ങളെയും പഠിക്കുകയും ചെയ്യുന്നു.

വിശദപഠനം

1. പാവങ്ങൾ– വിക്ടർ ഹ്യൂഗോ (സംഗ്യഹീത വിവർത്തനം ടി ആർ രാമൻ നമ്പൂതിരിപ്പാട്)

2. അനിമൽ ഫാം(നോവൽ)–ജോർജ്ജ് ഒർവെൽവിവ; വി. ആർ. സന്തോഷ്, വി. ബി. സുബ്രഹ്മണ്യൻ

3. എന്റെ ജീവിതം(ആത്മകഥ)– ഇസഡോറ ഡങ്കൻ (വിവ; കൃഷ്ണവേണി)

4. കാടുകളുടെ നൃത്തം(നാടകം)– വോളെ സോയിക (വിവ; ആർ . നരേന്ദ്രപ്രസാദ്)

യൂണിറ്റ് 5

പ്രവാസവും ലോകസാഹിത്യവും

സാഹിത്യപഠനത്തിൽ ഡയസ്പോറയുടെ പഠനങ്ങൾ ഏറെ സുപ്രധാനമാണ്. ലോകസാഹിത്യ മെടുത്താൽ സ്വരാജ്യത്തുനിന്ന് പുറത്താക്കപ്പെട്ടവരുടെ ഒരു വലിയ സാഹിത്യശേഖരം തന്നെ യു്. അത്തരം ചില മാതൃകകകളാണ് ഈ യൂണിറ്റിൽ വിഷയം.

വിശദപഠനം

1. ക്രോധത്തിന്റെ മുന്തിരിപ്പഴങ്ങൾ – സ്റ്റെയിൻബക്ക് (വിവ; കെ പി സുധീര)

2. അതും നല്ലതുതന്നെ – മുരീദ് അൽ ബർഗൂസി (വിവ; സർജു(100 അറബ് കവിതകൾ)

3. ഐഡന്റിറ്റി കാർഡ് – മഹമ്മൂദ് ദാർവിഷ് (വിവ; സച്ചിദാനന്ദൻ)

4. ഒരു വെളുത്ത കല്ലിനു മുകളിലെ കറുത്ത കല്ല് (ലാറ്റിനമേരിക്ക)– സെസാർ വെയഹോ (വിവ ; സച്ചിദാനന്ദൻ, ഒലിവും പളുങ്കും)

5. ഞാൻ റാമല്ല കു(പലസ്തീൻ)– മുരീദ അൽ ബർഗൂസി(വിവ; അനിതാ തമ്പി)

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മുറിവുകളുടെ പെണ്ണിന്, ഇറാഖ് പെൺ കവിതകൾ, വിവ; മുസഫർ അഹമ്മദ്, ചിന്ത പബ്ലിക്കേഷൻസ്, തിരുവനന്തപുരം

പാബ്ലോ നെരൂദയുടെ കവിതകൾ, വിവ; സച്ചിദാനന്ദൻ, മാതൃഭൂമി ബുക്സ്, 2004

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പരിണാമം, ഫ്രാൻസിസ് കാഫ്കെ (വിവ ; എം. ടി. എൻ. നായർ) മാതൃഭൂമി ബുക്സ് , കോഴിക്കോട്

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ഫോക്‌ലോർ
(Folklore)

പഠനലക്ഷ്യം

സംസ്കാരവും മനുഷ്യനും തമ്മിലുള്ള ബന്ധത്തെപ്പറ്റിയുള്ള സമഗ്രമായ പഠനമാണ് ഫോക്‌ലോർ. നാടോടിവിജ്ഞാനീയം, നാടൻകലാപഠനം, നാടോടിസംസ്കാരം, നാട്ടറിവുവിജ്ഞാനീയം, നാടോടി ജീവിക എന്നൊക്കെ ഇതറിയപ്പെടുന്നു. സംസ്കാരത്തിൽ കേന്ദ്രീകരിച്ചുകൊ ് മനുഷ്യന്റെ ആവിഷ്കാരങ്ങളെക്കുറിച്ചുള്ള അന്വേഷണമാണ് ഫോക്‌ലോർ. ആദിവാസികൾ, കർഷകർ, കൈത്തൊഴിലുകൾ ചെയ്യുന്നവർ, ഗ്രാമവാസികൾ, മറ്റു സാമാന്യജനങ്ങൾ എന്നിവരുടെ കലാസംസ്കാരികാവിഷ്ക്കാരങ്ങളും ലോകവീക്ഷണങ്ങളും കത്തി പഠിക്കുക എന്നതാണ് ഈ വിഷയം കൊ ുദ്ദേശിക്കുന്നത്. വാമൊഴി വഴക്കങ്ങൾ, ആചാരാനുഷ്ഠാനങ്ങൾ, രംഗകലകൾ, കൈവേലകൾ, നാട്ടറിവുകൾ എന്നിവയടങ്ങിയ ജീവിതതലങ്ങൾ ഫോക്‌ലോറിലു ്. സമ്പന്നമായ വാമൊഴിപാരമ്പര്യത്തിന്റെ സൗന്ദര്യപഠനമേഖല വിപുലമാണ്. എഴുതപ്പെട്ട സാഹിത്യചരിത്രത്തിന്റെ പ്രേരണ വാമൊഴിപാരമ്പര്യമായിരുന്നു. മനുഷ്യനേയും കലാസംസ്ക്കാരത്തേയും ഒന്നിപ്പിക്കുന്ന അന്തർവിജ്ഞാനമേഖലയാണ് ഫോക്‌ലോർ. ആധുനിക സമൂഹം അനുഭവിക്കുന്ന പ്രതിസന്ധിയിൽ അതിജീവനത്തിനുള്ള വഴിയും അന്യം നിന്നുപോയ്ക്കൊ ിരിക്കുന്ന മാനവികമൂല്യങ്ങളും കൂട്ടായ്മയുടെ നന്മകളും ഫോക്‌ലോർ പഠനത്തിലൂടെ വീെ ടുക്കാനാകുന്നു.

Course Outcome

CO1 ഫോക്‌ലോർ പഠന മേഖലകളുടെ വ്യാപ്തി, പഠനത്തിന്റെ പ്രസക്തി എന്നിവ വിശദീകരിക്കുന്നതിന്. (PS016)

CO2 സംസ്കാരപഠനമെന്ന നിലയിൽ ഫോക്‌ലോർ പഠനത്തിനുള്ള സാധ്യത വ്യാഖ്യാനിക്കുന്നതിന്. (PS016)

CO3 ഫോക്‌ലോർ ജനുസ്സുകളെ വർഗ്ഗീകരിക്കുന്നതിന്. (PS016)

CO4 ഫോക്‌ലോർ ഫീൽഡ് വർക്കിൽ സാമാന്യ പരിചയം നേടുന്നതിന്. (PS019)

CO5 വിവിധ സിദ്ധാന്തങ്ങളുടെ വെളിച്ചത്തിൽ ഫോക്‌ലോർ രൂപങ്ങളെ അപഗ്രഥിക്കുന്നതിന്. (PS016)

CO6 ഫോക്‌ലോറിന് സംഭവിക്കുന്ന പരിണാമത്തെ വിമർശനാത്മകമായി വിലയിരുത്തുന്നതിന്.
(PS016)

യൂണിറ്റ്1– ഫോക്‌ലോറിന്റെ ഉത്ഭവ–ചരിത്ര–പരിണാമങ്ങൾ

ഫോക്‌ലോർ പദരൂപീകരണം – സവിശേഷതകൾ, ശേഖരകാലം, ഫോക്‌ലോർ സിദ്ധാന്തങ്ങൾ, സൗരയൂഥസിദ്ധാന്തം, ഫിന്നിഷ്മെത്തേഡ്, അനുഷ്ഠാനസിദ്ധാന്തം, ഇന്ത്യനിസ്റ്റിക് രീതിശാസ്ത്രം, ഘടനാത്മക–നരവംശ സിദ്ധാന്തങ്ങൾ, മനഃശ്ശാസ്ത്രസിദ്ധാന്തങ്ങൾ, കെട്ടുമുറ സിദ്ധാന്തം, നാടൻകലയുടെ വർഗീകരണം, സാമുഹ്യധർമ്മങ്ങൾ, നരവംശശാസ്ത്രം, സാമൂഹ്യ ശാസ്ത്രം, ഭാഷാശാസ്ത്രം, മനഃശ്ശാസ്ത്രം, നാട്ടുചരിത്രം, സാഹിത്യം തുടങ്ങി ഇതര വിഷയങ്ങളുമായുള്ള ബന്ധം, ഫോക്‌ലോറിന്റെ സമകാലികപ്രസക്തി, ഫോക്‌ലോറിന്റെ രൂപപരിണാമം, (നാഗരിക ഫോക്‌ലോർ, പ്രായോഗിക ഫോക്‌ലോർ, മെറ്റോഫോക്‌ലോർ, നവ ഫോക്‌ലോർ)

യൂണിറ്റ് 2 – വാമൊഴി പാരമ്പര്യങ്ങൾ

വാമൊഴി കലയുടെ സൗന്ദര്യശാസ്ത്രം, കടങ്കഥകൾ, പഴഞ്ചൊല്ലുകൾ, പുരാവൃത്തങ്ങൾ, കഥാഗാനങ്ങൾ, ഐതിഹ്യങ്ങൾ, നാടോടിക്കഥകൾ, നാടൻപാട്ടുപാരമ്പര്യം, തോറ്റങ്ങൾ, നാടോടി സംഗീതം, മൊഴിയഴക്.

യൂണിറ്റ് 3– ആചാരങ്ങൾ, അനുഷ്ഠാനങ്ങൾ, ഉത്സവങ്ങൾ കൈവേലാവഴക്കങ്ങൾ

ആചാരങ്ങൾ, ജനനം മുതൽ മരണംവരെയുള്ള ആചാരങ്ങൾ, വിശ്വാസങ്ങൾ, നിമിത്തങ്ങൾ, അനുഷ്ഠാനങ്ങൾ, ഉർവ്വരതാനുഷ്ഠാനങ്ങൾ, മന്ത്രവാദം, വിലക്കുകൾ, വൃക്ഷാരാധന, ജന്തു ആരാധന, കാവുകൾ, പിതൃ ആരാധന, അമ്മദൈവാരാധന, കാർഷികാചാരങ്ങൾ, വിവിധ സമുദായങ്ങളുടെ ഉത്സവങ്ങൾ, നാട്ടുവൈദ്യം, നാട്ടുഭക്ഷണം, കൈവേല ആചാരങ്ങൾ. നാടൻ സാങ്കേതികവിദ്യകൾ– പാരമ്പര്യവാസ്തുവിദ്യ– കളമെഴുത്തും ചുമർചിത്രകലയും, കാർഷികോപകരണങ്ങൾ, പൈതൃകകലാസങ്കല്പം.

യൂണിറ്റ് 4 – അരങ്ങുവഴക്കങ്ങൾ

നാടൻകളികൾ, നാടോടിനൃത്തങ്ങൾ, നാടോടിനാടകങ്ങൾ (പുറാട്ടുനാടകം, കാക്കാരിശ്ശി നാടകം, കോതാമൂരി, ചാലിയപ്പൊറാട്ട്) അനുഷ്ഠാനരംഗകലകൾ (മുടിയേറ്റ്, പൂരക്കളി, മറത്തുകളി, യക്ഷഗാനം, തെയ്യം, പടയണി, തിറ, പൂതനും തിറയും, ചവിട്ടുനാടകം, സർപ്പംതുള്ളൽ, മാർഗം കളി, അറബന, ദഫ്മുട്ട്) ഷെഖ്നറുടെ രംഗാവതരണസിദ്ധാന്തം, ഗോത്രരംഗകലകൾ (ഗദ്ദിക, ചാറ്റ്, മുറംകിലുക്കിപ്പാട്ട്)

യൂണിറ്റ് 5 – ഫീൽഡ് വർക്ക് – തത്വവും പ്രയോഗവും

ഫോക്ലോർ ഫീൽഡ് വർക്കിന്റെ പ്രത്യേകതകൾ, ഇന്റർവ്യൂ മെത്തേഡ്, ചോദ്യാവലി, വിവരശേഖരണം, ഫോക്ലോറും മാധ്യമങ്ങളും, ഫോക്ലോർ ഡോക്കുമെന്റേഷൻ, ഫോക്ആർക്കൈവ്സ്, പാരമ്പര്യവിജ്ഞാനങ്ങളുടെ രജിസ്ട്രീസ് തയ്യാറാക്കൽ, ഫോക് ഇൻഫർമാറ്റിക്സ്, ഡിജിറ്റലൈസിങ്ങ് ദി ഫോക്.

സഹായകഗ്രന്ഥങ്ങൾ

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കടങ്കഥ സൗന്ദര്യവും സംസ്കാരവും- കെ എം അനിൽ, കോരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
ഫോക്ലോർ ജനുസ്സ് സിദ്ധാന്തം രാഷ്ട്രീയം- കെ എം അനിൽ
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Towards New Perspective in Folklore,Rochard Bauman (ed.) University of Texas Press, Austin, 1972.
The Morphology of the Folklore, Vladmir Propp. University of Texaz press, Austin,1968.
The types of the folklore, Stith Thompson, FF Communication, Helsinki, 1928.
Analytic Essays in folklore, Alan Dundes, Mouton, The Hague, 1975.
Structural Anthropology, Levi-Struss, Penguin, 1952 (Two volume)

Primitive Culture, Franz Boas, Daver, New York, 1988.

File Ref.No.26436/GA - IV - B3/2015/Admn

UNIVERSITY OF CALICUT

Abstract

General and Academic- Faculty of Journalism- Syllabus of MA Journalism and Mass Communication Programme in the Teaching Department of the University under CCSS PG Regulations 2019 with effect from 2019 Admission onwards - Implemented- Orders Issued

G & A - IV - B

U.O.No. 8950/2019/Admn Dated, Calicut University.P.O, 06.07.2019

Read:-1. U.O.No. 4500/2019/Admn Dated 26.03.2019

2. Minutes of the meeting of the Board of Studies in Journalism PG held on 14.05.2019(item no.1)

3. Minutes of the meeting of the Faculty of Journalism PG held on 18.06.2019 (item no.2)

ORDER

The Regulations for Choice Based Credit and Semester System for Post Graduate (PG)Curriculum-2019 (CCSS PG Regulations 2019), for all Teaching Departments/ Schools of the University of Calicut with effect from 2019 Admission has been implemented vide paper read first above.

The meeting of the Board of Studies in Journalism PG held on 14.05.2019 has resolved to approve the syllabus of MA Journalism and Mass Communication Programme revised in tune with CCSS PG Regulation with effect from 2019 Admission onwards, vide paper read second above.

The meeting of the Faculty of Journalism PG held on 18.06.2019 has approved the minutes of the meeting of the Board of Studies in Journalism PG held on 14.05.2019, vide paper read third above.

Under these circumstances, considering the urgency, the Vice Chancellor has accorded sanction to implement the Scheme and Syllabus of MA Journalism and Mass Communication Programme in accordance with the new CCSS PG Regulations 2019, in the University with effect from 2019 Admission onwards, subject to ratification by the Academic Council.

The Scheme and Syllabus of MA Journalism and Mass Communication Programme in the Teaching Department of the University in accordance with CCSS PG Regulations 2019, is therefore implemented with effect from 2019 Admission onwards.

Orders are issued accordingly. (Syllabus appended)

Biju George K

Assistant Registrar

To

The HoD, Dept. of Journalism and Mass Communication.

Copy to:PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V/DoA/EX and EG Sections/GA I F/CHMK Library/Information Centres/SF/DF/FC

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT
BOARD OF STUDIES IN JOURNALISM (PG)
FACULTY OF JOURNALISM

REGULATIONS & SYLLABUS

MASTER OF ARTS IN JOURNALISM & MASS COMMUNICATION (MA JMC-CCSS)

FOR DEPT. OF JOURNALISM & MASS COMMUNICATION UNIVERSITY OF CALICUT

(FROM 2019 ADMISSION)

PROGRAMME REGULATIONS

MASTER OF ARTS IN JOURNALISM & MASS COMMUNICATION (MA-JMC) CCSS 2019 ADMISSION

FOR DEPT. OF JOURNALISM & MASS COMMUNICATION UNIVERSITY OF CALICUT

TITLE OF THE PROGRAMME

Master of Arts in Journalism and Mass Communication (MA JMC)

DURATION OF THE PROGRAMME

Four semesters with each semester consisting of a minimum of 90 working days distributed over a minimum of 18 weeks, each of 5 working days

ELIGIBILITY FOR ADMISSION

Candidates who have passed a Bachelor Degree course of the University of Calicut or any other university recognised by the University of Calicut as equivalent thereto and have secured a minimum of 50% marks in aggregate are eligible to apply. However, professional graduates will be considered for admission, provided they secure minimum of first class (60%) in overall subjects. Backward communities and SC/ST candidates will get relaxation in marks as per the university rules.

ADMISSION PROCEDURE

Admission to the program shall be made in the order of merit of performance of eligible candidates at the entrance examination. The entrance examination will assess the language ability, general knowledge and journalistic aptitude of the candidate.

WEIGHTAGE MARKS

Holders of PG diploma in journalism	5 marks
Graduates with journalism sub	5 marks
Three year degree holders with Journalism as Main	7 marks
Bachelor's Degree holders in Multimedia Communication / Visual Communication/ Film Production/Video Production	5 marks

Candidates will be given weight age in only one of the categories whichever is higher.

Weightage will be given only on production of authentic certificates.

TEACHING, LEARNING STRATEGY

Apart from the classroom interactions/lectures, seminars, workshops, media analysis, film appreciation etc. shall be conducted. Industry visits and study tours shall be arranged during the programme to get the students exposure to the nature and function of various media organisations. The Departmental body shall prepare a panel of external experts/ faculty and facilitate interaction between students and the panellists. Teachers shall organise interactive sessions between the students and the panellists in their respective fields and monitor students' attendance and performance during these interactive sessions.

MEDIUM OF INSTRUCTION AND EXAMINATION

Medium of instruction and examination shall be English considering the global media industry to which the professionals are nurtured and trained through the programme.

DISSERTATION AND VIVA

Students shall submit a dissertation at the final semester after conducting research in the field of mass communication under the supervision of a teacher. They have to follow research methodology suitable to the area of interest with the approval of the supervisor. The dissertation shall be free from plagiarism. Research ethics shall be followed in every step of the work. The approved style for referencing is APA.

INTERNSHIP

Students have to do internship in recognised advertisement agency/newspapers/ news agency/ PR department/ any other media organisation for not less than one month. The Department Council/ equivalent body should prepare a list of media organisations (Newspapers and Magazines, TV Channels, Radio Stations, Advertising Agencies, Technical Writing Firms, Public Relations Departments, Web Portals etc.) and students should choose one of the organisations in the list to do internship. The list should be revised from time to time. If any student fails to fulfil this requirement, his/ her result will be withheld until the internship requirement is met.

INFRASTRUCTURE

Media education involves hands on training, particularly in this era of media convergence. Hence, adequate infrastructure in the form of computer systems, internet connections, software, cameras and accessories, edit suits and studios are to be ensured for the use of learners.

STUDENT ORIENTATION

Students shall be oriented to the entire programme regulations, evaluation strategy and all the provisions in the CCSS Regulations 2019 of the University of Calicut for their meaningful completion of the programme.

CCSS REGULATIONS 2019

All matters not mentioned in this document shall be dealt with according to the provisions of the CCSS Regulations 2019 and the amendments thereof issued by the University of Calicut from time to time.

Evaluation Strategy

THEORY COURSE

There shall be internal and external evaluation for theory courses. The distribution of marks between internal and external examinations will be as follows:

Internal evaluation

20% marks shall be given to the internal evaluation, which is conducted as a continuous assessment. The distribution of marks for internal examination components shall be as follows:

Components	**Percentage**	**Marks**
Examination/test	40 %	8
Seminars/ Presentation	20%	4
Assignments	20%	4
Attendance	20%	4
Total	100%	20

External evaluation

The remaining 80% marks shall be for the end semester external evaluation.The external examination in theory courses is to be conducted with question papers set by external examiners. The evaluation of the answer scripts shall be done based on a well-defined scheme of valuation framed by the examiners.

Instructions to Question Paper Setters

Questions shall be set to assess the knowledge acquired, standard, and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesise knowledge. Due weightage shall be given to each module based on content/teaching hours allotted to each module.

It has to be ensured that questions covering all skills are set. The setter shall also submit a detailed scheme of evaluation along with the question paper.

A question paper shall be a judicious mix of short answer type, short essay type /problem solving type and long essay type questions.

Question Paper template – Theory course

M A Journalism and Mass Communication (CCSS)
(2019 Admission onwards)
Semester : ....
Course Title : ....

Time : 3 Hours Total Marks: 80

I Write short notes on any **four** of the following. Each answer carries **four** marks. (4 x 4=16 marks)

a) .....
b) .....
c) .....
d) .....
e) .....
f) .....
g) .....

. II Write short essays on any **five** of the following. Each answer carries **eight** marks . (5 x8 = 40 marks)

a) .....
b) .....
c) .....
d) .....
e) .....
f) .....
g) .....

. III Write long essays on any **two** of the following. Each answer carries **twelve** marks (2 x 12=24 marks)

a) .....
b) .....
c) .....
d) .....

PRACTICAL Course

Examiners shall follow the internal and external evaluation matrices given below. and, learners shall be informed of these matrices well in advance.

Internal Evaluation

Throughout the course, the teacher concerned shall monitor the progress of the learner and shall evaluate internally as per the components under internal evaluation given below.
Total marks: 40

Components	Percent	Marks
Lab Skill	40%	16
Records	30%	12
Practical Test	30%	12
Total	100%	40

External Evaluation

End semester evaluation in Practical Courses shall be conducted and evaluated by both internal and external examiners.
As part of this, there shall be a practical examination of two hours to ascertain whether the learner acquired the expected learning outcomes in the syllabus of the course concerned. The examiners shall evaluate the skills in all modules through a single work or multiple tasks. Each student shall be given different task/ work. Students may be drawn at random for practical assignment.
The practical test shall follow a viva voce on the practical assignment given for the test to evaluate the conceptual knowledge base of the learner. Total marks: 60

Components	Percent	Marks
Practical Test	70%	42
Viva	30%	18
Total	100%	60

ABILITY ENHANCEMENT COURSE & PROFESSIONAL COMPETENCY COURSE

The colleges shall conduct examination for these courses and have to intimate /upload the results of the same to the University on the stipulated date during the III Semester. Students have to obtain only minimum pass requirements in these courses. The credits will not be counted for evaluating the overall SGPA & CGPA. The examiners can design appropriate AEC & PCC and evaluation criteria by considering the relevant aspects in the core areas of the study.

DISSERTATION & VIVA

The valuation shall be jointly done by the supervisor of the project in the department and an External Expert from the approved panel, based on a well-defined scheme of valuation.
Total Marks: 100. The following break-up is suggested for valuation.

Components	Percentage
Review of Literature and Formulation of the Research Problem/Objective	20
Methods and Description of the techniques used	15
Analysis and Discussion of results	30
Presentation of the report, organization, styling, references etc.	15
Viva Voce examination based on the Project work/Dissertation	20

PROGRAMME STRUCTURE

MA JOURNALISM AND MASS COMMUNICATION (CCSS)

Total Credits Required : 80

SEMESTER I

Minimum Credits Required: 20

Course Code	Title	Credits
Core Courses		
MCJ 1C 01	Introduction to Mass Communication	4
MCJ 1C 02	Reporting News	4
MCJ 1C 03	Editing News	4
MCJ 1C 04	Media History	3
MCJ 1C 05	Communication Laws and Ethics	3
Core Course- Practical		
MCJ 1C 06	Graphic Design and Print Media Production (Practical Course)	2
Total Credits		**20**
Ability Enhancement Course (AEC)		
MCJ 1A 01	Indian Politics *(Credits are not counted)*	2

SEMESTER II

Minimum Credits Required: 20

Core Courses		
MCJ 2C 01	Media, Culture and Society	4
MCJ 2C 02	Advertising and Marketing Communication	4
MCJ 2C 03	Radio and Television Production	4
MCJ 2C 04	Development Communication	3
MCJ 2C 05	Global Communication	3
Core Course- Practical		
MCJ 2C 06	Photography and Videography (Practical Course)	2
Total Credits		**20**
Professional Competency Course (PCC)		
MCJ 2A 01	Audio Visual Editing *(Credits are not counted)*	2

SEMESTER III

Minimum Credits Required: 20

Core Courses

MCJ 3C 01	Communication Research	4
MCJ 3C 02	Public Relations and Corporate Communication	4
MCJ 3C 03	Online Journalism	4

Elective Courses *(Two elective courses are to be chosen- Total 8 credits)*

MCJ 3E 01	Documentary Film Production	4
MCJ 3E 02	Technical Writing & Documentation	4
MCJ 3E 03	Media Management and Entrepreneurship	4

Total Credits **20**

SEMESTER IV

Minimum Credits Required: 20

Core Course Project/Viva

MCJ 4C 01	Dissertation and Viva	8

Core Course

MCJ 4C 02	Film Studies	4

Elective Courses *(Two elective courses are to be chosen- Total 8 credits)*

MCJ 4E 01	Data Journalism	4
MCJ 4E 02	Photojournalism	4
MCJ 4E 03	Political Economy of Indian Media	4

Total Credits **20**

DETAILED SYLLABUS

MA JOURNALISM AND MASS COMMUNICATION (CCSS)
SEMESTER I
Minimum Credits Required: 20

MCJ 1C 01
INTRODUCTION TO MASS COMMUNICATION
(Core Course : 4 Credits)

Learning Objectives

- To familiarise students with the basic concepts of communication, specifically mass communication as a human/social/cultural process.
- To introduce communication models as a method for studying communication in a disciplinary framework.
- To present mass media system as a cultural institution and an industry, with special reference to the Indian context.
- To acquaint students with key theories, theoreticians and schools of thought in communication, their historical evolution and influence on various social domains.

Learning Outcomes

At the completion of the course, the students shall be able to:

- Recognise the social relevance of mass communication.
- Analyse the dynamics of mass communication in a systematic way using appropriate models and theoretical frameworks.
- Critically evaluate the functioning of communication systems both as a cultural process and an industrial practice.

Module I

Key Concepts and Models of Communication

Defining communication and its elements and process, Types and levels of communication-interpersonal, group and mass communication, Origin and development of Communication as a discipline, Communication models: Aristotle, Lasswell, Shannon and Weaver, Dance, Berlo, Barnlund, Gerbner.

Module II

Mass Communication: Systems and Functions

Defining Mass Communication

Mass Communication Models-Westly McLean, Shramm, Riley and Riley and Matetzke.

Nature and characteristics of mass media – newspaper, magazine, radio, television, film and digital media.Functions of mass media, Media as a cultural institution, Media as an industry. Normative Theories of the Press.

Module III

Mass Media and Mass Society

Theories of Mass Society – IbnKhaldun, Comte, Spencer, Tonnies, Durkheim, Habermas.

Mass as Audience and related theories: Stimulus Response Theory, Magic Bullet Theory, Individual Differences Theory, Social Differentiation Theory, Social Relationship Theory,

Flow theories of Communication: One step, Two Step and Multi Step Flow, Gatekeeping, Rogers' Theory of Diffusion of Innovation.

Module IV

Mass Media and Meaning Making

Construction of meaning: Linguistic, Sociological and Social Psychological approach. Mediated Reality: Persuasion, Propaganda, Balance Theory, Congruity Theory, Dissonance Theory, Social Learning Theory and Modeling Process, Agenda Setting Theory, Framing, Priming, Stereotyping, Formation of public opinion.

Module V

Effects Mass Media

Types of media effects, History of media effect studies, Theories of Effects: Uses and Gratification Theory, Dependency Theory, Spiral of Silence Theory, Cultivation Analysis.

CORE TEXTS

1. McQuail, D.& Windahl, S.(2013). *Communication Models for the Study of Mass Communications*.New York: Routledge.
2. DeFleur, M. & Ball-Rokeach, S. (1977).*Theories of Mass Communication.* New York: Longman.
3. McQuail, D. (2010).*McQuail's Mass Communication Theory*.New Delhi: Sage Publications.

SUGGESTED READINGS

1. Fiske, John. (2010).*Introduction to Communication Studies*.New York: Routledge.
2. DeVito, J.A.(1982). *Communicology: An Introduction to Human Communication*. US: HarperCollins Publishers.
3. Baran, S.J.& Davis, D.K. (2000).*Mass Communication Theory: Foundations, Ferment and Future*. US: Wadsworth.
4. Harris, R.J. & Sanborn, F.W. (2004).*A Cognitive Psychology of Mass Communication*. NJ:Routledge.

SUGGESTED LINKS

1. https://www.communicationtheory.org/
2. https://www.poynter.org/

MCJ 1C 02
REPORTING NEWS
(Core Course: 4 Credits)

Learning Objectives

- To explain basic concepts of news, news ethics and media writing trends with special focus on convergence journalism.
- To introduce news language and writing styles for the print, broadcast and new media.
- To present news management methods and new trends in the field.
- To acquaint students with various fields of specialized reporting.

Learning Outcomes

At the completion of the course the learners shall be able to

- Recognise news and report it professionally following the latest trends in the field and ethical considerations in place.
- Analyse the language of news and practice news writing
- Critically evaluate news management systems and related journalistic practices.

Module I

Basics of News Writing

Definition of News, News values, Soft news and Hard News, News and Media Convergence, Positive reporting.

Ethical Considerations: Balance, Bias, Quotes, Attribution, Objectivity v/s subjectivity, Plagiarism, Defamation- Libel & Slander, Copyright dimensions, Fake news, Fact verification.

Module II

Writing News

Principles of standard usage, principles of simple language, principles of meaningful language, principles of inclusive language.

Structuring story for the print, broadcast and digital media – inverted pyramid, hourglass, narrative story-telling and impersonal writing, elements (5Ws and 1 H) of news, writing leads and headlines and strategies for connecting paragraphs.

Module III

Sourcing News

Story Ideas, cultivating sources, off-the record, beats, press releases, government and non-government sources, wire copies, news agencies, crowd sourcing, citizen reporting, Interviewing and its techniques.

On-the-scene coverage, speeches, conferences, follow-up stories, roundups. Social media as news sources.

Module IV

News Management

Desk and field interaction, news bureau management, types of reporters- local, national, foreign and specialist reporters.Freelancing. Engaging special reporters. News syndication. Intimate and precision journalism, advocacy reporting, multicultural reporting, data journalism.

Module V

Feature and Specialised Reporting

Feature stories: definition, characteristics, treatment and feature leads. Types of features. Specialized reporting: obituaries, profiles, crime, disasters and tragedy, reporting courts, parliamentary reporting, reporting sports, business and creative industry.

Developmental reporting: environment, science, technology, health and education.

CORE TEXTS

1. Whitaker, W. R. et al. (2013).*Media Writing: Print, Broadcast, and Public Relations*.London: Routledge.
2. Busa, G. (2013). *Introducing the Language of the News: A Student's Guide*. London: Routledge.
3. Rich, Carole.(2015).*Writing and Reporting News: A Coaching Method.* USA: Cengage Learning.

RECOMMENDED READINGS

1. Reporter without Borders: Safety guide for journalists, A handbook for reporters in high-risk environments, UNESCO.
2. Posetti, Julie: Protecting Journalism Sources in the Digital Age, UNESCO
3. Posetti, J. and Matthews, A.*A short guide to the history of 'fake news' and disinformation*. ICFJ.

SUGGESTED LINKS

1. https://rsf.org/en/actions/reports-and-statistics
2. https://unesdoc.unesco.org/ark:/48223/pf0000248054
3. https://unesdoc.unesco.org/ark:/48223/pf0000243986_eng

MCJ 1C 03
EDITING NEWS
(Core Course: 4 Credits)

Learning Objectives

- To introduce students to the basics of news editing and design as well as the professional use of media language.
- To give practical training in editing news stories for print, broadcast and digital media on paper and computers.
- To familiarise students with the roles and rules of editorial staff.
- To explain the principles and techniques of editorial writing and preparing edit pages.
- To acquaint the students with managing textual and non-textual elements on different media formats.

Learning Outcomes

At the completion of the course, the learners shall be able to:

- Understand the role of editors and the functioning of the editorial section and the basic ethical issues confronting editors.
- Critically analyze copies to ensure accuracy and objectivity.
- Use correct grammar and eliminate items in poor taste in the copy.
- Write clear and accurate headlines, decks and captions.
- Design basic news pages.

Module I

Basics of Editing

Definitions, Need, Purpose and Principles of Editing, Organizational Pattern of Editorial section in newspaper, radio and television, Duties and Responsibilities of editor and editorial staff. Editing in the age of convergence.

Module II

English for Journalists

Parts of Speech, sentence structures, Tense in news writing; Negative and double negative expressions; Adjectives, modifiers; Split infinitives, Subject and verb agreement; commonly used words for reporting news, Attributions and identification of sources; punctuations, paraphrasing and transition devises in news writing, Current trends in journalistic writing.

*(*English for Journalists *by Winford Hicks, published by Routledge is suggested as core reference source for this Module. Grammar exercises shall be given as assignments)*

Module III

Editing Process

Proofreading, Style books, Checking facts and figures, Localising and contextualising news. Subbing, Copy fitting, Rewriting, Summarising, and Abstracting.

Preparing Edit Page

Editorial: meaning, significance, types, structure and writing techniques. Editorial policy formation.

Edit Page: contents, significance.

Headlines: types, functions and techniques.

Editing for Magazine.

(Text editing assignments shall be given in each segment after theory classes)

Module IV

News Design

Design principles in general, Newspaper design: types, principles, elements, colour management, front-page design and layout trends, Magazine design, Magazine cover.

Typography, Trends in printing technology.

(Page design assignments shall be given after theory classes)

Module V

Managing Non-Textual Content

Managing visual elements in print media-, cartoons, comics, puzzles, and illustrations. Info-graphics and an overview of data visualization techniques.

Photojournalism, Photo editing- principles and techniques, Captioning.

Techniques for integrating newspaper with digital media through QR code, links etc.

CORE TEXTS

1. Bowles, D. A. & Borden, D.L. (2007). *Creative Editing for Print Media*.New York:Wadsworth Publishing.
2. Brooks, B.S, Sissors, J.Z. & Baskette, F.K. (2001). *The Art of Editing*.USA: MacMillan.
3. Hicks, W. (1998). *English for Journalists* London: Routledge.

RECOMMENDED READINGS

1. Gestalten & Javier Errea: Newspaper Design: Editorial Design from the World's Best Newsrooms (ISBN: 978-3-89955-536-3), Gestalten Webshop
2. Einsohn, Amy: The Copy Editor's Handbook, University of California Press
3. Harold Evans, Newsman's English,
4. Collins, Ross F.: Editing Across Media Content and Process in a Converged World, MacFarland,
5. Good, Jennifer and Lowe, Paul: Understanding Photojournalism, Bloomsbury Academic

SUGGESTED LINKS

1. https://issuu.com/mariogarcia/docs/mario_garcia_pure_design
2. https://www.snd.org
3. https://www.newseum.org/todaysfrontpages/
4. www.copyeditor.com

MCJ 1C 04
MEDIA HISTORY
(Core Course : 3 Credits)

Learning Objectives

- To understand the origin and development of various media in India and in the West.
- To familiarise students with the different media organisations and its ownership.
- To understand the recent trends in media.

Learning Outcome

At the completion of the course, the learners shall be able to

- Understand the transition of press in the world.
- Trace the growth of media in India and its engagement with politics and social change at the different points in history
- Recognise the outcomes of different commissions, Acts and amendments regarding media.
- Critically evaluate the functioning of Indian film industry and film certifications.

Module I

Origin and Development of the Press

The rise of mass media, a brief history of the Press in the UK and the USA, Beginning of journalism in India, The Press in the colonial period- Major newspapers and editors in India with special focus on the Malayalam Press, The Press and the Freedom Struggle- The Press in Free India: Major newspapers and editors with special focus on the Malayalam Press. The Press in the Emergency and after, Indian media in the globalized and corporatized times, Current trends in Indian Press, Online news portals in India.

Module II

Broadcasting in India

Brief history of broadcasting in India - AIR, Doordarshan, SITE, Chanda Committee, Varghese Committee. SITE, Open Sky Policy, FM Radio, Community Radio, Ham radio, Satellite radio Internet radio services, Private TV Channels, Cable Television, DTH and rating systems and agencies. Current trends in radio and television sectors.

Module III

Film and New Media in India

Origin and development of Indian cinema, History of Malayalam cinema, New trends in Malayalam film, digital media in India: Early years, Social media penetration in India. Impact of digital technology on Indian mass media: A historical analysis. Film Certification in India.

Module IV

Communication Institutions and Organisations

Growth of mass communication in India: Institutions (IIMC, PCI, DAVP, MIB, Prasarbharati, RNI etc.). Wage boards and welfare measures for mass media, Media ownership patterns, management, organisations and economics and Press Commission Reports, News Agencies India– PTI, UNI, Reuters, AFP, AP etc. Professional media organizations: IFWJ, INS, Editors' Guild of India, ABC etc. Women collectives in the media sector.

CORE TEXTS

1. McQauil, D.(2010). *Mass Communication Theory*. New Delhi: Sage.
   (Chapter 2: The Rise of Mass Media)
2. Rau, M.C. (1968). *The Press in India*. New Delhi: Allied Publishers Pvt Ltd.

3. Moolgaokar, S.M. (1984)*The Press in India*. Popular Prakashan.
4. Parthasarathy, R. (1989)*Journalism in India- From the Earliest Time to the Present Day*. New Delhi:Sterling Publishers Pvt. Ltd.

SUGGESTED READINGS

1. Bhargava, M. Role of Press in the Freedom Movement. New Delhi: Reliance Publishers.
2. Moitra, M. A History of Indian Journalism. National Book Agency Pvt. Ltd
3. Martin C. Journalism: A Critical History.
4. Briggs, A. A Social History of the Media: From Gutenberg to the Internet. UK: Polity Press.
5. Puthupally, R. Malayala PatraPravarthanCharithram. Kottayam: NBS.
6. Jayaraj, M. MalayalaAchadiMadhyamam: BhootavumVarthamanavum. Calicut: Mathrubhumi.
7. Natarajan, S.A History of the Press in India.
8. Awasthy, G.C. Broadcasting in India.
9. Kumar, K. J. Mass Communication in India. New Delhi: Jaico.
10. Sarkar , R.C. S.*The Press in India*. New Delhi: S Chand Company.

SUGGESTED LINKS

1. https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf?0=ip_login_no_cache%3D9f39688fa60e6262f5d4b25828581eb3
2. https://shodhganga.inflibnet.ac.in/bitstream/10603/94339/11/11_chapter%204.pdf
3. http://presscouncil.nic.in/OldWebsite/speechpdf/November%2016%202009%20Hyderabad.pdf
4. https://shodhganga.inflibnet.ac.in/bitstream/10603/40642/8/12_chapter3.pdf

MCJ 1C 05
COMMUNICATION LAWS & ETHICS
(Core Course: 3 Credits)

Learning Objectives

- To provide an overview of the Indian legal system, Indian Constitution and to discuss in detail the freedom of speech and its limitations enshrined in it.
- To introduce the laws related to print, broadcasting and digital media, and intellectual property rights
- To discuss the ethical concerns in media operation with support of case studies.

Learning Outcomes

At the completion of the course, the learners should be able to:

- Have a thorough understanding of the constitutional provisions of media and communication.
- Understand the rules and regulations in relation to media and communication profession.
- Have discourses on media and communication ethics.

Module I

Indian Legal System

Defining Media Laws, Defining Media Ethics. Legal system in India- Hierarchical Patterns, An overview of Indian Constitution, Indian Constitution and Freedom of Expression - Ideals, Cases and Criticisms. Indian Penal Code and communication related provisions, Laws and cases of Defamation: Civil and criminal defamation, libel and slander, fair comment, right to privacy, indecency, obscenity and pornography, Laws related to the rights of women and children, Privileges of Judiciary and Legislative: Contempt of Court 1952 and its amendments. Privileges of Parliament and legal aspects of parliamentary reporting.

Module II

Information, Communication and Rights

Right to Information: Official Secrets Act 1923, Freedom of Information Bill, Right To Information Act, 2005. Case studies related to Right to Information, Intellectual Property: Copyright Act, Creative Commons and Free-Software Movement

Module III

Media Laws

PRB Act, 1867, Delivery of Books and Newspapers (Public Libraries) Act, 1954, Press Council Act and its amendments, Newspaper Price and Page Act, Working Journalists Act, 1955, Working Journalists (Fixation of rates and wages) Act, 1958. Related case studies. Cable network TV Act 1995. Broadcast media laws – AIR and DD codes for advertising, Cinematograph Act, Certification Rules.New Media Laws: IT Act and its amendments. Data policies.

Module IV

Ethical Issues in Mass Communication

Discourses on media ethics in contemporary society- sting operation, undercover reporting, fake news, data compromise etc along with related case studies.

Professional codes of conduct–Press, Electronic Media, Digital Media, Advertising and Public Relations, Media and code of conduct of general elections.

CORE TEXTS

1. Jain, M. P., Naidu, D. S., &Chelameswar J. (2018). Indian Constitutional Law. LexiNexisVol I and II

2. Philip, M. (1987). Ethical Journalism: A Guide for Students, Practitioners, and Consumers. New York: Longman.
3. Das, B. D. (2010). Law of The Press (5th ed.). Lexis Nexis.

SUGGESTED READINGS

1. Moore, R. L. Mass Communication Law and Ethics. London: LEA.
2. Dixit, A. K. Press Laws and Media Ethics. New Delhi: Reference Press.
3. Overbeck, W. Major Principles of Media Law. UK: Thomson Wadsworth.

SUGGESTED LINKS

1. https://shodhganga.inflibnet.ac.in/bitstream/10603/40642/8/12_chapter3.pdf
2. https://www.g-wlearning.com/journalism/9914/ch01/pdf/history.pdf

MCJ 1C 06
GRAPHIC DESIGN AND PRINT MEDIA PRODUCTION
(Core Course- Practical: 2 Credits)

Learning Objectives

- To equip learners to do word processing in English and Malayalam essential for media production.
- To train them to design media content and manage media design projects.
- To impart skills in graphic design and image editing required for media production.

Learning Outcomes

At the completion of the course the learners shall be able to

- To type in English and Malayalam and to paginate the content of print media like newspapers and magazines.
- To do essential graphic design for all types of media
- To critically evaluate the aesthetics of content visualisation and colour management of various media.

Module I

Typewriting and Word Processing

At the end of this module, the learner should be able to type in Malayalam and English at a moderate speed and be familiar with basic operations in word processing and formatting.

Module II

Ideation to Design Prototype and Project

This module will give the learner training in applying design principles, choosing typography, identifying the relationship between colour, typography, layout, and tone, developing multiple design ideas, identifying image sources, difference in colour modes, managing colours and critiquing designs.

Module III

Image Editing

At the end of the module, the learner should be able to do the following using raster/bitmap graphics:

- Importing and working with various file formats
- Working with layers
- Creating design comps
- Vector and bitmap graphics
- Retouching photos by using selection tools
- Sharpening photos
- Adjusting brightness and contrast
- Adjusting levels and colours
- Cropping, resizing, and straightening images
- Combining multiple images
- Transforming images
- Editing photographs
- Creating watermarks
- Using filters
- Painting
- Drawing and modifying lines

- Drawing and modifying shapes
- Using swatches
- Adding text to images
- Preparing images and graphics for web, print, and video

Module IV

Graphic Design

At the end of the module, the learner should be able to do the following using vector graphics in proprietary/open software:

- Vector artwork
- Raster to vector artwork
- Painting
- Drawing and modifying shapes
- Creating and modifying text
- Creating patterns
- Outputting for web, video, and print

Module V

Layout and Pagination

At the end of the module, the learner should be able to do the following works related to newspaper/magazine layout and pagination using proprietary/open layout and pagination software:

- Page make-up
- Putting text on a path
- Creating multi-page spreads
- Transforming objects
- Importing text
- Designing in columns
- Using character and paragraph styles
- Designing of typographical matter
- Designing of pictorial matter
- Cover page design
- Adding captions
- Creating templates

Module VI

Media Production

Outcome of this module is to produce the following using the skill set acquired during the delivery of the last four modules. The learner shall design the following and submit them as part of lab record for internal evaluation in soft/hard copies

- Newspaper (One front page)
- Magazine (Minimum 16 pages including front and back covers)
- Brochure/Poster/Advertisement (One each)

SUGGESTED READINGS

1. Sarkar, N. *Art and Print Production 2nd Edition*. Oxford University Press.
2. Bartholomew, J. & Rutherford,S. *The Design Student's Handbook, Your Essential Guide to Course, Context and Career, 1st Edition*. Routledge.

MCJ 1A 01
INDIAN POLITICS
(Ability Enhancement Course -AEC)
(2 Credits-*Credits are not added*)

The main objective of this course is to equip students with micro level understanding of the political transitions/transformations in India in general and the state of Kerala in particular especially in the post independent period. Students are expected to discuss/analyses various perspectives on various developments in postcolonial India.

The readings given below will be helpful for their study. The books are selected in such a manner that the students will have a comprehensive understanding and familiarity with diverse views. Reading of these books is a window to understand the politics in postcolonial India, but they are not must read as part of this AEC. Department Council or equivalent bodies are free to prepare an alternative list of readings that serve the purpose.

Evaluation shall be done as per the provisions in the CCSS-PG Regulations 2019 in connection with AEC.

SUGGESTED READINGS

1. Verghese, B.G. (2010). First Draft: Witness to the Making of Modern India, New Delhi: Tranquebar Press
2. Chawla, Navin B., (2019). Every Vote Counts: The Story of India's Elections, New Delhi: Harper Collins
3. Sen, Amartya (2005), *The Argumentative Indian*: Writings on *Indian* History, Culture and Identity, Allen Lane
4. Tharoor, Shashi (1997) India: From Midnight to the Millennium and Beyond
5. Guha, Ramachandra (2008) *India after Gandhi*: The History of the World's Largest Democracy
6. *Jeffrey Robin (2001) Politics*, *Women and Well-Being*: How Kerala became 'a Model, Oxford University Press
7. Satheese Chandra Bose and Shiju Sam Varughese (2015) Kerala Modernity: Ideas, Spaces and Practices in Transition, Orient Blackswan.

SEMESTER II
Minimum Credits Required: 20

MCJ 2C 01
MEDIA, CULTURE AND SOCIETY
(Core Course: 4 Credits)

Learning Objectives

- To problamatize the concept of culture with particular reference to communication.
- To understand how media systems are integrated into and shaped by larger systems of power, ideology and cultural understanding; how cultural processes and cultural commodities are produced, circulated and consumed.
- To introduce the vocabulary, methods and interpretative strategies generally used in cultural studies and related areas.
- To present the critical tools that explore how minorities are represented in the media and make them aware of the role of those representations in the reproduction of inequality and social injustice.

Learning Outcomes

At the completion of the course, students shall be able to

- Understand and apply key vocabulary, methods and interpretative strategies used in cultural studies and related areas.
- Have an informed and critical awareness of how media operates in a social system.
- Apply critical understandings of media cultures and institutions to reflect on their own use of media in professional, creative and personal practices.
- Develop a non-essentialist understanding of both their and other cultures, societies, regions and beyond.
- Critically analyse media representation of various segments of the society

Module I

Media/Culture

What's culture? Culture, Popular culture, Mass culture, High culture/low culture, Counterculture, Culture and civilisation, Leavisism, Culturalism, Culture as body of knowledge, Culture as mass deception, Culture industry, Culture as capital, Culture as an Anthropological category, Multiculturalism, Clash of civilization, Inter-cultural communication.

Module II

Media/Language/Ideology

Introduction to linguistics, Socio-linguistics, Structural linguistics, Ferdinand de Saussure, Structuralism, Culture and myth, Roland Barthes, Semiology, Post Structuralism, Jacques Derrida and Deconstruction, Jacques Lacan, Discourse and power (Michael Foucault and Edward W Said), Classical Marxism, The Frankfurt School, Althusserianism, Hegemony, Subaltern studies, Gender and mass culture, Feminist critique, Post-modernism and decline of metanarratives.

Module III

Media/Technology

Politics and Philosophy of technology, Media as technology, Technology as tool and method, Technology as worldview, Medium theory, Mechanical reproduction, technological determinism, Medium as message, Media ecology, Science and Technology Studies, new 'wave' of technological revolution, information society paradigm, electronic governance and digital democracy, web activism, Machine learning, Data journalism, Implications of technology for everyday life and politics.

Module IV

Media/Representation

Representational paradigm, Systems of representation, Language and representation, Codes and conventions in representation, Representation theories; reflective approach, intentional approach, constructionist approach. Stereotyping, Culture/nature distinction, Binary oppositions, Other/Othering, Discourse/discursive formation, Inter-textuality, Subject position, Subjectivisation, Representation and symbolic power.

Module V

Media/identity/Marginality

Identity and belonging, Identity and social construction: Gender, Sexuality, Race, Class, Ethnicity, Religion, Caste, Nation and Region. Identity crisis, Displays of identity, Identity politics, fixity of identity and difference, Multiple identities, Intersectionality, Discrimination, Prejudice and bias, Marginalisation and exclusion, Media visibility and access

Module VI

New Media and Cyber Culture

ICT, Web 2.0, Cyberspace, Virtuality, Virtual community, Virtual reality, Information society/network society, Informationalized capitalism, Global Village and digital natives, digital divide, Convergence, Hypertextuality, Multimediality, Interactivity and audience involvement, Self presentation online and cyber identity, The marginalised and digital media, Cyber feminism, Social networks and media, Digital democracy, Resistance and digital activism, New social movements and e-mobilisaation, Digital media and moral panic, Privacy and publicness in cyber space, Digital surveillance, Cybercrime, Games and gaming cultures and Simulation- Simulacra and Hyperreality

CORE TEXTS

1. Hodkinson, P. (2010). Media, Culture and Society, Sage
2. James W Carey, "A Cultural Approach to Communication", (1989), in Communication As Culture: Essays on Media and Society, Routledge, London, pp 13 – 36
3. Laura Mulvey "Visual Pleasure and Narrative Cinema" (1975) ,*Screen* 16.3 Autumn, 1975, pp. 6- 18
4. McQuail, D.& Windahl, S.(2013). Communication Models for the Study of Mass Communications.New York: Routledge.Martine, C. (2014). Media and Culture: Mass Communication in Digital Age. Sag

SUGGESTED READING

5. Fabos, Bettina et al. (2013) . Media and Cutlure: An Introduction to Mass Communication, Sag
6. Gripsrud, (2014) Understanding Media Culture. Bloosberry Academic
7. Martine, C. (2014). Media and Culture: Mass Communication in Digital Age. Sage

SUGGESTED LINKS

1 Https://Journals.Sagepub.Com/Home/Mcs

2 www.poynter.org

MCJ 2C 02
ADVERTISING AND MARKETING COMMUNICATION
(Core Course: 4 Credits)

Learning Objectives

- To understand the fundamental theoretical framework of advertising, and links the role of advertising to the broader marketing communications context.
- Enable students to participate in the development of creative solutions to address advertising and marketing communications challenges.
- Evaluate the effectiveness of integrated advertising and marketing communications initiatives.

Learning Outcomes

After the completion of the course, the learners shall be able to:

- Understand the scope of advertising from traditional print, electronic, and outdoor campaigns; to online and social media marketing promotions.
- Recognize the societal impact of advertising and the need for ethical practitioners.
- Perform a market segmentation analysis, identify the organization's target market/audience and define the consumer behaviour of each segment.

Module I

History & Evolution of Advertising

Definition – Origin and Evolution of Advertising. Functions, Role and Scope of Advertising in the Indian and Global Marketing Scenario – Economic liberalization and its impact on Indian Advertising- Advertising agency – structure and functions- ethics and socioeconomic aspects of advertising-

Module II

Advertising Theories & Campaign Planning

DAGMAR theory- David Ogilvy and Rosser Reaves theories; AIDA formula- Consumer learning Theory- Hierarchy of Effective Models – ELM Model of Attitude Change- Cognitive Process in Media Effects- Appeals in advertising- Advertising campaign – planning, programming & evaluation-Media Mix and media selection– media strategy

Module III

Creative Strategy & Types

Headline, slogan, body copy, illustrations, logo, trademark, themes and appeals. Fundamentals of layout- designing advertisement- designing process- Kinds of advertisements – product, service, institutional, industrial, public service and public awareness advertisements-Outdoor Advertising

Module IV

Marketing Communication Basics

Marketing Communication- Concept, Nature, Functions & Importance- Market Segmentation: Concept, Importance and basis, Target Market Selection; Market Positioning: Concept & Importance, Market Repositioning; Product Differentiation vs. Market Segmentation; Contemporary issues in Marketing- Marketing Communications in various stages of Product Life Cycle

Module V

Marketing Communication: Planning and Action

Marketing Mix- Digital Marketing -Strategy, Planning, Stages of planning- Opportunity, Strategy, Action-Direct marketing-Rural Marketing- Importance and challenges of rural marketing- Effectiveness of Marketing Communications- Integrated Marketing Communication

CORE TEXTS

1. Clow, K. E., & Baack, D. (2018). *Integrated advertising, promotion, and marketing communications*. Harlow, England: Pearson Education Limited.
2. Jethwaney, J. N., & Jain, S. (2012). *Advertising management*. Oxford: Oxford University Press.

SUGGESTED READINGS:

1. Gronroos, C., Duncan, T. R., Kitchen, P. J., Moriarty, S. E., Kerr, G., Lindberg-Repo, K., & Schultz, D. E. (2013). *Marketing communication*. New Delhi: SAGE.
2. Brown, B. (2011). *Marketing communication*. Northcliff: Troupant.
3. Rodgers, S., & Thorson, E. (2019). *Advertising theory*. Abingdon, Oxon: Routledge.
4. Tellis, G. J., & Ambler, T. (2007). *The Sage handbook of advertising*. Los Angeles: Sage Publications.
5. Jefkins, F. (1988). *Advertising*. London: Pitman.
6. Dyer, G. (2015). *Advertising as communication*. London: Routledge.

SUGGESTED LINKS:

1. https://www.tutorialspoint.com/advertisement_and_marketing_communications/
2. https://www.managementstudyguide.com/advertising-management.htm
3. https://www.academia.edu/35374754/INTEGRATED_MARKETING_COMMUNICATION_Advertising_and_promotion_An_Integrated_Marketing_Communications_perspective.pdf
4. https://www.theseus.fi/bitstream/handle/10024/3792/Jumppanen%20Veikko.pdf?sequence=1&isAllowed=y
5. https://www.marketingteacher.com/digital-marketing-communications/

MCJ 2C 03
RADIO AND TELEVISION PRODUCTION
(Core Course: 4 Credits)

Learning Objectives

- To familiarise students with the basic concepts in broadcast media and related technology.
- To recognise and engage with various genres of radio and television programmes.
- To familiarise students with the process, work flow and methods of radio and television production.
- To impart training in producing various radio and television programmes.

Learning Outcomes

At the completion of the course learners shall be able to

- Have through understanding of the key concepts, technology and methods of broadcast media
- Script radio and television news programmes
- Independently produce radio and television news programmes

Module I

Introduction to Broadcast media

Broadcasting, Telecasting, Narrowcasting, Podcasting, webcasting, Terrestrial Transmission, broadcasting technology, programmes and policies, Code of Ethics and Broadcasting Standards, Newsroom Conference, sources of News, News agencies, Hoaxes, The Reporters, Personal Network, Other News Media, Planned Events, Staged Events, News and entertainment Channels, Morgue/Repository

Module ll

Television Broadcasting

Types of Programmes, entertainment- Education Programme Formats, format of TV News packaging, News programmes and Streams, 24-Hour News, the Bulletin, non-news programmes, Documentary, Live programmes, Gossip Sitcoms, Soap Operas, Indore and Outdoor Reporting, Programme Structure and format in new era, ease to Camera

Module lll

The Process

Voice of the station, Broadcast language, Broadcast News Style Book, piece to camera, Gatekeeping, Research, Reporting news, Reporting war, News Reading, Ad-libs, The gate, Beat reporting, Work to Sequence, rundown order, Television Scripting, shooting script, data and info graphics, TV news studio and Gallery, basic television production requirements, PCR, MCR, OBV.

Module IV

Radio Broadcasting

Types of Radio Programmes, bulletin, teaser, promo, Debates, Radio drama, Radio Interview, Discussions, Music and Phone-ins entertainment- Education Programme Formats, format of Radio News packaging, Programme Structure and format in new era, Live programmes, Gossip Sitcoms, Soap Operas, Indore and Outdoor Reporting, ease to Camera, non-news programmes in Radio. Genres and Language, Preparation of Commentary, Speed, Emphasis, Research, Narratives Devices, Earth station, Uplinks and downlinks, Transmission, On air, Corpsing, Prompting, Using the prompter.

Module V

The Process

Principles of recording, Basics of Radio Scripting, schedule, treatment, Voice modulation, Speed, Clarity, Body Language and appearance, News Anchors and Presenters, rapport, Qualities of a Newscaster, Professionalism, types of Microphones, Basic recording requirements,

Module VI

Production & Editing for Radio and TV

Basics of video and audio editing, ease of Multimedia production software, Production of new Bulletin for Radio and TV, Production of Interview, Documentary for Radio and TV, Non News Programme production.

CORE TEXTS

1. Stewart, P., & Alexander, R. (2016). 1. Broadcast Journalism, Techniques of Radio and Television News (7th ed.). Routledge.
2. Broussard, E. J., & Holgate, J. J. (1982). Broadcast News. MacMillan Publishing Company.

SUGGESTED READINGS

1. Dominick, J. R., Sherman, B. L., &Messere, F. J. (2011). Broadcast, Cable, The Internet And Beyond(7th ed.). McGraw-Hill Education.
2. Millerson, G. (n.d.). Effective TV Production (Media Manuals). Focal Press.
3. Lundstrom, L. I. (2016). Understanding Digital Television: An Introduction to DVB Systems with Satellite, Cable, Broadband and Terrestrial TV Distribution (1st ed.). Routledge.
4. Huber, D. M. (n.d.). Modern Recording Techniques (8th ed.). Focal Press.
5. Smith, M. T. (2013). Broadcast Sound Technology (1st ed.). Butterworth-Heinemann.

SUGGESTED LINKS

1 https://www.mediacollege.com/

MCJ 2C 04
DEVELOPMENT COMMUNICATION
(Core Course: 3 Credits)

Learning Objectives

- To familiarise students with the basic concepts in development, development communication, social change and empowerment and related areas.
- To introduce various approaches in communication for development and social change.
- To present development communication policies and action plans in various sectors in India.

Learning Outcomes

At the completion of the course, learners shall be able to

- Recognise key concepts, approaches and action plans in the field of development communication in the global and national scenario.
- Identify the potential of various communication methods for social change.
- Critically evaluate the communication practices implanted by various agencies for development and social change.

Module I

Key concepts in Development

Development: concept and definitions, reasons for underdevelopment, problems, Issues and approaches in development, Characteristics of developing countries, Indicators of development

Models of development – Adam Smith, Ricardo, Maltheus, Rostow, Marx, Mahatma Gandhi, Dominant paradigm of development and its criticism

Module II

Development Communication

Development communication: Concept, definition – process – role of media in development communication – social, cultural and economic barriers. Development communication models of Lerner, Schramm, Rogers. Social Marketing Approach, Entertainment-education strategies.

Module III

Diverse Approaches

Alternative Paradigm: Participatory communication approach, participatory action research. An overview of folk and traditional media and their use in development. Empowerment Framework of Development – concept – definitions – dimensions. Sustainable development, Gender and Development.

Module IV

Indian Context

A brief history of development communication in India – KHEDA, SITE etc.Development communication policy in India – action plan – democratic decentralisation, Panchayati Raj, Rural development initiatives.

Development support communication: case studies in agriculture, health, education, family planning, science popularization.

CORE TEXTS

1. Melkote, S. R and Steeves, H.L. (2015). *Communication for Development – Theory and Practice for Empowerment and Social Justice.* New Delhi: Sage.
2. Slater, D. (2014). *New Media, Development and Globalization.*Cambridge: Polity Press.

3. Schramm, W. (1964).*Mass Media and National Development*. Stanford: Stanford University Press.
4. Mody, B. (Ed.). (2003).*International and Development Communication: A 21st Century Perspective*.London: Sage.
5. Mefalopulos, P.(2008). *Development Communication Sourcebook: Broadening the Boundaries of Communication*. The World Bank, Washington DC. (http://siteresources.worldbank.org/EXTDEVCOMMENG/Resources/DevelopmentCommSourcebook.pdf)

SUGGESTED READINGS

1. Development Communication: What the 'Masters' Say (Special Issue), The Journal Of Development Communication, 8(2), 179 Pp
2. Servaes, J.*Communication and Development. Some Theoretical Remarks*, Leuven: Acco
3. Servaes, J . *One World, Multiple Cultures. A New Paradigm on Communication for Development.* Leuven: Acco.
4. *Communications And Social Change: Forging Strategies For The 21st Century*. New York: Rockefeller Foundation.
5. Nair, K.S. & White, S.A. (1993). The Development Communication Process. In: NAIR, K.S. & White, S.A. (eds.), *Perspectives on Development Communication*, New Deli: Sage, pp. 47-70.
6. Wilkins, K.G. (1999). Development Discourse on Gender and Communication in Strategies for Social Change, *Journal of Communication*, 49:46-68.

SUGGESTED LINKS

1. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/approaches_to_development_communication.pdf
2. http://siteresources.worldbank.org/EXTDEVCOMMENG/Resources/DevelopmentCommSourcebook.pdf

MCJ 2C 05
GLOBAL COMMUNICATION
(Core Course: 3 Credits)

Learning Objectives

- To introduce key concepts, models and historical background of international/global communication.
- To present the impact of globalisation on the communication practices across national borders.
- To give an overview of global giants in mass media industry at global level and their impact on local media cultures and social life.
- To present the key global aspects Indian media and entertainment industry

Learning Outcomes

After the completion of the course the learners shall be able to

- Understand key concepts and areas of the discipline global communication to engage in the discourses related to global communication.
- Recognise the critical themes and issues in globalised communication practices and their impact on the society at large.
- Critically evaluate the functioning of media conglomerates in the world and its impact on regional media practices and consumption
- Analyse the functioning of Indian media in a globalized environment

Module I

Global Communication

Definition and key concepts of global communication, Historical account of global communication, communication and empire, the era of international news agencies.

Models of International Communication: Mowlana's model of International Flow of Information, Mowlana's central-periphery model of news flow, Mowlana's North South Round Flow model of news, Sepstrups' model of transnational television flows. Call for new communication order, NWICO, McBride Report.

Module II

Globalisation and Media

Origins of globalization, Global media structure, Multinational media ownership and control- International media dependency, Cultural imperialism, Media trans-nationalization process.

Telecommunication policies.

Module III

Global Giants in Communication

Global media corporations: Walt Disney, National Amusements, Time Warner, Comcast, News Corporation, Sony etc.

Internet corporations: Apple, Microsoft, Google, Amazon, Facebook etc.

Global rating and advertising corporations: Nielsen Holdings, Interpublic Group etc.

Module IV

Regional Focus: Indian Media in Global Perspective

Contemporary trends in Indian media– Globalization and Market dominance, consolidation, monopoly and corporatization, vertical and horizontal integration and key concerns, Indian media giants: Reliance, TOI, India Today etc., and their global presence.

FDI in Indian media, Global interest in Indian entertainment industry.Global presence of Indian film.Hollywood in India, Media and Indian Diaspora media with special reference to Malayalam media in Gulf.

CORE TEXTS

1. McQuail, D.*Mass Communication Theory*. New Delhi: Sage. (Part 3, Chapter 10)
2. McQuil, D & Windhal, S. *Communication Models for the Study of Mass Communication* 2nd edition. Pearson (Chapter 9: International Communication)
3. Mody, B (Ed.). (2003).*International and Development Communication: A 21st Century Perspective*.London: Sage.
4. Thakurta, P. G. (2011). *Media Ethics*. Oxford University Press.
5. Birkinbin, B. J. et al (Ed.). (2016).*Global Media Giants*. NY: Routledge.

SUGGESTED READINGS

1. Alleyne, Mark D. (1995). International Power and International Communication. London: Macmillan
2. Appadurai, Arjun (1996). Modernity At Large: Cultural Dimensions of Globalization. Minneapolis
3. Robertson, Roland (1992). Globalization: Social Theory and Global Culture. Thousand Oaks, California
4. UNESCO (1999). World Communication and Information Report 1999-2000. Paris: UNESCO.
5. Mowlana, H. (1996). Global Communication in Transition; The End of Diversity? London:Sage.
6. Mowlana, H. (1997). Global Information and World Communication. New Frontiers in International Relations, Second Edition. London: Sage.

MCJ 2C 06
PHOTOGRAPHY & VIDEOGRAPHY
(Core Course- Practical: 2 Credits)

Learning Objectives

- To introduce the basics of photography and videography and the fundamental functions of related equipments.
- To train students in lighting, composition and aesthetics of photography and videography
- To impart training on photography and videography for news reporting.

Learning Outcomes

Through readings, instruction, practice, and projects, students shall:

- Develop or improve skills in contemporary videography and photography technology and operation of cameras and production equipment.
- Achieve critical appreciation skills for the aesthetics of sound and image production.
- Improve literacy in the visual language and achieve skills in digital media production.
- Gain a greater understanding of storytelling in narrative and non-narrative visual productions.

Pedagogical Method

The training methods should be appropriate to the development of competencies. The focus of the programme is on "performing" and not on "knowing". Lecturing will be minimum and emphasis shall be on "hands on training". Continuous individual monitoring and evaluation are essential.

Module I

Introduction to Camera

Acquaintance with Camera Controls, camera parts and types, menu items and shooting modes (Auto vs. Scene vs. Priority), Focusing techniques, Stability during captures, Storage and media management.

Assignment

Photograph a subject of interest using different shooting modes.

Module II

Lighting and Composition

Discussions and demonstration on composition techniques.

Photographing Portraits and Still life.

Practicing portrait genres and lighting techniques (Naturalism and Pictorialism), Review aperture, shutter speed, ISO.

At the end of the 1 and 2 modules, the learner should be able to shoot in manual controls to manipulate the exposure creatively.

Assignment

Student should plan, shoot and submit high- and low-key light images of still life and portraits.

Module III

Studio session- Basic editing and cropping

At the end of the module, the learner should be able to do the basic editing of images using industry standard proprietary/open software.

Module IV

Low light photography

Demonstration of low light shooting .

Landscape and nature photography practices.

At the end of the module, the learner should be able to plan and shoot landscape and natural images that require the least amount of post-production work.

Assignment

Student should plan, shoot and submit images of landscape and nature photography.

Module V

Photographing News/Documentary

At the end of the module, the learner should be able to capture photographs of reportage and documentary using a DSLR.

Assignments

Student should plan, shoot and submit images of news photos, photo-series, and everyday life documentary.

Module VI

Digital Video Camera Basics and Shooting Techniques

Demonstration of Camera Controls, Camera parts and types, Menu items and shooting modes, Storage and media management, Focusing Techniques, shot composition and movements, Stability during capture, Shot decisions, Anticipating Editing, Shooting People and Objects, Lighting setups.

Module VII

Audio for Video, Lighting for Video, Lighting Instruments

Demonstration- Audio Capture Settings

At the end of the 6 & 7 modules, the learner should be able in, composing shots following the rules, proper use of a level and steady tri-pod, setting proper color balance, focus, exposure and good audio using an ENG/EFP camcorder in manual mode.

Assignments

Shooting people in various environments.

Shooting an interview

SUGGESTED READINGS

1. The Digital Photography Book by Scott Kelby, Peachpit Press
2. Video production handbook / Gerald Millerson, Jim Owens. — 5th ed.
3. Grammar of the Shot by Christopher J. Bowen, 4th Edition, Routledge
4. Picture Composition for Film and Television, Second edition by Peter Ward, Focal Press
5. The Technique of Film and Video Editing: History, Theory, and Practice, Ken Dancyger, Focal Press

SUGGESTED LINKS

1. https://www.cambridgeincolour.com
2. https://imaging.nikon.com/support/digitutor/

MCJ 2A 01
AUDIO-VISUAL EDITING
Professional Competency Course-PCC: 2 Credits
(*Credits are not counted*)

Learning Objectives

To equip learners with professional competency in audio-visual editing using relevant software/s

Learning Outcomes

At the end of the course, the learner should be able to do digital video and audio editing using professional proprietary/open software(s) following the rules of audio visual editing.

Module I

Understanding Audio Post-Production

Audio Editing-Audio recording and editing in DAW, Audio file formats, editing phases- Dialogue, Foley, Effects, Music, Pre-Mix-Dialogue Premix, Effects Premix, Ambience Pre mix, Foley Premix, Music Premix, Final Mix-DAW-Project file setup, Various Mixing Formats.

Module II

Audio Editing

Importing and editing sound, multi-layered audio tracks and mixing, labelling and managing recorded material adding effects, balancing stereo sound, exporting between file formats.

At the end of the two modules, the learner should be able to do digital audio editing using professional proprietary/open software.

Module III

Understanding Video Post-Production

Digital video editing workflow, Introduction to terminologies used to describe stages of video sequence development- Dailies, Assembly, Rough cut, Picture lock, Director's cut, Final cut, Understanding the footage, File formats.

Module IV

Video Editing

Getting started with video editing, Video capture, Viewing the raw footage, Trimming the clips for the best parts, Sequence on timeline, Applying transitions, Adding titles and credits, Music, Sound effects, Creating supers, Special effects, Exporting video to different mediums and formats, file types.

SUGGESTED READINGS

1. Grammar of the Edit, 4th Edition by Roy Thompson, Christopher J. Bowen, Focal Press
2. Film and Video Editing Theory-How Editing Creates Meaning, 1st Edition by Michael Frierson, Routledge
3. Sound recording practice:Borwick John
4. Sound Studio: Ford Tyree S.
5. Sound FX : Alexander U. Case

SEMESTER III
Minimum Credits Required: 20

MCJ 3C 01
COMMUNICATION RESEARCH
(Core Course: 4 Credits)

Learning Objectives

- To make the learners acquainted with the process and procedures of research in mass communication
- To offer theoretical and practical knowledge in literature review and scholarly communication
- To impart practical training in conducting survey, data collection, data analysis and research writing

Learning Outcomes

At the completion of the course, the learners shall be able to:

- Recognise the key concepts and methods in communication research
- Design research work scientifically using various methodological frameworks
- Apply theories and theoretical framework in their research work
- Analyse data and arrive at conclusions independently and scientifically report research findings in the form of research articles and theses

Module I

Research Process

Nature and scope of communication research; development of mass media research, aspects of research, characteristics of research; evaluation of communication research in India. Research in print media, electronic media, advertising and public relations and internet.

Module II

Research Procedures

Topic selection - Relevance of the topic, literature review, setting hypothesis and research questions/objectives, analysis and interpretation, summary

Module III

Research Approaches

Qualitative research method – field observations, focus groups, interviews, case studies; Content analysis – Definitions, steps in content analysis, reliability and validity. Quantitative method – Definitions and components. Survey research – Descriptive and analytical surveys. Sampling methods; procedures. Mixed method.

Module IV

Data analysis and Interpretation

Introduction to Statistics – Basic statistical procedure; techniques for communication research – Measures of central tendencies, frequency distribution, tests of significance – *t*-test, Chi-square, ANOVA, MANOVA, reliability, validity and correlations and regression. Introduction to quantitative and qualitative data analysis software.

Module V

Research Writing

Writing with style, avoiding common writing errors, readability of the manuscript, writing a research report, concluding the research report, and writing exercises. Indexing, abstracting, citation styles: APA, MLA etc.

Module VI

Issues and Trends in Research Domain

International Journals in Communication, Ethical perspective of Communication Research – Plagiarism, IPR issues. Using the Web for academic research and publication, academic databases and search engines.

CORE TEXTS

1. Wimmer, R. D., & Dominick, J. R. (1987). *Mass media research: An introduction.*Belmont, CA: Wadsworth.
2. Kerlinger, F. N.: Foundations *of behavioral research*. New York: Holt, Rinehart and Winston
3. Berger, Arthur Asa: Media Research Techniques, Newbury Park: Sage Publications
4. Lowery & De fluer: Milestones in Mass Communication Research, Pearson

SUGGESTED READINGS

1. Hansen, A. (2010). *Mass communication research methods*. Los Angeles: SAGE.
2. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. London: SAGE.
3. Buddenbaum, J. M., & Novak, K. B. (2001). *Applied communication research*. Ames, IA: Iowa State University Press. reprinted in India by Surjeet, 2005

SUGGESTED LINKS

1. https://prezi.com/p/xpmdpkfkhziv/media-and-mass-comm-research/
2. http://soniapsebastiao.weebly.com/uploads/2/0/3/9/20393123/ebook_handbook-of-media-and-communication-research.pdf
3. http://egyanagar.osou.ac.in/slmfiles/JMC-08-BLOCK-01.pdf
4. https://www.routledgehandbooks.com/pdf/doi/10.4324/9780203409800.ch2
5. http://125.234.102.146:8080/dspace/bitstream/DNULIB_52011/8649/1/media_research_techniques_1998.pdf

MCJ 3C 02
PUBLIC RELATIONS & CORPORATE COMMUNICATION
(Core Course: 4 Credits)

Learning Objectives

- To understand the role and scope of PR in management, its various tools and the emerging importance of the discipline in varying areas.
- To know the evolution of Corporate Communication and its expanded role in organizational and marketing communication

Learning Outcomes

After the completion of the course, the learners shall be able to

- Explain the role of the public relations in the corporate environment and describe the strategies, tactics, and techniques of public relations and corporate communications

Module I

Public Relations

Public Relations concept and definition : - Evolution and growth of public relations, Propaganda, Publicity, Public opinion , Lobbying -Functions of public relations - Characteristics and qualifications of PR personnel

Module II

PR tools & methods

Public relations writing - Increasing importance of PR, target audience and publics of PR - PR campaign stages and planning -Organisation setup of PR departments/ agencies; PR in public / private sectors, Central and State PR departments

Module III

Principles of PR

Laws and ethics in PR, PR organizations ,PRSI code, - PRSI, IPRA- PR as a management function, PR and crisis management, Functions of PR agency, PR counselling and Consultancy-Corporate Social Responsibility ,PR and social auditing.

Module IV

Communication in Organizations

Types - internal and external, downward, upward, horizontal and diagonal communication. Principles of effective communication, corporate communication- definition, historical perspective, contemporary relevance. Facets of corporate communication-organizational communication, marketing communication, management communication.

Module V

Corporate Communication

Functions of corporate communication - Employee Relations (ER) Investor Relations (IR), Media Relations (MR), Government Relations (GR), Costumer Relations (CR) and Public Relations (PR). Audiences, objectives, functions, principles and tools of communication in. ER, IR, MR, GR, CR and PR.

Module VI

Corporate Reputation

Concept of corporate personality, components of corporate personality, stakeholder perception. Role of communication in building corporate reputation, corporate identity corporate image and corporate brands. Building a distinct corporate identity: concepts, variables and process making of house styles (logo, lettering and process)-Corporate communication management-strategic corporate communication and issue management, measuring the effectiveness of corporate communication.

CORE TEXTS:

1. Riel, C. B., & Fombrun, C. J. (2007). *Essentials of corporate communication: Implementing practices for effective reputation management*. London: Routledge.
2. J. J. (2016). *Public relations : Concepts, practice and critique.*Sage Publications.

SUGGESTED READINGS:

1. Treadwell, D., & Treadwell, J. B. (2005). *Public relations writing: Principles in practice*. Thousand Oaks, CA: SAGE Publications.
2. Center, A. H., & Walsh, F. E. (1985). *Public relations practices: Managerial case studies and problems*. Englewood Cliffs, NJ: Prentice-Hall.
3. Jefkins, F. W., & Yadin, D. L. (1998). *Public relations*. London: Financial Times
4. Harrison, S. (2011). *Public relations: An introduction*. London: Business.
5. Belasen, A. T. (2008). *The theory and practice of corporate communication: A competing values perspective*. Los Angeles, CA: SAGE Publications.
6. Mckenna, B., Thomas, G., Waddell, N., & Barry, M. (2007). *Corporate communication: Efective techniques for business*. Victoria: Thomson / Social Science Press.

SUGGESTED LINKS:

1. http://blogs.unpad.ac.id/teddykw/files/2012/06/A-Handbook-of-Corporate-Communication-and-Public-Relations.pdf
2. https://www.tutorialspoint.com/advertisement_and_marketing_communications/corporate_communications.htm
3. https://www.managementstudyguide.com/public-relations.htm
4. https://pdfs.semanticscholar.org/c1d4/ca690bc72fb6fa877a488c68c3bb72ecd95d.pdf
5. https://www.researchgate.net/publication/311896812_Corporate_public_relations_dynamics_Internal_vs_external_stakeholders_and_the_role_of_the_practitioner
6. http://blogs.unpad.ac.id/teddykw/files/2012/06/A-Handbook-of-Corporate-Communication-and-Public-Relations.pdf

MCJ 3C 03
ONLINE JOURNALISM
(Core Course: 4 Credits)

Learning Objectives

- To introduce the basics of the internet technology and its application for mass communication
- To train the learners in basic web designing
- To introduce the process and methods of online news reporting and content development

Learning Outcomes

At the end of the course the learners shall be able to

- Recognise internet related concepts and application of the same in mass communication environment
- Develop content for the web and manage it using content management systems
- Identify the trends in online journalism and critically evaluate the form and content of online media platforms

Module I

Online Journalism- Basics

Online Journalism– definition, origin, development, and contemporary relevance; differences from traditional journalistic practices-Interactivity, sociability, multimedia content, autonomy, playfulness, privacy, personalization, digitization and convergence. Audiences of online Journalism. Socio cultural aspects of online journalism.

Module II

New Media Technology

Introduction to World Wide Web, Origin and development of the Web. LAN, MAN, WAN, E-mail, Web, ownership and administration of Internet, types of Internet connection, internet protocols, Introduction to HTTP, HTML, XML, Java script, jQuery, PHP, Content Management System, Apache, Joomla! etc. Browsing and browsers, bookmarks, searching through directory, search engines, Website development and maintenance-Inserting, linking, tagging,, Website promotion, Search Engine Optimization and Web Analytics

Module III

Writing and Editing for the Web

Information architecture, Online reporting- tools for news gathering. Writing for the Web – principles, limitations and new trends. Management and economics of online editions, online advertisements and their types. An overview of online editions of newspapers.

Module IV

Online Journalism- Process

Online audiovisual content – creating, editing and publishing. Ensuring interactivity, APIs and mesh-ups. User generated content and Web 2.0. Polls and Surveys online. Entrepreneurial Journalism Online

Module V

Trends in Online Journalism

News aggregation, online news curation, Social media marketing and social media optimisation. Blogging and micro blogging, Podcast and audio slideshows.

Module VI

Online Journalism: Themes and Issues

Online communication law. Security issues on the Internet- social, political, legal and ethical issues. Citizen journalism on the Web, Social media and journalism, Future of online journalism. Mobile journalism.

CORE TEXTS

1. Bradshaw, P. (2013). The Online Journalism Handbook. doi:10.4324/9781315834184
2. Hill, S., & Lashmar, P. (2014). *Online journalism: The essential guide*. Los Angeles, Calif: Sage Publications.

SUGGESTED READINGS

1. Craig, R. (2007). *Online journalism: Reporting, writing, and editing for new media*. Southbank, Victoria, Australia: Thomson/Wadsworth.
2. Luckie, M. S. (2012). *The digital journalists handbook*. S.l.: CreateSpace.
3. Friend, C., & Singer, J. B. (2007). *Online journalism ethics: Traditions and transitions*. New York: M.E. Sharpe.

SUGGESTED LINKS

1. https://www.npr.org/programs/morning-edition/
2. https://www.routledge.com/The-Online-Journalism-Handbook-Skills-to-survive-and-thrive-in-the-digital/Bradshaw/p/book/9781138791565
3. http://ayorek.org/files/References/Handbook%20of%20Global%20Online%20Journalism.pdf

MCJ 3E 01
DOCUMENTARY FILM PRODUCTION
(Elective Course: 4 Credits)

Learning Objectives

- To provide insight into the historical evolution of and contemporary trends in documentary filmmaking.
- To offer theoretical knowledge and practical training in documentary filmmaking.
- To equip the students to approach documentary films critically

Learning Outcomes

At the completion of the course, the learners shall be able to

- Understand the trajectories in the development of documentary films as a communication form
- Recognise concepts, terms, categories and key elements in documentary filmmaking.
- Understand the process of documentary filmmaking from ideation to final production
- Able to critically analyze documentary films

Module I

Key Concepts

History of documentary filmmaking, Origins of Documentary, Genre and Periodization, Flaherty – Grierson – Vertov,

Basic Concepts and Values, Functions of documentary as a medium – differences with fictional films – types of documentaries –narrative, expository, portrait, story, news, etc. Documentary filmmaking in India

Assignments: Screening and review of select Indian and foreign documentary films

Module II

Scripting

Ideation, Planning, Budgeting, Proposal Preparation and Researching for documentary filmmaking. Principles of using visual language, sound, music and other elements in documentaries. Scripting documentaries- elements, script format, and script language.

Module III

Practical Assignments based on the Module II

Phase I : Ideation, discussion and submission of the proposal of the film to be made by the student

Phase II : Revision and finalisation of the proposal

Phase III : Scripting the documentary film

Module IV

Production

Documentary production Strategies, Construction of Meaning in Documentaries

Practical Assignment

*Phase IV***:** Production - Shooting

Module V

Production

The Postproduction Process: Principles of documentary editing

An overview of post production process including distribution chains, outreach channels and other promotional methods. Documentary film festivals and national and international levels.

Practical Assignment

Phase V: Editing and submission of the work along with a log-line and at least two publicity stills

CORE TEXTS

1. Hampe, Barry. Making Documentary Films and Videos: A Practical Guide to Planning, Filming, and Editing Documentaries. New York: Henry Holt & Company.

SUGGESTED READINGS

1. Rabiger, Michael.Directing the documentary. Amsterdam; Boston : Focal Press/Elsevier, (5th Ed.)
2. Fox, Broderick. Documentary media : history, theory, practice. New York: Routledge
3. Aufderheide, Patricia (2008) Documentary Film: A Very Short Introduction, Oxford

SUGGESTED LINKS

1. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/programme_doc_documentary_script.pdf
2. http://www.masmenos.es/wp-content/uploads/2013/08/Rosenthal-A.-2002-Directing-and-producing-documentary-films-and-videos.pdf
3. http://home.fa.utl.pt/~cfig/Anima%E7%E3o%20e%20Cinema/Cinema%20de%20Document%E1rio/The_Documentary_Handbook%20-%20Peter%20Lee-Wright.pdf
4. https://www.jfki.fu-berlin.de/academics/SummerSchool/Dateien2011/Papers/hoenisch_sapino.pdf
5. ietd.inflibnet.ac.in/bitstream/10603/1872/9/09_chapter3.pdf

MCJ 3E 02
TECHNICAL WRITING & DOCUMENTATION
(Elective Course: 4 Credits)

Learning Objectives

- To develop technical writing skills necessary to communicate information gained through a process of technical or experimental work.
- To impart knowledge on professional environment of technical documentation
- To familiarize with writing different technical reports and other documents
- To address several language, structure, style, and content issues encountered while developing technical documents

Learning Outcomes

After the completion of the course, the learners shall be able to

- Understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing
- Practice the unique qualities of professional writing style and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks.
- Will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation**.**

Module I

Basics of Technical Writing

Definition/s, Differences between technical writing and other forms of writing.Qualities and qualifications of technical writers; End products of technical writing – technical reports, Project proposals, project abstracts, project documents and manuals - technical, installation and end-user.

Module II

Technical Documentation Life Cycle

Stages in Documentation Life Cycle, Professionals involved, Project manager/editor, Writers, Graphic artists; Liaison with project engineers/scientists and clients.

Module III

Roles and Responsibilities

Roles and responsibilities of writers, editors / project managers. Document formats - hard and soft copy versions designs

Module IV

Principles of Technical Writing

Styles in technical writing; Clarity, precision, coherence and logical sequence in writing: The writing process - aim of writing, knowing the writing assignment, its clients and end users; Gathering of facts/data; Planning the document content and organization; Writing the draft; draft revision; use of graphics/illustrations.

Module V

Technical Editing Process

The technical editing process - Review of the document aim, content and its organization; Editing for accuracy of technical details, language style and usage; Editing tables, graphs/ illustrations; copy fitting, design an layout of documents. Instructional design, Online-editing process. Citation styles, indexing and abstracting.

Module VI

Technical Documentation in Practice

Introduction to authoring tools. Document Production Practical

CORE TEXT

1. Gerson Sharon J. and Gerson Steven M. Technical Communication: Process and Product. Pearson Education

SUGGESTED READINGS

2. Pringle ,Alan S. and O'Keefe ,Sarah S. Technical Writing 101: A Real-World Guide to Planning and Writing Technical Content (Third Edition), Scriptorium
3. Markel, Mike. Technical Communication. MacMillan Learning

SUGGESTED LINKS

1. https://www.stc.org/
2. https://msu.edu/course/be/485/bewritingguideV2.0.pdf
3. https://www.e-buc.com/portades/9788498803488_L33_23.pdf
4. http://intra.tesaf.unipd.it/pettenella/Corsi/ReaserchMethodology/Documents/Manual_on_Technical_Writing.pdf
5. https://technicalwritingtoolbox.com/technical-writing-resources/
6. http://techwhirl.com
7. http://tc.eserver.org
8. http://www.writersua.com

MCJ 3E 03
MEDIA MANAGEMENT AND ENTREPRENEURSHIP
(Elective Course: 4 Credits)

Learning Objectives

- Provide students with detailed insight into the structures, management, processes, economics of the media industries
- Provide a firm foundation for understanding how the media industries operate.

Learning Outcomes

After the completion of the course, the learners shall be able to

- Understand the organizational and economic structures and strategies used in media industries and to identify the legal, ethical and other regulatory challenges facing the electronic media.

Module I

Principles of Management

Process and Approaches, Management Skills, Understanding Markets and Audiences, Functions and Characteristics of Media Products, Economics of Media Products, Media in a Free Market Economy, Ownership of media, News management- Issues.

Module II

Overview of Media Organizations

Structure and pattern of Ownership, with special reference to media ownership. Principles of Media Management: Principles and Challenges. The Indian Media Business: An overview.

Module III

Newspaper Organization & Management

Organization of a Newspaper, Publication, Registration, Newspaper Production, Newspaper and Community, Research, Newspaper Management in India, Press Council of India, Managerial Function in a Newspaper Organization, Editorial Management, Advertising Management, Circulation, Personnel and Financial Management, Accounting, Printing, Competition.

Module IV

Electronic & Digital Media Management

International Perspective: The Global TV Marketplace, Structure of CATV Systems, Television Management in India, Planning and execution of programme production – production terms, control practices and procedures. Administration and programme management in media Budget Development, The Design Process – scheduling, Production Tracking Form, transmitting, Record keeping, quality control and cost effective techniques. Employee/employer and customer relations services; marketing strategies– brand promotion (space/time, circulation) – reach – promotion – market survey techniques – human research development for media. Managing a radio station, Audience research, Community Radio: Organization and Management.

Module V

Digital Media Entrepreneurship

Media start ups, Media Innovation: Elements and Principles. Sustainability of start ups, Business plan for media entrepreneurship- revenue streams, Case studies of successful media start ups at global, national and local levels.

CORE TEXTS

1. Kohli-Khandekar, V. (2013). *The Indian media business*. Delhi: SAGE Response.
2. Williams, H. L., & Rucker, F. W. (1978). *Newspaper organization and management*. Ames: Iowa State University Press.

SUGGESTED READINGS

1. Albarran, A. B. (2010). *Management of electronic media*. Australia: Wadsworth Cengage Learning.
2. Aris, A., & Bughin, J. (2009). *Managing media companies: Harnessing creative value*. Chicester: Wiley.
3. Briggs, M. (2012). *Entrepreneurial journalism: How to build whats next for news*. Los Angeles: Sage/CQ Press.
4. Koṭhārī, G. (1995). *Newspaper management in India*. Erscheinungsort nicht ermittelbar: Intercultural Open University.
5. B., A., & Chan-Olmsted, S. (2018). *Handbook of media management and economics*: ROUTLEDGE.

SUGGESTED LINKS

1. https://www.stoneward.com/blog/2017/06/ten-principles-of-media-management/
2. https://www.academia.edu/13226828/2_Media_Management_in_Theory_and_Practice
3. widyo.staff.gunadarma.ac.id/.../Handbook_of_Media_Management_And_Economics
4. https://unesdoc.unesco.org/ark:/48223/pf0000187966
5. https://www.taylorfrancis.com/books/e/9781315189918

SEMESTER IV
Minimum Credits Required: 20

MCJ 4C 01
DISSERTATION & VIVA
(Core Course: 8 Credits)

Learning Objectives

- To equip learners to do independent research study in the various domains of mass communication and journalism
- To train them to develop research reports and articles and other scholarly communication materials
- To inculcate a critical mind among the learners to approach the themes and issues in communication based on theoretical framework and produce new knowledge in the field.

Learning Outcomes

After the completion of the course, the learners shall be able to

- Do research in the field of mass communication and journalism
- Collect quantitative and qualitative data and analyse them critically to contribute innovative output to the domain on knowledge
- Report research output in the form of theses and articles and present them and defend the findings and arguments in academic fashion

Pedagogical Method

Each student shall be supervised by the teachers. Department Council/ equivalent body shall prepare a schedule for the research study to ensure timely completion of the same. All measures shall be taken to ensure ethicality of the research. The research report or output shall be free from plagiarism.

MCJ 4C 02
FILM STUDIES
(Core Course: 4 Credits)

Learning Objectives

- To introduce and explore basic concepts in film analysis and interpretation and articulate the historical, cultural, and material contexts that underpins concepts such as genre, auteur, spectator, and audience.
- Explain the wider historical, cultural and material processes that involved in filmmaking from time to time
- Present current theories of cinema as text, image and mediated process
- Offer an overview of the stylistic traits peculiar to different movements and traditions of film in a comparative context

Learning Outcomes

At the completion of the course, the learners shall be able to

- Relate film analysis and interpretation to wider historical, cultural and material processes
- Articulate and critically engage with current theories of cinema as text, image and mediated process
- Discern and discuss stylistic traits peculiar to different movements and traditions of film in a comparative context;

Module I

Introduction to Film Studies

How to watch movies? Film theories and Criticism-(Auteur Theory, Feminist Theory, Apparatus theory, Formalist theory, Marxist theory, psycho analytical theory, Queer Theory); Perception – Representation – Signification –mise-en-scene , Pro filmic elements of mise-en-scene, Settings, Cinematography, Colour and its meanings, Visual semiotics.

Module II

Beyond the shots

Narrative structure, Film Culture, Ideology and language; Popular cinema, Parallel cinema; Theoretical dimensions of film editing, continuity editing and montage types.

Module III

Hearing film

Sound theory, analysing the sound track, diegetic and non-diegetic elements and silence, sound and fury, terminologies of sound analysis.

Module IV

Film movements

Silent Era, Italian Neo realism,(Focus Film-Bicycle Thieves), Surrealism(Focus Film: Un ChienAndalou), Soviet Montage (Focus Film: Battleship Potemkin) German Expressionism(Focus Film-Nosferatu), French New Wave (Focus Film-Breathless), Japanese Cinema (Focus Film-Rashomon),Latin American Cinema, Iranian Cinema etc.

Module V

Film Genres

Analysing Genres, Feminist Films, Avant Garde cinema, Cinema verite, Documentaries-origin, evolution and types.

Module VI

Indian Cinema

Beginnings, growth, Milestones, Music and choreography – Film Industry and its division – Cinematic Society –imagination, reality, ethnography- cinema and cultural studies-– Sociology of audiences and its sub-culture. Film review and criticism.

CORE TEXTS

1. Nelmes, J. (2003). *An Introduction To Film Studies*. Routledge.
2. Dix, A. (2016). *Beginning film studies*. Manchester: Manchester University Press.

SUGGESTED READINGS

1. Frierson, M. (2017). *Film and video editing theory: How editing creates meaning*. New York: Routledge.
2. Giannetti, L. D. (2018). *Understanding movies*. Boston: Pearson.
3. Ray, S. (2010). *Our films their films*. Mew Delhi: Orient BlackSwan.
4. Rose, R., Mulvey, L., Mulvey, L., & Rose, R. (2016). *Laura Mulvey Visual pleasure and narrative cinema 1975*. London: Afterall Books.
5. Kumar, V., & Rohra, N. (2009). *Indian cinema*. Newsline Publications.

SUGGESTED LINKS

1. https://www.academia.edu/1235575/Oxford_Dictionary_of_Film_Studies
2. http://filmschoolonline.com/sample_lessons/sample_lessons.htm
3. https://prezi.com/pn0bndyey0i1/introduction-to-film-studies-cinematography/
4. http://kernvakckv.nl/film---terms-glossary.pdf

MCJ 4E 01
DATA JOURNALISM
(Elective Course: 4 Credits)

Learning Objectives

- To understand the concept of data journalism and acquire the basic skills in finding and cleaning data sets.
- To comprehend the basic concepts of data visualisation web tools and to master the use of data in journalistic storytelling
- To introduce the collection, analysis, and presentation of data in newsrooms for the purpose of engaging and informing the public

Learning Outcomes

After the completion of the course, the learners shall be able to

- Explore key data journalism concepts and skills and gain insight into how data journalism is practiced in newsrooms.
- Analyse and evaluate the major ethical and theoretical issues affecting the delivery of data driven journalism.
- Critically discuss ways in which emerging technologies can be incorporated into your future journalism practice.
- Know the techniques for sorting, filtering, cleaning and publishing data.

Module I

Introduction

Definition, Data journalism in Perspective-Computer Assisted Reporting, Precision Journalism, Info-graphics, Mass Data Literacy, Pros and cons of Data journalism. Data-driven journalism case studies: global: ABC, BBC and Guardian, India: India Spend, Factly, India Lives etc. Data journalism business models.

Module II

From Data to Stories

How Data is Used for Public Interest Stories, How to Find a Story in Data, Sector-Specific Data Stories; Common Data Formats, Finding Data Online, Alternative Data Sources, Planning a Data Story: Hypothesis and Questions, Enriching Stories With Data, Analyzing Fact Sheets

Lab: Scraping and Cleaning (Practical)

Data Mining, Scraping PDFs, Scraping websites, Cleaning Data

Module III

Understanding Data

Organising Data, Verifying Data, Summarising and Simplifying Data Insights

Essential Statistics, Evaluating Data Interpretation, Data Privacy

Lab: Data Analysis

Basic calculations, Summary Statistics, Percentage change, Working with large datasets, Pivot Tables, Advanced merging and formulas

Module IV

Data Visualisation

Purpose of Data Visualisation, Matching Data and Graph Types, Design and Color Basics, Map Theory, Ethics of Data Visualisation, Visual Storytelling

Lab: Data Visualisation

Tables, Charts and Graphs, Maps

Module V

Producing Data-Driven Stories

Anatomy of a Data Story, Reaching your Audience, Data-Driven Leads, Data-Driven Writing, Solution Journalism

Lab: Story production

CORE TEXTS

1. Gray, J., Bounegru, L., & Chambers, L. (2012). *The data journalism handbook:*. Sebastopol, CA: OReilly Media.
2. Wong, D. M. (2013). *The Wall Street Journal guide to information graphics: The dos and donts of presenting data, facts, and figures*. New York: W.W. Norton.

SUGGESTED READINGS:

1. McCandless, D. (2012). *Information is beautiful*. London: William Collins - an imprint of HarperCollins.
2. Rogers, S. (2013). *Facts are sacred: The power of data*. London: Faber and Faber.
3. Mair, J. (2017). *Data journalism: Past, present and future*. Bury St Edmunds, Suffolk: Abramis.
4. Reimold, D. (2013). *Journalism of ideas: Brainstorming, developing, and selling stories in the digital age*. New York: Routledge.

SUGGESTED LINKS:

1. http://datajournalismhandbook.org/1.0/en/
2. http://datadrivenjournalism.net/
3. https://tcij.org/sites/default/files/u4/Data%20Journalism%20Book.pdf
4. http://www.theguardian.com/news/datablog
5. http://www.interactiondesign.org/encyclopedia/data_visualization_for_human_perception.html
6. www.informationisbeautiful.net
7. http://visualisingdata.com
8. https://www.rug.nl/research/portal/files/51262766/Baack_2017_Practically_Engaged.pdf
9. https://www.datacamp.com/community/blog/data-journalism-guide-tools
10. https://datajournalism.com/watch/doing-journalism-with-data-first-steps-skills-and-tools

MCJ 4E 02
PHOTOJOURNALISM
(Elective Course: 4 Credits)

Learning Objectives

- To introduce students the concept of photo-journalism, use various types of cameras and understand the ethical skills of photo-journalism while embracing new technologies
- To help students to acquire and develop the intellectual, technical and analytical skills of visual journalism communication
- Learn about the history of photojournalism and the impact photographs have in society.
- understand the task of a photojournalist and how it applies to for any publication, not just newspapers

Learning Outcomes

After the completion of the course, the learners shall be able to

- Understand and explain key concepts of photography theory and explain how photographs communicate visually in a story.
- Learn to analyze and critique photographs and gain a better understanding of camera techniques
- Visually tell a news story.

Module I

Introduction to Photojournalism

Origin and development of photography, Types of photographs-News photographs, advertisements photographs, wild life photographs, sports photographs. Review of Photo journals and magazines in India. Leading photographers and photojournalists in India. International news photographers.

Module II

Photography and Journalism

Scope and significance of photo journalism. Photojournalism: Origin and Development, Photographer- News photographer- photojournalist. News photographs and other photographs. photo feature, photo essay, Photo stories – Getting the exclusive/special photo, celebrity coverage, details to add to photo captions, photographing sensitive issues (communal issues, crime involving minors) ,Ethics of news photography,.

Module III

Camera & Tools of Photography

Human eye and Camera eye, Classification of cameras and their relative comparison, Mechanism of aperture, shutter, camera body view finder, lenses (fixed focal length versus zoom lenses, common lens filters), Camera operation, exposure light tables, colour and light basic principles of colour sensitivity, colour temperature, colour reversal film, colour negative film, Light techniques- outdoor, night, indoor lighting, indoor portraiture.

Module IV

Basic techniques of Photography

Loading and shooting, Composition, exposure, light sensitivity, depth of field, Portraiture – landscapes, product, Effect of aperture, Effect of shutter speed, Using flash light, Use of camera accessories, Care and maintenance of camera equipment.

Module V

Digital Photography

Techniques in digital photography, Photo appreciation, Appeal, effect and persuasion through good photograph, Photo manipulation through software. Selection, cropping, scaling and toning pictures. Printing with actual resolution.

Module VI

Case Studies in Photography

Studying the works and processes of eminent photographers and photojournalists:
Alfred Stieglitz, Edward Jean Steichen, August Sander, Jacques-Henri Lartigue, Edward Weston, Paul Strand, Weegee, Walker Evans, Henri Cartier-Bresson, Brassai, Robert Frank, Robert Capa, W. Eugene Smith, Lewis W. Hine, Dorothea Lange, Margaret Bourke-White, Alfred Eisenstaedt, Joel Meyerowitz, David Douglas Duncan, Eddie Adams, Don McCullin, Sebastiao Salgado, James Nachtwey, Steve McCurry, Marc Riboud, Larry Burrows, Mary Ellen Mark, Josef Koudelka, Raymond Depardon, Elliot Erwitt. Eugene Atget, Man Ray, Andre Kertesz, Ansel Adams, Diane Arbus, Lee Feidlander, Irving Penn, Richard Avedon, Bruce Davidson, Bill Brandt, Helmut Newton, David Bailey, Annie Leibovitz. HomiVyarawalla, Sunil Janah, Kanu Gandhi, Raghu Rai, Raghubir Singh, Kishore Parekh, Ashwin Mehta, Victor George, RazaqKottakkal, NM Naseer, Madhuraj, Bijuraj, P Mustafa et .al.

CORE TEXTS

1. Belt, A. F. (2017). *Elements of Photography: Understanding and creating sophisticated images*. Place of publication not identified: FOCAL.
2. Folts, J. A., Zwahlen, F. C., & Lovell, R. P. (2006). *Handbook of photography*. Clifton Park, NY: Thomson/Delmar Learning.

SUGGESTED READINGS

1. Berger, J. (2008). *Ways of seeing*. London: British Broadcasting Corporation.
2. Wells, L. (2019). *The photography reader: History and theory*. London ; New York: Routledge.
3. Wright, T. (2016). *The photography handbook*. London: Routledge, Taylor & Francis Group.
4. Marien, M. W. (2015). *Photography a cultural history*. Boston: Pearson.
5. Sammon, R. (2004). *Rick Sammons complete guide to digital photography. (with accompanying cd)*. New York: W.W. Norton & Company.

SUGGESTED LINKS

1. https://photojournalismlinks.com/
2. https://www.lightstalking.com/12-links-for-photojournalism-lovers/
3. https://photography.tutsplus.com/articles/understanding-and-appreciating-the-basics-of-photojournalism--photo-1218
4. https://www.lynda.com/Photography-Foundations-tutorials/Photojournalism-Photo-Essay-Fundamentals/461913-2.html
5. http://visualjournalism.info/3610/tutorials/
6. https://www.meetup.com/londonphotojournalismwalks/
7. https://snapshot.canon-asia.com/article/en/an-introduction-to-photojournalism

MCJ 4E 03
POLITICAL ECONOMY OF INDIAN MEDIA
(Elective Course: 4 Credits)

Learning Objectives

- To introduce key concepts and theories in political economy as an analytical framework to understand mass media as an industry
- To equip students to identify the larger political and economic structures within which media operate in India
- To enable students to historically place the question who controls media and to identify its implication for media products and social structures
- To enable students to develop critical perspectives and evaluate the nature of relationship between media, state and market

Learning Outcomes

After the completion of the course, the learners shall be able to

- Understand the political and economic contexts in which mass media in India function
- Apply concepts, categories, theories and methods in political economy framework to identify and evaluate micro/macro economic and political structures within which media as an industry function.
- Understand the nature of relationship between state, politics, economics and media and how they shape, sustain and reproduce each other

Module I

Introduction to Political Economy

Political economy; background and context, Mercantilism, The economic approach to human behavior, Components of political economy, key concepts, approaches; Classical, modern, neo-classical approaches, Adam Smith, Karl Marx. Political economy: from moral philosophy to social science. Political Economy as an academic discipline; International political economy, Political economy and the rise of neo liberalism

Module II

Political Economy and Approaches to Media

Communication as an economic entity, Two distinct traditions in political economy of communication PE/C, Marxian political economy and the cultural front (the antifascist intellectual synthesis), Murdock and Golding's conceptual map, Political economy of communication and critical and Marxian theory, PE/C and Frankfurt school, Audience commodity concept, Armand Mattelart's class analysis of communication, The blindspot debate, Rethinking and renewal in political economy framework, political economy and cultural studies, political economy policy studies. PE/C approaches: British European approach, North American approach, Third world approach (dependency-world system theory)- Schiller- McChesney tradition (US) and a cultural industries approach (European).

Module III

Media Industry in India: Historical Structures

PE/C in longue durée: History and ideology of production, consumption and distribution of cultural artifacts among Indian societies/Visual culture and performative traditions in Indian society, Forms of knowledge and ways of knowings in early modern India, Colonialism and its communication order, Media and nationalist politics, Early media enterprises.

Module IV

Political Economy of Media in India: Contemporary Articulations

Commodification/Commercialization of media in India, Market Concentration, Ownership patterns, media/state relation, State, market and civil society in transnational media environment, Policy debates on media, Horizontal integration, Vertical integration, Digital media.

CORE TEXTS

1. Mosco, V. (2010). *The political economy of communication*. Los Angeles: Sage.
2. Caporaso, J. A., & Levine, D. P. (2012). *Theories of political economy*. Brantford, Ont.: W. Ross MacDonald School Resource Services Library.
3. Drazen, A. (2002). *Political economy in macroeconomics*. Princeton (N.J.): Princeton University Press.

SUGGESTED READINGS

1. Murdoch, G. (1987). *The political economy of mass communications*. Cambridge: Polity Press.
2. Wasko. Janet (2014). *The study of the political economy of the media in the twenty-first century*. doi:10.1386/macp.10.3.259_1
3. Thomas, P. N. (2010). *Political Economy of Communications in India: The Good, the Bad and the Ugly*. Sage Publications.
4. Holt, J., & Perren, A. (2009). *Media industries: History, theory, and method*. Chichester, West Sussex: Wiley-Blackwell.

SUGGESTED LINKS

1. https://www2.hu-berlin.de/transcience/Vol7_No2_27_35.pdf
2. White, A. (2017). Political and economic power and media ethics. *International Journal of Media & Cultural Politics,13*(1), 191-196. doi:10.1386/macp.13.1-2.191_7
3. Dash, A. K. (2015). Glocalisation, Cultural Identity, and the Political Economy of Indian Television. *Media Watch,6*(2), 219. doi:10.15655/mw/2015/v6i2/65668
4. https://www.epw.in/author/robin-jeffrey
5. https://caravanmagazine.in/
6. http://asu.thehoot.org/
7. https://www.epw.in/author/paranjoy-guha-thakurta
8. https://www.epw.in/engage/article/selling-fourth-estate-how-free-indian

File Ref.No.9534/GA - IV - B1/2012/CU

UNIVERSITY OF CALICUT

Abstract

General and Academic - Faculty of Humanities- Scheme and Syllabus of MA Philosophy Programme(CCSS PG 2019) incorporating Outcome Based Education- Implemented in the Teaching Department of the University - w.e.f 2020 Admission onwards -Subject to ratification by Academic Council -Orders Issued

G & A - IV - B

U.O.No. 5772/2021/Admn Dated, Calicut University.P.O, 30.05.2021

Read:-1. U.O.No. 8936/2019/Admn dated 06.07.2019
2. Minutes of the meeting of the Board of Studies in Philosophy SB held on 20.05.2021(Item No.1)
3. Remarks of the Dean Faculty of Humanities, dated 26.05.2021.
4. Orders of Vice Chancellor dated 27/05/2021.

ORDER

1. The scheme and syllabus of MA Philosophy Programme under CCSS PG Regulations 2019, has been implemented in the Teaching Department of the University w.e.f 2019 admission onwards, vide paper read (1) above.
2. The meeting of the Board of Studies in Philosophy(SB) held on 20.05.2021, vide paper read (2) above, has approved the revised Outcome Based Education (OBE) syllabus for MA programme in Philosophy (CCSS) under CCSS PG Regulations 2019, w.e.f 2020 admission onwards.
3. The Dean Faculty of Humanities, vide paper read (3) above, has approved the above resolution of the Board of Studies in Philosophy(SB) held on 20.05.2021.
4. Considering the urgency in implementation of the syllabus, sanction has been accorded by the Vice Chancellor to implement the revised Outcome Based Education syllabus of MA Philosophy Programme (CCSS PG 2019), in the Teaching Department of the University with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
5. The scheme and syllabus of MA Philosophy Programme under CCSS PG Regulations 2019 incorporating Outcome Based Education (OBE), is therefore implemented in the Teaching Department of the University with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Ajitha P.P

Joint Registrar

To

HoD , Dept. of Philosophy.
Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V/EX and EG Sections/GA I F/ CHMK Library/Information Centres/IQAC/SF/DF/FC

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

DEPARTMENT OF PHILOSOPHY

MA PHILOSOPHY PROGRAMME
under
Choice Based Credit Semester System CCSS PG-2019

SCHEME & SYLLABUS
(2020 Admission Year onwards)

STRUCTURE OF THE PROGRAMME

Programme Duration	**4 Semesters**
Accumulated Minimum Credits required for successful completion of programme	72
Minimum credits required from Core courses	48
Minimum credits required from Elective courses	16
Minimum credits required from dissertation	8
Minimum and maximum credits to be registered in a semester	16-24
Minimum attendance required	75%

Credit distribution table

Semester	**No. core course**	**Credits from core courses**	**Ability Enhancement /Professional competency courses**	**Credits from audit courses**	**No elective courses**	**Credits from elective courses**	**Total credits (core, elective ad dissertation)**
I.	4	4×4=16	1	2	Nil	Nil	16
II.	3	3×4=12	1	2	1	1×4=4	16
III.	2	2×4=8	Nil	Nil	2	2×4=8	16
IV.	3	3×4=12	Nil	Nil	1	1×4=4	16
Dissertation							8
Total							72

EVALUATION AND GRADING

The evaluation scheme for each paper shall contain two parts

a) Internal evaluation
b) External evaluation

20% weight shall be given to the internal evaluation. The remaining **80**% weight shall be for the end semester evaluation.

Internal Evaluation:

The internal evaluation shall be based on a predetermined transparent system involving periodic written tests, viva-voce, seminars and attendance as detailed below in:

Theory Paper	Marks
a. Attendance / Classroom participation	3
b. Seminar	5
c. Test Paper	8
d. Viva-Voce	4
e. Total marks	20

End-semester/external evaluation:

The end-semester examination is to be conducted with question papers set by external examiners. Each question paper shall consist of 12 short essay-type questions, of which students shall choose 8. The evaluation of the answer scripts shall be done by the teacher offering the course and an external expert based on a well-defined scheme of valuation framed by them.

The valuation scheme for Dissertation:

The valuation shall be jointly done by the supervisor of the project in the department and an External Expert from the approved panel, based on a well-defined scheme of valuation framed by them as detailed below:

Sl. No.	**Particulars**	**Weightage (%)**
1	Formulation of the Research Problem/Objective	20
2	Methodology	15
3	Analysis	25
4	Presentation of theme, organization, linguistics style etc.	10
5	Viva Voce examination based on the Dissertation	30
	Total	100

PROGRAM SPECIFIC OUTCOME			
Program	**Program code**	**Outcomes**	
MA PHILOSOPHY	**PHI MA CCSS**	On the completion of the program, the students will be able to:	
.		**1**	Think philosophically by making use of the conceptual tools they acquire
		2	Rigorously engage with the arguments, theories and the philosophical problems
		3	Improve the ability of logical reasoning and conceptual analysis
		4	Reflect on the ontological, epistemological and the ethical dimensions of various problems of life and to apply the conceptual tools in concrete life situations
		5	Have a deeper understanding of the historical development of the key concepts and schools in philosophy both in the Western and the Indian intellectual traditions
		6	Critically engage with the different aspects of the social, cultural and the political world
		7	Acquire the ability of rigorous conceptual analysis that helps them to undertake research projects of interdisciplinary nature.
		8	Improve the ability of communication, presentation skills and the professional competency.

Syllabus of the MA Programme in Philosophy (CCSS)
Revised with effect from 2019 admission

Course - code	Title of the Course	Number of Credits
Semester 1		
PHI 1C 01	Logic	4
PHI 1C 02	Ethics	4
PHI I C 03	Ancient Greek Philosophy	4
PHI 1C 04	Issues in Indian Philosophy - 1	4
PHI 1 A01	Ability Enhancement Course	2
Semester 2		
PHI 2C 05	Problems of Philosophy - 1	4
PHI 2C 06	Problems of Philosophy - 2	4
PHI 2C 07	Issues in Indian Philosophy - 2	4
PHI 2 A02	Professional Competency Course	2
	Elective - 1	4
List of elective courses		
PHI 2E 01	Film and Philosophy	4
PHI 2E 02	Philosophy and Cultural Studies	4
PHI 2E 03	Issues in Political Philosophy	4
Semester 3		
PHI 3C 08	Philosophy of Language	4
PHI 3C 09	Philosophy of Science	4
	Elective - 2	4

	Elective - 3	4
List of elective courses		
PHI 3E 04	Self and the Other	4
PHI 3E 05	Feminist Theory and Philosophy	4
PHI 3E 06	Philosophy and Media- theories	4
PHI 3E 07	Gandhi and Peace Studies	4
PHI 3E 08	Applied Ethics	4
PHI 3E 09	Issues in Buddhist Philosophy	4
PHI 3E 10	Knowing and Being: Hume, Kant and Hegel	4
Semester 4		
PHI 4C 10	Continental Philosophy	4
PHI 4C 11	Cognitive Science	4
PHI 4C 12	Issues in Modern Indian Philosophy	4
	Elective - 4	4
List of Elective Courses		
PHI 4E 11	Artificial Intelligence	4
PHI 4E 12	Philosophy of Marx	4
PHI 4E 13	Philosophy of Body	4
PHI 4E 14	Issues in Phenomenology	4
Dissertation (Publishable paper based on any of the themes covered in the syllabus		8

Contents

Core Courses

Logic	13
Ethics	18
Ancient Greek Philosophy	25
Issues in Indian Philosophy-1	29
Ability Enhancement Course	37
Semester 2	
Problems of Philosophy-1	40
Problems of Philosophy-2	46
Issues in Indian Philosophy-2	52
Professional Competency Course	59
Philosophy of Language	61
Philosophy of Science	66
Continental Philosophy	71
Cognitive Science	77
Issues in Modern Indian Philosophy	81

Elective

Film and Philosophy	89
Philosophy and Cultural Studies	96
Issues in Political Philosophy	103
Self and the Other	109
Feminist Theory and Philosophy	115
Philosophy and Media-theories	122
Gandhi and peace-studies	127
Applied Ethics	132
Issues in Buddhist Philosophy	137
Knowing and Being: Hume,	145

Kant and Hegel
Artificial Intelligence 150
Philosophy of Marx 154
Philosophy of Body 161
Issues in Phenomenology 166

CORE COURSES

MA Programme in Philosophy

Title of the Course	**:**	**Logic**
Credits	**:**	**4**
Code	**:**	**PHI 1C 01**
Prerequisites	**:**	**Nil**

Brief description of the course:

This course is of an introductory nature and it consists of four modules dealing with the general issues common to traditional logic and the contemporary logic. The purpose of the course is to familiarize the student who has little or no prior exposure to philosophy with certain formal methods for representing and evaluating arguments and reasoning.

Course-outcome:

1. It helps the students to improve their skills of reasoning and critical thinking

2. It provides some tools that will help the students to identify and evaluate arguments, and to produce good arguments.

3. It helps the students to identify the defects of reasoning known as fallacies of reasoning

Module I

1. Definition of logic. Sentence and Proposition.

2. Propositions and arguments

3. Deductive and Inductive arguments

4. Induction: Kinds of Induction-Inductive leap-Problem of Induction-Mill's inductive Method

5. Truth and Validity

Suggested Readings:

a) Copi, I.M. C. Cohen and McMahon, K. *Introduction to Logic* (14th Edn.) Pearson Education Inc: 2011.(Chapter I p 2 to 33)

b) Tidman, Paul and Kahane, Howard*Logic& Philosophy: A Modern Introduction* (8thEdn) Wadsworth, UK :1999 (Chapter 14p 321 to 343)

c) *An introduction to Logic and Scientific Method*, Cohen Morris R. and Nagel, Ernest. Allied, New Delhi :1968(Chapter 13 p 245 to 271)

d) *An Introduction to Formal Logic*, Smith, Peter. Cambridge University, New York:2003(Chapter 1 p 1 to 17)

Module II

2.1 Singular and General Proposition

2.2 Classification of Proposition

2.3 Categorical propositions and classes: quality, quantity and distribution of terms

2.4 Traditional Square of opposition

2.5 Immediate inference: Conversion, Obversion and Contraposition

Suggested Readings:

a) Cohen, Morris R. and Nagel, Ernest. *An Introduction to Logic and Scientific Method*, (Chapter 2. P 27 to 68)

b) Copi, I.M. & Cohen C. and McMahon,K*Introduction to Logic* (14th Edn.): Pearson Education Inc: 2011. (Chapter5 p 168 to 210)

c) Tidman, Paul and Kahane, Howard. *Logic& Philosophy: A modern Introduction* (8thEdn), Wadsworth, UK 1999 Chapter 13 p 283 to 320)

Module III

3.1 Syllogism

3.2 Categorical Syllogism

3.3 Standard Form categorical Syllogism

3.4 Rules and Fallacies

3.5 Fallacies of four terms - fallacy of un-distribution of middle term, fallacy of illicit major, fallacy of illicit minor, fallacy of negatives, fallacy of particulars

3.6 Conditional-Hypothetical Syllogism

3.7 Kinds of Hypothetical syllogism,

3.7 Disjunctive-Alternative syllogism

3.8 Conjunctive syllogisms.

3.9 Figure, Mood and rule of syllogism

3.10 Venn Diagram Technique for Testing Syllogisms

3.11 The Dilemma. Kinds of Dilemma.

Suggested Readings:

a) Manicas Peter T. and N.Kruger, Arthur. *Logic Essentials*, McGraw-Hill book Company, USA : 1976 (Chapter 8 p 155 to 179, Chapter 14 and 15)

b) Cohen Morris R. and Nagel, Ernest. *An Introduction to Logic and Scientific Method*(Chapter IV & V P 76 to 109)

c) Copi I.M. & Cohen C. and McMahon, K. *Introduction to Logic* (14th Edn.)Pearson Education Inc: 2011(Chapter6& 7 p 211 to 303)

d) Tidman, Paul and Kahane, Howard *Logic& Philosophy: A modern Introduction* (8thEdn) Wadsworth, UK: 1999(Chapter 13 p 298 to 320)

Module IV

4.1 Symbolic Logic

4.2 Difference between Classical Logic and Modern Symbolic Logic

4.3 The value of special symbols

4.4 Truth-Functions- Symbols for Negation, Conjunction, Disjunction, Conditional Statements and Material Implication; Material Equivalence and Logical Equivalence

4.5 Argument forms and argument.

4.6 Statement forms and Statement- Tautologous, Contradictory and Contingent.

4.7 Testing Argument Form and Argument for validity by the Method of Truth-table.

4.8 Proof of invalidity by assigning of truth-values.

4.9 The Method of Deduction: Rules of Inference and Rules of Replacement.

4.10 Formal Proof of Validity, Conditional Proof, Indirect Proof

4.11 Preliminary Quantification Rules

Suggested Readings:

a) Tidman, Paul and Kahane, Howard *Logic& Philosophy: A modern Introduction* (8thEdn) Wadsworth, UK: 1999 (Chapter 2, 3, 4, 5 &6)

b) Copi, I.M. & Cohen C. K and McMahon. *Introduction to Logic* (14th Edn.): Pearson Education Inc: 2011 (Chapter 8, 9 & 10 p 305 to 480)

c) Manicas, Peter T. and Kruger,Arthur N. *Logic Essentials*McGraw-Hill book Company, USA :1976 (Chapter 5,6, 9, 10 & 11)

For further Reference:

1. Herrick, Paul. *Introduction to Logic*, Oxford, New York 2013

2. Magnus, P.D. *Forallx: An introduction to Formal Logic* , University of Albany, New York, 2012

3. Bergmann, Merrie& Moor, James. *The Logic Book* (6th Edition), McGraw-Hill Higher Education, 2013

4. Johnson, Robert M. *Fundamental of Reasoning*, Eve Howard, USA: 2002

5. Langer, Susanne K. *An Introduction to Symbolic Logic*, Dover, INC, New York: 1967, 3rd Revised Edition:2014

6. Salmon, Wesley C., *Logic*, Prentice- Hall, INC, New Jersey: 1973

7. Tomassi, Paul.*Logic*, London, New York: 1999

8. Jeffery, Richard C. *Formal Logic: Its Scope & Limits*, McGraw-Hill Book Company, New York 1967

9. Copi, I.M. *Introduction to Symbolic Logic*, Prentice-Hall of India, New Delhi:2006

10. Kilgore, William J .*An Introductory logic*

11. Jain, Krishna. *A text book of Logic* (5th revised edition),D.K. Printworld 2007

12. Logic and Theory of Knowledge: Anne Felice

MA Programme in Philosophy

Title of the Course	**:**	**Ethics**
Credits	**:**	**4**
Code	**:**	**PHI 1C 02**
Prerequisites	**:**	**Nil**

Brief description of the course:

The course is an introduction to moral philosophy. It is designed to introduce a broad framework of the central issues of moral philosophy and theories to the students who have little or no prior exposure to philosophy. It also considers how these can be applied to several contemporary moral problems.

Course-outcome:

1. Course helps to understand and evaluate the way in which rational argument is used in discussing the moral issues.

2. It helps to analyze, discuss and critique the ethical questions in day today life, enabling the students to understand what moral theory is and how it is relevant to practical issues.

3. It helps to develop critical thinking.

Module: I:

Moral Values; Right and Wrong; good and bad; crime and justice; intrinsic value and instrumental value; responsibility and free will; theories of Punishment: Retributive, Deterrent, and Reformative

Readings:

1. Bennett C, *What is this thing Called Ethics?,* New York: Routledge Taylor & Francis Group, 2014.
2. Cahn. M. Steven, *Exploring ethics; an Introductory Anthology*, New York: oxford University Press, 2009.
3. Fred Feldman, *Introductory Ethics*, Prentice Hall, 1978.
4. Jadunath Sinha, *A Manual of Ethics*, Delhi: New Central Book Agency,1984.
5. Lillie, W. *An Introduction to Ethics,* Delhi: Surjeet Publications, 2007.

Module 2:

Normative Ethics; Theories: Teleological, Egoism, Hedonism, Utilitarianism, Deontology: Kant's ethics, Virtue: Plato Aristotle, Socrates.

Readings:

1. Fred Feldman, "Kantian Ethics" from *Introductory Ethics*, 1978

2. J.S Mill, *Utilitarianism*, A collected work of J.S Mill
3. Louis Pojman (ed) *Ethical Theory: Classical and Contemporary Readings*, 6th edition, Belmont, 2012.
4. Tannsjo T. *Understanding Ethics: An Introduction to Moral Theory 2nd Edition,* Edinburg: Edinburg University Press, 2010.

Module 3:

Meta Ethics: Cognitivism: Moral realism, Ethical Subjectivism, Error theory, Non-Cognitivism: A.J Ayer's Emotivism, R M Hare's Prescriptivism, Simon Blackburn's Quasi Realism

Readings:

1. McCloskey H J. M*eta Ethics and Normative Ethics*, Springer, 1969.
2. Mcpherson T. & David P, *The Routledge Handbook of Meta Ethics*, New York: Routledge Taylor & Francis Group, 2018.
3. Sanyal B. S. *Ethics and Meta Ethics*, Delhi: Vikas Publication,
4. Vaughan V, *Beginning Ethics: An Introduction to Moral Philosophy*, New York: W. W Norton & Corpon.inc. 2018.

Module 4:

Applied Ethics: Notion and Definition of Bioethics; Medical Ethics; Business Ethics; Environmental Ethics; Media Ethics; Legal ethics.

Readings:

1. Barbara M& Andrew F, Ethics: Theory and Contemporary Issues, UK: Cengage Learning, 2015.

2. David Oderberg, *Applied Ethics*, Blackwell

3. Tom Beauchamp, "The Nature of Applied Ethics" from *A Companion to Applied Ethics*, Blackwell.

4. Gibson, Kevin. *Ethics and Business: An Introduction*. Cambridge University Press, 2007.

Reference:

James Raphael, "Ethics of Virtue" from *Elements of Moral Philosophy*, New York: 1978.

Joel Feinburg, "The Nature and Value of Rights" Journal of Value inquiry 4 1970

John Rawls, 'Liberal Theory of Justice' from Rawls *A Theory of Justice*, Cambridge: Harvard University Press, 1971.

Manuel G. Velasquez, Business *Ethics: Concepts and Cases* Pearson Education Ltd 2014.

Parfit D, On what Matters Vol-II, Oxford: Oxford University Press, 2013.

Robert Elliot, *Environmental ethics*, Oxford University Press

Steven M. Cahn and Peter Markie, *Ethics: History, Theory, and Contemporary Issues*, New York: Oxford University Press, 1998.

Steven M. Cahn and Peter Markie, *Ethics: History, Theory, and Contemporary Issues*, New York: Oxford University Press, 1998

Tom Beauchamp, "The Nature of Applied Ethics" from *A Companion to Applied Ethics*, Blackwell

Tom Beauchamp, *Contemporary Issues in Bio Ethics* 8th edition.

Walter Gannon, *Bio Medical Ethics*, Oxford University Press, 2005.

MA Programme in Philosophy

Title of the Course	**:**	**Ancient Greek Philosophy**
Credits	**:**	**4**
Code	**:**	**PHI 1C 03**

Brief description of the course:

The course is a general introduction to some of the main problems discussed by the ancient Greek philosophers. It helps the student to get acquainted with the origin and development of philosophy from its roots, to learn the original metaphysical tensions that molded western philosophy in the contemporary times

Course-outcome:

1. At the end of the course, the student learns the basics of the art of philosophizing, conceptual thinking and philosophical argumentation.

2. Helps the students to engage with philosophical texts

3. Helps them to reconstruct arguments and evaluate some major ideas and theories of the Ancient Greek philosophical tradition

Module 1: Proto-scientific explanations of the natural world

Themes for lecture/discussion:

The Stuff of the universe: from mythological narratives to the Cosmological reasoning; Milesian cosmology: Thales, Anaximander and Anaximenes; the atomists: Leucippus and Democritus: the theory of particles.

Readings for seminar/presentations:

1) Cohen, S.M., Patrica Curd, and Reeve, C.D.C., Eds. *Readings Ancient Greek Philosophy*: *From Thales to Aristotle*. 4th ed. Indianapolis: Hackett Pub., 2011 (Relevant Sections)

2) Shields, Christopher. *Ancient philosophy*: *A contemporary introduction*. 2nd ed. New York: Routledge,2012 (Relevant Chapters)

3) Bertrand Russell: *History of Philosophy* (Chapters on Thales, Anaximander, Anaximenes and Atomism)

Module 2: Ontological concerns

Themes for lecture/discussion: Order of the universe: Pythagoreanism; Parmenides: the question of Being; Heraclitus: The concept of becoming; The Dialectics of Zeno: the arguments against multiplicity and motion; Empedocles: The philosophy of Reconciliation; Anaxagoras: The theory of Nous

Readings for seminar/presentations:

1) Cohen, S.M., Patrica Curd, and Reeve, C.D.C., Eds. Readings *Ancient Greek Philosophy*: *From Thales to Aristotle*. 4th ed. Indianapolis: Hackett Pub., 2011 (Relevant Sections)

2) Shields, Christopher. *Ancient philosophy*: A *contemporary introduction*. 2nd ed. New York: Routledge,2012 (Relevant Chapters)

3) Bertrand Russell: *History of Philosophy* (Discussions on Heraclitus, Parmenides , Zeno, Empedocles and Anaxagoras)

Module: 3: The Sophistic movement

Themes for lecture/discussion

Sophistic thinking: Impossibility of Cosmology; Protagoras and Gorgias: Epistemological relativism, Skepticism, Nihilism

Readings for in-depth study/seminar/presentation

1) Plato's dialogues: Sophists, Gorgias, Protogoras, *Dialogues of Plato*, Oxford: Clarendon, 1982

2) Shields, Christopher. *Ancient philosophy*: *A contemporary introduction*. 2nd ed. New York: Routledge,2012 (Relevant Chapters)

3) Shields, Christopher. *Ancient philosophy*: *A contemporary introduction*. 2nd ed. New York: Routledge,2012 (Relevant Chapters)

4) Russell, History of Philosophy (Relevant Chapters)

Module 4: Classical Period

Themes for lecture/discussion

Socratic thinking; Dialogue; Plato: the doctrine of recollection and the immortality of the soul; Aristotle: Soul and Body; Four types of explanation; Individual Substance

Readings for in-depth study/ seminar/presentation

1) Apology, Plato, *Dialogues of Plato*, Vol.2, Oxford: Clarendon, 1982

2) Our Obligation to Respect the Laws of the State, Plato, *Crito*

3) The Immortal Soul, Plato, *Phaedo*

4) Innate Knowledge, Plato, *Meno*

5) Demonstrative Knowledge and its Starting-points, Aristotle, *Posterior Analytics*

6) Soul and Body, Form and Matter, Aristotle, *De Anima*

7) Four Types of Explanation, Aristotle, *Physics*

MA Programme in Philosophy

Title of the Course	**:**	**Issues in Indian Philosophy-1**
Credits	**:**	**4**
Code	**:**	**PHI 1C 04**
Prerequisites	**:**	**Nil**

Brief description of the course:

The purpose of this course is to develop a systematic and analytical understanding of some of the basic concepts and problems in Indian philosophy, more specifically in Indian epistemology and ethics

Course-outcome:

1. Develops familiarity with some of the crucial issues in Indian knowledge-analysis
2. Develops familiarity with some concepts in Indian ethics
3. Develops the ability of conceptual analysis and reasoning

Module 1:

Themes for Discussion:

Cognition- Nature, Definition and Classification of Cognition- Prama and Aprama- Nature and Characteristics of Prama (Nyaya- Advaita)- Analysis of knowledge- Truth, Belief and Justification, Knowledge as

mental episode, forms of Aprama (Nyaya)- Samsaya, Viparyaya and Tarka.

Readings for Seminar:

1. K.H. Potter, "Does Indian Epistemology Concern Justified True Belief", *Journal of Indian Philosophy*, 1984.

2. Gautama's *Nyayasutra* edited with *Nyayabhasya* of Vatsyayana, Oriental Book Agency, Poona, 1939.(Selected Portions).

3. B. K Matilal, *Epistemology, Logic and Grammar in Indian Philosophical Analysis*, Paris, 1971.

4. ArindomChakraborthy, "The Concept of *Jnana*, *Prama* and *Aprama*", p.178.

5. B.K.Matilal, (1986),Perception: *An Essay on Classical Indian Theoriesof Knowledge*, Clarendon Press,Oxford, 1986.

6. DharmarajaAdhvarindra, *Vedanta Paribhasa*, Calcutta University Edition, p. 15.

Books for Reference:

1. B.K. Matilal, *Logic, Language and Reality: Indian Philosophy and Contemporary Issues,* MotilalBanarsidas, Delhi, 1985.

2. S.C Chatterji, *The Nyaya theory of Knowledge*, Calcutta University, Calcutta, 1939.

3. Edmund L.Gettier, "Is justified true belief knowledge", *Analysis*, Vol.23, 1963, pp.121-123.

4. J. N. Mohanty, *Gangesa's Theory of Truth,* MotilalBanarsidas Publishers, Delhi, 1989. (Selected Portions)

5. Annambhatta, *Tarkasangraha*, Presbyterian Mission Press, Allahabad, 1851.(Selected Portions).

6. MadhvaAcharya, *SarvaDarsanasangraha*, Cosmo Publishers, New Delhi, 1979.

7. R. Puligandla, *Fundamentals of Indian Philosophy*, D. K. Print world, New Delhi, 1975.

Module 2:

Themes for lecture:

Definitions of Pramana, Knowledge- Nayavada and Syadvada- Jaina, Pratyaksa- Carvaka, Samkhya, Nyaya, Mimamsa, Anumana-Nyaya view- The Notion of Vyapti- Avayavas and Hetvabhasa, Sabda –Nyaya, Mimamsa –Classification of Sabda- Anvitabhidhanavada and Abhihitanvayavada, Other pramanas and the

question of their reducibility-Upamana, Arthapatti, Anuplabdhi.

Readings for Seminar:

1. Annambhatta, *Tarkasangraha*, Presbyterian Mission Press, Allahabad, 1851.(Selected Portions)

2. S. Bhattacharya,"Some Remarks on the Definition of Knowledge" in *Concepts of Knowledge*: East and West, 2000.

3. JayanthaBhatta, *Nyaya-Manjari*, Vol. I, MotilalBanarasidas, Delhi.

4. Gangesa, *Tattvacintamani-pratyaksa-khanda*, (Selected Portions)

5. Jha, Ganganath,*The Nyayasutras of Gautama* Vol. I-IV,MotilalBanarsidas Publishers, Delhi, 1984.(Selected Portions).

6. Jaimini'sMimamasasutra. (Tr. By G.N. Jha) (Selected Portions)

Books for Reference:

1. Govardhan Bhatt, *The Basic Ways of Knowing*, MotilalBanarsidas Publishers, Delhi, 1989.

2. B.K. Matilal, *Logic, Language and Reality: Indian Philosophy and Contemporary Issues,*MotilalBanarsidas, Delhi, 1985.

3. S.N Dasgupta, *History of Indian Philosophy*, Cambridge University Press, Cambridge, 1963.

4. D.M Datta, *Six Ways of Knowing*, George Allen andUnwin Publishers, London, 1932

5. C.D. Sharma, *Critical Survey of Indian Philosophy*,MotilalBanarsidas, Delhi, 1976.

6. SubodhKapoor, *The Systems of Indian Philosophy Vol. I & II*, Cosmo Publishers, New Delhi, 2004.

7. JadunathSinha, *History of Indian Philosophy Vol. I-IV*, Sinha Publishing House, Culcutta, 1973. (Selected Portions).

Module 3:

Themes for Lecture:

Debate on the Theories of Khyati- theories of satkhyati- asatkhyati- anirvacaniyakhyati, Pramanyavada-svatah and paratah,Mimamsa, Vedanta and Samkhya on SvatahPramanya, Nyaya theory of ParatahPramanya, Nyaya- Mimamsa debate, Critique of Pramanyavada- Carvaka and Jayarasi Bhatt.

Readings for Seminars:

1. BijayanandaKar, *The Theories of Error in Indian Philosophy*, Ajantha Publishers, Delhi, 1975.

2. J. N. Mohanty, Gangesa's theory of Truth, MotilalBanarsidas, Delhi, 1989.

3. AmitaChatterjee, "Truth in Indian Philosophy", *A Companion to World Philosophies*, Oxford, 1997, p.134-148. 4.

4. B.K.Matilal"Knowledge, Truth and Pramatva",Daya Krishna and K. L. Sharma (eds.) *The Philosophy of J. N. Mohanty,* ICPR.

5. SrinivasaRao, *Perceptual Error: The Indian Theories*, University Press, Hawaii.

Books for Reference:

1. J. N. Mohanty, *Gangesa's Theory of Truth*, MotilalBanarsidas Publishers, Delhi, 1989.

2. . J.N Mohanty, *Reason and Tradition in Indian Thought: An Essay on the Nature of Indian Philosophical Thinking,* Clarendon Press, Oxford, 1992.

3. T.M.P. Mahadevan, *Invitation to Indian Philosophy*, Arnold- Heinemann Publishers, 1974.

4. Jwala Prasad, *History of Indian Epistemology*, MunshiramManoharlal Publishers, Delhi, 1987.

5. B. K Matilal, Perception: An Essay in Classical Indian Theories of Knowledge, Clarendon Press, Oxford, 1986.(Selected Portions)

6. Bina Gupta, (ed.), Essays by J N Mohanty:Explorations in Indian Philosophy, Oxford University Press, New Delhi, 2001.

Module 4:

Themes for lecture:

The Concept of Duty- Rna, Nishkamakarma and Lokasangraha, Law of Karma, Purusharthas, Individual and Social aspects of Dharma- Varna and Ashrama, Egoistic hedonism of Carvaka, Jaina ethics- Triratna and Pancamahavratas, Buddhist ethics- Four Noble Truths, Eightfold Path, and Pancasila, Values of Sila, Samadhi and Prajna.

Readings for Seminars:

1. Balbir Singh, The Conceptual Framework of Indian Philosophy, Mac Millan Company of India, Delhi, 1976.

2. SuramaDasgupta, *Development of Moral Philosophy in India*, Orient Longman.

3. S.S. Barlinglay, *A Modern Introduction to Indian Ethics*, Penman Publishers, Delhi.

4. Lal Mani Joshi, *Studies in the Buddhist Culture, of India*, MotilalBanarsidas, Delhi, 1975.

5. Rajendra Prasad, *Varna Dharma, Nishkamakarma and Practical Morality: A Critical Essay on Applied Ethics*, D. K. Print world, New Delhi, 1996.

Books for Reference:

1. Ruth Reyna, *Introduction to Indian Philosophy*, Tata McGraw-Hill Publishing Co. Ltd., New Delhi, 1971.

2. Balbir Singh, *Dharma: Man, Religion and Society*, Arnold- Heinemann Publishers, New Delhi, 1981.

3. Rajendra Prasad, *Karma, Causation and Retributive Morality*, ICPR, New Delhi, 1989.

4. P.Bilimoria, J. Prabhu and R. Sharma (eds.) *Indian Ethics: Classical Traditions and Contemporary Challenges*, Ashgate Publishing Ltd., England 2007.

5. Ashok Vohra, *Man, Morals and Self: A Philosophical Perspective*, Viva Books, 2014.

6. RamachandraPandeya, *Indian Studies in Philosophy*, MotilalBanarsidas, Delhi, 1977.

7. R. S. Misra, *Studies in Philosophy and Religion,*BharatiyaVidyaPrakashan, Varanasi,1971.

MA Programme in Philosophy

Title of the Course	**:**	**Ability Enhancement Course**
Credits	**:**	**2**
Code	**:**	**PHI 1A 01**
Prerequisites	**:**	**Nil**

Brief description of the Course:

There are two modules in the course. In the first module, students are expected to do some exercises in logic suggested by the course-instructor. The second module aims to help the students to get trained in engaging with the philosophical problems and thereby to 'do' philosophy rather than just studying various philosophical theories.

Course-outcome:

1. At the end of the course, the student is expected to master the skills in the appropriate application of the rules they learned in logic.

2. This will enhance the ability of the student in understanding issues, making judgements, providing evidence, and drawing conclusions which require logic and rational thought.

Module 1: Logical reasoning

1. Give some arguments and ask the students to find out which of them are deductively valid and which deductively invalid.

2. Give some examples and ask the students to symbolize each example in truth-functional notation;
3. Give some arguments and ask the students to decide whether they are valid or invalid using truth table techniques;
4. Give some arguments and ask the students to decide which of them are valid and which invalid using truth tree method technique
5. Give some arguments and ask the students to symbolize them and to construct a proof of validity for each
6. Give some arguments and ask the students to symbolize them and then construct conditional proofs for each
7. Give some statements and ask the students to translate them into standard categorical form and symbolise them, drawing appropriate Venn diagram corresponding to each statement
8. Give some statements and ask the students to symbolize them using the suggested predicate logic notation

Books for reference:

1. Frank R.Harrison, Logic and Rational Thought, West Publishing Company, 1992

2. E.M Copy, Symbolic Logic

(The software like *The logicWorks* can be helpful for assigning the exercises. Students may be assigned to work the exercises on the computer)

Module 2: Doing philosophy

Themes for discussion: the nature of philosophical problem; doing philosophy; conceptual analysis; philosophical engagements with a problem

Suggested reading: Simon Blackburn, *Think*, Cambridge University Press, 1999

Exercises:

Suggest the students some standard philosophical problems and ask them engage with them.

Suggest some readings/papers/online-lectures and ask the students to summarize and review them, and also to respond to the views expressed in them from their perspectives.

Suggested readings for review:

1. Plato's dialogues: *Meno, Phaedo, Apology, Crito, Thaetetus, Gorgias, Protagoras* etc.

2. Commentaries on selected *Upanishads* (*Chandogya, Mandukya and Katha)*

MA Programme in Philosophy

Course	**:**	**Problems of Philosophy-1**
Credits	**:**	**4**
Code	**:**	**PHI 2C 05**
Prerequisites	**:**	**Nil**

Brief description of the course:

The course deals with some of the core areas of philosophical thinking, the issues and concerns debated within them. The readings suggested represent the debates of both the traditional and the contemporary philosophical discourses. The students are expected to have an in-depth understanding of the issues and make seminar-presentations basing on the readings suggested in each module.

Course-outcome:

At the end of the course, the students are expected to be trained in engaging the philosophical problems in an analytical and critical manner. The course provides the students with a thorough understanding of the history of philosophical thinking in terms of the problems debated within its history and enables them to develop their ability of logical reasoning and constructing arguments.

Module 1: Being and Reality

Themes for lecture:

What is Ontology?; Question of Substance; Locke on primary qualities; Leibniz on monads; Berkeley's metaphysical immaterialism; Hume on the limits of metaphysical speculation; Kant on the possibility of metaphysics; Heidegger's fundamental Ontology; Positivists' critique of metaphysics; W.V Quine: To be is to be the value of a bound variable

Readings for in-depth study/seminars:

1. Rene Descartes: Supreme Being and Created Things, *Principles of philosophy*

2. John Locke: Qualities and Ideas, *Essay concerning Human Understanding*

3. Gottfried Leibniz: Substance, Life and Activity, *New System*

4. George Berkeley: Nothing Outside the Mind, *Principles of Human Knowledge*

5. David Hume: The Limits of Metaphysical Speculation, *Enquiry concerning Human Understanding*

6. Immanuel Kant: Metaphysics, Old and New, *Prolegomena*

7. Heidegger: Being and Involvement, *Being and Time*

8. Carnap: The End of Metaphysics?, *The Elimination of Metaphysics*

9. W.V Quine: On What There Is. *From a Logical Pont of View*, Harper &Row, Ney York, 1953

(Readings 1-8: John Cottingham (Ed): *Western Philosophy: An Anthology,* Blackwell, 1996)

Module 2: Faith and Reason

Themes for lecture:

Medieval philosophy; Question of faith and reason; Natural Theology; Anselm and the ontological argument; Aquinas' proofs for the existence of God; Pascal on the role of reason in religious belief; Hume on miracles; Kierkegaard on faith and the existential commitment; William James' pragmatic theory of belief; Question of religious language and the philosophy of religion.

Readings for Seminar/Presentations

1) Anselm of Canterbury: The Existence of God, *Proslogion*

2) Thomas Aquinas: The Five Proofs of God, *Summa Theologiae*

3) Blaise Pascal, The Wager, *Pensees*

4) David Hume: Against Miracles, *Enquiry concerning Human Understanding*

5) Soren Kierkegaard: Faith and Subjectivity, *Concluding Unscientific Postscript*

6) William James : Reason, Passion and the Religious Hypothesis, *The Will to Believe and Other Essays*

7) John Wisdom: The Meaning of Religious Language, *Gods*

(Readings from John Cottingham (Ed), *Western Philosophy: An Anthology)*

Module 3: Mind and Body

Themes for lecture:

Cartesian problem of psych-physical dualism; Spinoza and the problem of dualism; Schopenhauer's notion of the will; Ryle's critique of dualism; Merleau-Ponty's concept of lived body; Introduction to the contemporary debates in philosophy of mind and cognitive science

Readings for in-depth study/seminars:

1. Rene Descartes: The Incorporeal Mind, *Meditations*

2. Benedict Spinoza: The Identity of Mind and Body, *Ethics*

3. Arthur Schopenhauer: Body and Mind as Manifestations of Will, *The World as Will and Idea*

4. Gilbert Ryle: The myth of the Ghost in the Machine, *The concept of Mind*

5. Merleau-Ponty: Selections from *The Phenomenology of Perception*

6. Daniel Dennett: Relevant portions from *Consciousness explained*, Lille, Brown & Co. USA

(Readings 1-4 from John Cottingham (Ed), *Western Philosophy: an Anthology*)

Module 4: Knowledge and certainty

Themes for lecture:

Rationalism and Empiricism; Doctrine of innate ideas; Locke's *tabula rasa*-argument; Hume's critique of philosophical skepticism; Kant's reformulation of epistemology as critique, Experience, Understanding and Categories; G.E Moore on Scepticism; Quine's Naturalism; Rorty's critique of epistemology

Readings for in-depth study/seminars:

1. Rene Descartes: New Foundations of Knowledge, *Meditations*

2. John Locke: Senses as the Basis of Knowledge, *Essays Concerning Human Understanding*

3. David Hume: Skepticism versus Human Nature, Enquiry Concerning Human Understanding

4. Immanuel Kant: Experience and Understanding, Critique of Pure Reason

5. G.E Moore: Against Scepticism, *A defense of Common Sense*

6. W.V Quine: Epistemology naturalized, Sven Bernecker and Fred Dretske, *Knowledge: readings in contemporary epistemology*, Oxford University Press, 2000)

7. Richard Rorty: From Epistemology to Hermeneutics, *Philosophy and the Mirror of Nature*, Princeton, NJ: Princeton University Press, 1979

(Readings 1-5 from John Cottingham: *Western Philosophy: An Anthology)*

MA Programme in Philosophy

Title of the Course	**:**	**Problems of Philosophy-2**
Credits	**:**	**4**
Prerequisites	**:**	**Nil**
Code	**:**	**PHI 2C 06**

Brief Description of the Course:

The course deals with some of the core areas of philosophical thinking, the issues and concerns debated within them. The focus of the course is mainly on the political, social, aesthetic, ethical issues and problems. The readings suggested represent the debates of both the traditional and the contemporary philosophical discourses. The students are expected to have an in-depth understanding of the issues and choose the topics of seminar from the readings suggested in each module

Course-outcome:

1. At the end of the course, the students are expected to be trained in engaging the philosophical problems in an analytical and critical manner.

2. The course provides the students with a thorough understanding of the history of philosophical thinking in terms of the problems debated within it and enables them to develop their ability of logical reasoning and constructing arguments.

3. The course provides an opportunity to the students to address and relook the notions of freedom, democracy, justice, power, beauty and so on with a renewed philosophical rigour.

Module 1: State, Authority and Power

Themes for Lecture/discussion

Hobbs, Locke, Hume and Rousseau: State of Nature, Contractarianism; Hegel on freedom and State; Marx and Engels: Alienation, Property and Labour; Foucault's critique of the sovereign models of power; the disciplinary power

Readings for in-depth study/ seminars/presentations

1) Thomas Hobbs, Sovereignty and Security, *Leviathan*,

2) John Locke, Consent and Political Obligation, *Second Treatise of Civil Government*

3) David Hume, Against Contracterianism, *Of the Original Contract*

4) Jean-Jacques Rousseau, Society and the Individual, *The Social Contract*

5) Georg Hegel, The Unified State-From Individual Desire to Rational Self-determination, *The Philosophy of Right*

6) Karl Marx, F. Engels, Property, Labour and Alienation, *The German Ideology*

7) Michel Foucault, Panopticism, *Discipline and Punish*, Harmondsworth: Penguin, 1979

(Readings 1-7 from John Cottingham,*Western Philosophy; an Anthology*)

Module 2: Art and Beauty

Themes for Lecture/discussion;

Plato on Art and Imitation; Kant on the concept of the beautiful; Nietzsche on Apollonian art and Dionysian art; Leo Tolstoy on the value of art; Wittgenstein on Aesthetics; Lyotard's critique of Kant; on the Sublime and the *Differend*

Readings for in-depth study seminar/presentations

1) Plato, Art and Imitation, *Republic*

2) Immanuel Kant, The Concept of the Beautiful, *Critique of Judgement*

3) Friedrich Nietzsche, The Two faces of Art, *The Birth of Tragedy*

4) Leo Tolstoy, The Value of Art, What is Art?

5) Ludwig Wittgenstein, What is Aesthetics?, *Lectures on Aesthetics*

6) Jean-Francois Lyotard, Selections from Lessons on the *Analytic of the Sublime*, Stanford, CA: Stanford University Press, 1994

(Readings 1-5, from John Cottingham, *Western Philosophy*: *An Anthology*)

Module 3: Self and Freedom

Themes for lecture/discussions

Locke on personal identity; Hume: Self as bundle of perceptions; Freud and the psychoanalytic notion of the unconscious; Question of freedom of the will and determinism; Sartre on Freedom; Simone de Beauvoir: Freedom and the question of the Other; Peter Strawson on freedom and responsibility

Readings for in-depth study/seminar/presentation

1) John Locke, The self and Consciousness, *Essay Concerning Human Understanding*

2) David Hume, The Self as Bundle, A *Treatise of Human Nature*

3) Sigmund Freud, The Partly Hidden Self, *Introductory Lectures on Psychoanalysis*

4) Georg Hegel, Self-consciousness, *Phenomenology of Geist*

5) Jean-Paul Sartre, Condemned to be Free, *Being and Nothingness*

6) Peter Strawson, Determinism and Our Attitudes to Others, *Freedom and Resentment*

7) Simone de Beauvoir, Introduction, *The Second Sex*, Vintage

(Readings 1-6, from Cottingham, *Western Philosophy*: *An Anthology*)

Module 4: Question of Justice

Themes for lecture:

Plato and Aristotle on Justice; Justice and the Social Contract; J.S Mill on Justice and Utility; Rawls on Justice as Fairness; Nozik's notion of the Minimal State; Marx's notion of Justice; Amartya Sen on Justice; Gender and Justice; Iris Young on Justice and Politics of difference

Readings for in-depth study/seminars

1) Plato, *Republic*, Book 1, Oxford University Press, 1984

2) Aristotle, *Nichomachean Ethics*, Book 5

3) J.S Mill, Utilitarianism, *On Liberty and Other Essays*, Oxford University Press, 1991

4) John Rawls, *Justice as Fairness*: *A Restatement*, Cambridge, MA: Belknap Press, 2001

5) Robert Nozik: The Minimal State, *Anarchy*, *State*, *and Utopia*, Oxford: Blackwell, 1974, Chapter 7

6) Karl Marx, Communist Manifesto, Critique of the Gotha Program, *Karl Marx*: *Selected Writings*, Oxford: Oxford University Press, 1977

7) Amartya Sen, Selection from *The Idea of Justice*, Cambridge: Belknap Press of Harvard University Press, 2011

8) Iris Young, selection from *Justice and the Politics of Difference*, Princeton University Press, 1990

MA Programme in Philosophy

Title of the Course	**:**	**Issues in Indian Philosophy-2**
Credits	**:**	**4**
Code	**:**	**PHI 2C 07**
Prerequisites	**:**	**Knowledge of the fundamentals of Indian Philosophy**

Brief description of the Course:

The purpose of the course is to develop a systematic and analytical understanding of some of the basic concepts and problems in Indian philosophy, more specifically in Indian metaphysics

Course-outcome:

1. Develops familiarity with some of the crucial issues in Indian metaphysics

2. Helps to understand the specificity and the implications of some notions in Indian metaphysical thinking

3. Develops the ability of conceptual analysis and reasoning

Module1: Concept of Soul and God

Themes for Discussion:

Being in Gita, Self in Chhandogya and MandukyaUpanishads, Soul as Substance- Jainism,

Nyaya and Vedanta, Soul as Reality-Samkhya, Citta and Citta-Vrtti in Yoga, Anathmavada of Buddhism, Dehathmavada of Carvaka, Concept of God in Vedic tradition, Nature of God in Nyaya, Samkhya,Yoga, Purvamimamsa, Advaita, Dvaita and Visistadvaita, Carvaka and Buddhist Critique of God.

Readings for Seminar:

1. S. Radhakrishnan, *The Principal Upanishads*, George Allen and Unwin Ltd., New York, 1953.

2. Stephen H. Phillips, *Classical Indian Metaphysics*, MotilalBanarsidas, Delhi, 1997.

3. R. Puligandla, *Fundamentals of Indian Philosophy*, D.K. Print world, New Delhi, 1975.

4. R. S. Misra, *Studies in Indian Philosophy and Religion*, Bharatiya Vidya Prakasan, Varanasi, 1971.

5. Jadunath Sinha, *Indian Realism*, KeganPaui, London, 1938.

6. Ashok Vohra, *Man, Morals and Self: A Philosophical Perspective*, Viva Books, 2014.

Books for Reference:

1. S.N Dasgupta., *History of Indian Philosophy* , Cambridge University Press, London, 1940 (Selected Portions)

2. M. Hirianna, *Outlines of Indian Philosophy*, George Allen and Unwin, London 1918

3. T.R.V.Murti, *The Central Philosophy of Buddhism*, George Allen and Unwin, London 1955.

4. S.Misra (Tr.) *Vedanta Paribhasa*, Jaya Krishna Das Hari Das Gupta, Banaras, 1937.

5. P.T. Raju, *Structural Depths of Indian Thought*, State University Press, New York, 1985.

6. Jadunath Sinha, *Indian Philosophy*, *Vol.I and II*, Motilal Banarsidas, 1999.

Module 2: The problem of Reality

Themes for Discussion:

Reality in Katha Upanisad, Reality of Atman and Brahman, Anekantavada of Jainism, Sunyavada and Ksanikavada of Buddhism, Ajativada of Gautapada, Advaita view of Brahman as Ultimate reality, Reality of Five-fold differences-Madhva, Vaisesika view of Nature and Classifications of Padarthas- Jiva and Ajiva.

Readings for Seminars:

1. S. Radhakrishnan, *The Principal Upanishads*, George Allen and Unwin Ltd., New York, 1953.(Selected Portions)

2. Murti, T.R.V. **:***The Central Philosophy of Buddhism*, George Allen and Unwin, London 1955.

3. R. Puligandla, *Fundamentals of Indian Philosophy*, D.K. Print world, New Delhi, 1975

4. R. Balasubramanian, *The Tradition of Advaita*, Munshiram Manoharlal.(Selected Portions).

Books for Reference:

1. Richard King, Indian Philosophy: An Introduction to Hindu and Buddhist Thought, Edinburg University Press, Edinburg, 19999.

2. Stephen H Philips, *Classical Indian Metaphysics*, Motilal Banarsidas, Delhi.

3. P.T. Raju, *Structural Depths of Indian Thought*, State University Press, New York, 1985.

4. Jadunath Sinha, *Indian Philosophy*, *Vol.I and II*, Motilal Banarsidas, 1999.

5. K. Bhattacharyya, 'Carvaka Darsana', *Journal of Indian Council of Philosophical Research*, Vol. 12, No.3, 199

Module 3: Status of the World

Themes for Discussion

The Cosmic order- Rta, World as matter-Carvaka, World as a product of atoms -Nyaya-Vaisesika, World as the Manifestation or Evolution of Prakrti- Samkhya, World as an aspect of God- Ramanuja, World as Vyavaharika Satta- Advaita, Dvaita Concept of World and rejection of Mayavada.

Readings for Seminars:

1. K. Bhattacharyya, 'CarvakaDarsana', *Journal of Indian Council of Philosophical Research*, Vol. 12, No.3, 1999.

2. K. K. Mittal, *Materialism in Indian Thought*, MunshiramManoharlal, New Delhi, 1974.

3. S.M. Srinivasacari, *Advaita and Viśiṣṭādvaita*, Delhi, 1976.

4. R. R.Dravid, *The Problem of Universals in Indian Philosophy*, MotilalBanaridass, Delhi, 1972.

Books for Reference:

1. C.D. Sharma, A *Critical Survey of Indian Philosophy*, Motilal,Banarsidas, Delhi,1976.

2. S. Radhakrishnan, *Indian Philosophy* Vols 1 & 2 Allen &Unwin. London.

3. J.N.Mohanty,*Essays On Indian Philosoph* Purushottama Bilimoria (ed.), Oxford University Press, New Delhi.

4. R. Balasubramanian, *The Tradition of Advaita*, MunshiramManoharlal (Selected Portions).

5. M. Hiriyanna, *Outlines of Indian Philosophy*, George Allen &Unwin, London, 1973.

6. R.Puligandla, *Fundamentals of Indian Philosophy*, D.K. Print world, New Delhi, 1975.

Module 4: Doctrine of Causation and Liberation

Themes for Discussion:

Vaisesika Definition of Causes, Classifications of Causation- Satkaryavada, Asatkaryavada, Pratithyasamudpada, Vivarthavada, the Concept of Liberation-Stitaprajna in Bhagavat Gita, Moksa in Upanishads, Jaina and Samkhya concept of liberation, Astanga Yoga- the path of Liberation, Buddhist nirvana,Advaita view of Jivanmukti, Visistadvaita.

Readings for Seminars:

1. Madhva Acharya,Sarvadarsana Sangraha, Cosmo Publications, New Delhi, 1979.

2. Ruth Reyna, Introduction to Indian Philosophy, Tata Mc- Graw Publishing Co. Ltd, Delhi, 1971.

3. Subodh Kapoor, The Systems of Indian Philosophy, Vol. I and II, Cosmo Publications, New Delhi, 2004.

4. Jadunath Sinha, *Indian Philosophy*, *Vol.I and II*, Motilal Banarsidas, 1999.

Books for reference:

1. T.M.P.Mahadevan, Invitation to Indian Philosophy, Arnold- Heinemann Publishers, 1974.

2. S.N. Dasgupta, *History of Indian Philosophy*, Motilal Banarsidass, Delhi, 1973.

3. C.D. Sharma, A*Critical Survey of Indian Philosophy*, Motilal Banarsidass, Delhi.1976.

4. Ramachandra Pandeya, Indian Studies in Philosophy, Motilal Banarsidass, Delhi, 1977.

MA Programme in Philosophy

Title of the Course	**:**	**Professional Competency Course**
Credits	**:**	**2**
Code	**:**	**PHI 2A 02**
Prerequisites	**:**	**Nil**

Brief description of the Course:

The course consists of two modules. The first module is meant to develop familiarity with the advanced tools/software to improve the quality of research-writing in different areas of enquiry. The second module is meant to develop familiarity with different presentation software relevant to philosophical studies and research

Course-outcome:

At the end of the course,

1. the student can improve the professional competency,
2. quality and standard of writing the philosophical papers,
3. ability of communication and the presentation-skills.

Module 1: Academic writing

Writing a research paper in philosophy; Methodological practices to be followed in writing a paper; citations and bibliography; identifying online materials and software relevant to the courses; identifying authentic resources, encyclopaedia-resources, online journals, software for improving the quality of writing, software for editing, checking plagiarism etc.

Suggested Reading: Istvan Berkeley: How to write a philosophical paper?

Activity: Training students in the application level of different online tools/software relevant to the courses.

Module 2: Presentation skills

How to prepare slides for effective presentations? Techniques of editing, designing the slides and highlighting the major points etc; How to improve the ability of academic communication?; Presenting the points and responding to the questions.

Activity: Training students in using various presentation-software.

MA Programme in Philosophy

Course	**:**	**Philosophy of Language**
Credits	**:**	**4**
Code	**:**	**PHI 3C 08**
Prerequisites	**:**	**Knowledge of the problems of philosophy**

Brief description of the course:

The course consists of four modules and they deal with the core issues and concepts of both the phases of the philosophy of language, that is, the phases of the ideal language and the ordinary language. The students are expected to choose topics for seminar-presentations from the readings suggested in these modules.

Course-outcome:

1. Develops a familiarity with the core concepts and issues of recent debates in analytical philosophy
2. Develops the ability of conceptual/logical analysis
3. Helps to develops conceptual clarity in dealing with the questions and problems in any fields of enquiry

Module 1:

Linguistic turn in philosophy: Introduction to the various concerns of philosophy of language

Readings for in-depth study

1. Rorty, R: Introductory Essay, Rorty(Ed), *The Linguistic Turn*: *Recent Essays in philosophical Method*, University of Chicago, 1967

2. Lycan, WG, Introduction: Meaning and Reference, *Philosophy of Language*, Routledge, 2000

Module 2:

Themes for lecture:

Frege and Russell; Frege's concept of Sense and Reference; Concept and Object; Russell's Logical Atomism; Theory of Definite descriptions

Books/Papers for in-depth study/seminar

1. Frege: 'Concept and object', 'Sense and Reference' in *The Frege Reader*, Oxford: Blackwell, 1997

2. Russell: 'On Denoting', 1905

Module 3:

Themes for lecture:

Early Wittgenstein's Picture theory of Meaning; Logical Positivism: Theory of verification; Quine's two dogmas of empiricism

Readings for in-depth study/seminar

1. Wittgenstein: *Tractatus Logico-Philosophicus* (Relevant Portions)

2. Carnap: 'Testability and Meaning', Classics of Analytic Philosophy, Tata MC Graw Hill, Bombay, 1965

3. Quine W V O, 'Two Dogmas of Empiricism'

Module 4:

Themes for lecture:

Wittgenstein's Philosophical Investigations; Language-games; J.L Austin: Performative Utterance; Theory of Meaning: Contemporary issues; Dummet and Davidson

Readings for in-depth study/seminars:

1. Wittgenstein: *Philosophical Investigations* (Relevant Portions)

2. Austin: 'Performative Utterance', *Philosophical Papers*, Oxford: Clarendom, 1966

3. Davidson: 'Truth and Meaning', Matrinich, 1985

Readings

1. Lycan, William G: *Philosophy of Language*: *A Contemporary Introduction*, Routledge, New York, 2000

2. Peter Ludlow (ed.), Readings in the Philosophy of Language, MIT Press, 1997

3. R.C Pradhan, Recent Developments in Analytic Philosophy, ICPR, New Delhi, 2001

4. Michael Morris, An Introduction to Philosophy of Language

5. Bernard Harrison, An Introduction to the Philosophy of Language, palgrave macmillan, 1979

6. Michael Beaney, Analytic Philosophy: A Very Short Introduction, Oxford University Press, 2017

7. David G. Stern and Hans Sluga (ed.), The Cambridge Companion to Wittgenstein, Cambridge University Press, 1996

8. Nicholas Griffin (ed.), The Cambridge Companion to Bertrand Russell, Cambridge University Press, 2003

9. Tom Ricketts and Michael Potter (ed.), The Cambridge Companion to Frege, Cambridge University Press, 2010

10. Richard Creath and Michael Friedman (ed.), The Cambridge Companion to Carnap, Cambridge University Press, 2007

11. Roger Gibson (ed.), The Cambridge Companion to Quine, Cambridge University Press, 2004

MA Programme in Philosophy

Title [of the Course	**:**	**Philosophy of Science**
Credits	**:**	**4**
Code	**:**	**PHI 3C 09**
Prerequisites	**:**	**Knowledge of the problems of philosophy**

Brief description of the course:

This course provides an introduction to the main philosophical problems, raised for and by scientific theories, observations and practice. The course focuses especially on conflicts between those who think science is an objective form of inquiry and those who think it is not objective and even must fail to be objective in important ways.

Course- outcome:

1. At the end of the course, students will be able to better identify and analyze problems in philosophy of science.

2. The skills of philosophical analysis, argument formation and writing that they develop in this course will give them an advantage in other courses as well.

3. The course enables the students to identify core assumptions that underlie different theories in philosophy of science, to explain the logical

concepts of soundness and validity and test whether arguments are valid and sound.

Module 1: Defining Science

Themes for lecture/discussion:

Demarcation problem; Logical positivist criterion of verifiability; Popper on falsifiability; Problem of explanation; Deductive Nomological model; Thomas Kuhn and Feyerabend: Observation as theory-laden

Readings for in-depth study/seminar/presentations:

1) Karl Popper, Selection from The Logic of Scientific Discovery, Routledge Revised Edition, 2005

2) Karl Popper, Science and Falsifiability, Conjectures and Refutations (Western Philosophy; an Anthology, Ed. John Cottingham)

3) Imre Lakatos, Popper on Demarcation and Induction, Methodology of Scientific Research (Philosophical Papers, Vol.1) Cambridge University Press, 1978

4) Karl Hempel and Paul Oppenheim, Selection from Studies in the Logic of Explanation, philosophy of Science 15, no 2, University of Chicago, 1948

5) Thomas Kuhn, Selection from Structure of Scientific Revolutions, University of Chicago Press, 1962

Module 2: Scientific Method

Themes for lecture/discussion:

Bacon's inductive machine; Deductivism vs, inductivism; Mill's methods; Popper's deductivism; Hypothetico-deductivism; Relativism and anarchism; Holism and naturalism

Readings for in-depth study/seminar/presentation:

1) Francis Bacon, Experimental Methods and True Causes, Novum Organum (Western Philosophy: an Anthology)

2) David Hume, The Problem of Induction, Enquiry concerning Human Understanding (Western Philosophy: an Anthology)

3) J.S Mill, The Uniformity of Nature, System of Logic (Western Philosophy: an Anthology

4) Thomas Kuhn, Change and Crisis in Science, The Structure of Scientific Revolutions (Western Philosophy: an Anthology)

5) Paul Feyraband, Selection from Against Method, Verso, 1975

6) W.V Quine, Selection from From a Logical Point of View, Harvard University Press, 1964

Module 3: Aims of Science

Themes for lecture/discussion:

Scientific Realism; Anti-realism; Varieties of anti-realism: Instrumentalism, Semantic reductionism, Operationalism, Constructive empiricism, conceptual relativism, Pluralism

Readings for in-depth study/seminar/presentation:

1) Stathis Psillos, Selection from, Scientific Realism: How Science Tracks Truth, (Routledge, 1999)

2) Hampel, Aspects of Scientific Explanation, Chapter 2

3) Nagel, Selection from The Structure of Science,Routledge,1961

4) Thomas Kuhn, Selection from Structure of Scientific Revolutions, Thomas Kuhn

5) Goodman, Ways of Worldmaking

6) Fodor, Special Sciences, or the disunity of science as a working hypothesis, Synthese 28; 77-115(1974)Scientic Pluralism, edited by Stephen Kellert, Hellen Longino and Kenneth Waters (University of Minnesota Press,2006)

Module 4: Social Dimensions of Science

Themes for Lecture/discussion:

Robrt Merton and the Sociology of Science; Kuhn on Normal Science, Bruno Latour and Social constructivism; Science Studies; Critique of Social Constructivism; Sokal's hoax; Feminist critique of positivism and the notion of objectivity

Readings for in-depth study/seminar/presentation:

1) Robert Merton, Selection from The Sociology of Science, University of Chicago,1979

2) Thomas Kuhn, Objectivity, Values and Theory Choice, in Essental Tension, University of Chicago,1977

3) Steve Fuller, Social Epistemology, Indiana University Press, 1995

4) Bruno Latour and Steve Wooglar, Laboratory Life, Princeton University Press, 1986

5) Bruno Latour, Pandora's Hope: Essays on the Reality of Science Studies, Harvard University Press, 1999

6) Bruno Latour, "Has Critique Run out of Steam?", Social Inquiry 30: 225-248, 2004

7) Ian Hacking, The Social Construction of What?, Harvard University Press, 1999

M.A. Programme in Philosophy

Title of the course	**:**	**Continental Philosophy**
Credits	**:**	**4**
Code	**:**	**PHI 4C 10**
Prerequisites	**:**	**Knowledge of the history of philosophy, problems of philosophy**

Brief description of the course:

The course consists of four modules, dealing with the core issues and concepts of different traditions within the so called continental philosophy. Students are expected to have an in-depth study of the readings suggested in each module and choose topics for seminar presentations from them.

Course outcome:

4. Develops a familiarity with the core concepts and issues of recent debates in continental philosophy

5. Develops the ability of conceptual analysis and critical thinking

6. Enables the students to have a critical view of the philosophical foundations of our civilization

Module 1: Intentionality, Existence, Otherness

Themes for Lecture:

Phenomenological approach; Husserl's notion of the Intentionality of Consciousness, Heidegger's existential analytic of Dasein; Sartre's notion of Nothingness; Merleau-Ponty's concept of bodily intentionality; Levinas' notion of Alterity

Readings for Seminars:

1. Edmund Husserl, 'The Fundamental Phenomenological Outlook', the second section of *Ideas*. George Allen and Unvin, 1931

2. Martin Heidegger, Selection from *Being and Time*, SUNY Press, 1996

3. Merleau-Ponty, Selection from *Phenomenology of Perception* , Routledge, 2013

4. Jean-Paul Sartre, Selection from *Being and Nothingness*, Routledge, 2018

5. Emmanuel Levinas, Ethics as First Philosophy, *Continental Philosophy Reader*, Routledge, 1996

Module 2: Interpretation, Rationality, Speech

Themes for Lecture:

Philosophical Hermeneutics; Question of interpretation; Gadamer on the Linguisticality of understanding; Frankfurt School and the Critique of Instrumental Rationality; Hanna Ardent on Work, Speech and Action; Habermas on communicative action and validity claims

Reading for in-depth study/seminars

1. H.G Gadamer, "Elements of a theory of Hermeneutic Experience' from *Truth and Method*, Sheed and Ward, London, 1989

2. Horkheimer and Adorno, Selection from *Dialectic of Enlightenment*, Verso, London and New York, 1979

3. Jurgen Habermas, Selection from *Theory of Communicative Action*, Polity Press, Cambridge, 1987

4. Hannah Arendt, Selection from *The Human Condition*, University of Chicago, 1958

5. Judith Butler, Selection from *Excitable Speech*: *A Politics of the Performative*, Routledge, 2013

Module 3: Language, Sign, Difference

Themes for Lecture

Saussure's theory of sign; Derrida's critique of structuralism; the concept of differance; Lyotard and the critique of meta-narratives; Deleuze on Difference; Lacan on Imaginary and the Symbolic Order; Luce Irigaray on Sexual Difference

Readings for in-depth study/seminar

1. Saussure, Selection from A *Course in General Linguistics*, Bloomsbury, 2013

2. Jacques Derrida, 'Structure, Sign and Play in the Discourses of Human Sciences', *Writing and Difference*, Chicago University Press, 1978

3. Lyotard, Selection from *The Postmodern Condition*: *A Report on Knowledge*, University of Minnesota Press, 1984

4. Gills Deleuze, Selection from *Difference and Repetition*, Colombia University Press, 1994

5. Jacques Lacan, 'Mirror Stage as the formative of the function of 'I' as revealed in psychoanalytic experience', *Ecrits*: *A Selection*, Routledge, 1977

6. Luce Irigaray, Selection from An *Ethics of Sexual Difference*, Athlone Press,1993

Module 4: Power, Subject, Community

Themes for Lecture:

Foucault on Bio-Power; Deleuze on desire; Agamben on 'bare life'; Jean-Luc Nancy on Community; Althusser on Ideology and Interpellation; Zizek on Subject and the Political; Alain Badiou on subject, truth and event

Readings for in-depth study/seminar

1. Foucault, Selection from Discipline and Punish, Pantheon, 1977

2. Althusser, 'Ideology and the Ideological State Apparatus', On Ideology, Verso, 2007

3. Agamben, Selection from Homo Sacer: Sovereign Power and Bare Life, Stanford University Press, 1998

4. Jean-Luc Nancy, Selection from The Inoperative Community, Minnesota Press, 1991

5. Slavoj Zizek, Selection from The Sublime Object of Ideology, Verso, 1989

6. Alain Badiou, Selection from Being and Event, Bloomsbury Academic, 2013

Additional Readings:

1. Simon Critchley, *Continental Philosophy: A Very Short Introduction*, Oxford University Press, 2001

2. *Continental Philosophy: An Anthology*

3. Antony Elliot, *Psychoanalytic theory,* Blackwell, 1994

4. Quentin Skinner, *The Return of Grand Theory in the Human Science*, Cambridge University Press, 1990

5. Dermot Moran & Timothy Mooney, *The Phenomenology Reader*, Routledge, 2002

6. Routledge Critical Thinkers Series: *Foucault, Kristeva, Deleuze, Lacan, Heidegger, Derrida,* (Routledge, London)

7. Dermot Moran, *Introduction to Phenomenology*, Routledge, 2009

8. Kurt Mueller-Vollmer, *The Hermeneutics Reader*, Bloomsbury Academic, 1988

9. Richard Kearney, Mara Rainwater (ed.), *The Continental Philosophy Reader*, Routledge , 1996

10. William McNeill, Karen S. Feldman (ed.), *Continental Philosophy*: *An Anthology*, Wiley, 1998

11. David West, *Continental Philosophy: An Introduction,* Polity Press, 2010

M.A. Programme in Philosophy

Title of the course	**:**	**Cognitive Science**
Credits	**:**	**4**
Code	**:**	**PHI 4C 11**

Brief description of the course

Cognitive Science is an interdisciplinary approach to the study of cognition and intelligence. The course will provide an opportunity for students to understand the philosophical foundations of cognitive science and to acquire some familiarity with the basic notions of different models available in this field, and to explore some of their prospects and limitations

Course-outcome

1) Develops a familiarity with the basic concepts and issues in a rapidly emerging interdisciplinary area of research

2) Awareness of philosophical and conceptual challenges facing computational models of human reasoning and language use.

3) Cultivation of improved critical reasoning skills

Module 1:

Themes for lecture

What is cognitive science?; Foundations of cognitive science; Philosophical background; Dualism and Identity theory

Readings for in-depth study and seminar

1. Simon and Kaplan, 'Foundations of Cognitive Science', Poster, ed., Foundations of Cognitive Science, pp.1-49

2. Descartes, Selection from "Second Meditation"

3. U.T Place, "Is Consciousness a Brain Process?"

Module 2:

Themes for Lecture

Functionalism; The Turing Test of Intelligence; Computability theory and its Criticism; Is the Mind just a Computer?

Readings for in-depth study and seminar

1. Selection from J.Fodor, Psychological Explanation

2. White, "Some Basic Concepts of Computability Theory", from Coony, ed., The Place of Mind, pp.204-19

3. Turing, "Computing Machinery and Intelligence"

4. Searle: Selection for Mind, Brains and Programs

5. Boden, "Escaping from the Chinese Room"

Module 3:

Themes for lecture

Representation; Semantics; Language and symbol manipulation; the Frame Problem

Readings for in-depth study and seminar

1. Wascow, "Grammatical Theory"

2. Barwise and Etchemendy, "Model-Theoretic Semanitics"

3. Stenlund, "Language, Mind, and Machines"

4. Dennet, D., "Cognitive Wheels: The Frame Problem of AI"

5. Smith, "Concepts and Induction"

Module 4:

Themes for lecture

Connectionist model; Limits of Computational model; Can Machine follow rules?; Dynamical systems; Embodied Cognitive Science: Introduction

Readings for in-depth study and seminar

1. Tienson, "An Introduction to Connectionism"
2. Clark, "Connectionism, Competence, and Explanation"
3. Dreyfus and Dreyfus, "Making a Mind Versus Modelling the Brain"
4. Shanker, "Wittgenstein Versus Turing on the Nature of Church's Thesis"
5. Shapiro, Larry, "The Embodied Cognition Programme"

MA Programme in Philosophy

Title of the course	**:**	**Issues in Modern Indian Philosophy**
Credits	**:**	**4**
Code:	**:**	**PHI 4C 12**
Prerequisites	**:**	**Knowledge of the issues in Indian Philosophy**

Brief description of the course:

To course focuses primarily on some of the core issues in the philosophical tradition of India during the modern period and some new readings on them. The second module is meant for discussing some important contemporary reflections on the nature of philosophizing, the concepts of philosophy and rationality in Indian intellectual traditions.

Course-outcome:

1. Develops familiarity with the debates and discussions in modern and contemporary Indian philosophy

2. Helps to understand the nature of thinking in the Indian intellectual traditions

3. Helps to have an in-depth knowledge of the socio-political implications of the debates in modern Indian philosophy.

Module 1: Social and Political Implications

Themes for lecture;

Gandhi on Truth and Non-violence, Concept of Swaraj, Tradition and Modernity; Concept of *Sarvodaya*; B.R. Ambedkar and Neo-Buddhism, the question of untouchability, Democracy, equality and Social Justice; Contemporary readings on Gandhi and Ambedkar

Readings:

1. M. K Gandhi, Relevant sections from *Selected Works of Mahatma Gandhi*, Navajivan, 1968

2. B.R Ambedkar, Selected sections from Valerian Rodrigues (ed.) *The Essential Writings of B.R Ambedkar*, Oxford, 2004

3. Akeel Bilgrami: "Gandhi's Integrity: The Philosophy behind the Politics", *Postcolonial Studies: Culture, Politics, Economy,*Vol.5, No.1, pp 79-93, 2002

4. Akeel Bilgrami, Gandhi, the Philosopher, *EPW*, Vol. 38, Issue No. 39, 27 September, 2003

5. Nizar Ahmed, A Note on Gandhi, Nation and Modernity, *Social Scientist*, Vol.34, No.5/6, May-June 2006

6. Gopal Guru, Ethics in Ambedkar's Critique of Gandhi, *EPW*, Vol.52, Issue no.15, 15 April, 2017

7. Gopal Guru & Sundar Sarukkai, Selected chapters from *The Cracked Mirror*, *An Indian Debate on Experience and Theory*, Oxford University Press, 2018

8. Valerian Rodrigues: "Ambedkar as a Political Philosopher", *EPW*, Vol LII NO 15, April 15, 2017

Module 2: Concept of Philosophy and Rationality

Themes for lecture:

S. Radhakrishnan's idealist view of life; Comparative philosophy; K.C Bhattacharya: Concept of philosophy; Daya Krishna: Three conceptions of Indian philosophy; P.T Raju on the idealistic thought of India; B.K Matilal: Problem of the notion of "Indian Philosophy"; J.N Mohanty: Concept of rationality in Indian Philosophy

Readings:

1. S. Radhakrishnan: Relevant sections from *An Idealist View of Life,* HarperCollins, 2009

2. S. Radhakrishnan & P.T Raju (ed.): Selected chapters from *Concept of Man: A Study in Comparative Philosophy,* Collins, 1995

3. K.C Bhattacharya: Selection from *Studies in Philosophy,* Motilal Banarasidass, Delhi, 1983

4. Daya Krishna: Relevant chapters from *Indian Philosophy: A Counter Perspective,* Oxford University Press, New Delhi, 1991

5. Ramakrishna Puligandla, Selected chapters from *Fundamentals of Indian Philosophy,* D.K Printworld, Delhi, 1997

6. B.K Matilal: "Indian Philosophy: Is There a Problem Today?", in S.S Rama Rao Pappu and R. Puligandla: *Indian Philosophy: Past and Future,* Motilal Banarasidass, Delhi, 1982

7. J,N Mohanty: "Phenomenology and Indian Philosophy: Concept of Rationality", in D.P Chattopadhyaya et al. (ed): *Phenomenology and Indian Philosophy,* ICPR, New Delhi, 1992

8. T.M.P Mahadevan and G.V Saroja: Relevant chapters from *Contemporary Indian Philosophy,* Sterling, New Delhi, 1981

9. P.T Raju: Selected chapters from *Idealistic Thought of India,* Routledge, 2008

Module 3: Religion, Freedom and Man

Mohammed Iqbal on Self and Religion; Aurobindo on Integral Yoga; Tagore on Religion; Narayana Guru on Self and the World; M.N Roy's radical humanism; Vivekananda on universal religion; J Krishnamoorthy on freedom and Self-discipline

1. Sri Aurobindo: Relevant chapters from *The Life Devine*, Sri Aurobindo Ashram, Pondicherry, 2005

2. Nityacaitanya Yati, Relevant sections from 'That Alone, the Core of Wisdom': A Commentary on *Atmopadesa Satakam,* the One-Hundred Verses of Self-instruction of Narayana Guru, D.K Printworld, 2003

3. Nataraja Guru: Selection from *An Integrated Science of the Absolute* (based on *Darsana Mala* of Narayana Guru), D.K Printworld, Delhi, 2001

4. Thinking with Sree Narayana Guru, Bilingual edition of *Guruchinthana*, trans.by J.Devika, Uru art harbor, Kochi, 2016

5. Mohammad Iqbal: Relevant sections from *Reconstruction of Religious Thought in Islam,* New Taj Office, Delhi, 1980

6. Swami Vivekananda: *Selections from Swami Vivekananda,* Advaita Ashrama, Culcutta, 1957

7. M.N Roy: Relevant chapters from *Politics, Power and Parties,* Renaissance Publishers, Calcutta, 1960

8. M.N. Roy, *New Humanism: A Manifesto*, Ajanta Publications, Delhi, 1939.

9. Goutam Biswas (ed),: Selected chapters from *Special Issue on Rabindranath Tagore: Journal of Indian Council of Philosophical Research,* Vol. xxviii, No.1, 2011

10. J. Krishnamoorthy, *Freedom from the Known*, Krishnamoorthy Foundation, Madras, 1969.

ELECTIVE COURSES

MA Programme in Philosophy

Title of the Course	**:**	**Film and Philosophy**
Credits	**:**	**4**
Code	**:**	**PHI 2E 01**
Prerequisites	**:**	**Nil**

Brief description of the Course:

Being a typical art form of the modern industrial civilization, Cinema, a medium of moving images, is producing affects which are capable of radically altering the way we perceive and think our worlds. The course is expected to introduce the students to the different aspects of this problematic. Reasonable enthusiasm to face the challenges of interdisciplinary engagements and an eye for cinema are minimum requirements for opting this course. Lectures, screenings and discussions will be organized around the essays/ideas cited under each unit.

Course-outcome:

1. Promotes interdisciplinary awareness in general and explores the possibilities of a theoretical engagement between philosophy and cinema

2. Develops familiarity with some crucial notions in cinema-studies and cultural studies

3. Provides an opportunity to watch some classics of the history of cinema and to philosophically engage with the dynamics of the visual.

Module 1:

1. On the Very Idea of philosophy of the Film – Ian Jarvie (Ref. No. 1, pp.1-27)

2. Philosophy of Film as the Creation of Concept – Gilles Deleuze (Ref. 2,, pp.33-37

3. Art-a yearing for the Ideal - Andrey Tarkovsky - (Ref. No.3,pp. 36-56

4. Philosophy Screened:
   Experiencing The Matrix (Ref.No.2,pp. 270-283

Rashomon: Is Truth Relative (Ref.No. 1, pp.295-307

Persona: The Person as a Mask (Ref. No.1, pp.308-329

Blind Chance, Run Lola Run, Babel, Run, Witek, Run (Ref. No. 11, pp.78-92)

Module 2:

1. The Emergence of Cinema – Grainge, Jancovich and Monteith (Ref. No.4, pp.3-20)

2. Radicalism, Revolution, Counter Cinema – Grainge, Jancovich and Monteith (Ref. No. 4, pp.392-400

3. Two Types of Film Theory – Brian Henderson (Ref. No. 5, pp.388-400)

4. Technology of the Real: On Special Effects in Films - Sanil. V (Ref. No. 6,pp.97-109)

Module 3:

1. Ideology and Film Culture – Hector Rodriguez (Ref. No. 7, pp.260-281)

2. Story/Discourse (A Note on Two Kinds of Voyeurism) – Christian Metz (Ref. No. 10,pp.91-97)

3. Subjectivity and Desire – Mary Ann Doane (Ref. No. 8,pp.162-178)

4. The Neglected Tradition of Phenomenology in Fil m Theory–Dudley Andrew (Ref. No. 9,pp.625-632)

Reference Texts

1. Jarvie, Ian. *Philosophy of the Film: Epistemology, Ontology, Aesthetics*. Routledge & Kegan Paul, 1987

2. Wartenberg, Thomas E. and Curran, Angela. (Ed.), *The Philosophy of Film*, Blackwell, 2005

3. Tarkovsky, Andrey. Sculpting in Time – Reflections on the Cinema. The Bodley Head, London, 1986

4. Grainge, Paul, Jancovich, Mark and Monteith, Sharon. *Film Histories, an Introduction and Reader*. Edinburgh University Press, 2007

5. Nichols, Bill (ed.), *Movies and Methods* (Vol.1), Seagull Books, Calcutta, 1993

6. Prof. Gopinathan. K. (ed.) Film and Philosophy, Publication Division, University of Calicut, 2003

7. Allen, Richard and Smith, Murray. (ed.), *Film Theory and Philosophy*, Oxford University press, 1997

8. Easthope, Antony (ed.). *Contemporary Film Theory*, Longman, 1993

9. Nichols, Bill. (ed.) *Movies and Methods* (Vol. Ii), Seagull Books, 1993

10. Metz, Christian. *The Imaginary Signifier*: *Psychoanalysis and Cinema.* Indian University Press, 1986

11. Zizek, Slavoj. *The Fright of Real Tears: Krzyszt of Kieslowski between Theory and* Post *Theory*. BFI, 2001

Supplementary Readings

1. Bergmanb, Ingmar**.** *Film has Nothing to do with Literature*, Introduction, 'Four Sceenplays of

Ingmar Bergman, New York, Sumon and Schuster, 1960, pp.xv-xviii

2. Pudovkin, V.I., *The Plastic Material*, From V.I Pudovkin, On Film Technique, Vision press, London, 1950, pp.15-16, 50-54, 79-82,83-84, 84-85, 88-89, 91-94

3. Zavattini, Cesare, *Some Ideas on the Cinema*, Sight & Sound, October 1953, pp.64-69

4. Badiou, Alain, *philosophy and Cinema*, in Infinite Thought, Continuum, 2005

5. Chaudhuri, Shohini, *Feminist Film Theorists*, Routledge, 2006

6. Colebrook, Claire, *Gilles Deleuze*, Routledge, 2007 (pp. 1-8 and pp.29-54)

7. Deleuze, Gilles, Francis Bacon – *The Logic of Sensation*, University of Minnesota Press, 2003 (see Translators Introduction, pp..vii-xxxiii)

Films

1. Casablanca – 1942 – Michael Curtiz

2. Citizen Kane – 1941 – Orson Welles

3. Hiroshima My Love – 1959 – Alain Resais

4. Andrey Rublyov – 1996-Andrey Tarkovsky

5. The Matrix – 1999 – Andy & Larry Wachowski
6. Rashomon – 1950 – Akira Kurosawa
7. Persona – 1996 – Ingmar Bergman
8. Babel – 2006 – Alejandro Gonzalez Inarritu
9. Short Films – 1895 – Lumiere Brothers
10. A trip to Moon – 1902 – Georges Melies
11. The Great Train Robbery – 1903 – Edwin S. Porter
12. La Chinoise – 1967 – Week end 1968 – Jean – Luc Godard
13. Memories of Underdevelopment – 1968 – Tomas Alea.
14. The Colour of Pomegranates – 1968 – Sergei Paradzhanov
15. Hour of the Furnaces – 1968 – Fernando Solanas
16. The Battle for Algiers – 1965 – Pontecorvo
17. Black Orpheus – 1999 – Mercel Camus
18. The Purple Rose of Cairo – 1985 – Woody Allen
19. The Bicycle Thieves – 1948- Vittorio De Sica
20. Battleship Potenkin – 1905 – Sergei Eisentein

21. Titanic – 1997 – James Cameron

22. The Wind and the Lion – 1975 – John Milius

23. Riddles of the Sphinx – 1977 – Laura Mulvey & Peter Wollen

24. The Discrete Charm of the Bourgeoisie – 1972 – Lius Bunnel

25. Thriller – 1979 – Sally Potter

MA Programme in Philosophy

Title of the course	:	**Philosophy and Cultural Studies**
Credits	:	**4**
Code	:	**PHI 2E 02**
Prerequisites	:	**Nil**

Teacher offering the course: Dr. E. V. Sajnesh

Brief description of the course:

The course deals with some of the core philosophical issues in cultural studies. One of the concerns of the course is to have a cognitive mapping with regard to the relation between philosophy and culture. Simultaneously, the ideological influence of postmodernism in culture, society and socio-political life gets revealed as part of the endeavour.

Course-outcome:

1. Develops familiarity with the key notions in cultural studies.

2. Enables the students to critically evaluate the key theoretical notions of cultural studies with philosophical rigour

3. Helps to improve the skill of critical thinking, reasoning and argumentation

Module 1: Culture and Cultural Studies

Definition of Culture, Nature and Culture, Culture and Social studies, Culture and Civilization, High and Law Culture, Culture and Language, Culture and Creativity

Books for Reference:

1) Tylor, E. B. (1871). *Primitive Culture* (Vol. 1). London: J. Marry,

2) Terry Eagleton: "Versions of Culture" Terry Eagleton, *The Idea of Culture*, Oxford, 2000

3) Cary Nelson, Paula A. Treicher and Lawrence Grossberg: "cultural Studies :An Introduction", Carry Nelson et.al (ed) *Cultural Studies* Routledge, New York, 1992

4) During, S. (1993-2001). *The Cultural Studies Reader* (2nd ed.). London and New York: Routledge.

5) Barnard, A., & Spencer, J. (1996). *Encyclopedia of Social and Cultural Anthropology*. London: Rutledge,

6) Geertz, C. (1965). The Impact of the Concept of Culture on the Concept of Man. In J. Platt (Eds.)

New Views of the Nature of Man. Chicago: University of Chicago Press.

7) Giles, J., & Middleton, T. (1999). *Studying Culture - A Practical Introduction.* U.S.A: Blackwell Publishers

8) Lewis, J. (2008). *Cultural Studies, the Basics* (2nd ed.). LOS Angeles, London, New Delhi, Singapore: SAGE Publication

9) Malinowaski, B. (1931). *'Culture' in Encyclopedia of Social Science* (Vol. 4). New York: Macmillan

10) Carl Nelson, Paula A. Treichler and Lawrence Grossberg: "Culturla Studies : An introduction" (ed) *Cultural Studies* Routledge, New York 1992

11) Pertti Alasuatari; *What is Cultural Studies", Researching Culture and Civilization*, Sage, London, 1996

12) Frank Webster: *Sociology, Cultural studies and Disciplinary Boundaries*, Toby Miller (ed)

Module 2: Some Themes in Cultural Studies

Material and Ideational Culture, Nation, Tradition, Multiculturalism, Sexuality, Consumption, Media, Fashion, Body, performance

Book for Reference:

1) Rundell, J., & Mennell, S. (1998). *Classical Readings in Culture and Civilization.* London and New York: Routledge.

2) Williams, R. (1958-1982). *Culture and Society - Coleridge to Orwell.* London: The Hogarth Press.

3) Yudice, G. (2003). *The Expediency of Culture.* Durham and London: Duke University Press

4) Edward Soja: "History, Geography, Modernity", Simon During, *The Cultural Studies Reader,* Routledge, London, 1993

5) Cornel West: "*The New Cultural Politics of Difference*", During (ed)

6) Raymond Williams: " *Advertising: The Magic system*", During (ed)

7) Pierre Bourdieu: "*How can one be a sports fan* ? During (ed)

8) Robins, K. (1996) *Into the Image: Culture and Politics in the Field of Vision,* London: Routledge.

9) Heinz Steinest: Culture Industry, Polity press Uk, 1998

10) Raymond Williams: *Culture and Materialism, Selected Esays,* Verso, London and New York, 1980

Module 3: Some Concepts and Paradigms in Cultural Studies

Popular Culture, Counter Culture, Culture Industry, Cultural Hegemony, Myth and Reality, Gender, Global Culture, Representation

Book for Reference:

1) Mcgurgan, J. (1999). *Modernity and Postmodern Culture.* Buckingham and Philadelphia: Open University Press.

2) Milner, A., & Breowitt, J. (2003). *Contemporary Cultural Theory* (2nd ed.). Jaipur and New Delhi: Rawat Publication

3) Sehlins, M., & Service, R. (Eds.). (1960). *Evolution and Culture,* Michigan: Michigan University Press

4) Theodor Adorno and Max Horkheimer : *The Culture Industry; Enlightenment as Mass Deception"* During (ed)

5) Roland Barthes: Mythologies

6) John Fiske: *Cultural Studies and the Culture of Everyday Life*, Carl Nelson et al (ed)

7) Ioan Davies: "*Narrative and Entropy*" *Davis, Cultural Studies and Beyond, Routledge,* London, 1995

8) John stratten and Ian Ang: "*ON the Imposibility of a Global culture studies*", David Morlea and Kuan Hsing Chan (ed) Stuart Hall

9) Said, E. (1993). *Culture and Imperialism*. New York: Vintage Books.

10) Jeff Lewis: Cultural Studies- The Baiscs Sage publications, London 2008

Module 4: Recent Theoretical Debates

Modernism, Euro-centrism, Postmodernism, Post-colonialism, Post- Marxism, Deconstruction, Feminist Interpretations

Book for Reference:

1) McLeod, J. (2007). *Beginning Post Colonialism.* Manchester and New York: Manchester University Press.

2) Featherstone, M. (1991). *Consumer Culture and Postmodernism*. London, Newbury Park and New Delhi: Sage Publication.

3) Jameson, F. (1985). *The Cultural Turn: Selected Writings on the Postmodern – 1983-1998.* London and New York: Verso.

4) Jameson, F. (1991). *Postmodernism or the Cultural Logic of Late Capitalism.* London and New York: Verso

5) Joseph, S. (1998). *Interrogating Culture.* London, Thousand Oaks, and New Delhi:

6) Sim, S. (Eds.). (2011). *The Routledge companion to postmodernism* (3rd ed.). London and New York: Routledge, Tylor & Francis Group

7) Simons, H. W., & Billig, M. (Eds.). (1994). *After Postmodernism, Reconstructing Ideology Critique.* London, Thousand Oaks and New Delhi: Sage Publication.

8) Stuat Hall: "*Cultural Studies and its Theological Legacies*" Morley (ed)

9) Mike Featherstone: *Undoing Culture; Globalization, Postmodernism and Identity*, Sage Publication, London, New Delhi, 1997

MA Programme in Philosophy

Title of the Course	:	**Issues in Political Philosophy**
Credits	:	**4**
Code	:	**PHI 2E 03**
Prerequisites	:	**Nil**

A Brief Description of the Course:

The aim of the course is to provide for discussing the important and relevant issues in political philosophy. The discussions are centered on the issues such as state and society, concept of justice, republicanism, socialism, egalitarianism, liberalism, politics of gender, postmodern and post structural discourse on power.

Course outcome:

1. Develops a familiarity with the core concepts and issues of recent debates in contemporary political philosophy

2. Enables the students to have a critical view of the philosophical foundations of various political institutions

3. Develops the ability of conceptual analysis and critical thinking

Module 1: The State in Question

a. The State in Question – Stuart Hall

b. Justifying the Welfare State – Tony Walton

c. Central Perspectives on the Modern State – David Held

d. Modernity of the Modern State and the politics of Enlightenment

e. The Limitations of Enlightenment - Hume, Burke and Kant

f. The idea and Art of Government – Machiavelli

Books for Reference:

1. Greager Melennan; David held and Stuart Hell (ed.): *The Idea of the Modern State*

2. Immanual Kant*: "What is Enlightenment?*

3. Edmund Burke: *Reflections on French Revolutions*

4. David Hume: *Political Discourse*

5. Peter Osborne*: Modernity is Qualitative not Chronological*

6. Nicholo Machiavelli: *The Prince*

Module 2: Justice and Republicanism

a. Social Compact and the General Will – Rausseau

b. Utility and justice – J.S. Mill

c. Justice for the Basic Structure of Society – John Rawls

d. The Idea of Democracy – David Held

e. The Public Sphere – Hebermas

f. The idea of Civil Society, Michael Walzer

g. A Reconsideration of Deweyan Democracy – Hilary Putnam

Books for Reference:

1. Michael Lessnoff (ed.): *Social Contract*

2. J.S. Mill: *Utilitarianism*

3. John Rawls: *A Theory of Justice*

4. Rousseau: *Social Contract*

5. David Held: *Democracy From City State to a Cosmopolitan Order*

6. Stephen Eric Bronner (ed.): *Twentieth Century political Theory: A Reader*

7. Jene M Poster (ed.): *Classics in Political Philosophy*

8. Micheal Walzer: *The Idea of Civil Society*

9. Hilary Putnam: *A Reconsideration of Deweyan Democracy*

Module 3: Reaction to Liberalism and Scientific Socialism

a. The State and Dialectic – Hegel

b. Scientific Socialism – Marx and Angles

c. The revolution against capital-Antonio Gramsci

d. On Contradictions-Mao Tse Tung

e. Liberation from affluent society - Herbert Marcuse

f. Totalitarianism – Hannah Arendt

Books for Reference:

1. Hegel: *Philosophy of History*

2. Hegel: *Philosophy of Right*

3. Antonio Gramsci: Selection from the Prison Notes

4. Mao-Tse-Tung: On Contradictions

5. Marx and Angels: Selected Works (3 Vols.)

a. Economic and Philosophic Manuscript

b. The German Ideology

c. Manifesto of Communist Party

d. Contribution to the Critique of Political Economy

e. *Socialism – Utopian and Scientific*

6. Stephen Eric Bronner(ed.): *Twentieth Century Political Theory – A Reader*

7. Hannah Arendt: *On Totalitarianism*

Module 4

Politics of Education, Power, Ideology and Difference

a. Education and Freedom: Paulo Friere

b. Political Education: Micheal Oakshot

c. On Liberty: J.S. Mill

d. Truth and Power: Micheal Foucoult

e. Contingent Foundations: Judith Butler

f. The Fraternal Contract: Carole Pateman

g. Multiculturalism: Bikhu Parekh

h. Two Concepts of Liberty: Isaiah Berlin

Books for Reference:

1. Stephen Eric Bronner(ed.): *Twentieth Century political Theory – A Reader*

2. Jene M Poster(ed.): *Classics in Political Philosophy*

3. Micheal Oakshot: *Political Education*

4. J.S. Mill: *On Liberty*

5. Michel Foucault: *Truth and Power*

6. Carole Pateman: *The Fraternal Contract*

7. Isaiah Berlin: *Two Concept of Liberty*

8. Paulo Frier: *The Pedagogy of the Oppressed*

9. Paulo Frierer: *Political Educations*

10. Bikhu Parekh: *National Culture and Multiculturalism*

MA Programme in Philosophy

Title of the Course	**:**	**Self and the Other**
Credits	**:**	**4**
Code	**:**	**PHI 3E 04**
Prerequisites	**:**	**Nil**

Teacher offering the course: Prof. T.V. Madhu

Brief description of the course:

The aim of the course is to help the students, to have a through, analytical understanding of the contemporary perspectives on the question of self and the other. The problem of self has been one of the central concerns of modern philosophical thinking. However, in recent times, the question assumes a different dimension especially in the context of the contemporary debates on the problem of the other, The course focuses on both the conceptual background and some of the crucial aspects of these debates. Students are to have an in-depth study of the themes suggested and to make seminar-presentations on the readings suggested in each module.

Course-outcome:

1. Develops a familiarity with some of the hotly debated issues in contemporary research regarding the question of self and the other.

2. Develops the ability of conceptual analysis and critical thinking

3. Provides conceptual tools for doing interdisciplinary research in the area

Module 1: Notion of the Self

Themes for lectures/discussions

Philosophical discourses on the problem of self; Concepts of self, agency, subject, ego, person and identity; Cartesian Thinking: self as primitive; Hume: self as bundle; The social self and the transcendental ego; Contemporary debates: the concept of minimal self; Daniel Dennett: self as the centre of narrative gravity; Paul Ricouer; the narrative self.

Readings:

1. Descartes: *Meditations on First Philosophy*

2. Hume, David*: A Treatise of Human Nature,* Clarendon Press, 1975

3. Husserl: *Cartesian Meditations*, The Hague: M. Nijhoff, 1960

4. Taylor, Charles: *Sources of the Self*, Cambridge, Mass: Harvard Uni. Press, 1959

5. Ricoeur, Paul: *Time and Narrative*, 3 vols, University of Chicago Press, 1984

6. Ricoeur, Paul: *Oneself as Another*, University of Chicago Press, 1992

7. James. Williams: *The Principles of Psychology*, Dover Publishers, 1950

8. Mohanty, J.N: *Self and Its Other*, oxford University Press, New Delhi, 2000

Module 2

Self/Other Dialectic

Themes for lectures/discussions

Hegel's self-other dialectic; Master-slave dialectic; Self-consciousness and the question of recognition; kojeve's interpretation of Hegel: Every desire is the desire for recognition by the other; Sartre: The existence of others; |Heidegger; Being - with the other; Lacan: Desire as desire for the other

Texts for in-depth study

1. Hegel: Chapter on Self-Consciousness, *Phenomenology of Spirit*, Oxford: Clarendon, 1977

2. Kojeve: *Introduction to the reading of Hegel*, Cornel University Press, New York, 1969 (selected chapters)

3. Lacan: 'Mirror Stage as formative of the function of '1' as revealed in psychoanalytic experience', Ecrits: *A Selection*, Routledge, 1977

4. Sartre: 'The Existence of others', in *Being* and *Nothingness*, Routledge Classics

5. Zizek, Slavoj: Of Cells and Selves, *The Zizek Reader*, Blackwell, 1999

Module 3

Decentering the self

Themes for lectures/discussions

Psychoanalytic theory and the question of self; Lacan on the subversion of the Subject; Desire as desire for the other; Julia Kristeva: Other as Abject; Desire and Abjection; Zizek: Self as decentered through pre-ideological lack of desire; Deleuze's critique of Psychoanalytic formulation of the problem.

Texts for in-depth study

1. Lacan: 'Subversion of the Subject', *Ecrits: A Selection*

2. Zizek, Slavoj*: 'Fantasy as a political category: Lacanian approach', The Zizek Reader, Blackwell, 1999*

3. Kristeva: Selection from *Powers of Horror*, Colombia University Press, New York, 1982

4. Deleuze: Selections from *Anti-Oedipus*, The Athlone Press, 1984

Module 4:

Ethics of Alterity

Themes for lectures/discussions

Levinas: Alterity of the Other; Self as welcoming the other; Self as hostage; Ethics as first philosophy; Hospitality and Friendship; Derrida's critique of Levinas; Every Other is wholly Other; Irigaray's questions to Levinas; Jean-Luc Nancy on 'Singular Plural'

Readings for in-depth study;

1. Levinas: Selection from *Totality and Infinity*, Duquesne University Press, Pittsburg, 1969

2. Levinas: Selection from *Otherwise than Being or beyond essence*, Mortinus Nijhoff, The Hague, 1981

3. Derrida: 'Violence and Metaphysics: An Essay on the Thought of Levinas', *Writing and* D*ifference*, Routledge, London, 1982

4. Derrida: Selections *The Gift of Death*, University of Chicago Press, 1994

5. Irigaray : 'Questions to Emmanuel Levinas, Margaret Whiteford (ed.,)*The Irigaray Reader,* Wiley,1992

6. Jean-Luc Nancy: Selection from *Being Singular Plural*, Stanford University Press, 2000

MA Programme in Philosophy

Title of the Course	**:**	**Feminist Theory and Philosophy**
Credits	**:**	**4**
Code	**:**	**PHI 3E 05**
Prerequisites	**:**	**Nil**

Teacher offering the course: Prof. T.V. Madhu

Brief description of the course

Purpose of the course is to help the students to have an in-depth understanding of the philosophical presuppositions of various modes of feminist theorizing. Course deals with the different theoretical approaches at the core of the current discussions in the field of feminist thinking; It is designed primarily to be used on post-graduate levels of study in philosophy, social sciences, humanities, gender studies, cultural studies etc. Students are supposed to have rigorous analytical study of the themes prescribed and to choose the topics for their seminar from the readings suggested

Course-outcome:

1. Develops a familiarity with some of the hotly debated issues in contemporary feminist thinking and feminist praxis

2. Develops the ability of conceptual analysis and critical thinking

3. Provides conceptual tools for engaging in interdisciplinary research and studies in different fields of social science and humanities.

Module 1: Philosophical foundations of feminist thought

Themes for lectures/discussions:

Nature of philosophical thinking; concept of theory, concept of reason, knowledge, method, truth, objectivity, mind and body. Introduction to the varieties of feminist thinking. Feminism as a critique of philosophy. The philosophical presuppositions of feminist theorizing. The question of masculinity, femininity, sex and gender.

Papers for in-depth study:

1. Moira Gatens: "The Feminist Critique of Philosophy", *Feminism and Philosophy*, Polity press, 1991

2. Mary O' Mary: "Feminist Theory and Dialectical Logic", Signs 7(1), 1982

3. S. Harding, M.B Hintikka; Selections from Discovering Reality: Feminist Perspectives on Epistemology, Metaphysics, Methodology and Philosophy of Science, Dordrecht: D.Reidel, 1983

4. Genevieve Lloyd: "Reason as Attainment", A Reader in Feminist Knowledge, Routledge, London, 1994

5. Moira Gattens: "Feminism, Philosophy and Riddles without Answers', *A Reader in Feminist Knowledge*

6. Nancy Jay*:* "Gender and Dichotomy*", A Reader in Feminist Knowledge*

7. Aloson M Jagger*:* Love And Knowledge*:* Emotion in Feminist Epistemology*",*

The Cambridge Companion to Feminism in Philosophy, Cambridge, 2000

8. Susan Bordo: "The Cartesian Masculinisation of Thought", *The Flight to Objectivity,* State University of New York Press, 1987

Module 2: Phenomenology and Feminist Theory

Themes for lectures/discussions:

Nature of Phenomenological thinking. Heidegger's fundamental ontology; critique of humanism, Sartre on Freedom and bad faith; Engels' theorizing of Patriarchy and family. Simone de Beauvoir's critique of patriarchy. Merleau Ponty's notion of body and its influence on Feminist Theory.

Levinas's concept of alterity and Its Influence on Feminist Theory.

Readings for in-depth Study

1. Someone de Beauviour: Introduction, Part II: Chapter 1&2, *The Second Sex*, Vintage, London, 1997

2. Moira Gattens: "Woman as the Other", *Feminism and Philosophy*

3. Iris Young: "Throwing Like a Girl", *Body And Flesh: A philosophical Reader,* Blackwell, 2000

4. Carol Bigwood: Renaturalizing the Body, *Body And Flesh: A Philosophical Reader*

5. Iris Young: "Pregnant Embodiment", *Body And Flesh: A philosophical Reader*

6. Tina Chanter: "Levinas, Feminism and the Question of the Other"

Module 3: Psychoanalytic theory and feminism

Themes for lecture/discussion:

Freud and the theories of sexuality, sexuality and the question of self-formation; Freudian themes of repression and Oedipalization; little girl as little man; femininity as failed masculinity; Lacanian reformulation

of the problem; Imaginary, Mirror Stage and the Symbolic; Althusser's Lacan-inspired theory of ideology and subjectivity; Zizek's theory of ideology and its implications for feminist theory.

Readings for In-depth Study:

1. Freud, "Three Essays on the Theory of Sexuality", On Sexuality, Penguin, 1953

2. Ellie Ragland Sullivan: Lacan: "Feminism and the Problem of Gender Identity", *A Reader in Feminist Knowledge*

3. Mithell, J: Selections, *Psychoanalysis and Feminism,* Penguin, 1979

4. Elizabeth Grosz: Selections from "Lacan: *A Feminist Introduction*", Routledge, 1990

5. Teressa Brennan: "An Impasse in Psychoanalysis and Feminism", *A Reader in Feminist Knowledge*

6. Elizabeth Grosz: Psychoanalysis and the Body, *A Reader in Feminist Knowledge*

7. Jacqueline Rose*:* "Feminine Sexuality*", Feminism and Sexuality: A Reader*

8. Lucy Irigaray: "This Sex Which is Not One", *A Reader in Feminist Knowledge*

Module 4

Post structuralism and the feminist theory

Themes for lecture/discussion:

Nature of post-structuralist thinking; critique of structuralist thought; critique of equality paradigm; critique of binary thinking; deconstruction; ethics of care, specificity of the feminine; Foucault, power and body; rethinking sex-gender distinction; identity-politics; gender as performance; identity and cyberspace.

Papers for in-depth study:

1. Julia Kristeva: "Women's Time", *The continental Philosophy Reader*, Routledge, 1996

2. Judith Butler: Selection from *Gender Trouble*, Routledge, 1999

3. Haraway, D: ' A Manifesto for Cyborgs, Science, Technology and Socialist Feminism in the 1980's, Socialist Review 15(2), 1985

4. Judith Butler:"Contingent Foundations: Feminism and the Question of 'Post Modernism", *Feminist Theorizing the Political*, Routledge, 1990

5. Moira Gattens: "Power, Bodies and Difference", *Feminist Theory and the Body*: *A Reader*

6. Moira Gattens*:* "A Critique of Sex/Gender Distinction"*, A Reader in Feminist Knowledge*

7. Susan Bordo*:* "Feminism, Foucault and the Politics of the Body"*, Feminist Theory and the Body: A Reader*

8. Elizabeth Grosz*:* "A Thousand Tiny Sexes*:* Feminism and Rhizomatics"*, Gilles Deleuze and the Theatre of philosophy,* Routledge, 2000

MA Programme in Philosophy

Title of the course	:	**Philosophy and Media-theories**
Credits	:	**4**
Code	:	**PHI 3E 06**
Prerequisites	:	**Nil**

Teacher offering the course: Dr. E. V. Sajnesh

Brief description of the course:

The course discusses some key notions of media studies, important works of some thinkers, and the major debates which broadly constitute what we call philosophy and media theories. Also, it helps to understand "critical" theories and how they differ from traditional and mainstream theories of media.

Course- outcome:

1. At the end of the course, the student learns to analytically and critically engage with the media-discourse

2. Develops familiarity with some basic conceptual tools in understanding media

3. Helps the students reflect on the implications of the media-society nexus

Module 1: Introduction to media theories

Media, Theory, Media theory, Direct effect theory, Agenda setting theory, Cultivation theory, Use and gratification theory, symbolic interactionism, Spiral of silence, media ethics

1) Perse, M. Elizabeth; *Media Effects and Society*, 2001 Routledge

2) Bryant and Thompson: (2013) *Fundamentals of Media Effects*, Waveland, USA

3) McNair, Brian (1999) *An Introduction to Political Communication* , Routledge, London, New York

4) Dan Laughey, *Key Themes in Media Theory*, Rawat publication, Jaipur, New Delhi, Banglore, Mumbai, 2008

Module 2:

Modernity and media theories

McLuhan

The medium is the message, Walter Benjamin: Art and Mechanical reproduction, Raymond Williams: Technology and cultural Forms, Hebermas: Media and the public sphere, Williamson: The Ideology of Advertisements,

1) McLuhan, M. (2001) *Understanding Media: the Extensions of Man*, London: Routledge & Keagan Paul.

2) Walter Benjamin , 1969; *The Work of Art in the Age of Mechanical Reproduction,* Schoken Books, New York

3) Rymond Williams, 1974, *Television: Technology and Cultural Form*, Routledge, London, New York

4) Habermas, Jürgen. *The Structural Transformation of the Public Sphere: An Inquiry into a category of Bourgeois Society.* Trans. Thomas Burger with Frederick Lawrence. Cambridge, MA: MIT Press, 1991.

5) Williamson, J (1978) *Decoding Advertisements: Ideology and Meaning In Advertising* , Marion Boyars, London

Module 3: Feminism and Gender

Liberal feminism, Radical feminism, Laura Malvey: The Male gaze, Ang: Pleasure and the ideology of Mass culture, Judith Butler: Gender trouble, Post feminism and third wave, Masculinity in crisis

1) Patricia, Hayes ,(2006): *Visual Gender, Visual Histories*, Blackwell Publisher Ltd

2) Toffler, A (1981) *The Third Wave, London, pan*

3) Butler J; *Gender trouble : Feminism and the Subversion of Identity*, Routledge New York

4) Clare, A (2001) On *Man: Masculinity in Crisis* , Arrow Books, London

Module 4

Critical and the Post-modern approaches in media

Adorno: Culture industry and cultural industries, Media and Imperialism, Herman and Chomsky: Manufacturing Consent, Baudrillard: Hyper reality and simulation, Fredric Jameson: Pastiche and Intertextuality, Lyotard: The decline of Metanaratives, consumerism and everyday life

1) Adorno, T.W; *The Culture Industry: Selected Essays on Mass Culture.* Routledge, London

2) Jameson, F (1998) *The Cultural Turn: Selected writing on the Postmodern 1983-1990* Verso, London

3) Thomson, JB: (!995) *Culture and Consumption: New Approaches to Symbolic Character Of Consumer Good and Activities*. Indiana University Press. Bloomington

4) Baudrillard, J. (1983) *Simulations,* New York: Semiotext(e).

5) Baudrillard, J (1987b) *The Evil Demon of Images*, Sydney: Power Institute of Fine Arts.

6) Baudrillard, J. (1994b) *Simulacra and Simulation,* Ann Arbor: University of Michigan Press.

7) Jameson, F. (1991) *Postmodernism: or, The Cultural Logic of Late Capitalism,* London: Verso.

8) Woolgar, S (2002) *Virtual Society? Technology, Cyberbole, Reality,* Oxford: Oxford University Press

MA Programme in Philosophy

Title of the Course	:	**Gandhi and peace-Studies**
Credits	:	**4**
Code	:	**PHI 3E 07**
Prerequisites	:	**Nil**

Brief description of the course:

The course focuses on the concept of peace from a theoretical as well as practical point of view. Gandhi's concept of peace and his methods of nonviolence will be analyzed. Different forms of violence and methods of violence resolution will be thoroughly investigated in the background of Gandhian insights. The scope and significance of peace education will be introduced in the background of Gandhian studies.

Course-outcome:

1. Helps to understand the key notions in peace studies and social regeneration.

2. Helps to comprehend Gandhi's vision of peace and non-violent activism

3. Helps to develop new strategies and methods that promote international peace and adopt new techniques and tools to resolve conflicts nationally and internationally.

Module I: Gandhi's Views on Peace

Peace in theory and practice, Principles of peace making, Gandhi's approach to peace, Concept of non-violent peace, Non-violence – Moral equivalent of war.

Readings :

1. Ravindra K, Theory and Practice of Gandhian Non- Violence, New Delhi: A Mathilal Publications, 2002.

2. Vyas R.N, *Indian wisdom and International Peace,* Gian Publishing House, 1987.

3. Galung Johan, *Violence and peace Research*, Springer, 2013.

Module 2: Conflict Resolution

Conflict Resolution and Peacemaking, Meaning, nature and scope of conflicts, Peaceful method of conflict-resolution: negotiation, mediation, arbitration and adjudication.

Readings:

1. Murthy S, *The Quest for peace,* Delhi : Ajanta Publications, 1986.

2. Peter W, *Peace Research Theory and Practice*, USA: Routledge, 2011.

Module 3: Gandhi's Views on Violence

Violence: roots of violence, Forms of violence: criminal violence, domestic violence, child abuse adolescent violence, political violence, communal violence.**,** Gandhian Satyagraha model: The role of non-violence in satyagraha**,** Off-shoots of Satyagraha: passive resistance, civil disobedience, fasting, boycott and assertive satyagraha.

Readings:

1. Joan B, *Conquest of Violence*, Princeton University Press, 1988.

2. Diwakar R.R, *The Saga of Satyagraha* , Gandhi Peace Foundation, Bharatiya Vidya Bhavan, Bombay, 1969

3. Gene S, *Politics of Non-violent Action,* Boston: Porter Sargent, 1973

Module 3: Peace-education

Peace Education: Education for Peace, Peace awards: role of UNO for establishment of peace, Development of new tools, techniques, mechanic and institutions for building

up peace, Concept of Shanti Sena, Peace research and expanding horizon of peace education

Readings:

1. Thomas W, *Gandhi's Peace Army the Santisena and Unarmed Peacekeeping*, USA: Syracuse University Press, 1996.

2. George S.K. & Ramachandran T(edt) , *Economics of Peace: The Causes and The Man,* All India Villege Industries Publishers, 2004.

3. Thomas Weber, *The Santi Sena, Philosophy, History and Action*, Hydrabad: Orient Black Swan ,2009.

4. Singh, M K, *Gandhi on Education*, New Delhi: Rajat Publishers,2008

Suggested Readings:

1. M.K Gandhi: Selection from Collected Works of Mahatma Gandhi, Publication division, Ministry of Information and Broadcasting, 1958

2. Anil D M & Narayanaswamy S, *World Cirsis and Gandhian Way*, New Dehli: Concept Publishing Company, 2009.

3. Anil, D M & Nuti N, *Gandhi in Morden World (edtd*), New Delhi: Concept Publication Pvt Ltd, 2015.

4. Anil, D M, *Challenges of 21st Century* , New Delhi: Matilal Publications, 2003.

5. Anima Bose, *Mahathma Gandh: A Contemporary Perspective*, New Delhi: B r publishing Corporation, 1977.

6. Bakshi S R, *Gandhi and Ideology of Non- Violence*, New Delhi: Crilerion Publications, 1986.

7. Dr. Ratan D, *The Global Vision of Mahathama Gandhi*, Delhi: Surupp & sons, 2005.

8. Lester & Kurtz (ed), *Encyclopedia of violence, peace and conflict Vol-1-3*, USA: Accademic Press, 2008.

9. Monika S, *Gandhian Approach to Peace*, New Delhi: Concept Publication Compani Pvt Ltd, 2013.

10. Ranadi, *Peace studies – An introduction to the Concept, Scope and theme,*New Delhi:- Sage Publications, 2004.

11. Ghanashyam *P, Contemporary Peace research,* Harvester Press, 1982.

12. Ruhela, S P, *Gandhian Ideas on Education; Their Relevence in the 21st Century*, New Delhi: Indian Publishers Distributer, 2002

MA Programme in Philosophy

Title of the course	:	**Applied Ethics**
Credits	:	**4**
Code	:	**PHI 3E 08**
Prerequisites	:	**Knowledge of Ethics**

Teacher offering the course: Dr. P. Deepa

Brief description of the Course

The course offers an opportunity to learn the history, terminology, and forms of reasoning that underlie the practice of ethical conduct. Special emphases are placed on the historical development of ethical thinking, a variety of ethical approaches and on multicultural aspects of ethics.

Course-outcome:

1. Helps to identify and analyze a variety of issues in the fields of bioethics, medical, business and environmental ethics.

2. Raises the level of awareness of the moral dilemmas of one's chosen field of practice, of allied fields, and of the society

3. Helps to foster application of critical thinking skills and ethical principles to resolve ethical

issues by describing methods of ethical decision-making.

Module I. Bioethics

Themes for lecture:

Euthanasia, Abortion, Cloning, IVF, Genetic Engineering; Ethical Perspectives: Autonomy, dignity, Sanctity of life, Value of life; Ethical Theories: Deontology, Virtue, Utilitarianism, Consequentialism.

Readings:

1. Helga K & Peter Singer, *Bioethics an Anthology* (ed), USA: Blackwell Publishing, 2015.
2. Ruth F C, Ethics Reproduction and Genetic Control (ed), London: Routledge, 1992.
3. James, H. & Clark, T. *Encyclopedia of Religion and Ethics, (Ed.)*,38, Edinburg.
4. Mackinnon, B. *Ethics Theory and Contemporary Issues*, Canada: Thomson Wordsworth Publishers, 2004.
5. Oderberg, S. D. *Applied Ethics a Non-Consequentialist Approach*, United State of America*:* Blackwell of San Francisco, 2004.
6. Piet, J. H. & Prasad, A. *An Introduction to Applied Ethics,* New Delhi: Cosmo Publications, 2000.

Module 2: Medical Ethics

Themes for Lecture:

Confidentiality, Truth Telling, Beneficence, Doctor-patient Relationship, Informed consent; Ethical Perspectives: Autonomy, Justice, Human right, Double effect, Ethical theory: Kant's Deontology, Duty for duty sake.

Readings:

1. Athanassoulis, N. *Philosophical Reflection on Medical Ethics*, Basingstoke: Palgrave Macmillan Publication, 2010.
2. Francis, M. C. *Medical Ethics (2ndEd)*, New Delhi: Jaypee Publishing, 2004.
3. Harris, J. *The Value of Life An Introduction to Medical Ethics*, London: Routledge and Kegan Paul, 1985.

Module 3: Environmental ethics:

Themes for lecture:

Biocentrism, Anthropocentrism, Intrinsic value and instrumental value, Deep Ecology, Ecocentrism Ecofeminism, Ethical theories: Consequentialism, Virtue,Utilitarianism

Readings:

1. David R&Keller W, *Environmental Ethics the Being Question*, USA: Blackwell, 2010.
2. Srivastava D.C, *Religious Environmental Ethics Multidisciplinary Perspectives*, New Delhi: Rawat Publications, 2005
3. Robin A,&Andrew B, *Philosophy and the Natural Environment*, USA: Cambridge University Press, 2003.

Module 4: Business Ethics:

Themes for Lecture:

Business Ethics and Practical Morality.The Importance of Business Ethics, Social Responsibility, and Corporate Governance, Emerging Business Ethics Issues, The Institutionalization of Business Ethics, Ethical Decision-Making and Ethical Leadership, The Role of Ethical Culture and Relationships, Implementing Business Ethics in a Global Economy

Readings:

1. Chadwick, R. *Encyclopedia of Applied Ethics*, Academic Press, Vol-2, 1998.
2. Cowley, C. *Medical Ethics Ordinary Concept and Ordinary Lives*, New York: Palgrave Macmillan, 2008.

3. Faden R. R. & Beauchamp, T. L. *A History and Theory of Informed Consent*, Oxford: Oxford University Press, 1986.
4. Fitzpatrick, T. *Applied Ethics and Social Problems Moral Questions, of Birth Society and Death*, Bristol: The Policy Press Publishing, 2008.
5. Hill, T. E. *Autonomy and Self Respect*, Cambridge: Cambridge University Press, 1991.
6. Hooft, S. V. *Life, Death and Subjectivity: Moral Sources in Bioethics,* New York: Rodopi B.V. Amsterdam, 2004.
7. Hope, T. *Medical Ethics a Very Short Introduction*, Oxford: Oxford University Press, 2004.
8. LaFotettle, H. *Oxford Handbook of Practical Ethics,* New York: Oxford University Press, 2003
9. Rem B. &Edwards G. Bioethics, Sandiago: Harcourt Brace Jovanovich, 1988
10. Stanley, S. A. *Bioethics*, Chennai: Wisdom Education Service, 2008.
11. David B, A Defense of Abortion, UK: Cambridge University Press, 2003
12. Beauchamp L. T&James F. C, *Principles of Biomedical Ethics Sceond edition*, New York: Oxford University Press, 1994.
13. Gibson, Kevin. *Ethics and Business: An Introduction*. Cambridge University Press, 2007.

MA Programme in Philosophy

Title of the Course	:	**Issues in Buddhist Philosophy**
Credits	:	**4**
Code	:	**PHI 3E 09**
Prerequisites	:	**Nil**

Teacher offering the course: Dr. Savithri

Brief description of the course:

The purpose of this course is to introduce and to have an analytical study of the some of the basic issues of Buddhist philosophy. The course aims at not only the metaphysical dimension but the ethical and religious dimensions of Buddhism as well.

Course-outcome:

1. Develops familiarity with some of the crucial issues in Buddhist Philosophy
2. Helps to understand the specificity some basic notions Buddhist thinking, and also their implications for practical life
3. Develops the ability of conceptual analysis and reasoning

Module 1: Early Tenets of Buddhism

Themes for Discussion:

Three Jewels of Buddhism- Buddha, Dhamma and Sanga, Hinayana and Mahayana, The Emergence of Theravada- its fundamental Principles, Salient Features of Mahayana Buddhism, Points of agreement and disagreement between Theravada and Mahayana, Schools of Buddhism- Sautrantika, Vaibhashika, Yogacara, Madhyamika.

Readings for Seminar:

1. *Buddhist Sutras*
2. *Vinaya Texts* (Selected Portions)
3. V.P. Varma, *Early Buddhism in its origins,*MunshiramManoharlal.
4. BhiksuSangharakshita (Sthavira), *The Three Jewels,* Wind horse Publications, London, 1977.
5. Max Muller (Tr.), *TheDhammapada*, (in SBE, Vol.X) MotilalBanarasidas, Delhi, 1977.

Books for Reference:

1. T. R.V. Murti, *The Central Philosophy of Buddhism: A Study of Madhyamika Buddhism*, George Allen and Unwin Publishers, Oxford, 1960.
2. A.K.Chatterjee, *The Yogacara Idealism*, Motilal Banarsidass Publishers Pvt. Ltd, Delhi,1986.

3. Bhikshu Sangharaksita, *A survey of Buddhism*, Indian Institute of Culture, Bangalore, 1957.

4. David J Kalupahana, *Buddhist Philosophy : A Historical Analysis*, The University Press, Hawaii, 1976.

5. Vidyotma Singh, *Buddha: A Path of Virtue*, Ankit Publishing House, Delhi, 2013.

6. G.C. Pande, *Studies in the Origins of Buddhism*, Motilal Banarsidas, Delhi, 1974.

7. Schumann, *Buddhism and Outlines of its Teachings and Schools,* Reidel and Co., London,1973.

Module 2: Ethico- philosophical Teachings of Buddha

Themes for discussion:

Critique of Vedas and Brahmanism, Buddha's teachings in the Rhinoceros Sutta ,Doctrine of Trilaksana-Anekanta or Anitya, Anatma and Dukha, ignorance- and sufferings-The Four Noble Truths- their nature and meaning, the path to enlightenment-Ashtangamarga, causal nature of Pratityasamutpada, Trisiksa as Moral teachings- Sila-Samadhi-Prajna, Insight Meditation (Vipassana).

Readings for Seminar:

1. . Dhammapada, (Selected Portions)

2. : *Dhammacakkappavattanasutta, Anattalakkhanasutta, Bharasutta, Mahanidanasutta*

3. Upadhyay B.; *BauddhaDarsanaMimamsa*; ChowkhambaVidyaBhavan, Benaras, 1954.

4. Narada, *The Buddha and his Teachings,* Buddhist Missionary Society Malasia.

5. M.R. Chinchore M.R, *Anatta-Anatmata: An Analysis of Buddhist Antisubstantialist Crusade*, IndianBook Centre, Delhi, 1995

Books for Reference:

1. Schumann, *Buddhism and Outlines of its Teachings and Schools,* Reidel and Co., London.

2. Anil Kumar Sarkar, *Changing faces of Buddhist Thought*, South Asian Publishers, 1983.

3. Lal Mani Joshi, *Studies in the Buddhist Culture of India*, MotilalBanarsidas, Delhi, 1975.

4. S.L. Misra, *Buddha and His Philosophy*, Mahaveer and Sons, New Delhi, 2011.

5. NeerajGoutham, *Philosophy of Buddhism*, Mahaveer and Sons, Delhi. 2009.

6. David J Kalupahana, *Buddhist Philosophy :A Historical Analysis*, The University Press, Hawaii, 1976.

Module 3: Issues of Consciousness and the World

Themes for discussion:

Consciousness and the World- Lankavatharasutra, Vyavahara and Paramartha – Lankavatharasutra, Nagarjuna'sConcept of Sunyata, Nirvana as the Cessation of all Phenomenal Flow- Bhavaviveka, Gaudapada- Doctrine of No-origination, Monistic interpretation of Consciousness, The Ideal of Tathagata.

Readings for Seminar:

1. *Lankavatharasutra*
2. Gaudapada, *Mandukyakarika.*
3. Nagarjuna, *Mulamadhyamikakarika.*
4. Nagarjuna,*Vigrahavyavartini.*
5. Bhavaviveka, *Madhyamikavrtti*

Books for Reference:

1. S.R. Goyal, *A History of Indian Buddhism*, KusumanjaliPrakashan, Meerut, 1987.

2. SatkariMukerjee, The Buddhist Philosophy of Universal Flux, MotilalBanarsidas, Delhi, 1975.

3. Alexandra David, *Buddhism: Its Doctrines and Its Methods*, B.I.Publications, London, 1977.

4. K. VenkataRamanan, *Nagarjuna's Philosophy*, Motilal Banarsidas, Delhi, 1975.

5. G.C. Pande, *Studies in the Origins of Buddhism*, MotilalBanarsidas, Delhi, 1974.

Module 4

Question of Reality and Contemporary Issues in Buddhist thought

Themes for Discussion

Reality is Tathata- Asvaghosha, Reality as Pure Cit-Aryadeva,Reality as Non-dual- Asanga, Reality as Pure Consciousness- Vasubandhu, ,Momenteriness and Appearance- Asanga and Ratnakirti, Six Paramitas and the Perfection of Bodhisatva- Nagarjuna, Theory of Perception and Inference- Dharmakirti and Dharmottara, Theory of Apoha-Dinnaga, Neo Buddhism-B.R. Ambedkar.

Readings for Seminar:

1. Asvaghosa, *Sraddhotpadasastra.*
2. Ratnakirti, *Ksanabhangasidhi*
3. Vasubandhu, Mahayana Sangraha
4. Asanga, *Mahayana Sutra*
5. B.R. Ambedkar, *The Buddha and his Dhamma*, Buddha Boomi Publications, Nagpur.

Books for Reference:

1. Sangharaksita, *A survey of Buddhism* :*Its doctrines and methods through the ages*,Tharpa publication, London, 1987 (sixth edition) .
2. Satkari Mukerjee, *The Buddhist Philosophy of Universal Flux*, MotilalBanarsidas, Delhi, 1975.
3. T. R.V. Murti, *The Central Philosophy of Buddhism: A Study of Madhyamika Buddhism*, George Allen and Unwin Publishers, Oxford, 1960.
4. Schumann, *Buddhism and Outlines of its Teachings and Schools,* Reidel and Co., London,1973.
5. K. Venkata Ramanan, *Nagarjuna's Philosophy*, Motilal Banarsidas, Delhi, 1975.

6. A. K. Narain, D. C. Ahir (eds.), *Dr. Ambedkar: Buddhism and Social Change*, Buddhist World Press, Delhi, 2010.

7. Conze, Edward, *Buddhist Thought in India*, George Allen &Unwin Publications,London, 1983.

MA Programme in Philosophy

Title of the Course	**:**	**Knowing and Being: Hume, Kant and Hegel**
Credits	**:**	**4**
Code	**:**	**PHI 3E 10**
Prerequisites	**:**	**Knowledge of the fundamental problems of philosophy**

Teacher offering the course: Dr. K. V. Prasanna

Brief description of the course:

The course examines how the age-old philosophical questions of Knowing and Being are being radically altered in the writings of Hume, Kant and Hegel. Some of the key writings of these thinkers are suggested for in-depth study and the students are expected choose seminar-topics from them.

Course-outcome:

1. Develops familiarity with the key notions of the Humean, Kantian and the Hegelian thinking and helps to see how they have provided the conceptual foundation for the present-day debates in philosophy.

2. Improves ability of critical thinking and reasoning.

3. Helps to improve the ability of philosophical argumentation and analysis

Module 1

Hume: Skepticism/Empiricism

Themes for Lectures/ discussions:

Hume's Scepticism, Critique of Berkely's Idealism, Perception, Impression and Ideas, Abstract Ideas, Matters of Fact and Relation of Ideas, Problem of Induction, Analysis of Causation, Self and Question of Personal Identity

Suggested readings for in-depth Study/Seminars:

1. Hume, David: *Treatise of Human Nature* (Relevant portions)

2. Hume, David: *An Enquiry Concerning Human Understanding*(Relevant portions)

Texts/Readings for Reference:

1. Ayer, A.J.*Hume*, Past Masters, Hill and Wang, New York, 1980

2. Mount, Constance.*Hume's Theory of Knowledge: A Critical Evaluation*, McMillan, New York,1972

3. Passmore, John. *Hume's Intentions*, Basic Books, New YORK,1968

4. Norton, David Fate(ed), *The Cambridge Companion to Hume*, Cambridge University Press, Cambridge, 1993

5. Wright, John.*The Skpetical Realism of David Hume*, Manchester University Press, Manchester,1983

6. Pears, David.F(ed).*David Hume: A Symposium*, MacMillan, London, 1966

Module 2: Kant: Transcendental Idealism

Themes for Lectures/discussions:

Concept of Critique, Synthetic and Analytic, The possibility of Synthetic a priori Judgments, Transcendental Aesthetic, Forms of Intuition: Space and Time, Transcendental Analytic, Categories of Understanding and Judgments, Transcendental dialectic: Noumena and Phenomena, Antinomies of Pure Reason, Paralogism

Suggested Readings for in-depth Study/ Seminars:

1. Kant, Immanuel: Critique of Pure Reason (Relevant portions)

Texts for Reference:

1. Guyer, P(Ed). *The Cambridge Companion to Kant*, Cambridge University Press, Cambridge,1992

2. Henrich, D.*The Unity of Reason: Essays on Kant's Philosophy*, Harvard Uni. Press, Cambridge,1994

3. Melnick, A.*Space, Time and Thought in Kant*, Kluwer, Dordrecht,1983

4. Strawson, P.F.*The Bounds of Sense: an Essay on Kant's Critique of Pure Reason*, Methuen, London, 1966

Module: Hegel: System/Speculative Philosophy

Themes for Lectures/ discussions;

Hegel's System, Introduction to Jena Writings, Ontological Implications of Reason, From Being to Becoming, Object of Cognition and Self-Consciousness, Recognition, Theory of Concept, Dialectical Logic, Positive and Negative Determination of Concepts, On Contradiction, Philosophy of Spirit, Question of History

Suggested readings for in-depth Study/ Seminars:

1. Hegel.*Science of Logic* (Trans.A. V Miller), Allen and Unwin, London, 1969

2. Hegel.*Phenomenology of Spirit* (Trans.A.V. Miller) Clarendon Press, Oxford, 1970

Texts for Reference:

1. Taylor, Charles.*Hegel*, Cambridge Uni Press, Cambridge,1975

2. Beiser, F.C(Ed). *The Cambridge Companion to Hegel*, Cambridge University Press, Cambridge,1993

3. Pinkard,T. *Hegel's Phemnemenology: The Sociality of Reason*, Cambridge Uni.Press, Cambridge,1994

4. Pippin: *Hegel's Idealism: The Satisfaction of Self-Consciousness*, Cambridge Uni. Press, Cambridge,1989

5. Rosen, M.*Hegel's Dialectic and its Criticism*, Cambridge University Press, Cambridge,1982

MA Programme in Philosophy

Title of the Course	**:**	**Artificial Intelligence**
Credits	**:**	**4**
Code	**:**	**PHI 4E 11**
Prerequisites	**:**	**Knowledge of the problems of philosophy**

Brief description of the course:

The course examines some of the key concepts and philosophical debates surrounding the development of Artificial Intelligence

Course-outcome

1. At the end of the course, the students should gain an understanding of the concepts, issues and debates surrounding Artificial Intelligence

2. Helps to formulate and evaluate philosophical positions about human intelligence and artificial intelligence

3. Helps to develop skills in reading, analysis, and reasoning

Module 1

Introduction to the philosophy of Artificial Intelligence, Algorithms and Turning Machines, Church: Turning Thesis, Computational Theories of Mind.

Module 2

Classical Version of AI, Symbolic Representations, Rules and Representations, Classical AI's Consequences for Technical and Psychological AI, Rationality.

Module 3

Problems in Classical Model of AI, Commonsense Reasoning, Non Monotonic Logic, Eliza Effect, Chinese Room Argument, Semantics of Al, Limits of Informational Semantics.

Module 4

Neural Networks, Connectionism, Subsymbolic Micro Features and Context-Sensitivity of Interpretation, parallel Distributed processing, PDP and Brain, Situated Robotics, Connectionism and Representation, Deictic Representation, Dynamic System Approach.

Books for Reference:

1. Boden, M.A: *Artificial Intelligence and Natural Man*, MIT Press, London, 1987

2. Boden, M.A: *Computer Models of Mind: Computational Approach in Theoretical Psychology,* CUP, Cambridge, 1985

3. " (ed.): *The Philosophy of Artificial Intelligence*, OUP, Oxford, 1990

4. " (ed.): *The philosophy of Artificial Life*, OUP, Oxford, 1994

5. Churchland, P.M: *A Neuro Computational Perspective*: The Nature of Mind and the Structure of Science, MIT Press, Cambridge, 1989

6. Clark, A.J: Micro cognition: *Philosophy, Cognitive Science and Parallel Distributed Processing*, MIT Press, Cambridge, 1989

7. " *Associative Engines: Connectionism, Concepts and Representational Change,* MIT Press, Cambridge, 1993

8. Cliff, D., Harvey I, and Husbands, P: "*Exploration in Evolution Robotics",* Adaptive behavior 2: 73 – 110, 1993

9. Dreyfus, H.L.: What Computers Can't do: *The Limits of Artificial Intelligence,* harper&Row, New York, 1979

10. Feigenbaum, E.A and Feldman J (eds): *Computers and Thought*, Mc Grew Hill, New York, 1963

11. Gelder, T. Van: "What is Cognition, if not Computation?" *Journal of Philosophy,* 91, 1995 (A defense of dynamic systems)

12. Holl and J.M Holy Oak, K.J., Nisbet, R.E and Thagard, P.R: Induction: *Processes of Inference, Learning and Discovery*, MIT Press, Cambridge 1980 (Algorithms)

13. Maes, P. (ed.): *Designing Autonomous Agents*, MIT Press, Cambridge, 1991 (Situated Robotics)

14. Minsky, M.L and Papert, S: Perception: *An Introduction to Computational Geometry,* MIT Press, Cambridge, 1969

15. Penrose, R: *The Emperor's New Mind*, OUP, Oxford 1989, (attack on Algorithm to approach to human thouth)

16. Port, R. and Gelder, T. Van (eds): *Mind as Motion*: Dynamics Behaviour and Cognition, MIT Press, Cambridge, 1991

17. Rich E. and Knight: *Artificial Intelligence*, Mc Graw Hill, New York 1991 (Text Book)

18. Todd, S. and Latham: *Evolutionary Art and Computers*, Academic Press, London, 1992

19. Varela, F.J., Thompson. E, and Rosch, E.: *The Embodied Mind: Cognitive Science and Human Experience,* MIT Press, Cambridge, 1991, (Anti – Cartesian Cognition Science)

MA Programme in Philosophy		
Title of the course	**:**	**Philosophy of Marx**
Credits	**:**	**4**
Code	**:**	**PHI 4E 12**
Prerequisites	**:**	**Nil**

Teacher offering the course: T.V Madhu

Brief description of the course:

The course explores some of the crucial philosophical implications and dimensions of Karl Marx's thoughts. The primary focus of the course is on the original writings of Marx. However, some important works critically and analytically engaging with Marx's writings are also being suggested for in-depth study.

Course-outcome:

1. Develops familiarity with the philosophical notions implied Marx's thought.

2. Helps to learn how philosophical thinking can be linked to socio-political theorizing and critical theory in general

3. Helps to acquire philosophical tools to have a critical engagement with Marx's theories.

Module 1: Praxis, Production and Alienation

Idea of Praxis; Consciousness as a Moment of praxis; Critique of Feuerbach; Concept of Man as Being of

Praxis; Ontology of Relations; Man as the Ensemble of Social Relations; Interpreting and Changing the World; Production as Existential Activity; Creativity and Self-Creativity, Labour as Humanization of Nature; Problem of Alienation; Liberty, Equality, Property; Idea of Civil Society.

Readings/Books for Reference

1. Marx, Karl: Theses on Feuerbach, In David McLellan (ed.)Karl Marx, Selected Writings

2. Marx, Karl: Selection from *Economic and Philosophical Manuscripts, On Jewish Question,* In McLellan, (ed.)

3. Herbert Marcuse: "The Rise of Social Theory", *Reason and Revolution,* Routledge, London, 2000

4. Henri Lefebvre: "The Marxian Concept of praxis", *The Sociology of Marx, penguin, 1966*

5. Ollman, Bertell: *Alienation.* Cambridge Uni. Press, 1977

6. Erich Fromm: Marx's Concept of Man, Frederick Unger publishing Co. Newyork, 1969

7. Avinari: *The Social and Political Thought*, Cambridge Uni.Press, 1970

8. Balibar: *The Philosophy of Marx*, Verso, 1995

9. Bernstein: Part 1, *Praxis and Action*, University of Pennsylvania Press 1971

10. George Labica: Selected Portions, *Marxism and the Status of Philosophy.*

Module 2: Fetishism and Reification

Capitalism and the Question of Commodification, Fetishism of Commodities, Question of Value, Use and Exchange, Fetishism and the Question of ideology, Reification, Critique of Classical Political Economy, Critique of the ;positivist mode of theorizing.

Books for Reference

1. Karl Marx: Selections, *Grundrisse, Preface to A Critique of Political Economy*. Selections, *Capital* Vol. 1

2. Karl Marx: *Selected writings*, David McLellan (ed.)

3. Lukaces: "Reification of Consciousness", *History and Class Consciousness*, The MIT Press, Cambridge, 1972

4. Althusser & Balibar: *From Capital to Marx's Philosophy, Reaching Capital*, New Left Books, 1970

5. Zizek: "How did Marx Invent the Symptom", *The Sublime Object of Ideology.* Verso, London, 1989

6. Adono& Horkheirmer: *Dialectic of Enlightenment*, Allen Lane, 1973

7. Herbert Marcuse. *One Dimensional*, Routledge and Kegan Paul, 1964

8. Habermas: Technology and Science as "Ideology", *Towards a Rational Society,* Heinemann, 1971

9. Jean Baudrillard: *For a Critique of the Political Economy of the Sign*, Telos Press, 1981

10. Maurice Goldelier: *Rationality and Irrationality in Economics*, New Left Books, 1972

11. Derrida: "Apparition of the Inapparent", *Specters of Marx*, Routledge, London and New York, 1994

12. Lyotard: "The Desire Named Marx", *Libidinal Economy*. The Athlone, London, 1993

Module 3: Ideology, Culture and Representation

Consciousness and Material life; Subjectivity and the question of power; Hegemony, Culture and representation; Idea of structure; Structural determination; Materiality of ideology; Ideology and interpellation.

Books for Reference

1. Marx & Engels: Selections, The German Ideology: A Contribution to the Political Economy.

2. Maclellan (ed.): *Karl Marx*: Selected Writings

3. Gramsci: Selections, *Prison Notebooks*, Lawrence and Wishart, London, 1971

4. Althusser: :Ideology and the Ideological State Apparatuses", *Essays on Ideology*, Verso, 1984

5. Raymond Williams: *Ideology*, Terry Eagleton (ed.), Longman, 1994

6. Paul Hirst: "Problems and Advances in Theory of Ideology"

7. John Mepham: "The Theory of Ideology", *Capital*

8. Clifford Greertz: "Ideology as a Cultural System", *Ideology,* Terry Eagleton (ed.)

9. Paul Ricoeur:"*Ideology and Utopia" From Text To Action*, The Athlon Press, 1991

10. Frederich Jameson: *The Political Unconscious, Methuen*, 1981

11. Perry Anderson: "The Antinomies of Antonio Gramsci", *New Left Review*, No. 100, November, 1976

12. Terry Eagleton: "What is Ideology?", *Ideology*, Verso, London, 1991

13. Zizek: "The Spectre of Ideology", *The Zizek Reader*, Blackwell, Oxford, 1999

Module 4: Dialectics and History

History and Becoming; Logic of Dialectics; Alienation as the Riddle of History; Reason and History, Time and Progress, History with a purpose, The wholeness of history, History as process without a Subject, Critique of historicism,

Books for Reference

1. Marx & Engels: *The Communist Manifesto*, Selections, *The German Ideology,* The Holy Family.

2. David McLellan (ed.): *Karl Marx: Selected Writings*

3. Herbert Marcuse: Selected Portions, *Reason and Revolution*, Routledge

4. Althusser: "Marxism is not a Historicism", *Reading Capital*

5. Perry Anderson: "The Ends of History", *A Zone of Engagement*, Verso, 1992

6. Balibar: "Time and Progress", *The Philosophy of Marx*, Verso, 1995

7. Antonio Labriola: *Essays on the Materialist Conception of History*, Charles H. Kerr, Chicago, 1908

8. Cohen: *Karl Marx's Theory of History, A Defense*. Oxford, 1978

9. Antinio Negri: *Marx Beyond Marx, Lessons on the Grundrisse*, Pluto, London, 1991

10. Adorno: *Negative Dialectics*, Routledge, London, 1973

11. Walter Benjamin: "Theses on the Philosophy of History", *The Continental Philosophy Reader*, Routledge, London, 1996

12. Althusser: "Marxism and Humanism", *For Marx*, Verso, 1969

13. Agamben, "Time and History", *History and Infancy: The Destruction of Experience,* Verso, 1993

MA Programme in Philosophy

Title of the Course	**:**	**Philosophy of Body**
Credits	**:**	**4**
Code	**:**	**PHI 4E 13**
Prerequisites	**:**	**Nil**

Teacher offering the Course: T.V Madhu

Brief description of the course:

The aim of the course is to help the students, to have a thorough, analytical understanding of the contemporary perspectives on the question of body. The question of assumes a new significance in recent times especially in the context of the contemporary debates on embodied cognition, sexuality, bio-power, bio-politics and so on. The course focuses on both the conceptual background and some of the crucial aspects of these debates. Students are to have an in-depth study of the themes suggested and to make seminar-presentations on the readings suggested in each module.

Course-outcome:

1. Develops a familiarity with some of the hotly debated issues in contemporary research regarding the question of embodiment
2. Develops the ability of conceptual analysis and critical thinking
3. Provides conceptual tools for doing interdisciplinary research in the area

Module 1

Philosophy and the Question of Body: Classical Readings

Themes for lecture:

Plato

Body as the Prison of the Soul, Aristotle: Soul (Psyche) as the Form of the Living Body, Cartesian Body: Body as Machine, Extension and Thought, Spinoza: Alternative Way the Cartesian Understanding of Body, Husserl: 'Physical Body' and 'Lived Body'

Books for Reference:

1. Selections, *Plato's Dialogues/Phaedo*

2. Aristotle: "On the Soul", *De Anima* Book 1& II

3. Descartes: Selections, *Meditations on First Philosophy*

4. Spinoza: Selections, *Ethics*, (Part III)

5. Husserl: "*Ideas Pertaining to a Pure Phenomenology and to Phenomenological Philosophy II'*

Module 2

Reframing the Concept of Body: Using phenomenology

Themes for lecture:

Critique of Biologism and Sociologism; Idea of Phenomenology, Merleau-Ponty and the Phenomenological Body; Critique of the Scientific Account; Critique of Objective Characterization of the Body; Experiential Characterization; Sentient Body; Body as involved with Human Environment.

Readings for in-depth study:

1. Merleau-Ponty: Part 1: "The Body", *Phenomenology of Perception*

2. Sartre: "The Body", Chapter II, *Being and Nothingness*

3. Drew Leder*:* " A tale of Two Bodies*:* The Cartesian Corpse and the Lived Body", Body and Flesh: A Philosophical Reader, Blackwell, 2000

4. Carol Bigwood*:* "Renaturalizing the Body (with the help of Merlead – Ponty)" *Body and Flesh: A Philosophical Reader*

5. Iris Yung*:* "Throwing Like a Girl"/"Pregnant Embodiment", *Body and Flesh: A Philosophical Reade*

Module 3

Reframing the Concept of Body: Foucault and Post Structuralism

Themes for lecture:

Post structuralism, Foucault: Epistemic practices and the Deployment of systems of power across the Power, Body as the Cultural Text, Self as the Prison of the Body, Butler: Bodily Inscriptions, Gattens: Body and the Question of Difference, Bordo: Politics of Body.

Reading for in-depth study:

1. Foucault: 'The Body of the Condemned', 'Docile Bodies' *Discipline and Punish*

2. Judith Butler: Selections, *Gender Trouble*

3. Susan Bordo: 'Feminism, Foucault and the Politics of the Body', *Up Against Foucault*, Routledge, 1993

4. Moira Gattens: " Power, Bodies and Difference", *Feminist Theory and the Body*: *A Reader*, Edingburg Uni. Press, Edinburg

Module 4: Feminist Theory and the Body

Themes for lecture:

Sex and Gender, De Beauvoir: Woman and Reproductive Body, Butler: Critique of Beauvoir, Gender

as Performance, Bordo: Materiality of the Body, Elizabeth Grozz: Deleuzean Body, Moira Gatens: Body as a Nexus of Variable Interconnections.

Readings for in-depth study:

1. Simone de Beauvoir: Selections, *The Second Sex*
2. Elizabeth V. Spelman*:* "Woman as Body*",* *Feminist Theory and The Body: A Reader*
3. *Butler:* " Bodies that Matter*", Feminist Theory and The Body: A Reader*
4. Susan Bordo*:* "Bringing Body to Theory*", Body and Flesh: A philosophical Reader*
5. Elizebath Grozz*:* " Psychoanalysis and Body*", Feminist Theory and The Body: A Reader*

MA Programme in Philosophy

Title of the Course	:	**Issues in Phenomenology**
Credits	:	**4**
Code	:	**PHI 4E 14**
Prerequisites	:	**Knowledge of the history and problems of philosophy**

Teacher offering the Course: Dr. K. V. Prasanna

Brief description of the course:

The course aims to have a thorough, analytical understanding of the fundamental concepts and issues of phenomenological thinking. The themes suggested in the modules provide the platform for engaging with the contemporary debates in phenomenology as well.

Course-outcome:

1. Develops familiarity with the key ideas of phenomenological tradition of philosophy
2. Helps to improve the ability of conceptual analysis and critical thinking
3. Provides a opportunity to critically engage with the original writings of the thinkers of continental tradition

Module 1: Intentionality, Subjectivity and the World

Themes for lecture:

Phenomenological Thinking, Phenomenological Reduction, Bracketing the Natural Attitude, Husserl's problem of Intentionality, World as the Intentional Correlate of Consciousness, *Noema* and *Noesis*, The Lifeworld, Heidegger and the problem of Subjectivity, Existential Analytic of *Dasein*, Being-in-the-world, Merleau-Ponty and 'lived body', Body as the Locus of Intentionality, Body as Speech and Expression.

Readings for in-depth study and seminar:

1. Brentano: "The Distinction between Mental and Physical Phenomena", *Psychology from an Empirical Standpoint*, Routledge, London, 1995.

2. Husserl: "Consciousness as Intentional Experience", *Logical Investigations*.

3. Husserl: Second Section and third chapter of *Ideas*.

4. "General Introduction to Pure Phenomenology", George Allen and Unvin, 1931.

5. "The Way into Phenomenological Philosophy by Inquiring back from the Pre-given Life-World", *The Crisis of European Sciences*, North Western Uni. Press, Evanston, 1970.

6. Sartre: "The Transcendence of the Ego", *The Phenomenology Reader*, Routledge, London, 2002.

7. Heidegger: "Being and involvement", *Being and Time*, in John Cottinaham,(ed.) *Western Philosophy: An Anthology*.

8. Merleau-Ponty: Part I, *Phenomenology of Perception*.

9. J. N Mohanty: Selected Portions, Concept of Intentionality, Warren H.Green, Inc., 1972.

Module 2: Language, Truth and Interpretation

Themes for lecture:

Language as the House of Being, Being and Disclosedness, Gadamer: Linguisticality of Understanding, Prejudices as the Preconditions of Understanding, Ricoeur: Text and the question of Interpretation, The Hermeneutical Function of Distanciation, Derrida's Response: Indeterminacy of Meaning, Haberrnas' Response: Communication, Understanding and the question of Power.

Readings for in-depth study and seminar:

1. Gadamer: "Elements of a Theory of Hermeneutic Experience", *Truth and Method*, Sheed and Ward, London, 1989.

2. Ricoeur: "On Interpretation", The Hermeneutic Function of Distanciation", *Text to Action*: *Essays in Hermeneutics*, The Athlone Press, London, 1991.

3. Habermas: "Hermeneutic Claim to Universality", Joseph Beicher (ed.) *Contemporary Hermeneutics*, Routledge and Kegan Paul, London, 1980.

4. Derrida: "Difference", *Speech and Phenomena,* North Western Uni. Press. 1973.

5. Derrida: "Genesis and Structure and Phenomenology", *Writing and Difference*, Routledge, London, 1978.

Module 3: Time, Temporality and History

Themes for lecture:

Husserl: Internal iime-consciousness, Past as the Retentional aspect of the Present, Future as the Protentional aspect of the present, Heidegger: Care and Temporality, Expecting, Retaining and Enpresenting, Gadamer: Effective History, Concept of Tradition. Fusion of Horizons, Ricoeur: Objectivity of History, Antinomy between History and Truth, Historicity and Meaning.

Readings for in-depth study and seminar:

1. Husserl: "phenomenological Time and The Time-Consciousness", *Ideas*, George Allen and Unvin, 1931.

2. Kluwer: Selections, *On the Phenomenology of Consciousness of Internal Time,* 1991.

3. Heidegger: *The Basic problems of Phenomenology*, University of Indiana Press, 1982.

4. Ricoeur: Part 1, *History and Truth*, North Western Uni. Press, 1965.

5. Agamben, 'Time and History', *History and Infancy,*

Module 4: Intersubjectivity and the Question of the Other

Themes for lecture:

Husserl: and the Idea of Intersubjectivity, Heidegger and Being-with, Habermas: Lifeworld, Intersubjectivity as Communication, Levinas: Critique of Intentionality, Ethical Disclosure of the Other, Relation to the Other as an Ethical Relation, Face of the Other, Responsibility for the Other, Infinity and Totality**.**

Readings for in-depth study and seminar:

1. Husserl: Selections, *Cartesian Meditations*, Nijhoff, The Hague, 1977

2. Heidegger: Selections, *Being and Time*

3. Habermas: Selections,, *Theory of Communicative Action*, Polity Press, Cambridge 1987.

4. Hannah Ardent: "Labour, Work, Action", *The Phenomenology Reader.*

5. Ricoeur: Hegel and Husserl on Intersubjectivity *From Text to Action*

6. Levinas: "The Trace of the Other", Continental Philosophy: *An Anthology*

7. "Beyond Intentionality", *The Phenomenology Reader*

8. "Philosophy of Dialogue and First Philosophy", *Alterity and Transcendence*, The Athlone Press, London, 1999.

9. Husserl: "Pure Phenomenology, Its Method, and its Field of Investigation", Reprinted in *The Phenomenology Reader*

File Ref.No.294/GA - IV - B1/2013/CU

UNIVERSITY OF CALICUT

Abstract

General and Academic - Faculty of Humanities- Scheme and Syllabus of MA Political Science (CCSS PG 2019)Programme incorporating Outcome Based Education- Implemented w.e.f 2020 Admission onwards - Subject to ratification by Academic Council -Orders Issued

G & A - IV - B

U.O.No. 5732/2021/Admn Dated, Calicut University.P.O, 29.05.2021

Read:-1. U.O.No. 8946/2019/Admn dated 06.07.2019

2. Minutes of the meeting of the Board of Studies in Political Science PG held on 21.05.2021(Item No.1)
3. Remarks of the Dean Faculty of Humanities, dated 23.05.2021.
4. Orders of the Vice Chancellor dated 25.05.2021

ORDER

1. The scheme and syllabus of MA Political Science Programme in accordance with CCSS PG Regulations 2019, w.e.f 2019 admission onwards has been implemented in the University, vide paper read (1) above.
2. The meeting of the Board of Studies in Political Science(PG) , held on 21.05.2021, vide paper read (2) above, has approved Outcome Based Education (OBE) in the existing syllabus of MA Political Science Programme, under CCSS PG Regulations 2019, without changing the content, w.e.f 2020 admission onwards.
3. The Dean, Faculty of Humanities, vide paper read (3) above, has approved the above resolution of the Board of Studies in Political Science(PG) held on 21.05.2021.
4. Considering the urgency in implementation of the syllabus, the Vice Chancellor has accorded sanction to implement Outcome Based Education in the existing syllabus of MA Political Science Programme (CCSS PG 2019) without changing the content, with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
5. The scheme and syllabus of MA Political Science Programme under CCSS PG Regulations 2019 incorporating Outcome Based Education (OBE) in the existing syllabus,without changing the content is therefore implemented with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Ajitha P.P

Joint Registrar

To

The HoD Dept. of Political Science.

Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V/EX and EG Sections/GA I F/CHMK /Library/Information Centres/IQAC/SF/DF/FC

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Section Officer

UNIVERSITY OF CALICUT

Post Graduate Programme
in
POLITICAL SCIENCE
CHOICE BASED CREDIT SEMESTER SYSTEM
(CCSS)

SCHEME & SYLLABUS
(2020 Admission Year onwards)

GUIDELINES FOR THE IMPLEMENTATION OF THE SYLLABUS IN M.A. POLITICAL SCIENCE (CCSS)

(w.e.f. 2019 Admission)

The syllabus revision for the M.A. Political Science (CCSS) is being undertaken with the objectives of upgrading the knowledge levels of the students that they have attained in their under-graduate classes. They are enabled to develop the faculty of critical analysis of their knowledge on the basis of methodological tools that they acquire. It is also intended to help them tackle any form of tests for starting a career as well as for further advanced studies. The under-graduate syllabus is chosen as the information base for further study, and hence, as far as possible the Scheme and Courses chosen for under-graduate syllabus has not been repeated. New courses in emerging areas have been included to facilitate investigations into frontier areas.

Students in the M.A. programme are required to take 16 courses + Project work and Viva Voce over a four Semester period. The core courses (12) are defined around four broad areas: (1) Political Theory (2) Government and Political Process in India (3) Comparative Politics and International Relations and (4) Human Rights. Besides the core courses, students have to select 4 Elective courses, one each in Second and Third Semesters and Two in the Fourth Semester. The credit requirement for award of M.A. Degree as prescribed by the University Regulations is 72. Students are also expected to do 1 Audit course of 2 Credits each in 1st and 2nd Semesters.

Minimum Credits Required for Pass

Core Course (Other than project/dissertation)	48
Elective Courses	16
Project/Dissertation/Viva-Voce	8
Total	**72**

Eligibility

Under Mark System: B A Degree in Political Science (Main), or any other Degree with at least one Main paper (B A Public Administration or B A West Asian Studies) or Complimentary/ Subsidiary paper in Political Science with 45% marks. OBC/OEC candidates are eligible to relaxation up to 5%. SC/ST candidates need only to get a pass.

Under Grading System: B A Degree in Political Science (Main), or any other Degree with at least one Core course (B A Public Administration or B A West Asian Studies) or Complimentary course in Political Science (Complimentary Courses: Political Science, Indian Constitution and Politics, International Relations & Organisations and Public Administration) with overall CGPA equivalent to 50%. OBC/OEC candidates are eligible to relaxation up to 5%. SC/ST candidates need only to get a pass. Rank list shall be prepared on the basis of 50% of Entrance Examination and 50% of the total Marks/ Grade of the Degree examination.

Assessment

Total score of a course is 100 and is apportioned in the ratio 20:80 between Continuous Evaluation (CE) and End Semester Examination (ESE). CE consists of four components: Attendance (3%); Mid Semester Examination (8%); Seminar (5%) and Viva Voce (4%). In the matter of attendance 75% is compulsory for appearing for the End Semester Examination.

Mid Semester Examination (30 minutes duration) is in the form of Short Essay questions in which two out of four questions are to be answered, each in about 150 words. Each student has also to make a seminar presentation for about twenty minutes on a topic assigned by the teacher. For each course, there is Viva Voce at the end of the Semester. End Semester Examination (3 hour duration) consists of two types of questions – Short answer questions (8 x 5 = 40 marks) in which the candidate has to answer any eight questions out of twelve, each in about 150 words and essay questions (2 x 20 = 40 marks) in which two questions need to be answered out of four each in about 500 words.

COURSES OFFERED FOR M.A. POLITICAL SCIENCE UNDER CHOICE BASED CREDIT SEMESTER SYSTEM (CCSS) w.e.f. 2019 ADMISSION

Semester I			
Course Code	**Title**	**Type**	**Credit**
POL1 C01	Political Analysis: Approaches and Trends	Core	4
POL1 C02	Political Ideas in Modern India	Core	4
POL1 C03	Federalism and Political Institutions in India	Core	4
POL1 C04	Theories and Concepts of Public Administration	Core	4
POL1 A01	Ability Enhancement Course (AEC) • Basics of Computer	AuditCourse	2
Semester II			
Course Code	**Title**	**Type**	**Credit**
POL2 C05	Comparative Politics	Core	4
POL2 C06	Political Theory: Liberal Tradition	Core	4
POL2 C07	Democracy and Political Process in India	Core	4
POL2 E01	Political Economy of Human Rights in India	Elective	4
POL2 E02	Indian Administration	Elective	4
POL2 E03	Social and Political Thought of B. R. Ambedkar	Elective	4
POL2 A02	Professional Competency Course • Field Survey and Data Analysis	Audit Course	2
Semester III			
Course Code	**Title**	**Type**	**Credit**
POL3 C08	Methods in Political Studies	Core	4
POL3 C09	Political Theory: Marxian Tradition	Core	4
POL3 C10	Theoretical Aspects of International Politics	Core	4
POL3 E04	Politics of Developing Societies	Elective	4
POL3 E05	Politics of Globalization	Elective	4
POL3 E06	Environment, Development and Politics	Elective	4
Semester IV			
Course Code	**Title**	**Type**	**Credit**
POL4 C11	Kerala: Political Process and Development	Core	4
POL4 C12	Contemporary International Politics	Core	4
POL4 E07	Contemporary Political Theory	Elective	4
POL4 E08	Foreign Policy of India	Elective	4
POL4 E09	Development Administration	Elective	4
POL4 E10	Mass Media and Political Communication	Elective	4
POL4 P01	Dissertation/Project/Viva Voce		8
Total Credits			**72**

Study Tour Programme

Study tour to destinations of historical, political and constitutional importance in third semester is part of the completion of the programme. This includes governmental institutions, constitutional institutions, Legislatures, and places of historical importance.

MA POLITICAL SCIENCE [CCSS]
DEPARTMENT OF POLITICAL SCIENCE
UNIVERSITY OF CALICUT

OUTCOME BASED SYLLABUS

SEMESTER I

Course Code	Title	Type	Credit
POL1C01	**Political Analysis: Approaches and Trends**	**Core**	**4**

Course outcome:

- Students attain the capability to distinguish the normative inquiry from other kinds of inquiry within the discipline of political science.
- Students are expected to apply abstract theory to concrete problems by using the ideas of political theorists to address contemporary social and political issues.
- Students are familiarized with the basic concepts of Liberty, Equality, Rights, Law and Justice and its theoretical understanding.

Course Code	Title	Type	Credits
POL1C02	**Political Ideas in Modern India**	**Core**	**4**

Course outcome:

- It helps the students to develop a theoretical framework to understand the formation of modern India from the colonial to post-colonial period
- Course helps to understand the practice and experiences of democracy, liberty, equality, and justice in India
- Develops a framework to carry out a micro level analysis on social, economic, and political transformation of India
- Course helps the students to understand practical contribution of modern Indian thinkers from different ideological positions

Course Code	Title	Type	Credits
POL1C03	**Federalism and Political Institutions in India**	**Core**	**4**

Course Outcome:

- Students will able to demonstrate substantive knowledge of institutions and values that shape politics in India
- Helps to identify the core normative philosophy of the field of Indian Politics

- Helps to have an in-depth knowledge of the socio-political implications of the debates in modern Indian politics

POL1C04	**Theories and Concepts of Public Administration**	**Core**	**4**

Course outcome:

- It develops theoretical and practical understanding about administrative theory, research and practice.
- It enables students to express the integrative knowledge, skills, and ethics necessary for responsible administrative, management and leadership positions.
- Develops analytical and critical thinking skills and aptitude required to serve and address the public issues and concerns.
- Prepares them for higher order of thinking and analysis in different research areas of public administration in the era of new world order.

SEMESTER II

Course Code	Title	Type	Credits
POL2C05	**Comparative Politics**	**Core**	**4**

Course outcome:

- It assist the students to develop a methodological framework to study the political differences and similarities between the countries
- The Course helps to compare the political system of a county including functions of the government, executive, judiciary, other political institutions with other countries
- Students will be able to develop a broad framework to analyse strengths and weaknesses of the various political systems
- The course offer a theoretical and practical solutions to overcome the problems of own government

Course Code	Title	Type	Credits
POL2C06	**Political Theory: Liberal Tradition**	**Core**	**4**

Course Outcome:

- Provides an opportunity to critically engage with the original writings of the thinkers of the Western Liberal tradition
- Develops familiarity with concepts in Liberal Tradition
- Helps to improve the ability of conceptual analysis and critical thinking

- Helps to write a lucid and tenacious summary of the thought of major thinkers

Course Code	Title	Type	Credits
POL2C07	Democracy and Political Process in India	Core	4

Course Outcome:

- The students will able to demonstrate a sense of political choice and be able to identify the different ways in which individuals can meaningfully participate in politics
- Helps to understand the specificity and the implications of democracy in Indian Politics
- The course enables the students to identify core public policy issues in contemporary India
- Enables the students to have a critical view of the political issues of contemporary India

Course Code	Title	Type	Credits
POL2E01	Political Economy of Human Rights in India	Elective	4

Course Outcome:

- Develops familiarity with the key concepts in Human Rights Studies
- Helps to improve the skill of critical thinking, reasoning and argumentation in the area of human rights
- Helps the students reflect on the implications of the human rights
- It inculcate the values of social responsibility

Course Code	Title	Type	Credits
POL2E02	Indian Administration	Elective	4

Course Outcome:

- It familiarizes students with background of Indian administration, and its structure at Union, state and local level.
- Endeavors to help student, understand the changing nature of administration in the post liberalized era.
- Enables students to understand the importance of local administration and its role in strengthening democracy at grass root level.
- It trains students to analyse the multi-dimensionality of problems and processes of Indian Administration.

Course Code	Title	Type	Credits
POL2E03	Social and Political Thought of B.R. Ambedkar	Elective	4

Course outcome:

- Enables students to understand the political history of India.
- Students become able enough to critique the dynamics of casteism in Indian society.
- Helps students mould views on democracy, citizenship, freedom, and justice in a broader sense.
- It develops critical knowledge in the mind of students in analyzing the socio political peculiarities of Indian society.

SEMESTER III

Course Code	Title	Type	Credits
POL3C08	Methods in Political Studies	Core	4

Course Outcome:

- Impart skills in different empirical methods and knowledge production in political science.
- Demonstrate the appropriate application of the methodological framework of their selected topic.
- Inflate the ability to develop a coherent argument in academic essay format.
- It imparts skills in paragraph development, and accurate referencing and citations.
- Improving skills in statistics and application of numerical data to studying Political Science
- Help to present research findings to an audience

Course Code	Title	Type	Credits
POL3C09	Political Theory: Marxian Tradition	Core	4

Course outcome

- Demonstrates the ability to analyse social and political issues by using the ideas of political theorists.
- Develops skill at constructing, analyzing, and critiquing political arguments.
- Enables them to apply theoretical arguments to evaluate different solutions to political problems.

Course Code	Title	Type	Credits
POL3C10	Theoretical Aspects of International Politics	Core	4

Course Outcome:

- Course helps the students to peruse different theoretical debates on contemporary international politics
- It offer a methodological framework to explain the existing theories and experiences of international politics
- Helps them to address the questions and challenges of international peace

Course Code	Title	Type	Credits
POL3E04	Politics of Developing Societies	Elective	4

Course Outcome:

- Course offer a broad framework to analyse the issues of political, social, and economic development of newly independent countries
- It provide a theoretical understanding and practical solution to resolve various problems of developing societies
- The students will acquire the skill for comparing of developing countries with developed countries
- It help the students to revisit the experiences of colonialism and imperialism in developing societies

Course Code	Title	Type	Credits
POL3 E05	Politics of Globalization	Elective	4

Course Outcome:

- Course helps the students to observe the complex process of globalization and its reflections in the world
- It helps the students to explore research possibilities in the interconnected world
- Course offer a broad theoretical framework to analyse the impacts of globalization across the world

Course Code.	Title	Type	Credits
POL3E06	Environment, Development and Politics	Elective	4

Course Outcome:

- Develops familiarity with the core concepts and issues of recent debates in environment and development studies
- Strengthen an interdisciplinary learning skill
- Able to describe persuasively about environmental policies
- At the end of the course, students will acquire knowledge about policy formulation in the area of development

SEMESTER IV

Course Code	Title	Type	Credits
POL4C11	Kerala: Political Process and Development	Core	4

Course Outcome

- Enables students to understand the socio political background of democratic building process in Kerala.
- Equips students with the historical enquiry in to development and formation of responsible government in Kerala.
- It helps students analyse the nature of socio economic development in the era of globalization

Course Code	Title	Type	Credits
POL4C12	Contemporary International Politics	Core	4

Course Outcome:

- At the end of the course, students will be able to observe the contemporary realities of international politics
- The course enable the students to develop an outlook for evaluating social, economic, political, and cultural problems of international politics
- It offer a rigorous theoretical framework to analyze contemporary international politics

Course Code	Title	Type	Credits
POL4E07	Contemporary Political Theory	Elective	4

Course Outcome:

- The students will be able to situate political ideas in a historical context
- Helps to think critically, analytically and to apply theoretical texts to comprehend, analyze, and illuminate contemporary political issues
- Improving skills in reading and comprehending theoretical texts
- Helps to define key political concepts
- This course will enhance the ability of the student to learn normative inquiry in political Science

Course Code	Title	Type	Credits
POL4E08	Foreign Policy of India	Elective	4

Course Outcome:

- It provide an intellectual outlook to the students for assessing the past and present of India's foreign policy
- The course enables the students to observe strategy and concerns in the formulation of foreign policy of India
- Think critically and write about the role of India in the world today
- Develop an ability to analyze the strategic interests of India in different regions of the world

Course Code	Title	Type	Credits
POL4E09	Development Administration	Elective	4

Course Outcome:

- It provides with high-quality academic training in development administration.
- Familiarizes students with several techniques, strategies and structure in development administration.
- It enables students to understand the increasing importance of development administration as a discipline as well as a process.
- It trains students in skill development and recourse mobilization for attaining developmental goals.

Course Code	Title	Type	Credits
POL4E10	Mass Media and Political Communication	Elective	4

Course Outcome:

- Promotes interdisciplinary knowledge and explores the possibilities of a theoretical engagement between politics and mass media
- Develops familiarity with some crucial notions in journalism and mass media studies
- Provides an opportunity to watch media debates and conversations, and to politically engage with the various dynamics of media.
- Impart good communication and conversation skills.
- It helps the students to acquire substantive knowledge about the influence of media on political participation

SEMESTER I

Course Code	Title	Type	Credits
POL1C01	**Political Analysis: Approaches and Trends**	**Core**	**4**

Course Rationale

The Course is intended to familiarize the students with the basic trends in the political analysis and sensitizing the students to the vital question and challenges of the public (political) life. The course encourages the students to engage in reading different writings on politics and thereby providing an analytical and theoretical background for political studies. It also helps in developing a capacity among students to deal with complex arguments.

Course Content

I. Nature of Political Theory

Classical and Normative Approaches

Positivism (Behaviouralism and Post-Behaviouralism)

Marxian/Neo-Marxian, Liberal/Neoliberal Approaches

II. Select Positivist Theories of Political Science

System Analysis (David Easton)

Structural – Functional Analysis (Gabriel Almond)

Communication Theory (Karl Deutsch)

III. Recent Trends in Political Theory-I

Positivism and Logical Positivism- Features and Concerns

Hermeneutics- Nature and Major Arguments

Communitarianism- Major Postulations

IV. Recent Trends in Political Theory - II

Critical Theory- Significance in Social Science

Structuralism; Post Structuralism- Arguments and Concern

Deconstruction- Major concerns

V. Democracy- Liberal, Marxist, and Elitist Perspectives

Required Readings

- Apter, David. E, *Introduction to Political Analysis,* Prentice Hall, 1984
- Barry, Norman P, *An Introduction to Modern Political Theory*, MacMillan, London 1989.
- Bauman Z., *In Search of Politics*, Polity Press, Cambridge, 1999.
- Bellamy, Richard, *Theories and Concepts of Politics*, Manchester University Press, Manchester, 1983
- Bhargava, Rajeev and Ashok Acharya (ed), *Political Theory: An Introduction*, Pearson, New Delhi,2008
- Bhargava, Rajeev, *What is Political Theory and Why Do We Need It?* OUP, New Delhi, 2010
- Blaug, Ricardo & John Schwarzmantel (eds), *Democracy: A Reader,* Edinburgh University Press,Edinburg,1998.
- David Held, *Models of Democracy,* Palgrave Macmillan, New York 2015,
- David Held, *Political Theory Today,* Polity Press, Cambridge 1991
- David Marsh and Gerry Stoker (eds), *Theory and Methods in Political Science*, Palgrave MacMillan, New York 2015.
- Dhal, Robert A., *Democracy and Its Critics*, Orient Longman, New Delhi, 1991.
- Dunn, John; *Rethinking Modern Political Theory*, Cambridge University Press, Cambridge, 1985
- Farrelly, Colin; *Contemporary Political Theory: A Reader,* SAGE, Thousand Oaks, 2004.
- Hoffman, John and Paul Graham, *Introduction to Political Theory,*Pearson, New Delhi, 2007.
- Jessica Kuper, *Political Science and Political Theory*, Routledge, Kegan Paul, 1987.
- Johnson, Phil and Mary Clark, *Positivism: Deductive Research Methodologies ,2006*
- Leopold, David and Stears Marc (ed), *Political Theory: Methods and Approaches*, OUP, Oxford, 2008.
- Mahajan Gurpreet (ed), *Democracy, Difference and Social Justice*, OUP, New Delhi, 1998
- Martin Macquillan, *Deconstruction a Reader,* Rutledge, London, 2001.
- Meiksins Wood, Ellen, *Democracy against Capitalism*, CUP, Cambridge, 2007.

- Michael Has & Henry S Kariel (ed), *Approaches to the Study of Political Science*, Chandler, 1988.
- Miliband, Ralph, *Marxism and Politics*, Aakar Books, Delhi, 2007.
- Ramberg, "Hermeneutics" in Ramberg, ed., *Stanford Encyclopedia of Philosophy*, SUP, Stanford, 2005
- S.L Varma, *Advanced Modern Political Theory: Analysis and Technologies*, Rawat Pub., Jaipur, 2008.
- Vinod M.J and Meena Deshpande, *Contemporary Political Theory,* PHI Learning Pvt. Ltd. Delhi, 2016.
- Young, Oran R, *Systems of Political Science*, Prentice Hall Inc, Cliffs, 1998.

Articles

- Bennet, Jan, "Modernity and Its critics" in John S. Dryzek, Bonnie Honig and Anne Philips, ed., *The Oxford Handbook of Political Theory,* OUP, Oxford, 2006.
- Bennet, Jane, "Post Modern Approaches to Political Theory" in Gerald F. Gaus & Chandran Kukathas, ed., *Political Theory,* Sage, London, 2004.
- Blakely, Georgina, 'Democracy' in Georgina Blakeley and Valerie Bryson eds. *Marx and Other Four Letter Words*, Pluto Press, London.2005.
- Brunkhorst, Hauke, "Critical Theory and Emperical Research" in David M. Rasmussen, ed., *Critical Theory,* Blackwell, Oxford, 1996.
- Callinicos, Alex, "Marxism and Politics" in Adrian Leftwich, eds. *What is Politics*, Polity Press, UK, 2004.
- Dryzek, John.S., 'The Progress of Political Science', *The Journal of Political Science*, Vol.48,1986.
- Easton, David, "Political Science in the United States: Past and Present", *International Political Science Review, No. 1, 1985 133-152. Vol.6,*
- Forbes, Donald H, "Positive Political Theory" in Gerald F. Gaus & Chandran Kukathas, ed., *Political Theory,* Sage, London, 2004.
- Gunnel, John G., 'Handbooks and History: Is It Still the American Science of Politics?' *International Political Review, Vol.23, No.4, 339-354, 2002. Science*
- Horkheimer, Max (2006), "The State of Contemporary Social Philosophy and The tasks of an Institute for Social Research" in Stephen Eric Bronner eds. *Twentieth Century Political Theory*, Routledge, New York, 2006.
- Kenny Mike, "Communitarianism" in Alan Finlayson, ed., *Contemporary Political Thought*, Edinburgh University Press, Edinburgh, 2003.

- Lyotard, Jean-Francois, “The Post Modern Condition” in Stephen Eric Bronner, ed., Twentieth *Century Political Theory a reader,* Routledge, New York, 2006.
- Mackenzie, Iain, “Post Structuralism and Post Modernism” *Contemporary Political Thought,* Edinburgh University Press, Edinburgh, 2003.
- Patton, Paul, “After the Linguistic Turn: Post- Structuralist and Liberal Pragmatist Political Theory” in John S. Dryze, Bonnie Honic and Anne Phillips eds, *The Oxford Handbook of Political Theory*, Oxford University Press, Oxfor, 2006.
- Richard, Dagger, “Communitarianism and Republicanism” in Gerald F. Gaus & Chandran Kukathas, ed., *Political Theory,* Sage, London, 2004.
- Walzer Michael, “Philosophy and Democracy” in Derek Matravers and Jon Pike, ed., *Debates in Contemporary Political Philosophy: an Anthology,* Routledge, London, 2003.

Course Code	Title	Type	Credits
POL1C02	Political Ideas in Modern India	Core	4

Course Rationale

The course aims to basic social and political premises of different streams of Indian Political Thought with reference to Colonialism, invocation of tradition and Modernity. A comparison is made between Extremists and Moderates and between Secularists and Communalists. Focus is on rightly grasping how far they influenced the shaping of the ideological realm of the contemporary Indian Society and Politics.

Course Content

I. Imagining the Modern:

Raja Ram Mohan Roy- Syed Ahmed Khan and Jawaharlal Nehru

II. The Idea of the Nation:

Tilak and Azad

III. Democracy

Gandhi, Ambedkar and Nehru

IV. Liberty, Equality, Justice:

Lohia, Periyar, Ambedkar and Sree Narayana Guru.

V. Economic Transformation and Development

M.N. Roy, Nehru and Sree Narayana Guru

VI. Swaraj and Sarvodaya

Gandhi and Jayaprakash Narain

Required Readings

- Alam, Javeed, *India: Living with Modernity,* Oxford University Press, New Delhi, 1999.
- Ambdedkar, B.R., *The Annihilation of Caste*, Navayana Publications, New Delhi, 2014, ed. By S. Anand
- Appadorai,A., *Indian Political Thinking in the Twentieth Century*, South Asia Publishers, New Delhi, 1987.
- C.A Bayly, *Recovering Liberties: Indian Thought in the Age of Liberalism and Empire*,CUP, Cambridge, 2012.
- Chakrabarthy, Bidyut & R. K Pandey, *Modern Indian Political Thought: Text and Context*, Sage, New Delhi 2009.
- Chakrabarthy, Bidyut, *Social and Political Thought of Mahatma Gandhi*, Routledge, New York, 2006.
- Cosimo Zene (ed), *The Political Philosophies of Antonio Gramsci and B.R. Ambedkar,* Routledge, Oxon, 2013.

- Gore, M.S., *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Sage, New Delhi, 1993.
- Iyer, Raghavan N., *The Moral and Political Thought of Mahatama Gandhi*, OUP, New Delhi, 1973.
- Kanta Kataria, *Relevance of Ambedkar's Ideology*, Rawat Publications, 2016.
- Lohia, Ram Manohar, *Marx, Gandhi and Socialism*, Navhind Publishers, Hyderabad, 1963.
- Lohia, Ram Manohar, *The Doctrinal Foundations of Socialism*, Tulloch, Bombay, 1952.
- Mehta, V R & Thomas Pantham, eds., *Political Ideas in Modern India*, Sage, New Delhi, 2006
- Metha, V.R., *Foundations of Indian Political Thought*, Manohar, New Delhi, 1996__
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- Raju, Raguram, *Debating Gandhi*, OUP, New Delhi, 2006.
- Ramashray Roy and Ravi Ranjan, *Essays on Modernism, Democracy and Well Being: A Gandhian Perspective*, Sage Publications, New Delhi, 2016.
- Rodrigues, Vlaerian, ed., *The Essential Writings of Ambedkar*, OUP, New Delhi, 2004
- *Roy M.N., Reason Romanticism and Revolution, (2 Vols.), Dehradun, Renaissance.*
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Gandhi, Rajmohan, Independence and Social Justice: The Ambedkar-Gandhi Debate, EPW, Vol. L, No.15, April 11, 2015.

Lenart Skof, Pragmatism and Deepened Democracy: Ambedkar between Dewey and Unger in Akeal

Roy, Arundhati , *All the World's a Half-Built Dam*, EPW, LNo. 25, June 20, 2015

Roy,Arundhathi *The Doctor and the Saint', Introduction to the 2014 edition of B.R. Ambedkar's 'Annihilation of Caste'*

Suhas Palshikar, *Ambedkar and Gandhi: Limits of Divergence and Possibilities of Conversation,*EPW, Vol.L No.15, April 11, 2015.

Uday Singh Mehta, *Politics and Violence : Gandhi's Ambivalence to Democracy* in Akeal Bilgrami ed.

Course Code	Title	Type	Credits
POL1C03	Federalism and Political Institutions in India	Core	4

Course Rationale

The course aims at providing a clear understanding about the manner in which the Constitution seeks to moderate both the relationship between the individual and the state, and also the distribution of State power.

Course Content

I. Social and Ideological Base of Indian Constitution

Constituent Assembly – Nature of debate on core constitutional issues ; Ideological Expanse of the Constitution Social, Economic and Political

II. Individual and the State :

Fundamental Rights and Nature of Human Rights

III. Tryst with Social Justice:

Directive Principles of State Policy; Globalization and changing nature of rights and justice in the Indian context.

IV. Federal Process

Nature of Federation – Constitutional provisions – Contentious areas and issues in Centre-State relations – movements for State Autonomy – Changing nature of Centre-State relations in the context of Globalization.

V. Judiciary and Social Change

Judicial activism and changing role of Judiciary in Social change : Critical Perspective-Judicial reforms

VI. Grassroot Democracy

Seventy third and Seventy fourth Constitutional Amendments – structure, powers and functions of PRIs – Role of PRIs in rural development and democratization.

Required Readings

- Government of India, Ministry of Law, Justice and Company affairs, The Constitution of India , New Delhi 2015
- Niraja Gopal Jayal & Prathap Bhanu Mehta (eds), *The Oxford Companion to Politics in India*, OUP, 2016.
- Rao, Shiva B., *The Framing of India's Constitution: A Study and Select Documents*, Tripathy, Bombay, 1968.
- Bhargava Rajiv, ed., *Politics and Ethics of the Indian Constitution*, OUP, New Delhi, 2008.

- Austin, Granville, *The Indian Constitution: Correstone of a Nation,* Oxford; Clarendon Press 1996.
- Austin, Granville, *Working a Democratic Constitution: The Indian Experience*, New York: OUP 1999.
- Gupta, *Bhabani Sen India: Problems of Governance*, New Delhi: Konark Publishers, 1996.
- Hasan, Zoya et al., eds., *India's Living Constitution: Ideas Practices and Controversies*, Permanent Black, New Delhi, 2002.
- Chakrabarthy, Bidyut, *Indian Politics and Society since Independence: Events, Processes and Ideology,* Routledge, New Delhi, 2007.
- Baxi, Upendra, *The Supreme Court in Indian Politics,* Eastern Book Company, New Delhi, 1980.
- Sathe S.P., *Judicial Activism in India: Transgressing Borders and Enforcing Limits,* OUP, New Delhi, 2002.
- Mayur Suresh and Siddharth Narrain (eds), *The Shifting Scales of Justice: The Supreme Court in Neo-Liberal India,* Orient Blackswan, Hyderabad, 2014
- Arora, Balveer and Douglas Verney, eds., *Multiple Identities in a Single State: Indian Federalism A Comparative Perspective,* Konark Publishers, New Delhi, 1995.
- Mukherji Nirmal and Balveer Arora, eds., *Federalism in India: Origins and Development,* Vikas Publishing House, New Delhi, 1992.
- Saez Lawrence, *Federalism without a Centre: The Impact of Political and Economic Reforms on India's Federal System,* Sage, New Delhi, 2002.
- Kashyap, Subash C; *Our Constitution*, NBT, New Delhi, 2009
- Morris Johns, W.H; *Government and Politics in India*, Prentice Hall, New Delhi, 2005
- Mitra, Subratha K, *Politics in India: Structure Process and Policy,* Routledge, New Delhi 2011.

Articles

- Bagchi, Amaresh, *Rethinking Federalism: Overview of current Debates with some Reflections in Indian context*, EPW, Vol. XXXv, No.34, Aug 19, 2000
- Beller, Gerald, E. Benevolent, *Illusions in a Developing Society: The Assertion of Supreme Court Authority in Democratic India*, The Western Politics Quarterly XXXVI, No.4, December 1983.
- Desarda, H.M., *The Crisis of Governance', The Radical Humanist,* Vol.61, No.5, Aug 97.
- DNA, Bhagwan, D., A study in Executive – *Judicial conflict. The Indian case Asian Survey,* XXIII, No.4 April 1983.
- Persler, Frnklin. A., *'Studying India's Pol. Culture', Journal of Commonwealth and Comparative Politic*, XXII, No.3, November, 1984.
- Sathe, S.P., Supreme Court, *Parliament and Constitution I & II ' EPW vol. Nos.34 and 325*, August 21, 1971.

- Sathe, S.P. Towards Cooperative Federation: *Revisioning the centre – state Relations', The Radical Humanist* Vol.60 No.8, Nov. ' 96.
- Sinha, Shivendra, K., *Judicial Activism A Ray of Hope', The Radical Humanist Vol.6,* No.4, July '96.
- Thalhur, Ramesh, C., "*The Fate of Indian Parliamentary Democracy' Pacific Affairs XLIX*, No.2 (Summer, 1976.)
- Tripathi R.C., *'Functioning of Parliament in India'. The Indian Journal of Public Administration,* Vol. XLIII, No.3, July-Sept 1997.

Course Code	Title	Type	Credits
POL1C04	Theories and Concepts of Public Administration	Core	4

Course Rationale

Public Administration is an evolving subject and it is conditioned by the changing dynamics of society. As democracy advances, the importance of concepts and theories in Public Administration is becoming more pronounced especially in recent times. The study of theories and concepts in Public Administration is imperative for all societies – developing or developed and dictatorial or democratic – seem relevant. The course is designed taking into consideration all these factors.

Course Content

I. Nature of Public Administration

Nature and significance of Public Administration
Evolution of Public Administration as a discipline
Politics - Administration dichotomy
Comparative Public Administration – An overview
Development Administration.

II. Approaches to Public Administration

Traditional Approaches- Historical, Philosophical and Institutional
Modern Approaches - Marxist, Behavioral, Ecological and Decision Making,
Contemporary Approaches – Public Choice Approach.

III. Theories of Public Administration

Evolution of Administrative Theory
Classical Theory, Scientific Management, Human Relations Theory, Management by Objectives

IV. New Public Administration

Minnow brook I and II, Blackburg Manifesto: Refounding Public Administration, New Public Management, Reinventing Government, Centralization and Decentralization – Participatory Administration.

V. Bureaucratic Theory

Bureaucracy: Importance, Types and Roles
Growth of Bureaucracy: factors contributing to the growth
Weberian Bureaucracy and its critics.

VI. Public Administration in a Globalized World

Globalization and its impact on Public Administration: State vs. Market debate, Future scope of Public Administration in a Globalized world.

Required Readings

- Alka Dhameja & Sweta Mishra, *Public Administration: Approaches and Applications,* Pearson, 2016.
- Rakesh Hooja & Ramesh K. Arora (ed.), *Administrative Theories: Approaches, concepts and Thinkers in Administration,* Rawat Publications, Jaipur, 2008.
- Ramesh K Arora (ed), *Perspectives in Administrations Theory,* Associated Publishing House New Delhi, 1979
- Ferrel Heady, *Public Administration: A Comparative Perspective,* Marcel Dekker, New York, 2001.
- Alka Dhameja ed; *Contemporary Debates in Public Administration*, PHI, New Delhi, 2010.
- Uma Meduri, *Public Administration in Globalization Era: The New Public Management Perspective*, Orient Blackswan , New Delhi, 2010.

6. Bidyut Chakrabarthy & Mohit Bhattacharya, *Public Administration: A Reader,* Oxford, IBH, 2006

7. Bidut Chkrabarthy, & Mohit Bhattacharya (eds.), *Administrative Change and Innovation:A Reader,* Oxford, IBH, 2004

8. Ramesh K. Arora, *Comparative Public Administration: An Ecological Approach,* Associated

Publishing House, New Delhi, 2003.

9. B.L Fadia & K. Fadia, *Public Administration*, Sahityabhavan Publications,New Delhi, 2007.

10. H. George Frederickson and Kevin B. Smith, *The Public Administrations Theory Primer:*

Essentials of Public Policy and Administration, Rawat Publication, Jaipur 2008.

11. Rumki Basu, *Public Administration: Concepts and Theories,* Sterling, New Delhi, 2003.

12. L.D White, *An Introduction to the study of Public Administration,* Surjeet Publication, Delhi, 2006.

13. Herbert Simon, *Administrative Behaviour, A Study of Decision Making Process on Administrative Organization,* Mac Millan,, New York, 1976.

14. Dimock, *Modern Public Administration,* Surjeet Publications, New Delhi, 2006.

15. John M.Pfiffner & Robert Prethus, *Public Administration*, Surjeet Pub, New Delhi, 2006.

16. Ferrel Heady, *Public Administration, A Comparative Perspective*, Marcel Rokker, New York.

17. S.R Maheswari, *Administrative Thinkers*, Mac Millan, New Delhi, 2002.

18. P.L Sajeev Reddy et al, (ed), *Democracy, Governance and Globalization*, Indian Institute of Public
Administration, New Delhi, 2004.

19. Fred W. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*, Houghton Miffin Boston, 1964

20. F.W.Riggs, *The Ecology of Public Administration*, Asia Publishing House, New Delhi, 1961.

22. D. Ravindra Prasad, et al. *Administrative Thinkers*, Sterling, New Delhi, 1980

23. Bidyut Chakrabarthy & Prakash Chand, *Public Administration in a Globalising World*, Sage, 2012

SEMESTER II

Course Code	Title	Type	Credits
POL2C05	Comparative Politics	Core	4

Course Rationale.

The Study of politics has enriched by a comparative study of the institutional structures and political processes of different political systems. The use of a comparative framework of analysis however raises the question of what should be compared. Comparative politics is today an important subfield in the study of politics. The use of comparative frame work of analysis however raises the question of what should be compared. This course introduces the students to the some important perspectives on this issue and takes four categories- state, development, nationalism and democratization- to explore the comparative experiences of different countries and to make sense of their different political trajectories.

Course Content.

I. Comparative Politics: Different Perspectives

a) Institutional
b) Systems
c) Cultural
d) Political Economy

II. State in Comparative Framework

a) Democratic States
b) Authoritarian States
c) Corporatist States
d) Post colonial States.

III. Comparative Development Experience

a) Issues of modernization, integration into the world system
b) Underdevelopment and modernization
c) Development and Democracy

IV. Nationalism

a) Different articulations of nationalism: Europe and post- colonial societies
b) Post-nationalism.

V. Process of Democratization

a) Role of democratic assertions, constitution and political authority.
b) Electoral systems, parties and representation.

Required Readings

1. Landman,Todd, *Issues and Methods in Comparative politics: An Introduction*, Rutledge, London, 2006.
2. Petess, B.Guy, *Comparative Politics: Theories and Methods*, Macmillan, London, 1996.
3. Hague, Rod& Martin Harrop, *Comparative Government and Politics: An Introduction*, Pal grave, New York, 2004
4. Mehran, Kamrava, *Understanding Comparative Politics*, Rutledge, New York, 2008.
5. Bara, Judith & Mark Pennington, *Comparative Politics*, Sage Publications, New Delhi, 2009.
6. Peters, Guy B., *Institutional Theory in Political Science: The 'New Institutionalism'*, Continuum International Publishing, OUP, London/ New York, 2005.
7 . Arendt, Hannah, *The Origins of Totalitarianism*, Harcourt, Brace and World, New York, 1951.
8. Bracher, Karl Dietrich, *The German Dictatorship: Origins, Structure and Consequences of National Socialism*, Penguin, Hammondsworth, 1973(Penguin History Paperbacks 1991).
9. Calhoun, Craig, *Nationalism*, Open University Press, Buckingham, 1997.
10. Cardoso, Fernando Henrique and Faletto Enzo, *Dependency and Development in Latin America*, translated by Majory Mattionoly Urquidy, Uty. of California Press, Berkeley, 1979.
11. Chilcote, Ronald H, *Theories of Comparative Politics: In Search of A Paradigm*, West view Press, Colorado, 1994.
12. Chilcote, Ronald H, *Theories of Comparative Politics: The Search for a Paradigm Reconsidered*, Westview Press, Boulder, 1996.
13. Dogen, Mattei and Pelassy Dominique, *How to Compare Nations: Strategies in Comparative Politics*, Vision Books, New Delhi, 1988.
14. Escobar, Arturo, *Encountering Developmen*t, Princeton University Press, Princeton, 1994.
15. Greenfield, Liah, 'Western Nationalism', *Encyclopedia of Nationalism*, Vol. 1 Academic Press, London, 2001.
16. Leys, Colin, "The Rise and Fall of Development Theory' in Colin Leys, *Total* C*apitalism: Market Politics: Market State*, Three Essays Collective, Delhi, 2007.
17. Moore, Barrmgton, Jr.., '*Social Origins of Democracy and Dictatorship: Lord Peasant in the Making of the Modern World*', Beacon Press, Boston, 1996.
18. Peter, Limqueco, and Mc Farlane Bruce, *Neo Marxist Theories of Development*, Croom Helm and St. Martin Press, London, 1983.
19. Rahmena, Majid, ed.' *The Post Development Reader*, University of Dhaka, Dhaka, 1997.
20. Saxena, Rekha (ed.), *Varieties of Federal Governance: Major Contemporary Models*,Cambridge University Press India Pvt. Ltd., New Delhi, 2011
21. Wang ,Hui, *The End of Revolution: China and the Limits of Modernity*, Verso, London 2009.
22. Chetterji, Rakhari, *Introduction to Comparative Political Analysis,* Sarath Book Depot, Kolkata, 2008.
23. Huntington, Samuel, *Political Order in Changing Societies*, Yale University Press, New Haven, 1968.
24. John T. Ishiyama, *Comparative Politics,* Wiley-Blackwell, 2012

Articles:

Held, David, ‘ The Development of Modern State’, Stuart Hall and Bram Gieben,eds. *Formations of Modernity*, Polity Press, Cambridge,1982.

Sartori, Giovanni,’Compare, Why and How’ in Mattei Dogan and Ali Kazancigil eds., *Comparing Nations, Concepts*, Strategies, Substance, Blackwell, Oxford, 1994.

Alavi, Hamsa, “State and Class under Peripheral Capitalism” in Alavi Hmaza and Teodor Shanin eds., *‘Introduction to the Sociology of Developing Societies’* Macmillan, London and Basingstoke, 1982.

Amin, Samir, *Accumulation on a World Scale: A Critique of the Theory of Underdevelopment*, Vol. 11, Monthly Review Press, New York, 1974.

Esteva, Gustavo, ‘Development’ in Wolfgang Sachs ed., *The Development Dictionary*, Zed Books, London, 1992.

Frank A., ‘The Development of Under Development’ in J. Cockroft, A. Frank and D. Johnson eds., *Dependence and underdevelopment*, Anchor, New York, 1972.

Laitin, David, “Comparative Politics: The State of the Sub- discipline” in Ira Katznelson and Helen Milner eds.,
Political Science: The State of the Discipline, W.W. Norton & Co., New York, 2002, p.p. 630-659

Mair, Peter, “Comparative Politics: An Overview”, in R.E.Goodin and H. Klingemann eds., *The New Handbook of Political Science*, OUP, Oxford, 1996.

Mohanty Manorajan, “*Comparative Political Theory and Third World Sensitivity*”, Teaching Politics, No.1&2, 1975.

Santos, Dos T,’ The Crisis of Development Theory and the Problems of Dependence in Latin America’ in Henry Bernstein ed., *Underdevelopment and Development: The Third World Today*, Penguin, Hammondsworth, 1973.

Wallernstein, Immanuel,” The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis” in Hamsa Alavi and Theodor Shanin eds., *Introduction to the Sociology of Developing Socities*’, Macmillan, London and Basingstoke, 1982.

Course Code	Title	Type	Credits
POL2C06	Political Theory: Liberal Tradition	Core	4

Course Rationale.

Objective is to understand different schools of liberal political theories prevalent after the emergence of enlightenment and modernity in the West. A comparison is made between the classical, modern and neo liberal theories and between the liberal schools and the conservative theories. Focus is on rightly grasping how far they shape the ideological realm of the contemporary society, economy and politics.

Course Content.

I. Liberalism:

Enlightenment, Modernity and Reason: The Philosophical and Socio-economic Setting of Political Liberalism

II. Machiavelli:

Church vs. State Controversy; Modern Secular Nation State; Political Realism

III. Social Contract Theory:

Thomas Hobbes (Political Absolutism, Human Nature and Contract): John Locke (Limited Government, Private Property and Civil Society); Rousseau (Critique of Civilization, General Will and Social Contract)

IV. Utilitarianism:

Jeremy Bentham (Quantitative Utility):
J.S Mill (Qualitative Utility, Liberty and Laissez Faire State)

V. Conservatism:

Reactions to Liberalism; Edmund Burke (Conservative Reformism, Critic of French Revolution):
Hegel (Idealism, Dialectics, State, Freedom, Critique of Civil society)

VI. Contemporary Liberalism:

Positive Liberalism (Laski, John Rawls):
Neoliberalism (Nozick and Hayek)

Required Materials.

- Dunning W.A, *A History of Political Theories* (4 Vols.), Central Book Depot, Allahabad .
- Gettell R.G, *History of Political Thought*, Surjeet Publications, Delhi, 2007

- Maxey, C.C, *Political Philosophies*, Surjeet Publications, Delhi, 2007.
- Sabine, George H, *A History of Political Theory*, Oxford, IBH, 2008
- Laski, H.J, *The Rise of European Liberalism*, Aakar Books, Delhi, 2006
- Hamphser, Monk, Jain, *A History of Modern Political Thought*, Blackwell Publishers, UK, 1992.
- Gould, James A and Vincent N Thursby (eds.) *Contemporary Political Thought*, Rhine hart, Holt, 1969.
- Catlin,George, *A History of Political Philosophy*, Surjeet Publications,Delhi, 2006.
- Freeden, Michael, *The New Liberalism*: *An Ideology of Social Reform*. Clarendon Press, Oxford, 2011.
- Terrell Carver & James Martin, *Continental Political Thought*, MacMillan, Palgrave, 2003.
- Shapiro,Ian,*The Moral Foundations of Politics*, Aakar Books, New Delhi, 2004.
- Kymlica, Will, *Contemporary Political Philosophy: An Introduction*, OUP, New Delhi, 2005.
- John, Gray, *Hayek on Liberty*, Routledge, New York, 1998.
- Bronner, Stephen Eric, (ed.), *Twentieth Century Political Theory: A Reader*, Routledge, New York, 2006.
- Kelly, Paul, *Liberalism*, Polity Press, USA, 2005.
- Clohesy, Anthony M et.al, eds., Contemporary Political Theorists in context, Routledge, Oxon, 2009.
- Boucher, David and Paule Kelly eds., Political Thinkers: From Socrates to the Present, OUP, Oxford, 2009.
- Varouxakas, Georgios, *John Stuart Mill's Thought and Influence,* Routledge, London, 2010.
- Farelly, Colin, *Contemporary Political Theory: A Reader,* Sage, London, 2004.
- A Miller, Dard and Janet Cole, *The Blackwell Encyclopedia of Political Thought*, Basil Blackwell, Oxford, 1991.
- Bader, Ralf M. and John Meadowcroft (eds), *The Cambridge Companion to Nozick's Anarchy, State and Utopia*, Cambridge University Press, Cambridge, 2011.
- Cohen, G.A., *Resuming Justice and Equality,* Cambridge, MA: Harvard University Press, 2008 (Critique of Rawls)
- Callincos, Alex, *Equality,* Cambrige, Polity, 2000
- Alan Ebenstein, *Introduction to Political Thinkers*, Rawat Publications, New Delhi, 2015
- John Gray, *Hayek on Liberty,* Routledge, New York, 1999

Course Code	Title	Type	Credits
POL2C07	Democracy and Political Process in India	Core	4

Course Rationale

The course intends to develop a critical insight on the nature of the Indian State and the unfolding internal dynamics of the Indian society and politics. It addresses the problem of secularity and religiosity in Indian Politics; the changing nature of party system and electoral politics; the assertive claims of caste, class, gender and region. The problem of 'Social Justice', with reference to the marginalized sections and an appraisal of the Political Economy of Development are also included in the course content.

Course Content

I. Dialectics of Caste and Class

Caste, Class and Politics – Changing nature of class dominance – caste and identity politics.

II. Political Parties and Electoral Politics

Party system: Congress system to Multi-Party System –Social and Ideological Base of Political Parties: Congress(I), BJP and Left Parties: CPI and CPI (M) – Regional Parties an overview – Fragmentation/Crisis of the Party System.

III. Political Participation

Electoral Behaviour and Electoral Reforms

IV. Challenges to Secular Polity

Secularism: Major Debates - Communalism

V. Marginalized Social Groups and Quest for Social Justice

Scheduled Castes and Tribes – Women and Children – Affirmative action.

VI. State and Political Economy of Development

Critique of India's Development Experience – Nehru – Mahalanobis; Green Revolution phases; Industrial Policy; Poverty alleviation – Economic Libralization and the Emerging Paradigm Development.

Required Readings

Books

- Atul Kohli and Prerna Singh (eds), *Routledge Handbook of Indian Politics*, Atlantic, 2014
- Atul Kohli, *Poverty Amid Plenty in the New India*, Cambridge University Press, Cambridge, 2012
- Baxi, Upendra and Bhikhu Parekh (eds.) *Crisis and Change in Contemporary India*, Sage, New Delhi,1995.
- Bhambhri C.P., *The Indian State & Political Process*, Shipra, Delhi, 2007.
- Bhambhri, C.P., *Indian Politics since Independence*, Shripa, Delhi, 1996.
- Bhattacharya, *The Politics of Social Exclusion in India: Democracy at the Cross Roads*, Routledge, Oxon, 2010.
- Brosius Christiane, *India's Middle Class: New Forms of Urban League, Consumptions and Prosperity*, Routledge, New Delhi, 2014.
- Chakrabarthy, Bidyut, *Forging Power: Coalition Making in India*, Oxford, Delhi, 2007.
- Chakrabarthy, Bidyut, *Indian Politics and Society Since Independence: Events, Processes and Ideology*, Routledge, London,2008.
- Chandoke, Neera and Praveen Priyadarshi eds., Contemporary India: Economy, Society and Politics, Pearson, New Delhi,2009.
- Chatterjee, Partha, *State and Politics in India*, OUP, Delhi, 1997.
- *Ganguly, Sumit, et.al., The State of India's Democracy, OUP, New Delhi, 2009.*
- Indra Munshi (ed), *The Adivasi Question: Issues of Land, Forest and Livelihood* , Orient Blackswan, Hyderabad, 2012
- James Manor, *The Writings of James Manor: Politics and State-Society Relations in India*, Orient Blackswan, New Delhi, 2016
- Jayal, Niraja Gopal, *Democracy and the State: Welfare, Secularism and Development in Contemporary India,* OUP, New Delhi 2001
- Kaviraj, Sudipta, (ed.) *Politics in India,* OUP, Calcutta, 1997.
- Kaviraj, Sudipta, *The Enchantment of Democracy in India*, Permanent Black, Ranikhat 2011.
- Kishwar, Madhu Purnima *Deepening Democracy: Challenges of Governance and Globalisation in India*, OUP, New Delhi, 2005

- Kohli, Atul, *Democracy and Development in India: From Socialism to Pro-Business*, OUP, New Delhi, 2009
- Kothari, Rajani *State Against Democracy: In Search Human Governance*, Ajanta, Delhi, 1988.
- Kothari, Rajani, *Politics in India*, Orient Longman, London, 2010
- Mehra, Ajay K, et al., (eds.), *Political Parties and Party Systems*, Sage, New Delhi, 2003.
- Menon, Nivedita(ed) *Gender and Politics in India*, OUP, New Delhi 2001
- Mohanthy, Manoranjan (ed) *Caste, Class and Gender,* Sage, Delhi 2000
- Niraja Gopal Jayal & Prathap Bhanu Mehta, *The Oxford Companion to Politics in India,* OUP 2016
- Paul R. Brass, *The Politics of India Since Independence,* Cambridge University Press, 2004
- *Peter Ronald deSouza & E. Sridharan (eds), India's Political Parties*, Sage, New Delhi, 2006
- Rudolph, Lloyd I, Susanne Hoeber Rudolph, *Explaining Indian Democracy: A Fifty Year Perspective. 1956-2006*, OUP, New Delhi, 2008.
- Shah, Ghanshyam (ed) *Dalit Identity and Politic,s* Sage, New Delhi 2001
- Vanaik Achin and Rajeev Bhargava, *Understanding Contemporary India: Critical Perspectives, Orient Blackswan, 2010*

Articles

1. Ahmad, Aijaz, 'Globalization and the Nation-State', *Seminar* No. 437, Annual 1995.
2. Alam, Javeed 'Is Caste Appeal Casteism? Oppressed Caste in Politics', *EPW*. Vol. XXXI, No. 25, June 22, 1996.
3. Amin Samir, 'Globalization and Alternatives for a Progressive and Democratic New World', *Indian Journal of Human Rights*, Vol. I. No. 2, Jul-Dec. 1997.
4. Bhambhri, C.P., 'Indian State Social Classes and Secularism', *Social Scientist*, Vol.22, No. 5 & 6, May – June 1994.
5. Bhambhri, C.P., 'The Indian State: Journey from Intervention to Liberalisation', *The Indian Journal of Public Administration*, Vol. XLIII, Jul-Sept. 1997.
6. Chandhoke, Neera, 'A Nation Searching for a Narrative in Times of Globalization', *EPW*, Vol XXXIV, No. 18, May 1, 1999.
7. Chatterjee, Partha, Democracy and Economic Transformation in India, *EPW*, XLIII, No. 16, April 19-25, 2008.

8. Goldblatt, Davi David Hold et al., 'Economic Globalization and the Nation-State: Shifting Balance of Power, *Alternative*, Vol. 22, No.3 July –Sept. 1997.

9. Kaviraj, Sudipta, A Critique of the Passive Revolution, *EPW*, 23, No. 45-47, 1989.

10. Kothari, Rajani, 'Globalization: A World Adrift', *Alternatives* Vol.22, No.2, Apr – June1977.

11. Kothari, Rajani, *Rise of the Dalits and the Renewed Debate on Caste,* in Ishita Banerjee-Dube (ed), *Themes in Indian History,* Oxford Uty Press, 2015

12. Mahajan, Gurpreet, 'Civil Society and Avatars, What Happened to Freedom and Democracy', *EPW*, Vol. XXXIV, No. 20, May 15, 1999.

13. Maheshwari, S.R 'Reservation Policy in India – Theory and Practice'. *Indian Journal of Public Admn.* Vol. XLIII, No.3, Jul-Sept. 97.

14. Mitra, Subrata, The Perils of Promoting Equality: The Latent Significance of the Anti-Reservation Movement in India, *Journal of Commonwealth and Comparative Politics*, XXV, No.3, Nov. 1987.

15. Mukherjee, Rama Krishna 'Caste in Itself, Caste and Class or Caste in Class', *EPW*

Vol. XXXIV, No.27, July 3, 1999.

16. Nandy, Ashish, 'The Cervitudes: Secularism, Hindu Nationalism and other Marks of Deculturation, *Alternatives*, Vol. 22, No.2, Apr-June 1997.

17. Patnaik, Prabhat, 'Nation-State in the Era of Globalization', *EPW*, Vol. XXX, No.33,19 August 1975.

18. Patnaik, Prabhat, 'A Note on the Political Economy of the Retreat of the State', *Social Scientist* Vol.,

No. 11, Nov. 1992.

19. Raghavulu, C.V, Economic Policy in India: From Centralized Planning to Liberalization', *Indian Journal of Public Admn*, Vol. XLIII, No.3, Jul-sept 1997.

20. Kothari, Smithu "*Social Movements and Redefinition of Democracy*" in Philip Oldenberg (ed) India Briefing West View Press: Boulder 1993

21. Bardan, Pranab "*Disjuncture in the Indian Reform Process: Some Reflections*" in Basu and Kausik (ed) *India's emerging Economy* MIT press: Cambridge 2004

Course Code	Title	Type	Credits
POL2E01	Political Economy of Human Rights in India	Elective	4

Course Rationale

The litmus test of a modern civilized state is willingness and capacity to evolve and operationalise a body of fundamental Human Rights. The aim of this paper is to develop an understanding about this in the specific context of India. The theoretical foundations, operational and institutional dynamics and the politics of Human Rights are given a critical treatment in the course.

Course Content

1. **Conceptualisation and Theoretical Foundations of Human Rights**

   Human Rights – Historical roots – Changing focus in contemporary Human Rights Discourse; Liberal –Marxist and – Third World Theoretical Perspectives; UNO and Universal Declaration of Human Rights.

2. **Human Rights in India**

   Constitutional Mandate: – Fundamental Rights and Directive Principles of State Policy

   Human Rights Instrumentalities – Judiciary, NHRC, Press.

3. **Human Rights and Marginalized Groups**

   Scheduled Castes and Tribes – Women – Children and Minorities.

   Human Rights movements in India.

4. **Future of Human Rights: Emerging Issues and Challenges**

   Globalization and changing relationship between State and Citizen – Terrorism – Caste/ethnic movements.

Required Readings

- Adamantia Pollis and Peter Schwab (eds), *Human Rights: New Perspectives, New Realities*, Viva, New Delhi, 2010
- Arun Ray. *National Human Rights Commission of India*, Khanna, New Delhi, 2004
- Balagopal. K, *Ear to the Ground: Writing on Class and Caste*, Navayana Publications, New Delhi, 2011.
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- Baxi, Upendra, *Human Rights in a Post Human World: Critical Essays*, OUP, New Delhi, 2012

- Bertrand G. Ramacharan, *Contemporary Human Rights Ideas,* Routledge , Oxon, 2008
- Carol C. Gould, *Globalising Democracy and Human Rights,* Cambridge University Press, 2004
- Chiranjivi J. Nirmal, *Human Rights in India*, OUP, New Delhi, 2002
- Darren J. Obyrne, *Human Rights: An Introduction*, Pearson, New Delhi, 2007
- Desai, A.R., ed., *Repression and Resistance in India*, Popular Prakashan, Bombay, 1990
- Dhaktode S.S, *Human Rights and Indian Constitution: Dr. B.R. Ambedkar's Enduring Legacies*, Bhasya Prakashan, Mumbai, 2013.
- Falk, Richard, *Human Rights: Critical Concepts in Political Science*., Routledge, 2008.
- Gupta U.N, *Human Rights Conventions and Indian Law*, Atlantic, New Delhi, 2004.
- Jack Donnelly, *Universal Human Rights, Gender and Environment,* Rawat Publications, New Delhi, 2014
- Janusz Symonides (ed), *New Dimensions and Challenges for Human Rights*, Rawat, Jaipur, 2003
- K.P Saxena, *Human Rights and Constitution,* Gyan, New Delhi, 2003
- Kannabiran K.G, *The Wages of Impunity: Power, Justice and Human Rights* , Orient Longman, New Delhi, 2004.
- Kothari, Smitu and Harsh Sethi, *Rethinking Human Rights, Challenges of Theory and Action*, New Horizon, New York, 1989.
- Lobo, George V., *Human Rights in Indian Situation,* Justice Peace Commission, New Delhi, 1991.
- Michael Goodhart, *Human Rights: Politics and Practice, OUP, Oxford, 2009*
- Micheline R. Ishey, *The History of Human Rights: From Ancient Times to the Globalization Era*, Orient Longman, New Delhi, 2004
- Micheline R. Ishey, *The Human Rights Reader,* Routledge, New York, 2007.
- Pavithran K.S,ed., *Human Rights in India: Discourses and Contestations*, Gyan Publishing House, New Delhi, 2018
- Perry, Michael, J., *The Idea of Human Rights*, OUP, New York, 1998.
- Rao, Venketeswaran, D., *Child Rights, A Perspective on International and National Law*, Manak Publication, New Delhi, 2004.

- Shaffir Mohammed, ed., *Quest for Human Rights*, Rawat, Jaipur, 2005.
- Shelly, David, *Human Rights*, Cambridge University Press, Cambridge, 1987.
- Subrata Sankar Bagchi and Arnab Das, *Human Rights and the Third World: Issues and Discourses*, Rawat Publications, New Delhi, 2015.
- Tapan Biswal, *Human Rights: Gender and Environment*, Viva Books, New Delhi, 2014
- Uvin Peter, *Human Rights and Development*, Kumarian Press, USA, 2005
- Vincent, Andrew, *The Politics of Human Rights*, OUP, 2010

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1. Bains, Ajit Singh, "State Terrorism and Human Rights, *Seminar* No. 398, October, 1992.
2. Baxi, Upendra, "State and Rights Movements in India" *Mainstream* Annual, 14 November 1992.
3. Tarkunde V.M., "Philosophical Background of Human Rights", *Radical Humanist* 52 (10) January, 1989.
4. Rajni Kothari, Human Rights – Growing advocacy, Declining Prospects" *Indian Journal of Human Rights*, Vol. 1 Jan. – June 1997.
5. Manoranjan Mohanty – Human Rights in a Creative Society: Challenges or Appropriation *Indian Journal of Human Rights* Vol. 1 Jan. – June 1997.
6. K. Balagopal, The Human Rights Movement: Its context and its concerns, *Indian Journal of Human Rights* Vol. 1 No. 1 Jan – June 1997.
7. Gopal Guru, Human Rights and the valets: An Inquiry into the Human Rights Discourse in India *Indian Journal of Human Rights* Vol. 1 No. Jan. – June 1997.
8. G. Haragopal, Human Rights Education: A Transformative Perspective *Indian Journal of Human Rights*, Vol. 1 No.1 Jan. - June 1997.
9. Samir Amin, Globalization and Alternatives for a Progressive and Democrative New World Order – *Indian Journal of Human Rights*, Vol. 1 No. 1 July – Dec. 1997.
10. S.R Sankaran, Bureaucracy and Human Rights, Repressive State or Responsive State – *Indian Journal of Human Rights*, Vol. 1 No. 2 July – Dec. 1997.
11. Kancha Ilaiah, Human Rights or Dalitbahujans in India: A Balitist Perspective Kancha1 *Indian Journal of Human Rights*, Vol. 1 No. 2 July – Dec. 1997.
12. G. Nancharaiah Socio- economic Institutions and Human Rights of the Dalits in India: A Perspective *Indian Journal of Human Rights*, Vol. 1 No. 2 July – Dec. 1997.

13. B.K Roy Burman, Human Rights in Perspective – *Indian Journal of Human Rights*, Vol. 2 No. 1&2 Jan – Dec. 1998.

14. B.P Jeevan Reddy – Education, Human Development and the Constitution of India *Indian Journal of Human Rights,* Vol. 2 No. 1 & 2 Jan & Dec. 1998.

15. N.S Chandrasekharan – Judiciary and Protection of Human Rights of Labour *Indian Journal of Human Rights,* Vol.2 No. 1 & 2 Jan. – Dec. 1998.

16. G. Vijay, Neo-Liberalism and Social Exclusion: Conflict for Environment Resources *Indian Journal of Human Rights,* Vol.2 No. 1 & 2 Jan. – Dec. 1998.

17. B. Ramulu and K. Seetha Rama Rao – Rights of Adivasis and the state *Indian Journal of Human Rights,* Vol.2 No. 1 & 2 Jan. – Dec. 1998.

18. Vasanth Kannabiram – Violence Against Women: Concepts and Concerns *Indian Journal of Human Rights,* Vol.3 No. 1 & 2 Jan. – Dec. 1999.

19. J. Indira, Rape Against Dalit Women: Otherness vs. Nothingness *Indian Journal of Human Rights* Vol. 3, No. 1 & 2 Jan – Dec. 1999.

20. U. Vindhya, Death Penalty for Rapes some Critical Issues *Indian Journal of Human Rights*, Vol. 3 No. 1 & 2 Jan. – Dec. 1999.

21. M. Bharathi, Submerged Women – *Indian Journal of Human Rights* vol. 3 No. 1& 2, Jan – Dec.

22. Subhadra Rahul, Protest Movements of Bill Tribal Women: The Issue of Human Rights, *Indian Journal of Human Rights*, vol. 3 No. 1 & 2 Jan. – Dec. 1999.

23. T. Jyothi Rano, Towards Women's Emancipation – Three Decades of New Democratice Revolutionary Movement – *Indian Journal of Human Rights*, Vol. 3 No. 1 & 2, Jan. – Dec. 1999.

24. Pollis, Adamantia, (1987), Liberal, Socialist and Third World Perspectives of Human Rights in Adamantia Pollis

and Peter Schwan (eds), *Towards a Human Rights Framework*, New York, Praegar, Publishers

Course Code	Title	Type	Credits
POL2E02	Indian Administration	Elective	4

Course Rationale

The Course is designed to introduce the students to the nature, evolution and dynamics of Indian Administration. It also deals with local Administration and the challenges to Indian Administration.

Course Content

1. **Introduction**

   Evolution of Indian Administration from Kautilya to Colonial Period: Change and Continuity in Indian Administration in the post independent phase.

2. **Control Administration: Legislative, Government and Juridical.**

   Executive at the Union Level - Central Secretariat - Cabinet Secretariat - Organisation and Functions of Ministers – IAS - IPS.

3. **State and Local Administration**

   State Administration. - District Administration - Urban Administration - Rural Administration – Participatory Administration.

4. **Financial Administration** – Budget as an instrument of Socio-Economic change – Performance budget – Programme Planning budget – Audit - Comptroller and Auditor General, Parliamentary control over finance – Role of Committees – Estimates Committee and Public Accounts Committee.

5. **Challenges to and Issues in Indian Administration**

   Social bases of Administrative Culture in India - Administrative Reforms in India – Corruption in Administration – Administrative Tribunals - Lok Pal, and Lok Ayukta.- Citizen and Bureaucracy.

Required Readings

1. Chakrabarthy, Bidyut, *Reinventing Public Administration: The Indian Experience*, Orient Longman, 2007.

2. Avasthi and Avasthi; *Public Administration in India*, Lakshmi Narayan Agarveal, Agra, 2004.

3. Raman Patnaik; *Administrative Structure and Policy in India*.

4. M.C Gupta & Kamal Kabra; *Public Administration in India: Case Studies*, Gyan Publishing House, New Delhi,1991.

5. S.P Pradeep, Shalini, Alka Damega etal., *Public Administration: Engineering Perspectives*, GyanPublishingHouse, 1999.

6. Ramesh K Arora and Rajani Goyal; *Indian Public Administration*.

7. P W D Chathurvedi; *Administrative Reforms Revisited*.

8. S. R Mahaeswari; *The Administrative Reforms Commission* ,Lakshmi Narayan Agarwal.

9. B L Fadia & K Fadia; *Indian Administrations*, Sahitya Bhavan Publications, 2008.

10. Padma Ramachandran, M.A Oommen – *Some Issues in Development Administration*, Oxford & IBH. Publishing Co.
Pvt. Ltd., New Delhi 1987.
11. Anant Bhandari – *Public Administration and Responsible Governance*, Kanishka Publishers, New Delhi – 1998.
12. N. Venkateshwara Rao – *Public Administration and Development Dynamics*,Kanishka , Publishers, New Delhi, 1996.
13. V.K Kshire, V.G. Nandedkar – *Public Administration in India*, Rawat Publications, Jaipur,1995.
14. Sriram Maheswari, *Indian Administration*, Orient Longman, New Delhi.
15. S.R Maheswari, *Administration of India*, Mac Millan, New Delhi, 2003.
16. S.R Maheswari, *Public Administration in India*, MacMillan, New Delhi, 2000.
17. Mohit Bhattacharya, *Indian Administration*, World Press, Calcutta.
18. Robert Boyer and Daniel Drache, *States Against Markets: The Limits of Globalisation*, Routledge, London, 1996.
19. Jean – Claude Gracia; Zamor and Renu Khator (eds.); *Public Administration in a Global Village*, Praegor West Port
– C.T, 1994.
20. Chakarbarthy, Bidyut, Mohit Bhattacharya, *The Governance Discourse Reader*, Oxford, New Delhi, 2008.
21. Rakesh Hooja & Sunil Dutt (ed.), *District Administration*, Kanishka, New Delhi, 2008.

Course Code	Title	Type	Credits
POL2E03	**Social and Political Thought of B.R. Ambedkar**	**Elective**	**4**

Course Rationale

This course aims at training the students to study one political thinker in depth. It also expects students to know the anti-caste thinking in Indian context. The course is also expected to relate the thinking of B.R. Ambedkar to contemporary problems

Course Content

- Intellectual and Socio-Political Background of Ambedkar's Thought
- Critique of Indian Nationalism
- Interpretation and Critique of Caste System
- Interpretation of Buddhism
- Views on Liberal Democracy and Role of State
- Economic Thought

Required Readings

- Ambedkar B.R, *The Annihilation of Caste*, Navayana Publications, New Delhi, 2014
- Avanthi Ramaiah, *Contemporary Relevance of Ambedkar's Thought*, Rawat Publications, 2016
- Cosimo Zene (ed), *The Political Philosophies of Antonio Gramsci and B.R. Ambedkar,* Routledge, Oxon, 2013.
- Eleanor Zelliot, *The Social and Political Thought of B.R. Ambedkar* in Thomas Pantham and Kenneth L Deutsch (eds) Political Thought in Modern India, Sage, New Delhi, 1986
- Gore M.S, *Social Context of an Ideology: Ambedkar's Political and Social Thought*, Sage, New Delhi, 1993
- Jaffrelot Christophe, *Dr. Ambedkar and Untouchability,* Permanent Black, New Delhi, 2004
- Jaffrelot.C, *Dr. Ambedkar and Untouchability: Fighting the Indian Caste System*, Columbia University Press, New York, 2005.

- Kanta Kataria, *Relevance of Ambedkar's Ideology,* Rawat Publications, 2016
- Kasabe, Raosaheb, Ambedkar and Marx, Sugava Parashan, 1985
- Lenart Skof, *Pragmatism and Deepened Democracy: Ambedkar between Dewey and Unger* in Akeel Bilgrami (ed) *Democratic Culture: Historical and Philosophical Essays,* Routledge, New Delhi, 2011.
- Omvedt Gail, *Ambedkar: Towards and Enlightened India,* Penguin, New Delhi, 2004
- Omvedt Gail, *Dailts and the Democratic Revolution in Colonial India,* Sage, New Delhi, 1994
- Rodrigues Valerian (ed), *The Essential Writings of B.R. Ambedkar,* OUP, New Delhi, 2004.

Articles:

1. Anand. S, *Resurrecting the Radical Ambedkar, Seminar,* No. 601, 2009

2.Beltz. J, *Introduction,* in S. Jondhale and J.Beltz (eds), *Reconstructing the World: B.R. Ambedkar and Budhism in India,* OUP, New Delhi, 2004.

3. Chaturvedi. V, *A Critical Theory of Subalternity: Rethinking Class in Indian Historiography,* Left History, 12(1), 2007.

4. Deshpande, G.P, *'Marx and Ambedkar: Some Unacademic Reflections,* Economic and Political Weekly, 22(44), 1987.

SEMESTER III

Course Code	Title	Type	Credits
POL3C08	Methods in Political Studies	Core	4

Course Rationale

The course is a basic introduction to the process and methods of empirical research for achieving scientific knowledge in Social Sciences. It begins by exploring the notion of social science and making a distinction between empiricism and empirical research. The central concern of the course is to introduce students to quantitative and qualitative methods of research. Students will be exposed to a variety of different methods and schools.

Course Content

I. The idea of Social Science

Approaching the difference between natural and social science

Conceptions of Science: From Verification to falsification

Objectivity and value neutrality

II. Empirical Research in Social Sciences

Identification of research problem, formulation of hypothesis, use of concepts, operationalisation of variables

Quantitative and qualitative methods

Research Design.

III. Quantitative Research Method

Measurement: Issues of Reliability, Validity and levels of measurement

Data Collection: methods of data collection-observation, questionnaires and interviews

Sampling techniques: probability and non probability techniques.

Data processing: establishing categories and coding data

Data interpretation: Descriptive statistics and inferential statistics

Preparation of research report

IV. Qualitative Research

Depth Interview

Ethnography

Content analysis

V. Combining quantitative and qualitative methods

Required Readings

- Beart David Patrick, *Philosophy of Social Sciences*, Polity, Cambridge, 2005.
- Bohrnstedt & Knoke, *Statistics for Social Data Analysis*, F.E. Peacock Publishers, 1988.
- Browns, J. Fauvel and R. Finnegan eds. *Conceptions of Inquiry*, Routledge, London, 1981.
- Bryman A., *Social Research Method*, OUP, Oxford, 2001.
- Burham P, Grillard K, Grant W and Layton Henry Z, *Research Methods in Politics*, Basingstoke, Palgrave Macmillan, 2004.
- Burnett, Judith, Doing your Social Science Dissertation,Sage, London, 2009.
- Donileen R. Loseke, *Methodological Thinking: Basic Principles of Social Research Design*, Sage, New Delhi, 2013.
- Hammersely, Martyn, *The Politics of Social Research*, Sage Pub., New Delhi 1995.
- Harrison, Lisa, *Political Research: An Introduction*, London, Routledge, 2001
- Hart, Chris, *Doing your Masters Dissertation*, Sage,NewDelhi,2006.
- Hindess Barry, *Philosophy and Methodology in the Social Sciences*, Humanities Press, NJ, 1977.
- Keohane King,& Verba, *Designing Social Inquiry*, Princeton Uty. Press, Princeton, 2001.
- Kumar, Ranjit, *Research Methodology: A Step-by-Step Guide for Beginners*, Pearson Education, 2005.
- Lakatos and Musgrave ed., *Criticism and the Growth of Knowledge*, Cambridge University Press, Cambridge, 1970.
- Law, John, *After Method, Mess in Social Science Research,* Routledge, Taylor and Francis, London, 2004.
- Marsh Cathie,*The Critics of Survey, from the Survey Method: The Contribution of Survey to Sociological Explanation*, Allen and Unwin, London, 1982.
- Marsh, D and Stocker G (eds), *Theory and Methods in Political Science*, Basingstoke, Palgrave, 2002.
- Mukherjee P.N., *Methodology in Social Research*, Sage, New Delhi, 2000.
- Phillips,D.C.,*Philosophy,Science and Social Inquiry: Contemporary*

Methodological Controversies in Social Sciences and Related Applied Fields of Research, Pergamon Press, Oxford, 2004.

- Pierce, Roger, *Research Methods in Politics*, Sage,New Delhi, 2010
- Rabinow. P. &W.H. Sullivan, *Interpretive Social Science*, Uty.of California Press, California, 1988.
- Sapsford R., *Survey Research*, Sage, Delhi, 1999.
- Seale Clive, *Social Research Method: A Reader*, Routledge, London, 2008.
- Srivastava K ed., *Methodology and Fieldwork*, OUP, New Delhi, 2004.
- Weinberg Darin ed, *Qualitative Research Method*, Blackwell, UK, 2000.
- William,J.Goode&Paul,K.Hatt,*Methods in Social Research*'McGraw Hill Company, New York, 1952.

Course Code	Title	Type	Credits
POL3C09	Political Theory: Marxian Tradition	Core	4

Course Rationale

The course aims to provide basic philosophical premises of different streams of Marxian theory from classical Marxism to neo-Marxism. Focus is on the evolution of Marxian theories in relation to the developments in other strands of political philosophies. The objective is also to inquire about the relevance of Marxian theories in building up a critical posture on the socio-political reality for social change.

Course content

I. Marx and Engels:

Dialectical Materialism (notion of contradiction, contentious legacies of Hegel and Feuerbach); Base –

Superstructure Analysis; Inner contradictions of Capitalism- classes and exploitation: Labour theory of Value;

Alienation (Distinction between objectification and alienation); Social Change.

Origin of Family State and Private Property;

II. Lenin:

Role of Party; Democratic Centralism; Socialist State; Imperialism

III. Mao:

Marxism in Agrarian Societies; Role of Peasantry in Revolution; Permanent Revolution; People's Democracy; On Contradictions

IV. Gramsci:

State and Domination; Instrumentalist conception and Relative Autonomy; Aspects of domination; Ideology; Hegemony and Resistance; State and Civil Society; Fascism and Working Class.

V. Capitalist State:

Ralph Miliband – Four functions of State.

N. Poulantzas – Relative Autonomy and Exceptional State.

VI. Contemporary Marxism:

a) Frankfurt School – Humanist Marxism and the New Left; Critical Theory.

b) Althussar – Structural Marxism; Ideology and Ideological State Apparatuses

Required Readings

- Althusser, Louis, *Lenin and Philosophy and Other Essays*, Aakar Books,

Delhi, 2006.

- Arato, Andrew and Gedhardt E, eds., *The Essential Frankfurt School Reader*, Blackwell, Oxford, 1978.
- Bottomore, T.B (ed.), *A Dictionary of Marxist Thought*, OUP, Oxford, 2000.
- Bottomore, Tom, *The Frankfurt School and its Critics*, Routledge, Oxon, 2003.
- Callinicos, Alex, *Althusser's Marxism*, Pluto Press, London, 1976.
- Carver, Harrell & James Martin, *Continental Political Thought*, MacMillan, Palgrave,2010.
- Chris Sparks and Stuart Issacs, *Political Theorists in Context*, Routledge, Rawat Book Sellers, Jaipur, 2004
- Chrisline, Buci Glucksmann, *Gramsci and the State*, Lawrence and Wishart, London, 1979.
- Cohen, G, *Karl Marx's Theory of History: A Defence*, Oxford University Press, Oxford.1978.
- Daryl Glaser & David M. Walker (eds.), *Twentieth Century Marxism: A Global Introduction*, Routledge, New York, 2007.
- David Held, *Introduction to Critical Theory*, Polity Press,
- David Held, *Political Theory and the Modern State*, Rawat Publications, New Delhi, 2015
- Elliot, G., *Althusser: A Critical Reader*, Oxford & Cambridge, Blackwell, 1994.
- Femia, J.V., *Gramsci's Political Thought: Hegemony, Consciousness and the Revolutionary Process*, Oxford: Clarendon, 1981.
- Francese, Joseph, *Perspectives on Gramsci,: Politics, Culture and Social Theory*, Routledge, Oxon, 2009.
- Geoff Boucher, *Understanding Marxism*, Acumen Publishing Ltd. U.K, 2012
- Giddens, Anthony, *A Contemporary Critique of Historical Materialism*, Uty. of California Press, California, 1981
- Harding, N, *Lenin's Political Thought*, St Martin's, New York, 1982.
- Hunt, Richard. N., *The Political ideas of Marx and Engels*, Macmillan, London, 1974
- Istvan Meszeros, *The Challenge and Burden of Historical Times : Socialism in the 21st Century,* Aakar Books
- Jennings, Jeremy (ed) *Socialism: Critical Concepts in Political Science* (4 Vols) Routledge: London, 2003.

- Jessop, Bob, Nicos Poulantsaz: Marxist Theory and Political Strategy, Mac Millan, London, 1985.
- Kolak owsky, Leszek, *Main Currents of Marxism*, WW Norton & Co., New York, 2005.
- Levine, Andrew, *A Future for Marxism? Althusser: The Analytical Turn and the Revival of Socialist Theory*, Pluto Press, London, 2003.
- Lukac's, Georg, *Lenin: A Study on the Unity of His Thought*, Verso, London, 2009
- Mac Lellan, David, The Thought of Karl Marx, MacMillan, London, 1971.
- MacLellan, David, *Marxism after Marx: An Introduction*, Macmillan, London, 1979
- Manoranjan Mohanty, *The Political Philosophy of Mao Zedong*, Aakar Books, Delhi, 2012
- Martin, J. (ed.), *Antonio Gramsci: Critical Assessments of Political Philosophers*, Routledge, London, 2002.
- Martin, James ed., *The Poulantzas Reader: Marxism, Law and the State*, Verso, London, 2008.
- Miliband, Ralf, *State in Capitalist Society*, Aakar Books, New Delhi, 2014
- Mouffe, C (ed.), *Gramsci and Marxist Theory*, Routledge & Kegan Paul, London, 1979.
- Paulantzas, Nicos, *State, Power, Socialism*, New Left Books, London, 2002.
- Poulantzas, *Classes in Contemporary Capitalism*, Verso, London, 1979
- Resnick, Stephen. A & Wolff Richard D eds. *New Departures in Marxian Theory*, Routledge, Oxon, 2006.
- Schram, Steuart R, *The Political Thought of Mao Tse-tung*, Praeger, New York, 1969.
- Womack, Barntly, *The Foundations of Mao Zedongs' Political Thought*, Hawai University Press, Honolulu, 1982
- Woods, Alan, *Reformism or Revolution: Marxism and Socialism of the 21st Century*, Aakar, Delhi, 2009.

Course Code	Title	Type	Credits
POL3C10	Theoretical Aspects of International Politics	Core	4

Course Rationale.

This course is intended to familiarize and equip the students to use different theoretical approaches to explain and analyse the dynamics of international politics. It provides special attention to the theoretical and conceptual aspects of the management of external relations and activities of nation states. In the context of globalization, the changing dimensions of state system, global order and global governance are also included in the course content.

Course Content.

I. Perspectives on the study of International Politics: Concept of Power in International Politics.

II. Approaches to the Study of International Politics: Realism Vs. Idealism, System Theory,

Game Theory, Communication Theory, Decision making Theory, Integration Theory and

Dependency Theory.

III. Restructuring Theory, Practice and Agency: New Social Movements; Green Politics,

Orientalism and Global Civil Society.

IV. Conflict, Peace and Insecurity Dilemma: Political, Military, Economic, Environmental,

Terrorism and National Security – Theories of Conflict Resolution and Peace Research.

V. **Foreign Policy: Changing Concept of National Interest**: Developments in the Cold War, Post- Cold War Period, Neo-Liberalism.

VI. **Future Order and Global Governance**: Globalization and Post-Cold War Trends,

Questions on Imperialism and Hegemony – Impact of Globalization on State System.

Required Readings

- Amin, Samir, *Capitalism in the Age of Globalization*, London: Zed Books, 1997.
- Amin, Samir, *Specters of Capitalism: A Critique of Current Intellectual Fashions*, Rainbow Publishers, Delhi, 1999.
- Booth, Ken, *Realism and World Politics,* Routledge, London, 2011.
- Burchill, Scott et al (ed.), *Theories of international Relations*, Palgrave: New York, 2005.
- Dougherty, James E., Robert L.P Faltzgrah, *Contending Theories of International Relations*, Philadelphia, JB LIppincott Company, 1971.
- Frankel Joseph, *Contemporary International Theory and the Behaviour of States*, Giddens, Anthony: The Consequences of Modernity, Cambridge: Polity Press, 1990.
- Gill Stephen, Gramsci, *Historical Materialism and International Relations*, Cambridge: CUP, 1993.
- Griffiths, Martin (ed.), *International Relations Theory in the 21st Century: An Introduction*, Routledge: London, 2007.
- Griffiths, Martin, *Fifty Thinkers in International Relations*, London, Routledge, 1999.
- Ham, Peter Van, *Social Power in International Politics*, Routledge, 2010.
- Hoogvelt, Ankie, *Globalisation and the Post Colonial World: The New Political Economy of Development*, Macmillan, 1997.
- Jackson, Robert & George Soreusen, *Introduction to International Relations: Theories & Approaches*, OUP, 2003.
- Jackson, Robert and George Sorensen, *Introduction to International Relations: Theories and Approaches*, OUP, Oxford, 2010.
- Kubalkova, V., A Cruickshank, *Marxism and Theory of International Relations*, London, Routledge, 1980.
- Neuumann, Stephanie, G., *International Relations Theory and the Third*

World, London: Macmillan, 1998.

- Ordeshook, Peter C., *Game Theory and Political Theory*, Cambridge: CUP, 1986.
- Richard, Falk, *Globalisation and International Relations Theory*.
- Roach, Steven C, *Critical Theory and International Relations: A Reader*, Routledge, New York, 2008.
- Sharma, Satish K., (ed*), Multucultarism and Ethnicity in Global Context*, Jaipur, Rawat, 1996.
- Smit, Steve, Ken Booth, et al., (eds.), *International Relations Theory: Positivism and Beyond*, Cambridge: CUP, 1996.
- Spergele, Roger D., *Political Realism in International Theory*, Cambridge, CUP, 1996.
- Strange, Susan, *The Retreat of the State: The Diffusion of Power in the World Economy*, Cambridge: CUP, 1996.
- Taylor, Trevor, (ed.), *Approaches and Theory in International Relations*, London: Longman, 1978.
- Thornton, A.P., *Imperialism in the Twentieth Century*, Minnesota: Macmillan, 1997.
- Viotti, Paul, R., *International Relations Theory: Realism, Pluralism*, Globalism, New York, Macmillan, 1987.
- Walker R.B.J., *Inside/Outside: International Relations as Political Theory*, Cambridge, CUP, 1993.

Articles

- Boroez, Jozsef, "*Redistributing Global Inequality*", EPW, Vol. 40 (09), February 26-March 04, 2005.
- Chatterjee, Shibashis, "*Neorealism in International Relations*", *International Studies*, Vol. 34 No. 1
- Kessler, Clive S., "*Globalization Another False Universalism*" Third World Quarterly, Vol. 21. No.6.
- Rajen, Harshe, "*Changing Profile of Imperialism in Global Political Order/Disorder*", EPW, Vol. 40(20), May 14-20, 2005.

Course Code	Title	Type	Credits
POL3E04	Politics of Developing Societies	Elective	4

Course Rationale

The focus of this course is to familiarize the changing nature and problems of post - colonial societies, their struggle in development and democracy in the era of post cold war and neo liberalism. The course also provides a theoretical background and includes different approaches to the study of developing societies.

Course Content.

1. **Approaches to the Study of Developing Societies**
   a) Modernization Theory
   b) Dependency Theory
   c) Marxian Theory
   d) Gandhian Approach
2. **Comparative Analysis of Problems and Issues of Third World: The External Dimension**
   a) Neo Colonialism
   b) Dependency and Under- Development: Forms, Features and Impacts
3. **Comparative Analysis of Problems and Issues : Internal Characteristics**
   a) Types of Regimes- Asia, Africa and Latin America (1950s-1980s)
      i) Single Party Regimes
      ii) Military Regimes
      iii) Authoritarian Regimes
      iv) Revolutionary Regimes
   b) Ideologies and their impact on Social and Political change.
   c) Industrialization and Socio- Economic Change in the Developing Societies
4. **Role of Religion, Caste and Ethnicity, Cleavage and Alignments**.

   This course will be discussed by drawing examples from Third World countries (especially Mexico, Tanzania, Nigeria, Vietnam, Indonesia, India, China, Pakistan, Yugoslavia etc.)

Required Readings

1. Chatterjee, Partha, *Lineages of Political Society: Studies in Post-Colonial Democracy*, Permanent Black, 2011.

2. Robert Pinkney, *Democracy in the Third World*, Viva Books, New Delhi, 2008.
3. Joel, Mlgdal et.al. eds., *State Power and Social Forces: Domination and Transformation in the Third World*,
Cambridge University Press, Cambridge, 1994.
4. Dos, Santos. T, 'The Crisis of Development Theory and The Problems of Dependence in Latin America' in Henry
Bernstein ed., *Under Development and Development: The Third World Today,* Penguin, Hammondsworth, 1973.
5. Wallernstein, Immanuel,'The Rise and Future Demise of the World Capital System: Concepts for Comapartive
Analysis' in Hamsa Alavi and Theodore Shanin eds., *Introduction to the Sociology of Developing Societies*,
Macmillan, London, 1982.
6. G. Almond and Coleman (eds.), *The Politics of Developing Areas*, Princeton University Press, Princeton,1960.
7. Alvin Rabushka and Kenneth A. Shepsie, *Politics in Plural Societies*, Ohio, Charles E. Merill Publishing Co., 1972.
8. William Riker H, *Theory of Political Coalitions*,,New Haven,1962.
9. White, Stephen, Judy Balt and Paul G. Lewis, *Development in East European Politics*, Duke University Press,
Durhani, 1993.
10. Paul, Commack, David Pool and William Tordoff, *Third World Politics* Macmillan,USA, 1998.
11. Clapham, Christopher, *Third World Politics*,London, 1985.
12. Clark, Robert P., *Power and Policy in the Third World*,John Wiley and Sons,1978.
13. Schmitt, Dravid E, *Dynamics of the Third World Political and Social Change*, CUP Cambridge, 1974.
14. Varma S.P, *International System and Third World*, Vikasm New Delhi, 1998.
15. Fawcett, Louisse & Yezid Sajigh, *The Third World Beyond the Cold War*, Oxford, 1999.
16. Hermass, Elbaki, *The Third World Reassessed*, University of California Press, London, 1980.
17. Harris, Nigel, *The End of The World*, Penguin, Middlesex, 1986.
18. Singh, Gopal, Prem R. Bhardwaj, *Soviet Disintegration, Global Politics and Third World Countries*, Deep & Deep,
New Delhi, 1995.
19. Banerjee, Dipendra, *Marxian Theories and The Third World*, Sage New Delhi, 1985.
20. George, Mathew Chunakkara, *The Militarization of Politics and Society*, Daga Press, Hongkong, 1994.
21. Jalal, Ayesha, *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*,
Cambridge University Press, New Delhi, 1996.
22. Diamond, Larry, *Developing Democracy Towards Consolidation*, John Hopkins University Press, Baltimore, 1999.
23. Gries, Peter Hays & Stanley Rosen eds., *Chinese Politics: State, Society and the Market*,

Routledge, Oxen, 2010.

Course Code	Title	Type	Credits
POL3 E05	**Politics of Globalization**	**Elective**	**4**

Course Rationale

Globalization is undeniably a complex socio-cultural, ideological and Political Process. It is inseparable from both the structural and procedural dynamics of global capitalism, underlie it. Implications of globalization for Politics (a branch of Social Science dealing with the Societal dimensions of power) is more glaring since it dislocates the existing power centres, redefines the patterns of power relationships and reconstruct the power structures. Certainly, its impact vis-à-vis the political institutions, relations of power, struggles for power and ideologies are of critical significance. This course introduces the students to the basics of globalization and various analytical frameworks to examine the Politics of Globalization. Lectures in the course are organized in the following topics.

Course Contents

- **Globalization – Introduction**
  - a. History
  - b. Definitions

2. Globalization and State

- Retreat/Redefinition of Nation State
- b. Reformulation of State-Civil Society-Market relationship
- c. Governance

3. Globalization and Democracy

- Neoliberal perspective of Democracy
- Market and Human Rights
- Globalization and Democratization

4. Globalization and Development

- Development agenda of Globalization

b. Changing definition of welfare.

5. Globalization and Culture

a. Synchronization and hybridization

6. Globalization and Resistance

a. Class movements

b. Environmentalists

c. Feminists

d. Conservatives.

Required Readings

- Adam Prezowski, *Democracy and Market*, Cambridge, 2001.
- Anthony Giddens, *Runaway World*, London, Routledge, 2000.
- Anthony Giddens, *The Third Way and its Critics*, Cambridge, Polity Press, 2000.
- Dave Renton, *Marx on Globalization*, Lawrence and Wishart, London, 2001
- David Harvey, *A Brief History of Neoliberalism*, New York, Oxford, 2005.
- David Held and Anthony McGrew, *Globalization/Anti-Globalization*. 2nd edition, Cambridge, Polity Press, 2007.
- David Held et al, *Global Transformations Reader*, Polity Press, 2007.
- David Held, *A Globalizing World: Culture, Economic and Politics*, Routledge, London, 2000.
- David Held, *Democracy and the World Order*, Polity Press,
- Davod Held & McGrew, *Globalization Theory: Approaches and Controversies*, Polity Press, 2007.
- Douglas,Kellner,Globalization and the Post-Modern Turn.http://www/gseis.ucla.edu/courses/ed253a/dk/globpm.htm
- E. Koefman and Youngs, *Globalization: Theory and Practice*, Continuum, London, 2003.
- E.J Hobsbawm, *Globalization, Democracy and Terrorism*, Little Brown, London, 2007.
- Farhang Rajaee, *Globalization on Trial: The Human Condition and the Information Civilization*, The International Development Research Centre, 2004.
- Fredrick Jameson, *Post Modernism: The Cultural Logic of Late Capitalism, 2010.*
- Ian Clark, *Globalization and Fragmentation: International Relations in the Twentieth Century*, OUP, 1997.

- J.A Scholte: *Globalization: A Critical Introduction*, London, Palgrave, 2000.
- James Petras, *Globalisation Unmasked: Imperialism in the 21st Century,* Zed Books, London, 2001.
- Janet M. Conway, *Identity, Place, Knowledge: Social Movements Contesting Globalization*, Aakar, Delhi 2007.
- John Baylis and Steve Smith, *The Globalization of World Politics*, 2nd edition, Oxford, OUP, 2001.
- Joseph E. Stiglitz, *Globalization and its Discontents,* W.W. Norton, New York, 2002.
- Leslie Sklair, *Globalization: Capitalism and its Alternatives*, Oxford, OUP, 2002.
- Leslie Sklair, *The Transnational Capitalist class*, Oxford, Blackwell, 2001.
- Paul Hopper, *Understanding Cultural globalization,* Polity, 2007
- RayKiely, *Empire in the Age of Globalization,* Orient Blackswan, Hyderabad, 2005.
- Robbie Robertson, *Three Waves of Globalization*, New York, Palgrave, Macmillan, 2008.
- Robert J Holten, *Globalization and the Nation-State,* MacMillan, London, 2003.
- Samir Amin, *Capitalism in the Age of Globalization*, New York, Zed Books, 1997.
- Samir Dasgupta and Jan Nederveen Pieterse (eds), *Politics of Globalization,* Sage, 2009
- Shaw, Martin, *Introduction Globality in Historical Perspective in Theory of the Global State – Globality As an Unfinished Revolution*, CUP, UK, 2000.
- Timmons Roberts and Amy Hite (eds), *From Modernization to Globalization,* Blackwell, Maldon, 2000.
- William D. Coleman and Alina Sajad, *Fifty Key Thinkers on Globalization,* Routledge, Oxon, 2013
- *Yale H. Ferguson and Richard W Hawsbach*, Globalization: Return of the Borderless World, Routldge, Oxon, 2012
- Yale H. Ferguson and Richard W. Hawsback, *Globalisation: The Return of Borderless World,* Routledge, 2012.
- Zygmunt Bauman, *Globalization: The Human Consequences,* New York,Columbia University Press,1998.

Course Code.	Title	Type	Credits
POL3E06	Environment, Development and Politics	Elective	4

Course Rationale:

The discussions on environment had received new dimensions with the emergence of green movements in national and International Politics. The course introduce the students to the basics of Green Politics and various analytical frameworks to examine the issues involved while relating the concepts of environment development and politics to each other. It also give special emphasis to the political aspects of development and environment in India by analyzing the different environmental movements and the role of local, national and international institutions in managing environmental and developmental issues in a balanced manner.

Course Content:

- **Ecology and Environment**
  - a) Eco System, Environment and Bio Diversity
  - b) Liberal, Marxian and Gandhian Perspectives
  - c) Green Politics, Eco-Feminism, Free Market Environmentalism.

2. Preservation and Conservation of Ecology

a) Western Capitalist, Socialist and Third World and Gandhian View

b) North South Divide, Brandt Report, The Bretton Woods system.

c) Global Environment Governance – Role of UN Agencies – Stock Home Conference, UNEP, Brundtland Report, Earth Summit, WCSD

3 Issues of Environment and Development in India

a) Policies and Politics of the Government – Sustainable development

b) Environmental Movements – Chipco Movement, Narmadha Bachavo Antholan, Appikko Movement, Silent Valley Issue, Role of NGO's.

c) Environment management and Panchayati Raj Institutions.

4. Environmental Issues and Dissasters

a) Politics of Water, Politics of Global Warming, Problems of Population and Pollution

b) Effect of War on environment.

Required Readings

- Algore, *Earth in the Balance: Forging a New Common Purpose*, Viva Books Private Ltd., New Delhi Madras, 1993.

- Alvares, Claude and Billorey Ramesh, *Daming the Narmada* Third World Network/APPEN.
- Andrew Dobson, *Green Political Thought*, Routledge, New York, 2007.
- Arnold, David and Ramachandra Guha, *Nature, Culture, Imperialism, Essays on the Environmental History of South Asia*, Oxford University Press, Delhi, 1995.
- Bahuguna Sunderlal, *Chipko*, Silyara, 1981.
- Barry, John, *Environment and Social Theory*, Routledge, London, 1999.
- Bersistein H.ed.,*Under Development and Development,* Penguine, Harmondsworth, 1973.
- Centre for science and Environment (CSE), *the State of Indian's Environment: A second citizen's Report*, CSE, Delhi, 1985.
- Centre for Science and Environment: *The State of India's Environment 1982: A citizen's Report*, New Delhi, Centre for Science and Environment, 1982.
- Chakraborthy N.K, *Environment Protection and the Law,* Ashish Publications, New Delhi, 1993
- Gadgil Madhav and Guha Ramachandra, *This fissured land: and ecological History of India*, Oxford University Press, New Delhi, 1996.
- Gadgil Madhav and Ramachandra Guha, *Geology and equity,* penguin, New Delhi, 1985.
- Giddens, Anthony, *Beyond Left and Right, The Future of Radical Politics*, Stanford University Press, Stanford, 1994.
- Gorz Andre, *Capitalism, Socialism, Ecology*, Verso, London, 1994.
- Gree Jed & Brunokennuy, *Green Wash: The reality Behind Corporate Environmentalism,* Third World Network, Penang, Malasia, 1986.
- Hay, Peter, *A Companion to Environmental Thought*, Rawat Publications, Jaipur, 2009.
- Iyer, K Gopal sustainable Development: *Ecological and socio-cultural dimensions*, Vikas, New Delhi, 1991.
- Koseerbaum Walter, A. *Environmental Politics,*Affiliated East West Press, New Delhi, 1991.
- Kothari Ashis, Singh Neera and Suri Sadoni (ed.), *People and Protected Areas: Towards participatory conservation in India*, Sage publications, New Delhi, 1996.
- Kothari Ashish and Rahul Ram, *Environmental issues related to sardar*

sarovar, Narmada Forum, New Delhi, 1991.

- Krishna, Sumi, *Environmental Politics, People's Lives and Choices*, Sage Publications, New Delhi, 1996.
- Mathur Hari Mohan and Marsden David (ed.) *Development project and impoverishment Risks: Resettling projects affected people in India*, Oxford University Press, Mumbai, 1998.
- Pandey Deep Narayam, *Beyond vanishing woods*, Centre for sustainable Development, Himanshu Publications, New Delhi, 1996.
- Papanx Victor, *The Green imperative: Practical solution for a greener planet*, Thomas and Hudson, London, 1996.
- Pearson Charries and Arthory Pryor, *Environmental: North and South* John Woley & Sons, R. Rento, 1979.
- Pepper David, *The Roots of Modern Environmentalism*, New York, 1992.
- Porter Gareth and Jaret Wesh, *Global Environment Politics*, Westview, Boulder, 1991.
- Rosenbaum, Walter A, *Environmental Politics and Policy,* East West Press Pvt. Litd, New Delhi, 1991.
- Sapru R.K (ed.) *Environmental Management in India* Ashish Publication, New Delhi, 1981.
- Sarkar, Saral, *Eco-Socialism or Eco-Capitalism, A Critical Analysis of Humanity's Fundamental Choices,* Orient Longman, Hyderabad, 1999.
- Sarkar, Saral, *Green Alternative Politics in West Germany* (Vol.I), *The New Social Movements*, Promila and Co Publishers, New Delhi, 1993.
- Schumacher, E.F., Small is Beautiful, *A Study of Economics as if People Mattered*, ABACUS, London, 1976.
- Singh, Randhir, *Contemporary Ecological Crisis: A Marxist View,* Aakar Books, Delhi, 2011.
- Vandana Shiva etal., *Towards Hope: An ecological approach to the future*, INTACH New Delhi, 1992.
- Vandanshiva, etal, (ed.), *The future of progression reflection on Environment and Development*, Natraj Publications, Dehra Dun, 1994.
- Young John E. Mining *The Earth World Watch*, Washington, 1992.

Articles

- Agarwal, Anil and Sunita Narain, "Technology, Control, Global Warming and Environmental Colonialism, The WRI Report", *Social Action*, Vol.41, No.1

January March 1991.

- Agarwal, Anil, “Ecological Destruction and the Emerging Patterns of Poverty and Peoples Protests in Rural India”, *Social Action*, Vol.35, No.1, Jan/March 1985.
- Agarwal, Anil, “Towards Global Environmental Management”, *Social Action*, Vol.42, No.2, April-June 1992.
- Akhter, Farida and Farjhad Mazhar. “Beyond the Earth Summit, How to Depopulate the South’, *Frontier*, Vol.25, No.7, October 1992.
- Alam, Jayanthi, “Women, Human Rights and Concept of Development”, *Mainstream*, 24 September 1994.
- Alier, Joan Martinez, “Ecological Struggles in India, Interview with Ashish Kothari”, *Capital, Nature and Socialism*, Vol.4, No.3, September 1993.
- Bandyopadhyay, Jayanta and Vandana Shiva, “Political Economy of Ecology Movements”, *IFDA-Dosire*, Vol.71, May-June, 1989.
- Banerjee, Diptendra, “The Historical Problematic of Third World Development”, *Social Scientist*, Vol.15, No.8-9, August-September, 1987.
- Benton, Ted, “Ecology, Socialism and the Mastery of Nature, A Reply to Reiner Crundmann”, *New Left Review*, No.194, 1995.
- Benton, Ted, “Marxism and Natural Limits, An Ecological Critique and Reconstruction”, *New Left Review*, No.178, 1989.
- Contreras, Antonio P, “The Political Economy of State Environmentalism, The Hidden Agenda and Its Implications on Transnational Development in the Philippines”, *Capital, Nature and Socialism*, Vol.2, No.1, 1991.
- Datar, Chhaya, “Eco-Feminism or Perspective on Women’s Liberation”, Praxis, No.1, January/February, 1994.
- Dietrich, Gabriele, “A Communist Ecologist”, *Marxist Review*, Vol.13, No.9, March 1980.
- Dogra, Bharat, “Environment Movement Today”, *Frontier*, Vol.24, No.15, 1991.
- Gadgil, Madhav and Ramachandra Guha, “Ecological Conflicts and the Environmental Movement in India”, *Development and Change*, Vol.25, No.1, January 1994.
- Gorz, Andre, “Political Ecology, Expertocracy Versus Self-Limitation” *New Left Review*, No.202, November/December, 1993.
- Grundmann, Reiner, “The Ecological Challenge to Marxism”, *New Left Review*, No.187, May/June 1991.

- Guha, Ramachandra, “Chipko, Social History of an Environmental’ Movement”, in Ghanshyam Shah (ed.), *Social Movements and the State*, New Delhi, Sage Publications India Pvt. Ltd., 2002.
- Guha, Rmachandra, “Mahatma Gandhi and the Environment in India”, *Capital, Nature and Socialism*, Vol.6, No.3, 1995.
- Mellor, Mary, “Varieties of Eco-Feminism”, *Capital, Nature and Socialism*, Vol.5, No.4, 1994.
- Shiva, Vandhana, “Polluting the Third World”, *Frontier*, Vol.25, No.3, 1992.
- Shiva, Vandhana, “The New Environmental Order – Racism and Double Standards of World Bank and GATT Towards the Third World”, *Third World Resurgence*, No.20, 1984.
- UN Conference on the Human Environment, Stockholm, Report A/48/14 Rev. I, 5-16-June 1972
- United National Development Program, *Human Development Report*, *F*or various years, 1994,95,97,98,99,2000.
- Willetts, Peter, “From Stockholm to Rio and Beyond, the Impact of the Environmental Movement on the United Nations Consultative Arrangements for NGOs”, *Review of International Studies*, Vol.22, No.1, January 1996

SEMESTER IV

Course Code	Title	Type	Credits
POL4C11	**Kerala: Political Process and Development**	**Core**	**4**

Course Rationale

The core objective of the course is to develop both an analytical and critical perspective on the political and socio-economic dynamics of Kerala and the historical specifications that had shaped them. Focus is on the Class and Caste dynamics, coalition experiments, development model, Grass root democracy and contemporary trends in the era of Globalization.

Course Content

I. The Setting: Social Change and Democracy: Towards Modernity

Nationalism and movements for Social reforms and responsible Government – Social Structure: Caste and Class.

II. Party System

Political Parties and Party System – Coalition and Electoral Politics – Pressure Groups

III. State and Development

Kerala Model and Socio-Economic Development – Globalization and contemporary challenges.

IV. Grassroot Democracy

Structure, Powers and Functions of PRIs – Decentralized Planning: From Peoples Plan Campaign to Kerala Development Programme and Beyond

V. Kerala Society: Contemporary Treads

Politics of Identity: Caste and Class – Communalism; Mass Media – Depoliticization and emerging

Political Culture.

Required Readings

- Oommen, M.A (ed.), *Kerala's Development Experience II*, Institute of Social

Sciences, Concept Publishing Company, New Delhi, 1999.

- Parayil, Govindan (ed.), *Kerala: The Development Experience: Reflections on Sustainability and Replicability*, Zed Books, London, 2000.
- Dreze, Jean A, Amartya Sen (eds.), *Indian Development Selected Regional Perspective* OUP, Calcutta, 1998.
- Franke W, Richard and Barbara. H, Chasin, *Kerala: Radical Reform as Development in an Indian State*, 2nd ed., Oakland, California, Institute for food and Development Policy, Promilla and Company, Delhi, 1994.
- Leiten, G.K., *The First Communist Ministry in Kerala: 1957 -59*, K.P. Bagchi, Calcutta,1982 .
- Nair K.K, Ramachandran, *Gazetteer of India, Vol. I*, Published by the State Editor, Kerala Gazetteers, Thiruvananthapuam, *1986*.
- Herring Ronald J, "Abolition of Landlordism in Kerala: A redistribution of Privilege". *EPW* 15, 26 1980.
- Jeffrey Robin, *The Decline of Nair Dominance: Society and Politics in Travancore* – 1847-1907, Vikas Publishing House, New Delhi, 1976.
- Jeffrey, Robin, *Politics, Women and Well being: How Kerala Became a Model*, OUP, Delhi, 1993.
- Prabhash, J *Affirmative Actions and Social Change; Social Morality of Dalits*, Anmol Publications, New Delhi, 2001.
- Prabhash, J *Kerala Legislature: History and Politics*, Institute of Parliamentary Affairs, Thiruvananthapuram, 2015.
- Nossiter, J.R, *Communism in Kerala: A Study in Political Adaptation*, OUP, Delhi, 1982.
- John K.C, *The Melting Pot: Kerala 1950s – 1970s*, Prashanthi Printers, Trivandrum, 1975.
- John, John, P, *Coalition Governments in Kerala*, Institute for the Study of Public Policy and Management, Trivandrum, 1983.
- Koshy, M J, *Constitutionalism in Travancore and Cochin*, Kerala Historical Society, Trivandrum 1972.
- Kumar, G. Gopa, *Regional Political Parties and State Politics*, Deep & Deep, Delhi, 1986.
- Chander, N. Jose,ed., *Kerala: Dynamics of State Politics*, Sterling, Delhi,1986.
- Chander, N, Jose, *Legislative Process in Kerala*, Academy of Political Science, Trivandrum, 1981.
- Das, D Jayadeva, *Working Class Politics in Kerala*, Lilly Grace, Kariavattom, 1983.

- Oommen, M.A, *Bhooparishkaranangalum Samuhya Sampathika Parivarthananvum Keralathil* (Mal) State Institute of Language, TVM.
- Issac, T.M, Thomas, *Local Democracy and Development: Peoples Campaign for Decentralised Planning in Kerala*, Leftword Books, New Delhi, 2000.
- Namboodiripad, *EMS, Kerala Society and Politics*, National Book Center, New Delhi, *1984*.
- Ravi Raman, K (ed), *Development, Democracy and the State: Critiquing the Kerala Model of Development,* Routledge, Oxon, 2010
- Patrick Heller, *Kerala in Comparative Perspective Movements, Politics and Democracy in* Atul Kohli and Prerna Singh (eds), *Routledge Handbook of Indian Politics*, Special Indian Edition, Atlantic, New Delhi 2015
- Bidyut Chakrabarty, 'Parliamentary Left in Kerala: A Creative Socio-Political Engineering of Governance' in Bidyut Chakrabarty, *Communism in India: Events, Processes and Ideologies,*OUP, New Delhi 2014

Course Code	Title	Type	Credits
POL4C12	Contemporary International Politics	Core	4

Course Rationale:

This Course is designed to provide clear understanding of the Post cold War World Order. It includes detailed discussion on power equations, Role of regional and international organizations, issues of global security and the conflicts and challenges of New World Order.

I. Post-Cold War World - American Hegemony and its Challenges:

US involvements in Iraq. Afghanistan, Iran, and North Korea, Countervailing Forces against the US, Russia, China, EU, BRICSAM and IBSA.

II. Global Security, Arms Race and Disarmament:

NPT, CTBT, WMD, Human Security Issues.

III. Terrorism, Militancy and the Threat to Global Peace:

Terrorism and their objectives; Anti-Terrorist Strategies and its Impact; Militant Movements and National Security in Asia and Africa.

IV. Regionalism and Regional Organizations:

G-8, G-15, EU and ASEAN.

V. The United Nations and International Peace:

The United Nations and Development – Peace keeping operations of UN – Political and Security issues before UN.

VI. Conflicts and Challenges:

International terrorisms – Human Right Violations – Rise of ethnic violence – Globalization, Role of Economic Institutions and corporations WTO, IMF, MNC – Anti – Globalization Movements.

Required Readings

- Anievas, Alexander, *Marxism and World Politics: Contesting Global Capitalism*, Routledge, Oxon, 2010.

- Armstrong and et al, *Governance and Resistance in World Politics*, Cambridge University Press, Cambridge, 2003.
- Art, Robert. J, *America's Grand Strategy and World Politics,* Routledge, New York, 2009.
- Baxter, Kylie and Shahram Akbarzadeh, *U.S Foreign Policy in the Middle East*, Routledge, Oxon, 2008.
- Brecher, Michael, *Crises in World Politics, Theory and Reality,* Pergamon Press, Oxford, 1993.
- Calvocoressi, Peter, *World Politics 1945-2000*, Pearson, Delhi, 2001.
- Carsten, Holbraad, *Super Powers and International Conflict*, Palgrave Macmillan, New Delhi, 1979.
- Chandrasekhar, Sriram, etal, ed., War Conflicted Human Rights: *Theory and Practice*, Rutledge, London. 2010.
- Chatterjee, Partha, *Arms, Alliance and Stability*, John Wiley & Sons, New York, 1975.
- Das Gupta, Samir, and Jan Nederveen Pieterse eds., *Politics of Globalization,* Sage, New Delhi, 2009.
- Davis , M. Janes (ed.), *Security issues in the Post – Cold War World*, Edward Elgar, Michigan, 1996.
- Donnelly, Jack, *Universal Human Rights in Theory and Practice*, Westview, Boulder 1993.
- Feste, Karen A, *Expanding the Frontiers: Superpower intervention in the Cold War,* Praeger, Michigan, 1992.
- Foster, John Bellany, *Naked Imperialism*, Aakar, Delhi, 2006.
- Gray, Colin. S, *War, Peace and International Relations*, Routledge, Oxon, 2008.
- Harshe, Rajen, *Twentieth Century Imperialism: Shifting Counters and Changing Conceptions*, Sage Publications, New Delhi, 1997.
- Holsti, K.J, *Why Nations Realign: Foreign Policy Restructuring since World War*., Oxford, New Delhi, 1992.
- Holzgrefe, J.L and Rober O. Keohane, *Humanitarian Intervention: Ethical, Legal and Political Dilemmas.* CUP, Cambridge, 2003.
- Huntington, Samuel. P, *The Clash of Civilization and the Remarking of the World Order*, Simon and Schster, New York, 1996
- James, Alan, *Peace keeping in International Politics*, Macmillan, Basingstoke, 1990.
- Jha, Prem Sankar, *The Twilight of the Nation State: Globalization , Class and War*, Vistar Publications, New Delhi, 2006.

- Kofman, Eleonore and Gillian Youngs eds. *Globalization: Theory and Practice*, Viva, London, 2007.
- Porter, Careth and Jauet Welah Brown, *Global Environmental Politics*, Westview, Boulder 1991.
- Ray Kiely, *Empire in the Age of Globalization*, Orient Blackswan, Hyderabad, 2005
- Robert, Gilpin, *The Political Economy of International Relations*, Princeton University Press, New Jersey, 1987.
- Rosenau, James N, *The United Nations in Turbulent World*, Princeton University Press, 2004
- Saksena, K.P, *Reforming the United Nations: The Challenge of Response*, Sage, New Delhi, 2006.
- Smith, Neil, *The End Game of Globalization*, Routledge, Oxon, 2005.
- Stiglitz, Joseph, *Globalization and its Discontents*, Penguin Press, New Delhi, 2002.
- Thakur, Ramesh, *The United Nations, Peace and Security*, CUP, Cambridge, 2006.
- White, Brian et al (eds.), *Issues in World Politics*, Palgrave, New Delhi, 2005.

Course Code	Title	Type	Credits
POL4E07	**Contemporary Political Theory**	**Elective**	**4**

Course Rationale:

The Course aims at introducing the main political issues of contemporary Political Theory. We will examine the ways in which classical notions of liberty, equality, justice, rights and democracy have been revised, extended and contested in the face of major political developments of our time such as the spread of identity politics, totalitarianism, globalization and so forth. Apart from enhancing their theoretical understanding students will also find this course helpful in conducting innovative research in other areas such as comparative politics, human rights, women's studies and Indian politics.

1. **Paradigms of Liberty and Freedom.**
   Isaiah Berlin, Two Concepts of Liberty
   Charles Taylor, What is Wrong with Negative Liberty?
2. **Democracy**
   David Held, Democracy: From City-States to a Cosmopolitan Order?
3. **Totalitarianism**
   Hannah Arendt, On Totalitarianism (Sections)
4. **Feminist Perspectives**
   Carole Pateman, The Fraternal Contract
5. **On Modernity**
   Peter Osborne, Modernity is a Qualitative, Not a Chronological Concept
6. **Civil Society**
   Michael Walzer, The Idea of Civil Society
7. **Multiculturalism**
   Bhikhu Parekh, National Culture and Multiculturalism
8. **Public Sphere**
   Jurgan Habermass

Required Materials

- A.J. Skoble, T.R. Machan, *Political Philosophy Essential Selections,* 1st edn., Pearson Education, Delhi, 2007.
- Anthony Arblostor, *Democracy*, World View, Delhi, 1997.

- Anthony. M., Clohesy etal., *Contemporary Political Theories in Context, Routeledge, Oxon, 2009.*
- Bhargava Rajeev, Asok Acharya, *Political Theory Introduction,* Pearson Education, Delhi, 2008
- Billa, Dana, *The Cambridge Companion to Hannah Arendt*, Cambridge University Press, Cambridge, 2000
- Boucher, David and Paul Kelly, (eds.) *Political Thinkers from Socrates to Present*, OUP, Oxford, 2009.
- Carolyn, M. Elliot, *Civil Society & Democracy*: *A Reader*, OUP, New Delhi, 2003.
- Catrion Mackinnon, *Issues in Political Theory*, OUP, New Delhi, 2008.
- Colin Farelly, *An Introduction to Political Theory*, Sage, New Delhi, 2004.
- Colin, Farelly, *Contemporary Political Theory: A Reader*, Sage, New Delhi, 2004.
- David Beetham, *Democracy*, Viva, New Delhi, 2006.
- David, Held, *Introduction to Critical Theory,* Polity Press,
- David,Held, *Political Theory and the Modern State*, World View, Delhi, 1998.
- Gripsrud, Jostein et.al. eds., *The Idea of Public Sphere: A Reader,* Lanham Lexington Books, 2010.
- Habermass, Jurgan (ed) Ciaran Cronin and Pablo De Greiff, *The Inclusion of the Other: Studies in Political Theory,* Cambridge, Polity, 2005.
- Jürgen Habermas, *The Structural Transformations of the Public Sphere: An Inquiry into a Category of Bourgeois Society*, The MIT Press, Massachusetts, 1991.
- Kymlicka, Will, *Multicultural Odysseys*, OUP, Oxford, 2007.
- Loden, Anthony Simon and David Owen eds., *Multiculturalism and Political Theory,* Cambridge University Press, Cambridge, 2007.
- Rajeev Bhargava, Amiya Kumar Bugchi, R Sudarshan, (ed.), *Multiculturalism, Liberalism & Democracy*, OUP, New Delhi, 2007.
- Rajeev Bhargava, *What is Political Theory? And why do we need it?* OUP, New Delhi, 2010
- Stephen Eric Bronner, *Twentieth Century Political Theory: A Reader*, Routledge, London, 2006.
- Stephen K. White & J. Donald Moon (ed.), *What is Political Theory*, Sage, New Delhi, 2004
- Swift Adam, *Political Philosophy, II edn.*, Polity Press, USA, 2007.

Course Code	Title	Type	Credits
POL4E08	Foreign Policy of India	Elective	4

Course Rationale.

This course is intended to provide the students a conceptual understanding about India's Foreign Policy by having an intellectual and critical examination of the new tendencies in India's political and economic relations with major countries and organizations. It provides an insight about India's security strategy in a tough neighborhood. It also designed to analyze the prospects and hardly posed by the new world order on India's way as an emerging regional power and possibly a permanent member of UN Security Council.

Course Content.

1. Basic Approaches to the Study of Foreign Policy

Historical, Ideological and Analytical.

Foreign Policy Making Process: Governmental and Non- Governmental Agencies

2. Foundations of Indian Foreign Policy

Heritage of the National Movement; succession to the colonial past; Non alignment- its parameters; historical compulsions and policy.

3. Land Marks in Indian Foreign Policy

Kashmir question and its internalization; impact of the cold war alliance (1954-55); Sino- Indian Border War (1962); Indo- Pakistan War and the Tashkent Summit (1965-65); Indo- Soviet Treaty of Friendship (1972); Indo- Pak War and the emergence of Bangladesh (1971). India - America Civil - Nuclear Deal

4. India and its Neighbours

China, Pakistan, Afghanistan, Nepal, Sri Lanka, Bangladesh and Bhutan.

5. India's Foreign Policy in the Post Cold War Context

Globalization and New Economic Importations.

6. India's Foreign Policy and Changing Global Power Equations

India and the US, India – Russia, India – China, India – European Union, India-ASEAN.

Required Readings

1. Nayar, Raj Baldev & T.V. Paul., *India in the World Order: Searching For Major Power Status* ,CambridgeUniversity Press,New York,2003.
2. Kim, Wahn Chan., *Economic Liberalizsation and Indian Foreign Policy,* Kalaz Publications, Delhi,2006.
3. Kapur, Ashok, Y.K. Malik, and Arthr G. Rubinoff., *India and the United States in a Changing World*, Sage Publications, New Delhi,2002.
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7. Nehru, Jawaharlal, *India's Foreign Policy: Selected Speeches*, Sept. 1946 – April, MIB, India, 1961
8. Bandhyopadhaya. J., *The Making of India's Foreign Policy*, Allied Publications
9. Prasad, Bimal, *Origins of India's Foreign Policy*, Bookland, Calcutta, 1960.
10. Prasad, Bimal (ed.), *India's Foreign Policy,* Vikas, Delhi, 1979.
11. Misra, K.P., (ed.), *Foreign Policy of India: A Book of Readings*, Thomson Press, New Delhi, 1977.
12. Bhambhari, C.P., *Foreign Policy of India*, Sterling, New Delhi, 1987.
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21. Lalit Mansingh and Dulip Lahiri*; Indian Foreign Policy: Agenda for the 21st Century.*

22. Rajamohan. C., Crossing the Rubicon: *The Shaping of India's New Foreign Policy*, Penguin Books, New Delhi,
2003.

23. V.N Khanna, *India's Foreign Policy* ,Vikas, New Delhi, 2007.

24. Ganguly, Sumit, *US – Indian Strategic Cooperation in the 21st Century*, Routledge, New York, 2006.

25. Ganguly, Sumit, ed.,*India's Foreign Policy*,OUP,2010.

26. Muni,S.D, *India's Foreign Policy- The Democracy Dimension*, Foundation Books, New Delhi,2010.

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28Mohanan. B. Pillai and Premashekhara, eds., *Foreign Policy of India: Continuity and change*, New Century Publications, New Delhi, 2010.

29. Pant, Harsh. V, *The U.S- India Nuclear Pact: Policy, Process and Great Power Politics*, Oxford, New Delhi, 2011.

30. Gopkumar. G, *Foreign Policy, Federalism and International Treaties*, New Century Publications, New Delhi, 2011.

31. Harshe, Rajen and K.M. Seethi, *Engaging with the World: Critical Reflections on India's Foreign Policy,* Orient Longman, New Delhi, 2005.

32. Kanti P. Bajpai and Harsh V. Pant (eds), *India's Foreign Policy: A Reader,* OUP, New Delhi, 2013

33. Reeta Chowdhari Tremblay & Ashok Kapur, *Modi's Foreign Policy,* Sage Publications, New Delhi, 2017.

Course Code	Title	Type	Credits
POL4E09	**Development Administration**	**Elective**	**4**

Course Rationale.

In the developing countries of Asia, Africa and Latin America, the need of Development Administration has been recognized as a means of implementing policies and plans directed towards nation-building and Socio-economic progress. The emphasis of the present course is on the building and improvement of a Public Administration System as part of the total effort of national development. The focus of the course offered is on India.

Course Content.

1. Introduction

Nature, Scope and Importance of Development Administration; Evolutionary Development Administration; Applications and Strategies for Development Administration: Liberal (Riggs). Marxist, Gandhian, Paule Friere.

a. Context of Development Administration.
b. Characteristics of Development Countries.
c. Economics and Development Administration.
d. Development of Administration.
e. Administration of Development.

2. Development Administration in India

a. Constitution Framework.
b. Institutional Framework, Central State, District and Local Social Characteristics
c. Socio- Economic Framework, Parties, pressure groups, public opinion voluntary Organization.
d. Urban Administration.
e. Rural Administration

3. Challenges in Development Administration

a. Resources for Development: Human, Material, Technology, Time
b. Law and Development.
c. Policy Formulation.
d. Judiciary and Development.
e. Skills & Training of Development Personal
f. People's participation.
g. People's planning.
h. Citizen and Administration.
i. Bottleneck in Development Administration.
j. Corruption in Development Administration.

k. Evaluation of Development.

4. Rural Development Theory

a. Approaches to Rural Development
b. Rural Context: Social, Economic, Political and Cultural
c. Organization for RD: Community Development, Panchayati Raj Cooperatives, Voluntary Organizations, Volunteer.
d. Rural Political process: Elite, Caste, Class, and Pressure groups
e. People's participation in Rural Development.

5. Rural Development Practices

a. Rural Planning
b. Rural Development Institutions: Centre, State and Local
c. Skills and Training of Bureaucracy for Rural Development – District Block and Village Levels
d. Resource for Rural Development
e. Welfare Programs
f. Poverty Alleviation Programs
g. Area Development Program
h. Tribal Development Program
i. Evaluation of Rural Development in India.

Required Readings

1. Dwivedi, O.P, *Development Administration: From Underdevelopment to Sustainable Development,* Palgrave Macmillan, London, 1994
2. Bhattachary M., *Bureaucracy and Development Administration,* Uppal Publications, New Delhi, 1979.
3. Grant, George. *Development Administration,* Madison, 1979.
4. Inamder, N.R & Kshire V.K, *District Planning in India,* Oxford, New Delhi, 1986.
5. Sapru, R.K, *Development Administration,* Sterling Publishers, New Delhi, 2008.
6. Palekar, S.A, *Development Administration,* PHI Learning Pvt. Ltd., New Delhi, 2012
7. Pai Panandiker V.A (ed). *Development Administration in India*, Madras, McMillian, 1974.
8. Swerdlow, *Development Administration* , Syracuse University Press, Syracuse, 1963.
9. U.N., *Development Administration: Current Approaches and Trends in Public Administration for National Development,* New York, 1975
10. Riggs, Fred W (ed).,*Frontiers of Development Administration* ,Duke University Press, 1970.
11. Montgomery, John & William, Siffin (ed).,*Approaches to Development Politics*

Administration and Change, New York, 1966.

12. Arora, Ramesh K.,*People's Participation in Development Process*, Jaipur, SIPA, 1979.
13. Pai Panardiker V.A..,*Bureaucracy and Development Administration*, New Delhi, Centre for Policy Research, 1978.
14. Bhambhri C.P.,*Administrators in a changing society* ,Delhi, 1978.
15. Peters, B. Guy.*The Politics of Bureaucracy: A Comparative Perspective*, New York, Congman, 1978.
16. Franda, Maras., *Voluntary Association and Local Government in India* ,New Delhi, 1983.
17. Mathew T. (ed).,*Rural Development in India* ,New Delhi, 1981.
18. National Institute of Rural Development,*Rural Development in India*: *Some Fact* , Hyderabad, 1979.
19. Inayatullah (ed), *Approaches to Rural development: Some Asian Experience*, Kualalampur, Asian and Pacific Development Administration Centre, 1978.
20. Aziz, Sartaj, *Rural Development: Learning from China*, London, Mcmillian, 1978.
21. Das Aravind N (ed).,*Agrarian relation in India*, New Delhi, Manohar, 1979.
22. Desai I.P., *History of Rural development in Modern India*, New Delhi, 1977.
23. Desai A.R., *Rural India in Transition*, Bombay, Popular, Prakshan, 1979.
24. Franda, Marces., *Indian Rural Development :An Assessment of Alternatives*, Bloomington, Indian Uty Press, 1979.
25. Mel Ashok., *Rural Development and Rural Poor*, Bombay, 1980.
26. Seshadri K., *Political Linkages and Rural development*, New Delhi, 1976.
27. Mathur, Kuldip., *Peasant Organizations and Rural Development India* ,New Delhi, IIPA, 1977.

Course Code	Title	Type	Credits
POL4E10	Mass Media and Political Communication	Elective	4

Course Content

Media plays an important role in Society, especially Managing Political Communication, Political Culture, Political Socialisation etc. The course is intended to provide the student with a critical understanding of the role of Media in a Society. It discusses the various aspects related to Media ranging from its evolution to political effects.

This course will be discussed with suitable examples from India, USA, UK, France and Russia.

1. Media and Communication

Role of Media and Importance of Political Communication
Right to Communication, Communication and Information
Communication Theories – Theory of Cybernectics, Communication Theory, decision making theory.

2. Mass Communication and Mass Media

Functions of Mass Media, Types of Mass Media- Print Media, Electronic Media and New Media – Social Media
Political Communication through Mass Media. Importance of Political Reporting
Mass Media in Globalized world - Crisis of Press in Third World countries.

3. Ownership of Media

State Ownership vs Private Ownership – Comparative study
Ownership vs Freedom of the Press
Government Regulations on Media – Technical and ownership regulations – censorship and its problem.

4. Determinants of News reporting

Ownership, Caste and ethnic-Political and marketing
Embedded journalism and Sting operations.
Media coverage on National and state Politics, Election reporting – Influence of Public Opinion - Opinion poll and Exit poll in Media. Setting the Political Agenda by the Media.

Reading Material

1. Oats, Sarah, *Introduction to Media and Politics*,Sage, London, 2009.
2. R. Wiebs, *The Opening of American society,* Random House, New York, 1984.
4. Louw, Eric, *The Media and the Political Process*, Sage, London, 2010.

5. Bagdikian, *The Media Monopoly*, Beacon Press, Boston, 1983.

6. Weyne, Mike, *Marxism and Media Studies: Key Concepts and Contemporary Trends*, Aakar, New Delhi, 2009.

7. J Barron, *Freedom of the Press for whom*? Indians University Press, Bloomington, 1973.

8. Cater, Douglass, *The Fourth Branch of Government, Houlton* Mifflin, Bloomington, 1959.

9. RajaGopal, Aravind, *The Indian Public Sphere, Readings in Media History,* Oxford, New Delhi, 2009.

10. Bignell, Jonathan, *Post Modern Media Culture,* Aakar Books, Delhi, 2007.

11. Mc Luhan M, *Understanding Media, The Extension of Man,* New York, Mc Graw Hill, 1972.

12. Masani Mehra, *Broadcasting and the people,* New Delhi, NBS, 1976.

13. Graber, Doris, *A, Media Power and Politics,* Washington D.C. Congressional QrirlyPress, 1999.

14. Kallner, Dougless, *Television and the crisis of Democracy,* West view press, 1990.

15. Koch, Sigrid et. al. eds. *Public Policy and Mass Media: The Interplay of Mass Communication and Political Decision Making,* Routledge, London, 2010.

16. Vincent Mosco (ed), *The Political Economy of Information,* Madison, Wis, 1990.

17. Robert M. Entman, *Democracy without Citizen: Media and the Decay of America Politics,* New York, 1989.

18. Rivers, William. L, *Mass Media, Reporting Writing, Editing,* New York, 1975.

19. Williams, Francis, *Right to know, The rise of the world press,* New York, 1969.

20. Hema Agarval, *Society, Culture and Mass Communication, Sociology of Journalism*, 1995.

21. Whale (John), *Journalism and Government,* Macmillan, 1972.

22. Shakher B.M, *Press, Politics and Public opinion in India,* Deep and Deep, New Delhi,1984.

23. Bold-Bannet P Braham, *Media, Knowledge and Power,* London, Croom Helm, 1987.

24. Downing, J, Media, *A critical Introduction,* Sage, 1990

25. John Beynon and David Dunkerley, *Globalisation: The Reader, (Chapter on 'Media Imperialism and Global Media' and 'Globalisation, Media and Technology',* Rawat Publications, New Delhi, 2012

26. James Curran and Jean Seaton, *Power without responsibility,* Routledge, London, 1997

27. Robert w. McChesney, *The Political Economy of Media,* Aakar Books, Delhi, 2010

28. Jan Zielonka ed., *Media and Politics in Democracies,* OUP, Oxford, 2015

Ability Enhancement Course – Political Science

Course Title: Basics of Computer

Course Objective: The major objective of this course is to give students a general awareness on basic computer skills and its use in education. Completion of the course will result in MS Office applications knowledge and skills.

Course Description: The course aims to equip a student with fundamental 'Computer Literacy' mainly for the academic purpose – study/learning and research. The student will learn to use Windows on the PC-compatible computers as well as MS Office which has the following applications: word processing program (MS Word), a spreadsheet program (MS Excel), a presentation program (MS Power Point) and Database (MS Access). This course is intended for students requiring 'hands-on' knowledge of computer applications.

Student learning outcome

Upon completion of this course, the student will be able to apply technical knowledge and perform technical skills with regard to computers for their higher studies/research. Also, the candidate would be capable to utilize the Internet Web resources for knowledge.

Method of evaluation: 30% weightage for written exam, 20% weightage for Viva and remaining 50% for practical examination

Scheme of Course:

Module 1: Know your computer - various parts of a computer – Software, Hardware
Installing and Uninstalling
Essential Programmes - MS Office – Word, Excel
Downloading, Scanning, Printing, Formatting

Module II: Use of Internet - browser navigation, bookmarks, web addresses and hyperlinks - searching – use of search engines
email -sending, receiving and replying to email
Online Courses – information & registration process - MOOC
Collecting Academic resources/Data collection from reliable websites
Translation through website – common softwares
Changing document formats – Word to PDF, PDF to Word, JPG to Word etc
Access to Online sources – Journals/Books, Articles, Documents, Reports
Info-net – e library, J-store
Use of Websites for information on higher studies

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Department of Political Science

Professional Competency Course – MA Political Science

Title of the Course: FIELD SURVEY AND DATA ANALYSIS

Objective:

This course aims to develop a strong understanding on conducting survey and analyzing the data through field based activities which would certainly increase the professional competency of a Political Science student. The student would undergone through different stages of effective conduct of a social science survey includes planning, defining the main objectives of the survey, setting the frame of the survey, sample design and drawing the sample, designing the statistical form, data collection and processing, use of tools and techniques of data analysis etc.

The major aim of the course is to give training to a student on following aspects:

Design a survey, Collection of survey data, analysis of survey results, interpret data from a survey, analyze survey data, methods of data analysis, survey results calculation, write an analysis of data, analysis of quantitative and qualitative survey data etc.

The entire course is designed as a field based one. Students are divided into different groups and conduct a field survey to collect data on a particular theme. Then a report is prepared after analyzing the data collected through survey. During the process the student will be trained on various aspects of field based research and data collection, data analysis and report writing.

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